

**School of Business, Public Policy & Social Entrepreneurship**  
**Student Feedback Form**

**MBA 1<sup>st</sup> Year 1<sup>st</sup> Semester (Slot – 2) – Batch –**

Dear Student,

Please assess the course and the faculty on factors given below on a scale of 1 to 5.

Name of the Course: - SBP2MB \_\_\_\_\_

Name of Faculty: -

<b>Description</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The coverage of the course contents					
Sequencing of the course					
Quality of Study (Reading + Case) Material					
Distribution of assessment components					
Overall effectiveness of the course					
Quality of Presentation					
Teaching pedagogy					
Quality of Interaction in class					
Student- teacher relationship					
Overall quality of the faculty					

Note:

1= Poor

2=Fair

3= Good

4= Very Good

5= Excellent

Suggestions if any:

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**Ambedkar University Delhi**  
**School of Business, Public Policy & Social Entrepreneurship**

**Feedback**

MBA 1<sup>st</sup> Year 1<sup>st</sup> Semester (Slot -2) Batch \_\_\_\_\_

Name of the Course : SBP2MB \_\_\_\_\_

Name of the Faculty: \_\_\_\_\_

1. Best Teacher.
2. Excellent conceptual clarity.
3. Excellent teaching.
4. Takes the whole class tighter – for slow learner also, he repeats everything.
5. Very professional.
6. Would want to study with him more.
7. He is the best. Please keep him as our faculty for next slot too.
8. Very interactive, excellent pedagogy.
9. Please invite him for further course in the future.
10. A good engaging session.
11. Thanks sir.
12. Excellent. Teaching style is very effective. Takes time to make students understand concepts. The subject is so conceptual yet we were able to understand it. Sir is very hardworking. Have stayed up late to make things understand. I request SBPPSE to invite him again for lecture.

						1	2	3	4	5			
	Criteria					Poor	Fair	Good	Very Good	Excellent	Total	Total Point	%
1	The Coverage of the course contents					0	4	9	48	120	41	181	88
2	Sequencing of the course					0	2	9	44	130	41	185	90
3	Quality of Study (Reading + Case) Material					1	4	3	60	110	41	178	87
4	Distribution of Assessment Components					0	2	15	36	130	41	183	89
5	Overall Effectiveness of the course					0	4	12	48	115	41	179	87
6	Quality of Presentation					1	2	12	36	130	41	181	88
7	Teaching pedagogy					0	6	3	56	115	41	180	88
8	Quality of Interaction in class					0	2	24	32	120	41	178	87
9	Student - Teacher relationship					0	4	12	40	125	41	181	88
10	Overall quality of the faculty					0	4	9	28	145	41	186	91
<b>Total</b>						<b>2</b>	<b>34</b>	<b>108</b>	<b>428</b>	<b>1240</b>	<b>410</b>	<b>1812</b>	<b>88</b>



**Ambedkar University Delhi**  
**School of Business, Public Policy & Social Entrepreneurship**

**Feedback**

MBA 1<sup>st</sup> Year 1<sup>st</sup> Semester (Slot -2) Batch \_\_\_\_\_

Name of the course : SBP2MB \_\_\_\_\_

Name of the faculty: \_\_\_\_\_

1. The courses could have included more aspects like honing our presentation skills, how to speak effectively in front of a crowd.
2. The class seems more of how to spend time till 12:30 pm on Fridays. No real learning in class.
3. The faculty is least interest in understating students. Listening to everyone's life story is not the task here. If this was the case, one may have appointed a professional psychologist in order to better understand peoples psyche. Very very poor experience!!!
4. I request you to repeat what you say because sometimes are not able no understand what you have said.
5. Very effective.
6. Good

		1	2	3	4	5			
	Criteria	Poor	Fair	Good	Very Good	Excellent	Total	Total Point	%
1	The Coverage of the course contents	5	4	21	48	75	41	153	75
2	Sequencing of the course	5	6	21	36	85	41	153	75
3	Quality of Study (Reading + Case) Material	6	8	21	44	65	41	144	70
4	Distribution of Assessment Components	4	4	30	36	80	41	154	75
5	Overall Effectiveness of the course	4	6	18	52	75	41	155	76
6	Quality of Presentation	6	2	18	52	75	41	153	75
7	Teaching pedagogy	4	4	15	64	70	41	157	77
8	Quality of Interaction in class	4	0	24	48	85	41	161	79
9	Student - Teacher relationship	5	2	21	48	80	41	156	76
10	Overall quality of the faculty	4	6	18	52	75	41	155	76
<b>Total</b>		<b>47</b>	<b>42</b>	<b>207</b>	<b>480</b>	<b>765</b>	<b>410</b>	<b>1541</b>	<b>75</b>

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Brand Management

Course Code: SBP2MB611

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Kartik Dave

Number of students on the course: 40

No of feedback received: 40

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
- II.
  - a. Weightage for Project Report to be increased
  - b. Google Classroom
  - c. Pedagogy related feedback like number of cases were many
  - d. Very happy with class interaction and information
  - e. Majority of the students were satisfied on all the parameters.
  
- III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - a. Google classroom will be explored as suggested
  - b. No of case assignments will be revisited
  - c. Weightage for the project will be increased

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Micro Finance

Course Code: SBP2MB523

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Kanwal Anil

Number of students on the course: 23

No of feedback received: 23

IV. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

V.

- f. Majority of the students were satisfied on all the parameters.
- g. No issue of concern raised by students.

VI. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- d. Google classroom will be explored in next session
- e. Many pedagogical changes were made this time in course delivery. Student seemed happy with the pedagogy adopted and innovation in assessments so the same will be continued next time.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Corporate Finance-205

Course Code: SBP2MB523

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Kanwal Anil

Number of students on the course: 42

No of feedback received: 42

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
- II.
  - a. Majority of the students were satisfied on all the parameters.
  - b. Students enjoyed the case discussions and wanted more cases to be given
  
- III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - a. Google classroom will be explored in next session
  - b. Appropriate amount of cases were discussed in class but since the students liked the case discussion part 2-3 more cases will be added in the next course delivery.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Business Research

Course Code: SBP2MB306:

Semester (Monsoon/Winter) and Year: Winter (2016)

Course Coordinator: Kalindi Maheshwari

Number of students on the course:

No of feedback received: 36

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

A major take away was that since business research is unknown territory for participant's because of low previous exposure, the facilitator cannot assume prior knowledge at all. For example with the process of how to conduct a literature review and its relevance to the research process, the participants were unable to sufficiently grasp the process and the analysis involved therein. Discussions in class did not make it seem more approachable or less abstract.

One suggestion was that the literature review process should be demonstrated.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In the subsequent year, the facilitator worked with the class to conceptualise a business research problem statement, which was relatable- the issue of low motivation in class for example. The class then worked on this together for the duration of the course, using it as a reference point. A joint literature review was also conducted through a number of sessions, where a Google Scholar search was conducted in class through use of projector and then by a combined class reading of a few selected articles.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Global Business Environment

Course Code: SBP2MB942

Semester (Monsoon/Winter) and Year: Monsoon (2016)

Course Coordinator: Kalindi Maheshwari

Number of students on the course:

No of feedback received: 35

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

An interesting suggestion was that some field activities be conducted in order to ensure effective learning and for the participants' to get exposed to real world dilemmas and be able to relate them to theory

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In the subsequent semester, the facilitator used the above suggestion to trial the same in a similar course on International Business Strategy by encouraging students to run a live project on market research as a function of developing effective business strategy during the University's annual 2 day festival AUD@city. This was quite effective in demonstrating learning outcomes and reiterated some of the theoretical concepts studied in class.

In future, similar activities will be sought to be applied to GBE as well

**Ambedkar University Delhi**  
**School of Business, Public Policy and Social Entrepreneurship**  
**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Issues and Perspectives of Public Policy

Course Code: SBP2MB107

Semester (Monsoon/Winter) and Year: Monsoon Slot 2 Semester 1 (2016-18)

Course Coordinator: Kritika Mathur (Collaborated with Dr K Valentina).

Number of students on the course:30

No of feedback received:30

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

From the feedback, it may be noted that only 65% of the students felt that Quality of Presentation was satisfactory. However, it is apparent from the quantitative feedback that the Student Teacher relationship was above average for most students.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

I intend to improve the quality of the presentations in the future.

**Ambedkar University Delhi**  
**School of Business, Public Policy and Social Entrepreneurship**  
**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Business Research

Course Code: SBP2MB207

Semester (Monsoon/Winter) and Year: Winter 2016-17

Course Coordinator: Kritika Mathur (Collaborated with Dr Kalindi Maheshwari).

Number of students on the course:30

No of feedback received:30

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

From the feedback, it may be noted that 74% of the students felt that the coverage of the course contents were up to the mark. While 71% of the students found the sequencing of the course and the quality of the material satisfactory. Most of the students felt that distribution of assessment components across the Business Research course along with Quality of Presentation were appropriate. However, it is apparent from the qualitative feedback that the tone of the Faculty wasn't found suitable as it was found to be demotivating for some and the students didn't receive timely feedback on the First Assignment.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The Course Coordinator in the next Academic Year made special efforts in sharing timely feedback with the students in order to enhance their learning ability. She also made sure she didn't make any remark that would demotivate the students. The two actions were found to be necessary as this would help the student to understand the quantitative portion of Business Research.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Leadership and Change

Course Code: SBP2MB223:

Semester (Monsoon/Winter) and Year: Winter (2018)

Course Coordinator: Kalindi Maheshwari

Number of students on the course:

No of feedback received: 39

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The facilitator discerned from the feedback that since the subject focuses on personal development and soft skills, the inherent potential and ability of each student to develop it further is variable across the class. Also it seems that the students would prefer less discussion and more presentations.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In subsequent years, the facilitator hopes to sequence and structure both the course and the assessment such that the participants have better opportunity to perform based on their learning rather than inherent abilities. Class discussions can be complemented by the use of videos and simulations which require less participation from the individual and are more demonstrative.



**School of Business, Public Policy & Social Entrepreneurship**

9<sup>th</sup> May, 2019

**SBPPSE 10<sup>th</sup> & 11<sup>th</sup> Meeting of Academic year 2018-19**  
**Minutes**

The 10<sup>th</sup> & 11<sup>th</sup> meeting of the Academic year 2018-19 of the Faculty of the School of Business, Public Policy & Social Entrepreneurship, was held on 1<sup>st</sup> & 9<sup>th</sup> May, 2019 at 11:00 am in class room no. N1, AUD, Kashmere Gate. The following members were present:

1. Prof. Kartik Dave – Chair
2. Dr. Kanwal Anil
3. Dr. K. Valentina
4. Dr. Nidhi Kaicker
5. Dr. Kritika Mathur
6. Dr. Kalindi Maheshwari

Prof. M.S. Farooqi could not attend the meeting. Dr. Anshu Gupta was on long leave.

**Item no.1: Confirmation of Minutes**

The minutes of the 9<sup>th</sup> meeting of Academic year 2018-19 held on 25<sup>th</sup> April 2019 were confirmed.

**Item No. 2: NAAC Preparation and Documentation**

Issues related to NAAC and required documentation were discussed at length and resolved.

**Item no.3: Grade cut and attendance related issues of 1<sup>st</sup> year**

1. Grades & attendance have been uploaded in the ERP and the grade cuts have been implemented as per university norms, the details are as follows:

MBA 1<sup>st</sup> year 2<sup>nd</sup> semester grade-cut sheet (Jan to March – 2019)

Enrol. No.	Name	Course Name	Actual Grades	%	Total classes	Attended	As per 1/3	As per medical Cert. after verification from Register	Total Classes after deducted MC Deducted	Total Attended	% after MC implemented	Grade cut	Final Grade
S183F0001	Abhishek Verma	<b>SBP2MB221-Business Ethics and CSR</b>	<b>B+</b>	<b>68</b>	22	15	7	5	15	15	100	No	B
S183F0003	Ankit Saini	<b>SBP2MB227-Business Research</b>	<b>B+</b>	<b>76</b>	21	16	7	2	19	16	84	No	B+
S183F0005	Areeba Faisal	<b>SBP2MB224-Operations Management</b>	<b>B+</b>	<b>79</b>	19	15	6	1	18	15	83	No	B+
S183F0009	Depanshu Verma	<b>SBP2MB223-Leadership and Change</b>	<b>B-</b>	<b>71</b>	17	12	6	2	15	12	80	No	B-
		<b>SBP2MB225-Corporate Finance</b>	<b>B-</b>	<b>78</b>	23	18	8	1	22	18	82	No	B-
S183F0012	Divya Marwaha	<b>SBP2MB221-Business Ethics and CSR</b>	<b>A-</b>	<b>73</b>	22	16	7	4	18	16	89	No	A-
		<b>SBP2MB228-Spreadsheet Modelling</b>	<b>A</b>	<b>78</b>	18	14	6	2	16	14	88	No	A
S183F0014	Gurjeet Singh	<b>SBP2MB221-Business Ethics and CSR</b>	<b>B</b>	<b>77</b>	22	17	7	0	22	17	77	1	B-
S183F0015	Hari Sharan	<b>SBP2MB222-Innovation and Entrepreneurship</b>	<b>C+</b>	<b>70</b>	20	14	7	3	17	14	82	No	C+
		<b>SBP2MB224-Operations Management</b>	<b>A-</b>	<b>74</b>	19	14	6	2	17	14	82	No	A-
		<b>SBP2MB227-Business Research</b>	<b>B</b>	<b>76</b>	21	16	7	3	18	16	89	No	B
S183F0018	Jaya Gupta	<b>SBP2MB222-Innovation and Entrepreneurship</b>	<b>C+</b>	<b>70</b>	20	14	7	1	19	14	74	2	C-
		<b>SBP2MB223-Leadership and Change</b>	<b>B-</b>	<b>65</b>	17	11	6	1	16	11	69	3	C-
		<b>SBP2MB224-Operations Management</b>	<b>B</b>	<b>79</b>	19	15	6	0	19	15	79	1	B-
S183F0020	Lavanya Lalan	<b>SBP2MB222-Innovation and Entrepreneurship</b>	<b>C+</b>	<b>75</b>	20	15	7	0	20	15	75	1	C
		<b>SBP2MB224-Operations Management</b>	<b>A-</b>	<b>74</b>	19	14	6	0	19	14	74	2	B
		<b>SBP2MB227-Business Research</b>	<b>A-</b>	<b>71</b>	21	15	7	0	21	15	71	2	B
S183F0021	Madhurika Verma	<b>SBP2MB221-Business Ethics and CSR</b>	<b>B+</b>	<b>77</b>	22	17	7	0	22	17	77	1	B
		<b>SBP2MB224-Operations Management</b>	<b>A</b>	<b>79</b>	19	15	6	0	19	15	79	1	A-
S183F0025	Medha Roy	<b>SBP2MB224-Operations Management</b>	<b>A-</b>	<b>79</b>	19	15	6	0	19	15	79	1	B+
S183F0027	Pallavi Joshi	<b>SBP2MB222-Innovation and Entrepreneurship</b>	<b>C-</b>	<b>70</b>	20	14	7	0	20	14	70	2	F
S183F0028	prasoon awasthi	<b>SBP2MB221-Business Ethics and CSR</b>	<b>C+</b>	<b>59</b>	22	13	7	2	20	13	65	3	D

		<b>SBP2MB222-Innovation and Entrepreneurship</b>	<b>F</b>	<b>15</b>	20	3	7	5	15	3	20	10	<b>F</b>
		<b>SBP2MB223-Leadership and Change</b>	<b>B-</b>	<b>59</b>	17	10	6	4	13	10	77	1	<b>C+</b>
		<b>SBP2MB224-Operations Management</b>	<b>B+</b>	<b>53</b>	19	10	6	4	15	10	67	3	<b>C+</b>
		<b>SBP2MB225-Corporate Finance</b>	<b>A-</b>	<b>70</b>	23	16	8	3	20	16	80	No	<b>A-</b>
		<b>SBP2MB226-Structured Thinking and Problem Solving</b>	<b>C</b>	<b>44</b>	18	8	6	5	13	8	62	4	<b>F</b>
		<b>SBP2MB227-Business Research</b>	<b>B+</b>	<b>71</b>	21	15	7	1	20	15	75	1	<b>B</b>
		<b>SBP2MB228-Spreadsheet Modelling</b>	<b>B+</b>	<b>67</b>	18	12	6	0	18	12	67	3	<b>C+</b>
S183F0030	Rachel Khalkho	<b>SBP2MB224-Operations Management</b>	<b>A-</b>	<b>74</b>	19	14	6	0	19	14	74	2	<b>B</b>
		<b>SBP2MB226-Structured Thinking and Problem Solving</b>	<b>B-</b>	<b>78</b>	18	14	6	0	18	14	78	1	<b>C+</b>
<b>S183F0031</b>	<b>Rajan Slathia</b>	<b>In all courses 0 attendance</b>		<b>0</b>			0						
S183F0033	Rohan Sharma	<b>SBP2MB221-Business Ethics and CSR</b>	<b>B+</b>	<b>73</b>	22	16	7	0	22	16	73	2	<b>B-</b>
		<b>SBP2MB223-Leadership and Change</b>	<b>B</b>	<b>65</b>	17	11	6	0	17	11	65	3	<b>C</b>
S183F0034	Rohit Nathan Pillai	<b>SBP2MB222-Innovation and Entrepreneurship</b>	<b>C+</b>	<b>75</b>	20	15	7	2	18	15	83	No	<b>C+</b>
		<b>SBP2MB223-Leadership and Change</b>	<b>B</b>	<b>76</b>	17	13	6	1	16	13	81	No	<b>B</b>
		<b>SBP2MB228-Spreadsheet Modelling</b>	<b>A-</b>	<b>72</b>	18	13	6	3	15	13	87	No	<b>A-</b>
S183F0035	Roshni Rajan	<b>SBP2MB224-Operations Management</b>	<b>A-</b>	<b>79</b>	19	15	6	0	19	15	79	1	<b>B+</b>
S183F0036	Saurabh Patel	<b>SBP2MB221-Business Ethics and CSR</b>	<b>B-</b>	<b>59</b>	22	13	7	0	22	13	59	5	<b>F</b>
		<b>SBP2MB222-Innovation and Entrepreneurship</b>	<b>D</b>	<b>10</b>	20	2	7	0	20	2	10	10	<b>F</b>
		<b>SBP2MB223-Leadership and Change</b>	<b>B</b>	<b>71</b>	17	12	6	0	17	12	71	2	<b>C+</b>
		<b>SBP2MB224-Operations Management</b>	<b>B</b>	<b>37</b>	19	7	6	0	19	7	37	9	<b>F</b>
		<b>SBP2MB225-Corporate Finance</b>	<b>B</b>	<b>57</b>	23	13	8	0	23	13	57	5	<b>F</b>
		<b>SBP2MB226-Structured Thinking and Problem Solving</b>	<b>C</b>	<b>44</b>	18	8	6	0	18	8	44	8	<b>F</b>
		<b>SBP2MB227-Business Research</b>	<b>B+</b>	<b>43</b>	21	9	7	0	21	9	43	8	<b>F</b>
		<b>SBP2MB228-Spreadsheet Modelling</b>	<b>B+</b>	<b>50</b>	18	9	6	0	18	9	50	6	<b>D</b>
S183F0037	Saviour Basumata	<b>SBP2MB222-Innovation and Entrepreneurship</b>	<b>C+</b>	<b>60</b>	20	12	7	2	18	12	67	3	<b>D</b>
		<b>SBP2MB223-Leadership and Change</b>	<b>B-</b>	<b>76</b>	17	13	6	2	15	13	87	No	<b>B-</b>
		<b>SBP2MB224-Operations Management</b>	<b>B</b>	<b>58</b>	19	11	6	4	15	11	73	2	<b>C+</b>
		<b>SBP2MB225-Corporate Finance</b>	<b>B-</b>	<b>78</b>	23	18	8	2	21	18	86	No	<b>B-</b>
		<b>SBP2MB226-Structured Thinking and Problem Solving</b>	<b>C+</b>	<b>61</b>	18	11	6	3	15	11	73	2	<b>C-</b>
		<b>SBP2MB227-Business Research</b>	<b>B</b>	<b>76</b>	21	16	7	2	19	16	84	No	<b>B</b>
		<b>SBP2MB228-Spreadsheet Modelling</b>	<b>A-</b>	<b>67</b>	18	12	6	2	16	12	75	1	<b>B+</b>
S183F0038	Shefali Sharma	<b>SBP2MB224-Operations Management</b>	<b>A-</b>	<b>74</b>	19	14	6	1	18	14	78	1	<b>B+</b>
S183F0039	Smriti Singh	<b>SBP2MB224-Operations Management</b>	<b>B-</b>	<b>79</b>	19	15	6	0	19	15	79	1	<b>C+</b>

S183F0042	Tanmay Ahluwalia	SBP2MB221-Business Ethics and CSR	D	41	22	9	7	6	16	9	56	5	F
		SBP2MB222-Innovation and Entrepreneurship	B-	55	20	11	7	4	16	11	69	3	C-
		SBP2MB223-Leadership and Change	B	47	17	8	6	6	11	8	73	2	C+
		SBP2MB224-Operations Management	B	53	19	10	6	3	16	10	63	4	C-
		SBP2MB225-Corporate Finance	B	57	23	13	8	5	18	13	72	2	C+
		SBP2MB226-Structured Thinking and Problem Solving	C+	67	18	12	6	4	14	12	86	No	C+
		SBP2MB227-Business Research	C+	67	21	14	7	3	18	14	78	1	C
		SBP2MB228-Spreadsheet Modelling	A-	56	18	10	6	5	13	10	77	1	B+
S183F0043	Tanmay Kulshrestha	SBP2MB223-Leadership and Change	B+	76	17	13	6	0	17	13	76	1	B
S183F0044	Trishla Sharma	SBP2MB222-Innovation and Entrepreneurship	C+	75	20	15	7	1	19	15	79	1	C
		SBP2MB224-Operations Management	A	74	19	14	6	1	18	14	78	1	A-

**Item no.4: Any other items:**

Feedback for the courses of Winter Semester was conveyed and discussed during the meeting. Faculty members were requested to take suitable action in the coming Semester.

The meeting ended with a vote of thanks.

**Dean, SBPPSE**

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

**Title:**

Name of the Programme: MBA

Name of the Course: **Coaching, Counseling and Mentoring**

Course Code: **SBP2MB723**

Semester (Monsoon/Winter) and Year: 3<sup>rd</sup> semester 2<sup>nd</sup> year

Course Coordinator: Dr. Richa Awasthy

Number of students on the course:

No of feedback received: 18

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

A suggestion was that assessments should spread evenly throughout the semester.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In the subsequent semester, the facilitator used the above suggestions and during the class discussion discussed timeline for submission of assignments. Scope of one of the assignment was reduced to ensure assignments are over during the term. This was quite effective and facilitator appreciate that the suggestion and continue to use this feedback in all course delivery of CCM.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MBA

Name of the Course: Organizational Behaviour

Course Code: SBP2MB103

Semester (Monsoon/Winter) and Year: 1<sup>st</sup> semester 1<sup>st</sup> year

Course Coordinator: Dr. Richa Awasthy

Number of students on the course:

No of feedback received: 22

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

A suggestion was that more theory should be covered during the course. During the class discussion participants should be told which readings are referred for the class.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In the subsequent semester, the facilitator used the above suggestions and during the class discussion readings were referred and discussed to establish linkage with between course readings and theoretical frameworks. This was quite effective and facilitator appreciate that the suggestion and continue to use this feedback in all course delivery.

**School of Business, Public Policy & Social Entrepreneurship**  
**Internship Evaluation Form**  
**April – June 2017**

Intern's Name	Naveen Kumar
Organisation	Wholesalebox Internet Pvt. Ltd.
Date	16-Jun-2017
Title of Project(s) and objective	Understanding and implementing the process of frontline sales and online marketing

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**I. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

1	Ability to understand the project objective & the tasks to be completed	4
2	Effectiveness in completing tasks assigned	4
3	Demonstrated ability to organize and schedule work	3.5
4	Quality of contribution made	3
5	Ability to work independently	4
6	Ability to apply classroom experience to real time projects	3
7	Interpersonal relations and teamwork	4.5
8	Writing ability	N/A
9	Verbal communication	4
10	Problem solving / critical thinking skills	4
11	Punctuality & Attendance	3.5
12	Work ethics	4





13	<b>OVERALL ASSESSMENT OF THE STUDENT (out of 10)</b>	8
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**II. What according to you are the strengths of the intern?**

Naveen is an effective communicator and was able to not only give the sales pitch to the customers but also convert them to orders.

**III. What are the areas for improvement?**

Absenteeism and dedication to proper working hours

**IV. Additional Comments**

--	--

Supervisor's Name & Designation	Vipul Jain
Contact Details (e-mail ID/Phone No.)	<a href="mailto:Vipul.jain@wholesalebox.in">Vipul.jain@wholesalebox.in</a> , +91-8003703315

**School of Business, Public Policy & Social Entrepreneurship**  
**Internship Evaluation Form**  
**April – June 2017**

Intern's Name	Prateek Saini
Organisation	Wholesalebox Internet Pvt. Ltd.
Date	16-Jun-2017
Title of Project(s) and objective	Understanding and implementing the process of frontline sales and online marketing

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**V. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

1	Ability to understand the project objective & the tasks to be completed	4
2	Effectiveness in completing tasks assigned	4.5
3	Demonstrated ability to organize and schedule work	3
4	Quality of contribution made	4.5
5	Ability to work independently	3.5
6	Ability to apply classroom experience to real time projects	3
7	Interpersonal relations and teamwork	4
8	Writing ability	N/A
9	Verbal communication	4.5
10	Problem solving / critical thinking skills	4
11	Punctuality & Attendance	3.5
12	Work ethics	4



13

OVERALL ASSESSMENT OF THE STUDENT (out of 10)

8

**VI. What according to you are the strengths of the intern?**

Prateek and Naveen were working together and their strengths are pretty much the same

**VII. What are the areas for improvement?**

Absenteeism and dedication to proper working hours

**VIII. Additional Comments**

Supervisor's Name &amp; Designation

Vipul Jain

Contact Details (e-mail ID/Phone No.)

[Vipul.jain@wholesalebox.in](mailto:Vipul.jain@wholesalebox.in), +91-8003703315

**School of Business, Public Policy & Social Entrepreneurship**  
**Internship Evaluation Form**  
**April – June 2017**

Intern's Name	Saif Ul Islam
Organisation	Wholesalebox Internet Pvt. Ltd.
Date	16-Jun-2017
Title of Project(s) and objective	Market landscaping of garment retailers in Delhi

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**IX. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

1	Ability to understand the project objective & the tasks to be completed	4
2	Effectiveness in completing tasks assigned	3
3	Demonstrated ability to organize and schedule work	2
4	Quality of contribution made	3
5	Ability to work independently	4
6	Ability to apply classroom experience to real time projects	2
7	Interpersonal relations and teamwork	3
8	Writing ability	N/A
9	Verbal communication	3
10	Problem solving / critical thinking skills	3
11	Punctuality & Attendance	3.5
12	Work ethics	3.5



13	OVERALL ASSESSMENT OF THE STUDENT (out of 10)	6.5
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**X. What according to you are the strengths of the intern?**

Ability to work independently and apply the learned concepts in real life situations

**XI. What are the areas for improvement?**

Oral communication. Dedication to work and convincing people.

**XII. Additional Comments**

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Supervisor's Name & Designation	Vipul Jain
Contact Details (e-mail ID/Phone No.)	<a href="mailto:Vipul.jain@wholesalebox.in">Vipul.jain@wholesalebox.in</a> , +91-8003703315

**School of Business, Public Policy & Social Entrepreneurship**  
**Internship Evaluation Form**  
**April – June 2017**

Intern's Name	Mehak Jain
Organisation	ICareer Consultants Pvt. Ltd.
Date	
Title of Project(s) and objective	Weekly Learnings from Telemarketing industry

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**XIII. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

1	Ability to understand the project objective & the tasks to be completed	5
2	Effectiveness in completing tasks assigned	4
3	Demonstrated ability to organize and schedule work	4
4	Quality of contribution made	5
5	Ability to work independently	5
6	Ability to apply classroom experience to real time projects	4
7	Interpersonal relations and teamwork	4
8	Writing ability	5
9	Verbal communication	5
10	Problem solving / critical thinking skills	4
11	Punctuality & Attendance	5
12	Work ethics	5



13

OVERALL ASSESSMENT OF THE STUDENT (out of 10)

9

**XIV. What according to you are the strengths of the intern?**

- Her ability to work independently was commendable.
- She has strong work ethics and is very optimistic in every situation.
- Excellent communication skills, team work and leadership skills.
- Her creative and focused thinking along with hard work makes her goal oriented.
- She has the ability to understand the product and come out with client appropriate pitches to make a move.

**XV. What are the areas for improvement?**

- To develop more interpersonal relations with her colleagues.
- Should have a bit more technical knowledge in terms of product and execution.
- She should be more open to ideas and experiment more with other options.

**XVI. Additional Comments**

Mehak is a very disciplined intern who is goal oriented from beginning but lacks the skills to make impersonal connections with her colleagues but covers it up with her work which is on point with the objectives set, her optimistic and brilliant work ethics make her the best option to work with.

Supervisor's Name &amp; Designation

Manish Kumar

Contact Details (e-mail ID/Phone No.)

[manish@icareerconsultants.com](mailto:manish@icareerconsultants.com) /9910996792

**School of Business, Public Policy & Social Entrepreneurship**  
**Internship Evaluation Form**  
**April – June 2016**

Intern's Name	Kritika Jaiwal
Organisation	Hotel The Royal Plaza, New Delhi
Date	10 <sup>th</sup> July 2017
Title of Project(s) and objective	

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**XVII. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

1	Ability to understand the project objective & the tasks to be completed	5
2	Effectiveness in completing tasks assigned	5
3	Demonstrated ability to organize and schedule work	4
4	Quality of contribution made	4
5	Ability to work independently	4
6	Ability to apply classroom experience to real time projects	4
7	Interpersonal relations and teamwork	5
8	Writing ability	4
9	Verbal communication	5
10	Problem solving / critical thinking skills	4
11	Punctuality & Attendance	5
12	Work ethics	5





13

OVERALL ASSESSMENT OF THE STUDENT (out of 10)

9

**XVIII. What according to you are the strengths of the intern?**

Dedication, ability to understand the task delegated and ensuring same is followed till the completion of the same

**XIX. What are the areas for improvement?**

Exposure to more key areas would help her enhance her knowledge

**XX. Additional Comments**

Kritika has been a great and a quick learner with the company, she fitted into the task delegated from the day one. It was pleasure having with us at Hotel The Royal Plaza, New Delhi.

Supervisor's Name & Designation	Gaurav Kapur, Executive Assistant Manager- Hotel The Royal Plaza, New Delhi
Contact Details (e-mail ID/Phone No.)	gauravk@hoteltheroyalplaza.com

**School of Business, Public Policy & Social Entrepreneurship**  
**Internship Evaluation Form**  
**April – June 2016**

Intern's Name	Mansi Saini
Organisation	Quattro Global Services Pvt Ltd
Date	10 <sup>th</sup> June'17
Title of Project(s) and objective	<p>“My Voice Module for Frontline Supervisor &amp; Woman to Woman”</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Identify harassment &amp; disciplinary issues/ cases</li> <li>• Differentiate between harassment, ethical concern &amp; disciplinary issue</li> <li>• Demonstrate key roles &amp; responsibilities toward a complainant</li> <li>• Integrate essential behavior, skill &amp; knowledge while interacting with distressed complainant</li> <li>• Support distressed and innocent respondent</li> <li>• Support and Integrate with respondent when he/she is given a clean chit by panel</li> </ul>

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**XXI. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

1	Ability to understand the project objective & the tasks to be completed	3
2	Effectiveness in completing tasks assigned	3
3	Demonstrated ability to organize and schedule work	4
4	Quality of contribution made	3
5	Ability to work independently	3
6	Ability to apply classroom experience to real time projects	4
7	Interpersonal relations and teamwork	3



8	Writing ability	3
9	Verbal communication	3
10	Problem solving / critical thinking skills	3
11	Punctuality & Attendance	4
12	Work ethics	4
<b>13</b>	<b>OVERALL ASSESSMENT OF THE STUDENT (out of 10)</b>	<b>8</b>

**XXII. What according to you are the strengths of the intern?**

Domain Knowledge  
Good work ethics  
Ownership & Accountability

**XXIII. What are the areas for improvement?**

Articulation skills  
Critical thinking  
Should take more initiatives

**XXIV. Additional Comments**

NA

Supervisor's Name & Designation	Nitin Soni, Assistant Manager- Employee Development
Contact Details (e-mail ID/Phone No.)	<a href="mailto:Nitin.Soni@Quattro.com">Nitin.Soni@Quattro.com</a> 0124-4561000 x 1225

**School of Business, Public Policy & Social Entrepreneurship**  
**Internship Evaluation Form**  
**April – June 2016**

Intern's Name	Prateek Chaudhary
Organisation	Team Builders India
Date	19/06/17
Title of Project(s) and objective	Understanding the nuances of Learning & Development Industry in India and reaching out to potential clients for experiential learning programs

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**XXV. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

1	Ability to understand the project objective & the tasks to be completed	4
2	Effectiveness in completing tasks assigned	5
3	Demonstrated ability to organize and schedule work	5
4	Quality of contribution made	5
5	Ability to work independently	2
6	Ability to apply classroom experience to real time projects	3
7	Interpersonal relations and teamwork	3
8	Writing ability	2
9	Verbal communication	1
10	Problem solving / critical thinking skills	2
11	Punctuality & Attendance	5
12	Work ethics	5



13

OVERALL ASSESSMENT OF THE STUDENT (out of 10)

**XXVI. What according to you are the strengths of the intern?**

Prateek's biggest strength is his diligence and dedication towards the work. Once a task has been properly explained to Prateek, and expectations are made clear, one can be rest assured that the task will be completed. His ability to meet deadlines and deliver on the expectations is uncanny. He is extremely punctual and takes up work on his own if there is less work. He has helped Team Builders DE clutter in more ways than one.

**XXVII. What are the areas for improvement?**

Following are the major areas of improvement:

- Commitments: Setting the right expectations is extremely important which Prateek needs to develop. Saying yes initially and No later doesn't really cut with people.
- Communication Skills: No matter what line of work or department you work, some level of communication proficiency is expected from everyone. Prateek lacks majorly in this and is not very good at articulating himself.
- Disengaging: Ask a question from him and he would generally answer anything but the question. What it does is the other person stops taking you seriously/
- Work smart and not hard: Prateek is a hard working individual, but sometimes smart work becomes critical and you cant keep pushing the wall when you know it is not going anywhere.

**XXVIII. Additional Comments**

Prateek is a hard working individual with ethics in place, and the drive to make a difference. But the energy should channelize effectively to ensure he does not lose his way.

Three Points:

- Working on communication skills (Articulation is critical)
- Not sounding Disengaging (People lost focus if you keep talking in a loop)
- He gets uncomfortable when things are not in his zone (Sometimes it is required to be uncomfortable to learn this we don't know.

Supervisor's Name &amp; Designation

Utsav Shukla, Co Founder

Contact Details (e-mail ID/Phone No.)

09953169855 utsav@teambuilders.co.in



**School of Business, Public Policy & Social Entrepreneurship**

**Internship Evaluation Form**

**April – June 2016**

Intern's Name	Shruti Mahawar
Organisation	PTC India Ltd.
Date	15 <sup>th</sup> June, 2017
Title of Project(s) and objective	Designing of Induction Manual booklet & Proposing one implementable Recognition scheme for PTC India Ltd.

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**XXIX. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

1	Ability to understand the project objective & the tasks to be completed	4
2	Effectiveness in completing tasks assigned	4
3	Demonstrated ability to organize and schedule work	5
4	Quality of contribution made	4
5	Ability to work independently	4
6	Ability to apply classroom experience to real time projects	4
7	Interpersonal relations and teamwork	5
8	Writing ability	4
9	Verbal communication	4
10	Problem solving / critical thinking skills	5
11	Punctuality & Attendance	5
12	Work ethics	5



13

OVERALL ASSESSMENT OF THE STUDENT (out of 10)

9

**XXX. What according to you are the strengths of the intern?**

Shruti came across as a warm and dependable human being. Her polite ways helped her interact with employees across PTC for a better understanding of our business. She is patient and is open to asking questions which in my opinion is a great ability. She is open to learn and sought timely help to complete her deliverables. One of the key strengths that Shruti brings forth is her diligence and positive aura. That makes a great difference for someone intending to carry forward their careers in the HR domain.

**XXXI. What are the areas for improvement?**

In my interactions with her over a period of two months, I observed that she was a bit scared to begin with and hence confidence building is a major area of improvement. We spoke about it during our sessions and seemed to have picked up from where we left and implemented changes in her personality after each time we spoke about it. Other than her general confidence, Shruti needs to work a bit more on her written communication abilities (which are not bad but could be improved).

**XXXII. Additional Comments**

Shruti is a wonderful girl with a bright future should she polish her positive attributes and work a bit on her improvement areas. An ideal kind of workplace for her would be one that focusses on initial nurturing. I believe support from her faculty members at the University would help her immensely to believe in herself.

Supervisor's Name &amp; Designation

Shruti Rai, Manager (HR)

Contact Details (e-mail ID/Phone No.)

[Shruti.raai@ptcindia.com](mailto:Shruti.raai@ptcindia.com) / 9654180676

**School of Business, Public Policy & Social Entrepreneurship**  
**Internship Evaluation Form**  
**April – June 2017**

Intern's Name	Mr. Jatin Anand
Organisation	The Films and Theatre Society
Date	15th April, 017
Title of Project(s) and objective	<b>Management Intern</b> <b>Objective :</b> To train the interns in general management of productions and shows of the group which includes administrative, marketing, event management and reporting tasks.

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

**I. Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
-------------	-----------------	-----------	--------	--------	-----

**II.**

1	Ability to understand the project objective & the tasks to be completed	4
2	Effectiveness in completing tasks assigned	2
3	Demonstrated ability to organize and schedule work	3
4	Quality of contribution made	3
5	Ability to work independently	3
6	Ability to apply classroom experience to real time projects	3
7	Interpersonal relations and teamwork	4
8	Writing ability	3
9	Verbal communication	3
10	Problem solving / critical thinking skills	2





11	Punctuality & Attendance	3
12	Work ethics	3
13	<b>OVERALL ASSESSMENT OF THE STUDENT (out of 10)</b>	<b>6</b>

## II. What according to you are the strengths of the intern?

Jatin has a sense of belongings for the projects of the organisations and strives hard to accomplish the objective to the best of abilities.

He is a good team member and understands the team dynamics very well. He never shows any hostility to difficult or challenging tasks.

## III.

## III. What are the areas for improvement?

Jatin needs to work more on the deliverables of assigned task to him. He shows keen interest in the work when it is being explained to him but fails to deliver the final report/result on time.

Further, he picks and chooses the tasks he likes to do and the ones he doesn't. He deliberately ignores and procrastinates the jobs of his disliking without understanding their importance for the organisation.

## IV.

## IV. Additional Comments

He should evolve into a very good manager with some training and a lot of self-work on his abilities and attitude. Best wishes to him.

अम्बेडकर विश्वविद्यालय दिल्ली



Ambedkar University Delhi

v.

Supervisor's Name & Designation	Atul Satya Koushik, President - The Films and Theatre Society
Contact Details (e-mail ID/Phone No.)	<a href="mailto:koushikatul@gmail.com">koushikatul@gmail.com</a> - +91-9873319733

**School of Business, Public Policy and Social Entrepreneurship (SBPPSE)**

**NGO Internship Assessment**

Name of the student: Mansi Pruthi

Roll No: S163F0018

**Name of the NGO:** SOCIAL AND DEVELOPMENT RESEARCH & ACTION GROUP

**Project Title:** Ugta Suraj

**PROJECT/REPORT ASSESSMENT:**

<i>DIMENSIONS</i>	<i>MAXIMUM MARKS</i>	<b>MARKS OBTAINED</b>
Punctuality and attendance	6	5
Keenness to learn	6	6
Initiative and personal responsibility	6	6
Meeting deadlines if applicable	6	6
Quality of output	6	6
<i>Total</i>	<b>30</b>	29

Any comments/Suggestions: Mansi is an honest, sincere and hardworking person.

अम्बेडकर विश्वविद्यालय दिल्ली



Ambedkar University Delhi

She has completed her tasks sincerely, helped in the designing of the visual space of the centre and reworked on the curriculum with additional resources.

Signature

Date: January 12,2018

Name of NGO Coordinator: Manju Manak

Senior Programme Manager

SADRAG

## Ambedkar University Delhi (AUD)

### School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

#### NGO Internship Assessment

Name of the student: NISHTHA GUPTA

Roll No.: \_\_\_\_\_

Name of the NGO: INSTITUTE OF SOCIAL STUDIES TRUST (ISST)

#### Project Title:

1. **BACHPAN PROGRAM** ( CONDUCTED REGULER MATHS CLASSES FOR THE STUDENTS OF IX CLASS )
2. **CONDUCTED FIELD VISITS.**
3. **PARTICIPATED AND HELPED IN HEALTH AWARENESS CAMP.**
4. **ORGANISED A SMALL CHRISTMAS PARTY FOR THE CHILDREN OF ISST COMMUNITY CENTRE.**
5. **HELPED AND SUPPORTED OTHER WORK WHERE EVER NEEDED.**

#### PROJECT/REPORT ASSESSMENT:

<i>DIMENSIONS</i>	<i>MAXIMUM MARKS</i>	<b>MARKS OBTAINED</b>
Punctuality and attendance	6	5



Keenness to learn	6	5
Initiative and personal responsibility	6	5
Meeting deadlines if applicable	6	5
Quality of output	6	4
<i>Total</i>	<b>30</b>	24

Any comments/Suggestions: Needs to improve the talkative tendency and habit of interrupting in between.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of NGO Coordinator: \_\_\_\_\_

## Ambedkar University Delhi (AUD)

### School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

#### NGO Internship Assessment

Name of the student: AASTHA SABHARWAL

Roll No.: \_\_\_\_\_

Name of the NGO: INSTITUTE OF SOCIAL STUDIES TRUST (ISST)

#### Project Title:

6. BACHPAN PROGRAM ( CONDUCTED REGULER ENGLISH CLASES FOR THE STUDENTS OF X CLASS )
7. CONDUCTED FIELD VISITS.
8. PARTICIPATED AND HELPED IN HEALTH AWARENESS CAMP.
9. ORGANISED A SMALL CHRISTMAS PARTY FOR THE CHILDREN OF ISST COMMUNITY CENTRE.
10. HELPED AND SUPPORTED OTHER WORK WHERE EVER NEEDED.

#### PROJECT/REPORT ASSESSMENT:

<i>DIMENSIONS</i>	<i>MAXIMUM MARKS</i>	<b>MARKS OBTAINED</b>
Punctuality and attendance	6	5



Keenness to learn	6	5
Initiative and personal responsibility	6	5
Meeting deadlines if applicable	6	5
Quality of output	6	4
<i>Total</i>	<b>30</b>	24

Any comments/Suggestions: Need to execute plans for concrete result.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name of NGO Coordinator: \_\_\_\_\_





**Ambedkar University Delhi (AUD)**

**School of Business, Public Policy and Social Entrepreneurship (SBPPSE)**

**NGO Internship Assessment**

Name of the student: Ms Ankita

Roll No.: \_\_\_\_\_

Name of the NGO: Social and Development Research and Action Group

Project Title: Streamlining, Strengthening and Expanding social media presence of the organisation using multiple digital tools

**PROJECT/REPORT ASSESSMENT:**

<i>DIMENSIONS</i>	<i>MAXIMUM MARKS</i>	<i>MARKS OBTAINED</i>
Punctuality and attendance	6	5
Keenness to learn	6	5
Initiative and personal responsibility	6	5
Meeting deadlines if applicable	6	5
Quality of output	6	5
<b>Total</b>	<b>30</b>	<b>25</b>

Any comments/Suggestions: Ankita is a keen learning. She showed her interest and yearning to charter a new path of digital literacy during the internship tenure with us.

Keenness to learn: \_\_\_\_\_

Initiative and personal responsibility: \_\_\_\_\_

Date: 28 January 2019

Signature: \_\_\_\_\_



Name of NGO Coordinator: Mala Bhandari





## Ambedkar University Delhi (AUD)

### School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

#### NGO Internship Assessment

Name of the student: Ms. Apoorva

Roll No.: \_\_\_\_\_

Name of the NGO: Prayas JAC Society

Project Title: Admin/HR handling employee database & intern database, convert offline internship application form to online application mode, engaging & teaching the community children etc.

#### PROJECT/REPORT ASSESSMENT:

DIMENSIONS	MAXIMUM MARKS	MARKS OBTAINED
Punctuality and attendance	6	5
Keeness to learn	6	6
Initiative and personal responsibility	6	6
Meeting deadlines if applicable	6	5
Quality of output	6	6
<b>Total</b>	<b>30</b>	<b>28</b>

Any comments/Suggestions: Apoorva is highly intelligent, very well organized and motivated to work on various assignments. She has to work with more enthusiasm towards social responsibility.

Signature: Sushma

Date: 29/01/2019



Name of NGO Coordinator: Sushma Kumari







## Ambedkar University Delhi (AUD)

### School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

#### NGO Internship Assessment

Name of the student: Ashish Dhar

Roll No.: \_\_\_\_\_

Name of the NGO: Aarohan NGO

Project Title: Social Awareness Programme

#### PROJECT/REPORT ASSESSMENT:

<i>DIMENSIONS</i>	<i>MAXIMUM MARKS</i>	<i>MARKS OBTAINED</i>
Punctuality and attendance	6	6
Keeness to learn	6	6
Initiative and personal responsibility	6	6
Meeting deadlines if applicable	6	6
Quality of output	6	6
<i>Total</i>	<b>30</b>	30

Any comments/Suggestions: Ashish was outstanding as an intern. He was hard working, attentive, eager and appreciative. He effectively absorbed information, followed direction and knew when to ask for clarification. He has been an absolute pleasure and a joy to have. We would be more than happy to welcome more such dedicated students from Ambedkar University.

Signature: \_\_\_\_\_

Name of NGO Coordinator: Jaudat Siddiqui

Date: 12-01-2018





**Ambedkar University Delhi (AUD)****School of Business, Public Policy and Social Entrepreneurship  
(SBPPSE)****NGO Internship Assessment**

Name of the student: Bakul

Roll No.: \_\_\_\_\_

**Name of the NGO:** Anchal Charitable Trust**Project Title:** Education mainstreaming for children with disabilities**PROJECT/REPORT ASSESSMENT:**

<i>DIMENSIONS</i>	<i>MAXIMUM MARKS</i>	<i>MARKS OBTAINED</i>
Punctuality and attendance	6	6
Keeness to learn	6	6
Initiative and personal responsibility	6	6
Meeting deadlines if applicable	6	6
Quality of output	6	6
<i>Total</i>	<b>30</b>	30

Any comments/Suggestions:

Signature: \_\_\_\_\_

Date: 11<sup>th</sup> Feb 2019

Name of NGO Coordinator : Dr Shweta Solanki





**Ambedkar University Delhi (AUD)****School of Business, Public Policy and Social Entrepreneurship  
(SBPPSE)****NGO Internship Assessment**

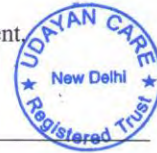

Name of the student: Ms. Mansi Saini

Roll No.: S163f0017

**Name of the NGO:** Udayan Care**Project Title:** Data collection of QANCC research. Learning Art Therapy.**PROJECT/REPORT ASSESSMENT:**

<i>DIMENSIONS</i>	<i>MAXIMUM MARKS</i>	<i>MARKS OBTAINED</i>
Punctuality and attendance	6	6
Keeness to learn	6	5
Initiative and personal responsibility	6	4
Meeting deadlines if applicable	6	4
Quality of output	6	6
<i>Total</i>	<b>30</b>	25

Any comments/Suggestions: she is a very dedicated and a sincere worker,  
Has the ability to use her creativity for work management.

Signature: Date: \_10<sup>th</sup> January, 2018Name of NGO Coordinator: Suman Kasana  
Name of NGO Mentor : Nidhi Singhal





Intern's Name	Nishtha Agarwal
Organisation	EASY BUSINESS SOLUTIONS
Date	6/6/2017
Title of Project(s) and objective	Digital Marketing / Email Campaigns - Tried & Tested Email Campaigns - Youtube videos made

Mentors supervising the interning student are requested to fill in the below form - the feedback carries a weightage of 30% for the student of the overall 4 credits which the internship holds. The official of the organization is requested complete this feedback form at the end of the internship and return it to us. If the student worked in a number of positions under the direction of more than one supervisor, this form should be completed by the individual who had the most contact with the student. More than one evaluation may be completed if necessary.

I. **Kindly evaluate the student's on-the-job performance using a scale of 1 to 5 as outlined below.**

5=Excellent	4=Above Average	3=Average	2=Fair	1=Poor	N/A
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1	Ability to understand the project objective & the tasks to be completed	4
2	Effectiveness in completing tasks assigned	4
3	Demonstrated ability to organize and schedule work	3
4	Quality of contribution made	4
5	Ability to work independently	4
6	Ability to apply classroom experience to real time projects	4
7	Interpersonal relations and teamwork	3
8	Writing ability	4
9	Verbal communication	3
10	Problem solving / critical thinking skills	4
11	Punctuality & Attendance	4
12	Work ethics	4
13	<b>OVERALL ASSESSMENT OF THE STUDENT (out of 10)</b>	<b>8</b>

II. **What according to you are the strengths of the intern?**

*Punctuality & Eagerness to learn*

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Ambedkar University Delhi

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III. What are the areas for improvement?

Need to improve the communication skills more.

IV. Additional Comments

Blank rectangular box for text entry.

Supervisor's Name & Designation	Debashree Patra, Digital Marketing
Contact Details (e-mail ID/Phone No.)	debashree@caayesp.com/9873440261

Ambedkar University Delhi, Lothian Road, Kashmere Gate, Delhi - 110006, INDIA  
Phone No.: +91-011-23864064 Website: [www.aud.ac.in](http://www.aud.ac.in)

1. Details of course offered by you: **Title: *Art and “Public” Response: Censorship, Dissent, Protest and Resistance in Contemporary Practices***

a. Objectives of your course:

- To explore the area of extra-aesthetic spheres of art making and viewership practices.
- To de-mystify art making practices.
- To understand the dynamics of art/artists and social interface.
- To problematize the contemporary mainstream modes of artistic production and its elite moorings.
- The course does not advocate an instrumentalist mode in art making.
- Making aware of the politico-social activist options within the contemporary art practices.
- Developing an understanding the mode of criticality in art activism especially in the context of the contemporary political developments and the ideational frameworks emerging out of class based, alternative-economic based, community based, gender and sexuality based, environment based, campus based activisms that are responsive to social and political issues based on community, society and participation oriented practices in particular.

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/ workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

Lectures and seminars model:

**First Module: Introduction** - an overall historical orientation, definitions of terminologies. Briefly looking at the history of censorship in the West from post Renaissance to contemporary times in a broad survey.

**Second Module:** Indian Modernism, Avant-garde and Protest Art.

**Third Module:** The Emergency Period and the Rise of Rightwing Politics.

**Fourth Module:** Dalit, Feminist and Queer Activism: Identity, Public Responses and Resistant Art.

**Fifth Module:** Contemporary Activist art; Present day campus activism, posters, campus murals, and partisanal articulations of resistance.

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

- End Term paper: 40%
- Two mid-semester viva-voce/feedback assessments or presentation by student: 20% each = 40% (due 4<sup>th</sup> week of February; grades issued 1<sup>st</sup> week of March & 1<sup>st</sup> week of April; grades issued 2<sup>nd</sup> week of April)
- Class attendance, regularity, participation: 20%

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have already made these changes please share with us what you think has worked/not worked after these changes.

I no more will be teaching this.

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

No

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

NA

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

NA

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

NA

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

Verbal feedback had been positive, not seen any written feedback.



## **FEEDBACK FORM VA INTERNAL REVIEW 24 MAY 2019**

Name: SABIH AHMED

### 1. Details of course offered by you:

In the past years, I have offered two different courses in SCCE:

1. Curatorial Investigations
2. Art & Technological Revolutions (ATR)

### a. Objectives of your course:

For Curatorial Investigations, the course broadly aims at the following -

1. Outlining a history of modern and contemporary art through the lens of curatorial practice and exhibition histories. This is done through case studies of changing museum strategies, historical salon exhibitions, recent documentas, biennales & triennales, and experimental independent initiatives
2. Unpacking the conceptual and methodological frameworks of curatorial research in order to shift the focus away from exhibition design and the figure/vocation of the curator, and in turn emphasise on the discursive dimensions of curatorial practice
3. Articulating concepts and ideas that the students are exploring in their art practice, and putting them to test through a curatorial frameworks

Through these broad investigations, the objective of this course is to bring home to students the complex histories and anticipated futures of curation in a context where increasingly new forms of curation are emerging and more and more artists simultaneously take on the role of curators for projects.

For ATR, the course broadly aims at the following -

1. Outlining philosophical and political dimensions of technology as these have developed in 20<sup>th</sup> and 21<sup>st</sup> century. The course delves into readings and class-lectures that draw from essays by Martin Heidegger, Walter Benjamin, Michel Foucault, Donna Haraway, and Bernard Stiegler among others
2. Engaging with art, cinema and literature of the past century from the perspective of shifts in technological and mediatic regimes

The objective of this course is two-fold: a) to introduce to students to contemporary theoretical and interdisciplinary debates that inform the field of contemporary art, and b) to offer to students intellectually stimulating entry points into specific ways that theory and practice entangle in contemporary times.

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

**For Curatorial Investigations: Besides lectures and classroom discussions, we introduced an exercise where students are asked to present their art practice not through their artworks but through references and research material that inform their work. The exercise opens up a great room for further discussions and debates, and is taken further to developing curatorial strategies of presenting those references and research material. This exercise takes the form of weekly presentations by students, gradually developing into exhibitionary strategies around different ideas that they are working on in their artistic practice outside of the course.**

I hope Santhosh and Vidya can share more since we all conducted the course together.



**For ATR: This course is primarily conducted through lectures, home-work readings, class-room discussions and student presentations. During a few semesters, an exercise was conducted with students to do site-visits of electronic waste in the city and select an electronic object to creatively undo or deconstruct. The exercise expected of students to find interesting ways to present this process, either performatively, or through video or installation.**

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

**There are three broad evaluation criteria for both courses that I conduct: 1) Students' attendance, 2) Class room participation in discussions and readings, 3) Class Exercises/assignments. There are further evaluations within the second and third criteria. All of the criteria are spelt out in class, however, the course is conducted much more with an emphasis on participatory exploration and is therefore ongoing. All evaluations are carried out by the instructor.**

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have already made these changes please share with us what you think has worked/not worked after these changes.

--

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

--

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

--

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

**I always sense that the students have interesting ideas, they are thinking in unorthodox formats and ways about the mediums and environments for their practice, but their work seems only to get realised when it's time for the final display. From my limited experience, I have found that the class exercises remain too informal and students don't end up taking them seriously or ambitiously enough the way they do when producing works for the display. Maybe introduce more exhibitionary events (an exhibition space given to 1-3 students on rotation basis through out a semester?) where they develop and present their work at the end of the assigned period, not just as a work in progress or an exercise, but as having provisionally arrived at something that they are sharing with everyone as their work.**

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

**From the limited exposure I have to the programme as a visiting faculty, I have found three problematic areas over the years that have remained constant:**

- 1) When teaching fourth semester students, I find that the students have done very little in the third semester. This impression arises from class discussions I've had over the past**

couple of years, and it seems like the students were offered more time and space to develop their work but instead have gotten more disoriented. The third semester needs more rigorous courses to push students into sharpening their inquiries.

- 2) The curatorial investigations course for just one semester is too short. Because of the short duration, and with the final display looming large on every fourth semester student's mind, it funnels into becoming a course that finally assists their final display and is reduced to exhibition mounting. The ideas that Santhosh, Vidya and I are opening in this course need more time for students to test so that it could in turn inform their artistic practices. So, it would be better to expand the curatorial investigations course across two semesters, beginning from third semester and go into the fourth semester. This would benefit the students greatly I believe.
- 3) It would be great to work out a way that student dissertations are given more attention as part of their intellectual and artistic inquiries. I realise that many students work on their presentation last minute, but it would be good if this is something not treated as mere course work that needs to be fulfilled but be discussed as an important part of their artistic practice. This then further opens the question as to whether dissertations can be experimental in their format, focusing on research but perhaps not necessarily expected to be in an academic mode of articulation but in other modes of writing?

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

**As I have been a visiting faculty, I have mostly received student inputs verbally and that too after the completion of the course. I have also received inputs from Santhosh occasionally based on his observations about my lectures or the student feedback he receives about the course. So, over the years I have made modifications to the shape of the course and the way I conduct it accordingly.**

1. Details of course offered by you: **Title: Critical Perspectives of/on Modern Art**

a. Objectives of your course:

- To explore the critical aspects of modern art practices.
- To enable understanding the critical frameworks of the diversified and non-conventional art practices that are responsive to issues; based on political, community, society and participation oriented practices.
- To implant the seeds of critical thinking which problematizes the current modes of artistic production and its (elite) moorings.
- Taking exemplary instances from Euro-American and Indian contexts, the course focus on the critical perspectives inherent in the practice of modern art; its radical breakaway points from the status quo positions and in its shift-over evolutions in the past two centuries and in the present times.
- On one hand the course develop insights into the criticality of modern art itself, while on the other hand the course undertakes to understand the instances of critical positions of art critics.

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/ workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

- Lecture and discussion oriented model of learning; regular presentations and interactions on the basis of pre-shared notes.
- **First Module: Introduction:** A series illustrated introductory lectures to make various critical parameters to understand Modern Art developments, and secondly the criticality of practice itself in historical perspective.
- **Second Module:** Crisis in Modern Art/A View from Postmodern Art.
- **Third Module:** The historical Avant-garde Origins of Modern Art: 19<sup>th</sup> Century French Art and Art Criticism: Dadaism & Surrealism will be a central focus.
- **Fourth Module:** Colonialism/post colonialism and Art: India.
- **Fifth Module:** Issues of Identity: Gender, Caste, Sexualities in Modern art, articulations of resistance.

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is

carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

- Term paper: 40%
- Two Viva-Voce/Feedback assessments: 40%
- Class attendance, regularity: 20%

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have already made these changes please share with us what you think has worked/not worked after these changes.

I may not teach the course further, so no question of any changes.

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

No suggestions

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

On a weekly basis I interacted with all students personally and individually on their term paper, asked them to clarify any doubts and made sure that the content of the course is transacted well enough.

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

NA

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

Not relevant to the course.

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

Verbal feedback had been positive. No other feedback has been collected.

1. Details of course offered by you: **Title: *Critical Thinking & Writing***

a. Objectives of your course:

- To help the students to explore and develop critical thinking and writing.
- To develop understanding on criticality in cultural practices and developing ability in articulating ideas and enabling thinking.
- To develop critical appreciation of a work of art/literature/film/performance.
- To develop basic skills of description, critical analysis, conceptualizing critical point of view from within critical frameworks, historical contextualization of the critical perspectives, and articulation of critical directions in relation to specific object of study.
- To develop meta-critical analysis of a piece of writing on art/literature/film/performance. Developing basic skills of understanding historical insights while reading, in concept analysis, in developing critical frameworks and articulation of ideas in relation to the specific object of study.

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/ workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

Workshop model/Weekly writing and presentations by students followed by critical interactions. The presentations are critically analyzed, editorial suggestions are given, added and furthered week after week.

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

- 2 end-term papers based on the presentations: 40%
- Interaction and participation in discussions: 40% (peer review is part of the workshop model)
- Class attendance, regularity: 20%

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have

already made these changes please share with us what you think has worked/not worked after these changes.

I am no more going to teach this course.

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

Nothing

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

I had deep interaction with all the students across the course.

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

NA

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

NA

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

Verbal feedback had been positive, not seen any written feedback.

1. Details of course offered by you: ECM I (RETHINKING PRACTICE)

a. Objectives of your course:

1. To rethink some fundamentals of practice such as space, time, narration, materials, viewership, concepts and practice based research.
2. To facilitate the development of a trajectory of thought/area of visual research through practice based research.
3. To facilitate the creation of a genealogy for one's own practice based research area.

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

- Development of visual research through an investigation workbook. This is the main workspace in this semester where students are encouraged to develop their concept/s and related visual research. Pinterest, workbook.
- Short Practical exercises exploring fundamentals of art practice followed by displays and discussion. Text/materials/translation.
- Workshop with a guest artist in the context of rethinking practice followed by feedback and discussion.
- End term display and discussion of work.

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

30% (includes group visits to galleries, museums and attendance in Friday presentations at SCCE) and classroom presentations/displays.

30% Investigation workbook research

20% workshop participation

20% final assessment

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have already made these changes please share with us what you think has worked/not worked after these changes.

Earlier I did not use many short exercises but left it to the students to develop their practice through research, but I feel short exercises help them address specific problems.

I also introduced the pinterest board. I think it is helpful but I need to refine its use a little more. It can get very diverse and I am thinking of how to make it more useful in terms of practice based research.

I have introduced showing videos about the process of research for an artist, which I find useful.

I also have more student led activities now which again makes participation in class more active.

I feel I need to take the students out in the city, on site, for some of the short exercises.

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

I do it at an individual level, trying to find out what they are doing in TEDM or in CCT or an elective but perhaps a mid semester meeting to review what each student is trying to do and where she is at in terms of her work process might help. Can we take a day out in the middle of the semester for this?

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

Over the years, students have stopped showing any work from their past semesters. This time we tried specifically to have them curate their display by thinking about if any work done earlier might work in the final display as well. This again is because of lack of communication I feel. Can you all make sure that you visit all end semester displays?

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

We have found that there is a lull that appears in the third semester. Students tend to lose momentum and then find it difficult to pick it up in the fourth semester. The students have conveyed the same to us Can we think of how to address this?

We could think of removing an elective from the fourth semester since the dissertation and display take up quite a lot of time. Students find the pressure difficult to manage.

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

Feedback forms. Anonymous google forms. Make your own questions to see if objectives have been met?



1. Details of course offered by you: ECM II (ARCHIVAL INVESTIGATIONS)

a. Objectives of your course:

1. To understand archive based research as a method of art practice and to look at ways in which the concept of archives has been defined, examined, contested and reinvented by artists, philosophers and cultural theorists since early twentieth century.
2. To understand how and why art practitioners have made art using this modality.
3. To identify an archive to work with (archive in the widest sense of the term: personal, institutional, ephemeral and so on) related to the area of concern already identified in the first semester / or otherwise. And to create and display at least two art works as an outcome of this research.

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

1. Group presentations on specific readings on archives
2. Presentation on institutional archives by guest speaker/visit to an institutional archive
3. Presentations by artists on methods of archive based research.
4. Workshop and field work
5. Screenings of films that address the issue
6. Self study module
7. Mid and end semester displays

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

Response papers and presentations 15%

Presentations of proposal for archive based investigation and consequent re workings 15%

Research carried out and research material collated during the process of archive based investigation 30%

Final work with a critical piece of writing 25%

Routine interaction, curiosity and participation/attendance 15%

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have already made these changes please share with us what you think has worked/not worked after these changes.

Over the years I have introduced, screenings and presentations by artists which students find very useful. I also introduced a self study module this time so that students could research at their own pace.

What is still difficult is justifying why this course is necessary? Students are not convinced they want to think about this area. Perhaps we should think about it in terms of our programme's specific aim to not teach history but to develop a critical relationship with it and to think of artists as possible producers of knowledge. This could be something that holds true for the curatorial that we want to emphasize, where art becomes a site of production of knowledge?

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

I invite Santhosh to sit in on proposal presentations and on display discussions. But I find that I am often not part of other courses. Sometimes it may be due to time table clashes but at others we need to make special efforts to involve more people.

I do it at an individual level, trying to find out what they are doing in TEDM or in CCT or an elective but perhaps a mid semester meeting to review what each student is trying to do and where she is at in terms of her work process might help. Can we take a day out in the middle of the semester for this?

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

Over the years, students have stopped showing any work from their past semesters. This time we tried specifically to have them curate their display by thinking about if any work done earlier might work in the final display as well. This again is because of lack of communication I feel. Can you all make sure that you visit all end semester displays?

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

We have found that there is a lull that appears in the third semester. Students tend to lose momentum and then find it difficult to pick it up in the fourth semester. The students have conveyed the same to us Can we think of how to address this?

We could think of removing an elective from the fourth semester since the dissertation and display take up quite a lot of time. Students find the pressure difficult to manage.

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

Feedback forms. Anonymous google forms. Make your own questions to see if objectives have been met?

Details of course offered by you: Title: **Explorations in Concept and Media 3/ECM3 (Collaboration, Community, Public Art) – Theory Component Only**

a. Objectives of your course (Theory Component only):

- To introduce the ideas of community, collaboration and public art practices.
- To open up certain understanding of the very operational structuration of the mainstream art field/world and a historical understanding of what necessitates the modes of community, collaboration and public art.
- The very rationale of this course is in opening out the possibilities of art practice outside the mainstream (that is the studio, gallery based auratic practice).
- To focuses: firstly, to critically understand the mainstream art world and secondly to introduce various historical models/case studies of alternative practices.

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/ workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

Workshop model/weekly presentations by students (1) on two selected and shared texts (2) A set of presentations on a model of alternative practice by artist chosen by the students. The presentations are followed by critical interactions, where the presentations are critically analyzed; suggestions are given, clarifications made and furthered week after week.

Keeping the above two important components of the theory part of the course, the practical component must be something equally precise, and I must leave that to be defined by the faculty who is engaging the students in that respect.

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

I have not been evaluating this course, although I have given my inputs to the visiting faculty dealing with the practical component.

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have already made these changes please share with us what you think has worked/not worked after these changes.

Greater exchange of ideas and interaction with two faculty is suggested. This is essential on a purely shared understanding level. From my side, I use to invariably find out from each

student what was being done by Abhinandita on a weekly basis. This was more for my knowledge than for any other purpose. In fact, I consider that the theory and the practical components necessarily need not be conjoined or enmeshed because the two components are expected to serve two separate purposes – not absolutely disconnected though. It surely is the critique of the mainstream according to me that leads to alternative practices, and to that extent the connection was being made always by me in the classroom. This last point however can be contentious and perhaps need certain further clarification.

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

No suggestions

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

This course is important since it addresses the crucial issue of (modes of social and or political) practice/s – what I am convinced is that what students are perhaps experiencing as disconnect between theory and practice and that the course not been adequately established as an organic whole and unable to provoke engagement effectively as yet is also because they are being provoked to think critically of their own practice/s, and so certain level of confusion or indecision and slowdown is inevitable – how to get them back into active engagement is by putting up definitive tasks and expecting them to deliver them on time.

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

NA

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

Nothing received.

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

Have not had any chance to receive any feedback written or verbal.

## 1. Details of course offered by you:

### a. Objectives of your course:

What can we mean by Collaboration, Community and Public Art? What are the problems, dynamics, impact and possibilities of such interventions?

This part of the course shall focus on the practice of making collaboration, community and public art and its relationship with the context in which it is created and shared. Through critical examination and exploration of ideas and mediums, we will seek to gain a nuanced understanding of such practice that in turn will lead us to create meaningful work.

With the democratisation of technology and knowledge enabling more people to express themselves, the realm of art in the public domain is expanding. In this context, do our strategies as 'artists' in the public sphere change? How do we choose a relevant theme, medium and voice to communicate to the audience in a specific context? Do we appropriate or adapt existing cultural symbols? Or do we create new ways of telling stories and generate engagement? How do we make our ideas stand out amidst the clutter and chaos of advertising in urban spaces? Do we take a subtle route or do we create a spectacle? How do we resolve the problems and dilemmas of making interventions in the 'public space' or in 'communities' where we may be outsiders? How do we make sensitive and accessible work without compromising on our aesthetic values and artistic voice?

Through conceptualising and implementing a project (by each student), this course shall help us resolve some of the above issues.

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b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

Look at existing examples of contemporary artists who have been engaged in the practice.

Identify a site or context for our work (including the Internet).

Creatively research and develop an idea for intervention.

Think about an apt treatment and process for our project based on sensitively engaging with the community.

Rationalise and present the idea.

Make the project!

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

We do a range of exercises during the course including research and review of existing works that students find relevant topics discussed, brainstorming critiquing concepts, walks / tours, writing a proposal, making a project. Evaluation is based on the above and class participation.

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have already made these changes please share with us what you think has worked/not worked after these changes.

Yes.

The course needs more time and focus. Given the time constraints of the students, they often don't have time to explore working in sites and communities required for this work. It would be useful to contextualise the projects in and around Kashmir Gate.

The theory paper of the course needs to be in sync with the workshop.

Change class timings.

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

Students can be introduced to the course one semester earlier.

Need a room with projector and audio.

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

The personal history course and community art course make an interesting combination. The first course helps them position themselves emotionally, socially and culturally. And this course is a logical next step.

Possibly the destination should also be in sync with these courses.

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

Students have to make all presentations around the same time so they are unable to devote time and focus on every subject.

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

Some students don't find this course useful for their practice. The course should not be presented as something outside or at the cost of their practice but as a explorative diversion and addition to what they do. This I think I need to sell better to them.

## **1.Details of course offered by you:**

### **Curatorial Investigations offered in 4<sup>th</sup> Semester**

#### **a. Objectives of your course:**

Offered in the fourth semester – the course was meant to support them as they worked towards their final display.

To think of curatorial as a method of working, thinking, which would support the idea of an extended practice – working in situ, understanding architecture, institutional structures

The curatorial as a way of exploring art history

Creating a collaborative environment, where they develop the exhibition as a whole

Helping student understand institutional spaces outside the college and introduce them to network of artists

Engage with the practical aspects of putting together an exhibition

#### **b. Transaction methodology**

Please give us a detailed weekly idea (lectures/screenings/field work/ workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

As the course was shared with Santhosh and with Sabih sometimes taking sessions, it involved

#### **1. Lectures**

A. Start with the history of curatorial practice (using Paul O Neill as reference) – looking back at the artist as curator gestures of the avant garde in early 20<sup>th</sup> century and then focussing on the 1960s turn to curation – with the artistic practices as well as the rise of the independent curator and tracing it to the convergence of artistic and curatorial practices in the 1990s.

B. Positioning of curation as a mode of thinking, as a way of entering the field as an active agent and producing altered conditions, also expanding the mode of making.

C. Looking at specific case studies globally – the phenomena of Biennales, Documenta. Specifically looking at the exhibition practices – how these global sites of meaning making are produced. Doing a close reading of these exhibitions are structured conceptually, spatially – the kind of organisational structures and critical apparatus they deploy.

D. Looking at the Indian case study of institution making – of state institutions like NGMA, LKA – the nascent institutional structures and the state involvement in shaping art. How the institutional critique in the Indian context doesn't apply the same way and there has been an attempt to build institutions. From the earlier imagination of public institutions to private sector.

5. A short history of exhibitions in India: 1950s, via writings and texts as well as display from Santiniketan site as an exhibition to tracing the rise of curator figure.

From Progressives refusing this intervention of anyone selecting works, to curation as a way of clearing position – extending into writing (Swaminathan), forming collectives (Gulam Sheikh) and exhibitions to finally establishment of curator in mid 90s with Geeta Kapur NGMA exhibition.



2 Second component includes exhibition visits and some assignments there. We would generally aim that early in the course also keeping in mind the events in the city like India Art Fair and the various exhibitions at galleries and museums around..

3. Sessions on engaging with the students ongoing works and ideas developing for the final display

4. Working with them towards final display – exploring the practical aspects of curation  
Layout / Light / Design / Catalogue / PR – Social Media / Title – Concept / Viewer – hospitality / outreach / location / venue – contextualising the space  
Also working with them to schedule  
printed materials, space and layout, props and equipment and then the actual display period

**C. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?**

The evaluation is based essentially on an assignment we give them – which could be review of exhibition (Jitish Kallat, KNMA shows have been done in the past), a setting up of mock exhibitions around practices that they feel affinity to, or asking them to develop a set of references and research materials that their work relates to.

The main evaluation happens via observation of the student through the course as we do not want to burden them with too many assignments and course work in their final semester. The criteria set aside for final evaluation is around punctuality, participation in class discussions, collaborative spirit and finally the display (which includes aspects of ideation, execution and clarity of ideas)

**2. Would you like to make further changes in the transaction mode/objectives/evaluation based on changes please share with us what you think has worked/not worked after these changes.**

Yes many changes are required -

1. Somewhere the practice is so vast – we are introducing them to curation and then we are also introducing them to this critique of curation. It becomes a bit confusing when working this overview mode. Need to develop many more exercises and base it on practice.

Explore one aspect of curation via a specific exercise and then address the larger field

An example which I shared in the discussion was the workshop Federica Martini took on curation (at Faculty of Fine Arts, Jamia Millia Islamia in October 2018 as part of Students' Biennale 2018) was a good case study for me to see the way the fragments got mobilised:

The workshop touched upon museum making as an artistic exercise – eccentric, affective.

It introduced the idea of collecting as essential to artistic practice. It also explored the forms it could take via Orhan Pamuk's *Museum of Innocence*: exploring the form of book, the museum, the film, the guide book – each having its own strategies of storytelling – so very generative and not repetitive or representational

Federica introduced the idea of timelines – sharing artist timeline whether Adrian Piper, Felix Gonzales Torres, AIDS timeline – how they address event, chronology, personal, political.

We also visits and guest lectures on feminist archive in Nepal (Agastya), a space like Sayeeda Hameed's house, mapping Jamia neighbourhood to consider how collections from these other spaces whether of the neighbourhood, the home or invisible archives can be structured.

Finally students also kept bringing their own objects and thinking of curating them – writing notes,

display. So within five days the students were introduced to many things around the idea of museum making as an artistic practice.

2. Moving the course into third semester as we discussed and then continuing short sessions over the four semesters. For archival investigations there is such a component in any case and they do think of display in their second semester and most of the time displays are playful and interesting. Some times more interesting than the final semester. Of course it is very much the outcome of an assignment so that does make it easier.

In the 2016 batch we worked with students from third semester and that did shape up better.

3. Introducing some sessions in the first semester where you have a component of rethinking practice and this could have a small intervention with curatorial history for example to signpost.

4. Proposing some structural intervention in WS 5 for each batch as part of the display.

### **3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.**

Santhosh is working closely with me on the module and he takes on most of the facilitation. I would need more help in terms of feedback and ideation on what/how to teach. A lot of work we do in the field is not always very consciously reflective. It is an everyday working space so some support in gaining a distance from that and figure out what of that is relevant to students.

Students have been fine always and the general vibe with the teachers is very good – non-hierarchical, open, friendly and respectful. The interpersonal relations between the classmates could be improved and perhaps there are some ways of supporting that.

Also some structures need to be imposed on students of time and schedule. The final semester is just a sea of vagueness in terms of their work, dissertation all up in the air. We also tiptoe around them so we don't pressurise them too much. But clearly they are also looking for some structure to work!

My personal feeling is to leave fourth semester to their own working schedule with regular meetings to supervise and support that.

### **4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?**

1. The September workshop (like we did with Rangoato last year and hope to do with Peter Rosel this year) for both batches (also possibly open to students from other colleges) should become an annual feature. Certain features on working with another department/school and using the intellectual resources is good, working with neighbourhood and working with each other.

2. Some way of instilling in students to work on campus, perhaps some way of dividing up WS 5 a bit would be helpful where people can have corners and feel ownership. Not cubicles necessarily but some division. We could invite an architect or designer to offer some low cost suggestions.

3. Some way of developing a summer internship or post MA internship – of course there is a complex negotiation of payment, time. I would recommend thinking of it as all the private schools are doing it now.

**5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?**

Final display is too casual, on one hand there is an insistence they do things on their own which is good unlike the hyper museumised SNU. But it is too casual and too messy and something we have not been able to work against – the last minute making.

Some structure to this needed – a committee (we can invite people from outside – one artist) who they need to make a case to and present a proposal, budget, concept note, sketch, images, blueprint in early March. Only once they pass it they will be allowed to carry on and be allocated funds. They must be more responsible to the funds and must also materialise ideas at a much earlier stage!

**6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?**

I think the course is really producing a shift in what practice is but given the nature of a two year Masters which is a short period, it needs to also focus on making students confident of this new process. The student has to carry on this working even if things are not completely resolved. A lot more practice based exercises are needed where ideas can be internalised and gauged against the student's experiences.

**7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?**

Not really done any concerted feedback. My sense is they find the module is benign because it is not enough and not well timed and also a bit abstract and not materialised enough. Personal equations are good, that has never been an issue.

I feel the module is also building in their head because often they ask me when are coming to teach and curation is a very sought after programme for students. But by the time it happens and the intervention is not enough.

Time management is an issue – the five full day workshop with Rangoato felt more substantial than my one month of meeting these guys. I do feel in desperate need of structuring this course more to manage with my other work. So I welcome this review process and look forward to continuing the conversations.

1. Details of course offered by you: **Title: *Queer Theory, Activism and Cultural Practices***

a. Objectives of your course:

- To critically explore the interfaces of the queer theory, activism and cultural practices.
- To instill critical perspectives inherent in the formulation of the concept of 'queer'.
- To the identity the historical formations of LGBTIQ movements.
- To develop insights on the cultural practices that reflect these ideological shift-over

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/ workshops/guest faculty/practicum). I know that some of this may be there in the course formats but I am sure we have innovated and built on our initial formats and we would like to get a sense of your most recent approaches.

Lecture and seminar model.

First Module: Introduction to Queer Theory or Sexual Diversity Studies.

Second Module: History of Activisms.

Third Module: Various locations of queer cultural production; literature, film, performance & visual art.

Fourth Module: Queer cultures and Postmodern times/late capitalism; how lesbian and gay cultures become configured within debates on cosmopolitanism, nationalism & tradition.

Fifth Module: Issues of identity: Post-colonialism and sexualities: gender, class, race and caste; sexualities in the margins, articulations of resistance.

c. Evaluation criteria: Is evaluation based on assignments, what kind? Does it include a display/presentation/journal/reflective essay? Does it involve peer review or evaluation is carried out only by the instructor? Is evaluation formative/continuous or summative? How many evaluation situations do you have?

- Class Participation: 30% (attendance 10%; responses 10%; asking questions 10%)
- Viva-Voce for module 1 &2: 20% (due 4<sup>th</sup> week of February; grades issued 1<sup>st</sup> week of March)
- Presentation: 20% (due 1<sup>st</sup> week of April; grades issued 2<sup>nd</sup> week of April)
- End Term Paper: 30% (due 1<sup>st</sup> May; part of final grade computation)

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching? What are these? If you have already made these changes please share with us what you think has worked/not worked after these changes.

No, I have no chance to teach this again.

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

None.

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that. We do find that sometimes this is a space which needs working at. Can you suggest some ways in which to make this possible?

Personal interaction with the students of their progress in the term paper and discussions on the doubts students raised on each lectures.

5. Some specific responses to the final display as well as course specific displays. How may we make them more effective and meaningful activity?

NA

6. A reflection on the program structure as a whole. Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

NA

7. Feedback from students for your particular course: have you been collecting it? In what form? Have you been able to work on it?

Verbal feedback from students been positive, had no chance to see if there are were written feedback.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: all MAs in SCCE (Film Studies, Literary Art, Performance Studies, Performance Practice (Dance), Visual Art)

Name of the Course: Contemporary Critical Theory II: Introduction to Cultural Studies

Course Code:

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Vebhuti Duggal

Number of students on the course: 59

No of feedback received: 19

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Greater simplification of conceptual explanations, thus enabling students from backgrounds unfamiliar with theory to gain access.
  - Structural problem of little or no translated material available in languages other than English.
  - Adequate division of time between readings (three books used in this version of the course).
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - Rethinking the selection of readings and organisation of the course to relate to cater the vast number of students.
  - This would also reconfigure the time divided between readings.
  - More audio-visual examples to produce a greater simplification of concepts.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Film Studies

Name of the Course: Evolution of Cinema as Art

Course Code:

Semester (Monsoon/Winter) and Year: Monsoon 2018

Course Coordinator: Dr Vebhuti Duggal

Number of students on the course: 20

No of feedback received: 8

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Enjoyed doing class presentations as part of the course.
  - More things as further/suggested readings whether suggestions of basic readings as introductory ones or some topics where other chapters/readings may be engaged with by the student. Hence, a graded but longer list of suggested readings.
  - More screenings as part of the course.
  - Improve infrastructure to view films.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - Include more suggested readings.
  - Include more clips during the lecture and add a list of films as suggested viewing.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: Literary Art / Creative Writing

Name of the Course: Concept Development and Experimentation 11

Course Code: SCC2L 103

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Belinder Dhanoa

Number of students on the course: 11

No of feedback received: 10

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students were appreciative of the opportunity to develop their writing within a structured process, and the majority were able to fulfil the writing requirements of the course. Several students felt that the writing requirement (50,000 words during the semester) was excessive, and that the word count could become more flexible.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

As word count is not a criteria for grading student writing, I will be changing the requirement to 35,000 – 50,000 words, and continue to expect a substantial body of work that is thoroughly researched and a completed narrative.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: Literary Art / Creative Writing

Name of the Course: Strategies of Writing

Course Code:

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Belinder Dhanoa

Number of students on the course: 10

No of feedback received:10

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

It was generally felt by the students that the course Strategies of Writing, which is taught in the 4<sup>th</sup> Semester, should be taught in either the 1<sup>st</sup> or 2<sup>nd</sup> Semester as it would support their writing through the following semesters.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Rescheduling the course will require a restructuring of the schedule of the entire programme, and the possibility for doing so will have to be examined carefully.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: M.A. Literary Art Creative Writing

Name of the Course: Crafting Poems

Course Code: SCC2LA212

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Akhil Katyal

Number of students on the course: 24

No of feedback received: 5

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Request for more Hindi poetry to be included as examples, considering the number of students who are more fluent in that language
  - Classroom infrastructure was commented on - lack of enough chairs, room size
  - More in-class writing and recitation exercises requested
  - Peer review format was appreciated
  - Engagement with Writer-in-Focus was appreciated
  - Freedom to explore one's creative interests within the larger rubric of poetry was appreciated
  - More clarity requested on how we should give feedback to each others' work at the beginning of the course
  - Instructor's classroom engagement with students' work was appreciated.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - The idea, practice and nature/scope/purpose of 'feedback' while discussing each others' poetry can be discussed in greater detail at the beginning of the course so that the students have the clarity while offering feedback on each others' work.
  - More Hindi poetry can be included in translation and in original.
  - More in-class writing/performing poetry workshops can be organized as part of this course.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: M.A. Literary Art Creative Writing

Name of the Course: Forms of Autobiographical Writing

Course Code: SCC2LA211

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Akhil Katyal

Number of students on the course: 18

No of feedback received: 2

III. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

- The availability and discussion of multiple forms to think about and write one's autobiographical experiences was appreciated.
- If time permits, more discussion on students' own work was suggested.
- Diversity of autobiographical readings was appreciated.
- In-class writing exercises were appreciated.

IV. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Keeping in mind availability of time, more in-class discussion on students' own writing can be arranged.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: Literary Art Creative Writing

Name of the Course: Modern Literary Cultures of India

Course Code: SCC2LA104

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Anita E. Cherian

Number of students on the course: 10

No of feedback received: 6

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

- The student feedback suggested that they enjoyed the course and learnt substantially from it.
- Students particularly liked the diversity and cultural specificity of the readings assigned.
- They also enjoyed the discussion oriented framework of the class which opened the text up in terms of the contexts of its location, and those of its readers.
- They appreciated the introduction to the diversity of writing in the many Indian language and the attention paid to words and how they make meaning across language and context.
- Students found the interrogation of the nation and its narratives interesting and eye opening.
- They appreciated the freedom to think freely, and in their words, in out of the box ways.
- One suggestion was that more time be allocated for reading so that there was a reduction of pressure felt by the student.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- The course coordinator is very grateful for the generous feedback given by the students.
- An attempt will be made to give students more time to read in class.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: Literary Art Creative Writing

Name of the Course: Sites of Reading and Writing: The City in /& Literary Production

Course Code: SCC2LA206

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Anita E. Cherian

Number of students on the course: 25

No of feedback received: 16

#### III. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- The students particularly enjoyed the fieldwork presentation component of the course. They felt that this element made the course more interesting and personal.
- Students found that the course gave them a new, more socio-culturally nuanced perspective on the city they lived in.
- They liked the diversity of the readings and the opportunity they were allowed to choose their sites of presentation and the formats for this.
- Students appreciated the structuring of the readings, particularly the fact that these were not organised or assigned in a static way. Readings were often assigned depending on the directions in which class discussions moved.
- Students respected the teacher for her willingness to address student concerns and questions immediately.
- While students appreciated the diversity and ‘multitudinous’ readings assigned some of them suggested that they would have liked even more reading, perhaps, of a journalistic orientation.
- Students made a note of the course’s concern with questions of ecology and life which went beyond the human.
- Some students of the literary art program found the course particularly useful as it helped them work on how the specificity of place might be addressed in writing.
- Students liked how they were all given an opportunity to engage with the materials so a heterogeneity of opinions were allowed to come through.
- The students appreciated the teacher’s involvement with the presentations of all the students, which ensured that they were all a success.

- Students commented on the course's emphasis on situated learning, particularly on a contextual and layered understanding of space/place.
- They understood the importance of compelling story telling in the construction of their narratives.
- A student commented on course's opening up of the many meanings of the words 'urban', 'space', and 'place'.

#### Student suggestions

- Students would have liked to have more time for in class writing and sharing sessions to juxtapose with the assigned readings.
- Some students asked for more articles that dealt with how different/ other genders negotiated the city, and that it be more gender diverse and inclusive.
- Some students suggested that more fictional readings be included.
- A few students suggested that the organization of the class trips be streamlined (perhaps during class hours) so that the process would be more comfortable for both students and the faculty member. Another student suggested that the university offer the class some help with transport.
- One suggestion asked that points of discussion were mentioned prior to engaging with the reading.
- One student suggested that the diverse imaginative, symbolic meanings of the word urban be explored, particularly from the perspective of the small town and how the urban figures as an imaginative and desired entity for individuals from small towns.

#### IV. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- The course coordinator will include more texts by and about a gender diverse experience of the city.
- While the coordinator would like to increase the number of writing exercises undertaken in class, the large number of students makes it difficult to listen to engage with the works of several students in a single class. This is also difficult because the discussion of the reading assigned for the class would not be completed.
- The coordinator will consider including more fictional and journalistic texts among the readings.
- The coordinator will consider how the site visits could be better organised and more comfortable. However, the logistics of the site visit get complicated due to the large number of students who opt for it.



**Ambedkar University Delhi**  
**School of Culture and Creative Expressions**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Performance Studies

Name of the Course: Aurality and Movement in Popular Performance

Course Code: SCC2PS107

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Sumangala Damodaran

Number of students on the course: 13

No of feedback received: 5 / [Observation based on oral and personal Feedback]

- I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

In the session that the course was conducted in Winter 2018-19, the following feedbacks were important:

1. The course should not be in the last semester, when all students are writing dissertations. It will be better for it to be placed in the second or third semester as a compulsory course.
2. The exposure to the 'aural' as a major sensibility informing performance practice is very useful and contributes to the understanding of students who not only work in music, but also dance and theatre.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I have already recommended that this course should be taken into the second or third semester. I have further decided to consolidate something that was started this year, i.e., the introduction of a dance and movement expert as a faculty member for the course for a substantial part of it.

**Ambedkar University Delhi**  
**School of Culture and Creative Expressions**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Performance Studies

Name of the Course: History and Historiography of Performance-II

Course Code: SCC2PS103

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Benil Biswas

Number of students on the course: 13

No of feedback received: 7 and [Observation based on oral and personal Feedback]

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- Generally Students that the course was informative and provided a rigorous training in academic writing.
- Field Immersion was liked by most of the students.
- As the course dealt with many concepts, enough time for reflection as not available.
- Some students encountered difficulties while accessing reading material primarily in English.
- There was a suggestion about the requirement for adequate discussion after or at the beginning of each lecture.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Re-calibrate the writing exercises for optimizing the learning.
- Assessment & Evaluation will follow closely the AfL, AaL and AoL pattern, with formative/summative assignment.
- Device ways to provide more feedback.
- Introduce Peer-Review.
- Plan discussion sessions.
- As it is a two part course- Part I (Monsoon Sem) and Part II (Winter Sem), one should familiarize the students about the requirements and graduate attributes at the beginning of the semester.

- Retain the field- Immersion in second semester.

**Ambedkar University Delhi**  
**School of Culture and Creative Expressions**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Performance Studies

Name of the Course: Post-Dramatic Theatre

Course Code: SCC2PS203

Semester (Monsoon/Winter) and Year: Winter 2019 (Elective)

Course Coordinator: Deepan Sivaraman

Number of students on the course: 10

No of feedback received: 7 [Observation based on oral and personal Feedback]

- I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

In the session that the course was conducted in Winter 2018-19, the following feed backs were important:

Students found the combination of both practice and theory aspect of the course quite fascinating. However since the course is practice based students wanted to have more studio hours to match with lecture sessions.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

A revision has been proposed in the course structure to use minimum of 8 hours afternoon sessions for practical workshops and performance making process from next semester onwards.

**Ambedkar University Delhi**  
**School of Culture and Creative Expressions**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Performance Studies

Name of the Course: Theories of Performance-II

Course Code: SCC2PS104

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Anuradha Kapur

Number of students on the course: 13

No of feedback received: [Observation based on oral and personal Feedback]

III. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

- Generally Students that the course was informative and provided a rigorous training in Theories of Performance.
- Students gained by regularly submitting short keyword presentations of about 500 words each through both the semesters.
- A close reading of texts should be interspersed with presentations by the students.

IV. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Continue the short keyword presentation exercises for optimizing the learning.
- Would plan to inculcate habit close reading of texts interspersed with presentations by the students.
- As it is a two part course- Part I (Monsoon Sem) and Part II (Winter Sem), one should familiarize the students about the requirements and graduate attributes at the beginning of the semester.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: Visual Art

Name of the Course: Explorations in Concept and Media II(Archival Investigations)

Course Code: SCC2VA112

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Shefalee Jain

Number of students on the course: 13

No of feedback received: 4

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students were very appreciative of the various modes of transaction of the course. Some examples of the modes used: movie screening and discussion, presentations by three artists Shukla Sawant, Bhagwati Prasad and Chandan Gomes on their artistic process as it relates to archival investigations , presentation by senior researcher/archivist at Asia Art Archive on institutional archives, 4 readings through class seminars, workshop, art work displays.

They were happy that they could access a lot of material related to the course on the moodle platform. They wanted to centralize other facilities through the moodle, like access to online journals and e books. They requested that this should be made possible.

They were unhappy with peer review because it was graded. They felt this caused undue competitiveness amongst them. They were more comfortable with the faculty grading them.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I would definitely re think peer review. I could continue with it but without keeping a grade to it, so that the students still benefit from feedback from each other.

I plan to work on using the moodle more effectively to address the requests of the students with regard to accessibility.

The number of graded assessment situations could be reduced. I could consider keeping mid semester display a non-graded activity.

## Ambedkar University Delhi

**Name of the School:** School of Culture and Creative Expressions

### Faculty Report on Student Feedback

Name of the Programme: Visual Art

Name of the Course: The Concept of Avant-Garde and Manifestoes

Course Code: SCC2VA206

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Santhosh S.

Number of students in the course: 13

Number of feedback received: 9

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Question	Fully	Moderately	Poorly	
Were the Course objectives made clear?	7	2		
Were the student obligations like participation, assignments, due dates and their respective weightage made clear?	6	1	1	
How do you rate the structure of course modules and the collation of reading material?	Well-organized	Adequate	Inadequate	poor
	5	4		

Question	Excellent	Good	Adequate/moderately good	Inadequate/poor
How do you rate the resourcefulness and preparation of the teacher?	8	1		
How responsive were the teacher in addressing your difficulties, doubts and problems inside and outside the classroom in terms of availability and attention?	8		1	
How do you comprehensively rate this course?	4	4	1	
How will you rate your participation in the course in terms of actual attendance and involvement?	4	3	1	1



As the table shows, the feedbacks indicate an overall appreciation of the course. Even though the table shows a positive indicator, as regards the second question “Were the student obligations like participation, assignments, due dates and their respective weightage made clear?”, as an instructor I feel I need to work on this area further where this aspect of the course should be outlined in terms of timeline and details of assessment from the commencement of course itself.

II. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

A suggestion that came from a number of students is to increase class duration and number of lectures so that the course will be able to cover the modules on manifestoes more effectively. Assessment aspects need to be strengthened. The next time the course is offered, assessment situations as well as detailed rationale and methods of assessment will be provided well in advance. Similarly, each assessment and the anticipated learning outcome from each situation will be discussed both during as well as after the completion of assessment. Similarly increasing the time and number of classes and a better distribution of the modules across the semester will be undertaken. Better integration of the course within Digital Learning Platforms is needed.

## Ambedkar University Delhi

Name of the School: School of Culture and Creative Expressions

### Faculty Report on Student Feedback

Name of the Programme: Visual Art

Name of the Course: Explorations in Concept and Media: Curatorial Investigations

Course Code: SCC2VA114

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Santhosh S.

Number of students on the course: 9

Number of feedback received: 5

#### II. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Question	Fully	Moderately	Poorly	
Were the Course objectives made clear?	1	4		
Were the student obligations like participation, assignments, due dates and their respective weightage made clear?	1	4		
How do you rate the structure of course modules and the collation of reading material?	Well-organized	Adequate	Inadequate	poor
	1	4		

Question	Excellent	Good	Adequate/moderately good	Inadequate/poor
How do you rate the resourcefulness and preparation of the teacher?		4	1	
How responsive were the teacher in addressing your difficulties, doubts and problems inside and outside the classroom in terms of availability and attention?		4	1	
How do you comprehensively rate this course?		4	1	
How will you rate your participation in the course in terms of actual attendance and involvement?		5		

As the table shows the feedbacks indicate an overall appreciation of the course as good. One of the suggestions received is to bring more practitioners/practicing artists to the course even though the objectives of the course do not anticipate a practicing artist's direct involvement. More practice-based exercises and a substantial increase of class-time has been suggested.

III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

One of the major problems felt with this course over the last few years is that the objectives of the course can be delivered better if it is offered in the third semester. This aspect has been discussed as part of the Programme revision process, and corrective measures will be taken in the future. More practice-based modules will be introduced from next time onwards. There is a need to take concrete measures to enhance the collective dimension of the course.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: VISUAL ART

Name of the Course: TECHNICAL EXPLORATIONS IN DIGITAL MEDIA I

Course Code: SCC2VA104

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Karthik KG

Number of students on the course: 13

No of feedback received: 10

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

**Positives:**

Introduction and practice to programming generative and interactive art.

Critical discussions on contemporary digital culture and technology.

Relevant readings on media theory.

**Issues:**

At times the course becomes overwhelming as there are too many different things are discussed.

The programming concepts get difficult to grasp for students who do not have a mathematical / analytical / logical thinking.

Initially unable to relate to things that are happening with courses and the 'Art and technology' course from the semester before.

**Concerns:**

Major concern is to make effort and help students to relate with the things they do with their other practice course.

**Suggestions:**

Go slow with certain programming concepts.

Spend more time with readings than moving on to the next.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The programming practice in the course is already slow, only way to deal with the problem is to give attention individually as each student face different difficulties depending on their interest and skills. There is been effort in putting this in practice from the course coordinator and there are signs of positive results. Going more slower for the entire class cannot solve the problem though will need to be taken into consideration.

The rationale behind reading different text around the same topic is to access the subject matter of discussion at different levels and from different point of views, spending more time on any one specific reading is not helpful though this cannot be done for all the readings this needs to be taken into consideration for certain specific readings.

Effort needs to be made to make the students comfortable in relating with things that are being done with other courses. This needs to be combined effort of all course coordinators.

Minutes of the Visual Art program, SCCE, review meeting held on 24<sup>th</sup> May 2019

The following members were present for the meeting:

1. Shefalee Jain (Programme Co-ordinator)
2. Santhosh S.
3. Vidya Shivadas
4. Hemant Sreekumar
5. Abhinandita Mathur
6. Aastha Chauhan (on phone)

The agenda of the meeting: To review the Visual Art MA program structure and content.

Shefalee Jain introduced the agenda. She spoke of the need for this review since for a long time now there has been a feeling of growing disconnect between courses in the program largely due to a lack of communication between course instructors. This has been gathered from student feedback as well as faculty feedback. So although individual courses have flourished and the program has received some recognition, there is a need to strengthen the connections between its various parts. Especially since the Visual Art Program was designed very specifically as a whole with the connections between courses being more spatial in nature than teleological. Shefalee shared the rationale of the programme and the overall programme structure as given below:

Programme structure	Semester 1	Semester 2	Semester 3	Semester 4
Core	Explorations in Concept and Media 1/ECM1(Rethinking Practice) 4 credits	Explorations in Concept and Media 2/ECM 2 (Archival Investigations) 4 credits	Explorations in Concept and Media 3/ECM3 (Collaboration, Community, Public Art) 4 credits	Explorations in Concept and Media 4/ECM 4 (Curation) 4 credits
Core	Art and Technology 4 credits	Technical Explorations in Digital Media 1/TEDM 1 .4 credits	Technical Explorations in Digital Media 2/ TEDM 2 . 4 credits	
Elective	Examining Normalcy Art and "Public" Response: Censorship, Dissent, Protest and Resistance in Contemporary Practices 4 credits	Queer Theory, Activism and Cultural Practices, Critical thinking and Writing. 4 credits	Critical Perspectives on Modern Art 4 credits	The Concept of the Avant-garde and Manifestos 4 credits
Foundation	CCT-1 4 credits	CCT-2 4 credits	CCT-3 4 credits	
Dissertation				Display and dissertation-8

### Rationale of the program:

The Visual Art programme takes into view a crisis in the discipline of Fine Arts and therefore stresses the need for initiating a new model of pedagogy. This systemic crisis in the available practices of high art has resulted in a wide gap between arts production, its circulation, and the public sphere. The presence of art as a commodity has led to its insufficient visibility in the public gaze, and the unavailability of it for larger public purposes such as social transformation, emancipation and empowerment. The Visual Art programme is designed to enable the student to engage with critical and experimental art practice and to carve out new spaces or strengthen available spaces for such alternative creative practices. The Programme also enables students to take up research—be it practice-based or otherwise. It inculcates theoretical and historical knowledge as well as critical analysis of the available modes of artistic production, dissemination, and reception in the context of the larger socio-political and economic conditions which structure this field.

The Visual Art programme at SCCE has focused upon developing **an interdisciplinary curriculum**. One of the defined primary aims of the programme is **integration and creative overlap between various arts**, and between theory & practice. It was aimed at training the students in the direction of (1) developing ability in conceptual thinking (2) promotion of historical and critical thinking (3) inculcating interdisciplinary practice based on research orientation (4) instilling the need for critical concept development (5) enabling adventurous and active creative experimentation (6) empowering critical creative self-expression and (7) improving effective viewer/reader participation. This Programme contributes to the larger vision of the School of Culture and Creative Expressions, which aims to promote critical thinking, socially and politically engaged as well as ethically aware and committed scholarship and practice, and an ethos of emancipatory politics. The Programme's decision to admit students from various fields also opens up interdisciplinary and collaborative possibilities and dialogue which the School is keen on fostering.

Shefalee had shared a questionnaire cum feedback form regarding individual course objectives, transaction methods, evaluation and feedback with everyone in advance. Some of these were shared during the meeting, the others will be uploaded to a shared folder.

*Abhinandita began with sharing her experience of transacting the course ECM 3 (Community, collaboration and Public Art). Her feedback form is archived for future reference.*

*The following problems were discussed:*

1. Need to give a rationale for the course in order to introduce it effectively to students. The objectives need to be laid out carefully. The students have often felt they are not introduced to all

this at the beginning and therefore there has been a lack of conviction in them about the very need for this course in the programme.

2. There has been not much link between the two faculty who have been teaching the course, that is, the co-ordinator and visiting faculty, as a result of which the students have felt a disjoint in terms of the objectives and the transaction methodologies of the two faculty. This link needs to be actively forged by the co-ordinator of the course.

3. Since the nature of the course demands outside of studio engagement, within a community/neighbourhood, the visiting faculty has found it difficult to work with the two hours class time constraint.

4. The transaction has been in the form of lectures, proposal writing, proposal discussions, field work and presentation/display. There have been some lacunas which need to be addressed in terms of structuring and time management of these components.

5. The evaluation has been based on the level of engagement with each of the course components and outcomes.

6. The question whether one should keep this course in the programme at all also came up because this is one course that has not been adequately established as yet and has been unable to provoke engagement in the students effectively.

7. Aastha Chauhan, who has offered this course for two semesters in the past, was present on phone to share her transaction methodologies which were similar to Abhinandita's. She also felt that the course would benefit from a sustained interaction between co ordinator of the course and the visiting faculty.

*The following were suggested in order to resolve the problems discussed:*

1. **The course must be structured during this summer** with a. Clear Objectives, b. Transaction methods c. Links to Case studies and readings in a folder d. Evaluation criteria e. A **clear timeline** to be laid out in advance, so that students have enough time for fieldwork and established time for deliverables in forms such as proposals/propositions/presentations and display. This should be done by the course coordinator in conversation with the visiting faculty as well as other concerned faculty. The plan must be shared by the first week of July. The artist pedagogue Ra could be approached to share his course structure.

2. Shefalee suggested that **the course coordinator and visiting faculty must introduce the course during orientation alongside other courses**. This gives the students an idea of the range of courses they will be doing in a particular semester and they can begin drawing connections between them right at the outset.

3. Some **introductory lectures** should be planned **to lay the foundation of the course** for the students. **Readings should be revisited** to focus on the course rationale and objectives. For example, the idea of 'commons' should be opened up in its historical and present context (Santhosh's suggestion)



4. Vidya suggested that the **proposal writing should be discussed with several faculty** rather than one. Shefalee corroborated this as she has found this very helpful in her own course ECM II (Archival Investigations) where there is always more than one faculty responding to students' proposals.

5. There should be a strong component of **deliverables for evaluation** (whether graded or not). Students should be given flexible yet clear guidelines from the beginning of the semester about these. Shefalee suggested that there should be an end semester reflective essay which helps students gather what they did during the semester. This is done for both the first and the second semester ECM courses by Shefalee and it has proved very useful.

6. Abhinandita suggested that one way to gather what is happening with the course **is to look back at the projects that have been done by students in the past iterations of this course**. She suggested that she will try and **make a repository** of these. This should be done for the future as well. It will serve as a valuable archive for the program to reflect on in future. Shefalee shared the possibility of doing this on moodle.

7. Hemant suggested that **the course could be introduced right at the outset in the first semester** when students are most open and receptive to new thinking. He felt that the thrust of the Visual Art program was in rethinking practice and thus moving it beyond the studio, so it may be good to place the course to the first semester.

8. Everyone felt that even though this course has not worked for the past six years we should not remove this course from the program yet, but make a concerted effort to address where it has been failing. Shivaji responded later via mail to add: 'This course is important to keep since it addresses the crucial issue of (modes of social and or political) practice/s – what I am convinced is that what students are experiencing is also because they are being provoked to think critically of their own practice/s, and so a certain level of confusion or indecision and slowdown is inevitable – how to get them back into active engagement is by putting up definitive tasks and expecting them to deliver them on time. This course outcome must not be judged from the output of the students in terms of art made in terms of community, collaboration and public. The course must be judged from the point of view of the critical engagement of the students in engaging with the issue of mainstream and alternative practices. The course has to remain at the level of introduction to the concerned issues considering the time constraints.'

*Shefalee shared her experience of transacting the course ECM 1 (Rethinking Practice). Her feedback form is archived for future reference.*

Shefalee brought up the following things:

1. One of the course objectives is to revisit some fundamentals of practice such space, time, materials, concepts through practical exercises. Shefalee described some of these exercises in detail. Text and image, translation through materials, diagrams and representation etc.

2. The other course objective is to develop an area of concern through practice by keeping an investigation workbook. Some students do this through keeping a physical book in which they work out their ideas, others do it through keeping Pinterest boards of ideas. She mentioned how she has introduced the board in the past two semesters and wants to make it a more effective means of visual research.

3. Shefalee also shared how she has developed the transaction methodology in this course over the past six years. She used to introduce the idea of 'Rethinking Practice' earlier through discussing readings from Taussig "On Drawing" and Deleuze "Painting before Painting" but she had found that students were eager to get some hands on exercises and felt demotivated by a discussion based approach only. Therefore she has introduced more practical exercises over the past two years. She also introduced individual presentations by students in order to address specific research into artists' work around particular concepts.

4. Shefalee shared the evaluation criteria which is formative and spread through the semester on practicums and discussions/presentations.

*The following were suggested and discussed:*

1. Santhosh suggested that since **'Rethinking Practice' is the mandate of the Visual Art program** as a whole, can we think of some ways to **emphasise that in the course**.

2. Shefalee reiterated that many of the practical exercises try to do precisely that but through practice and through problem solving in making/doing rather than through lectures about the overarching framework.

3. Hemant also suggested that one has to be careful about how one gives an overarching frame right at the beginning since that might make the students too conscious about the whole programme and therefore restrict their imagination of it.

4. Shefalee wondered if at all one has to introduce this framework, should one not do it through all the first semester courses rather than just ECM 1? One could then think of several introductory lectures throughout the first semester courses which address this.

5. Shefalee also suggested that she could bring in some key turning points in 'Rethinking Practice' in the course of the history of Art like the 30s (Dada, Surrealism, Constructivism) , the 60s( Situationists, Performance, Conceptual Art, Feminist practice) the emergence of archive based research, the emergence of community based practice and so on.

*Hemant and Santhosh shared their experience of transacting the first semester course Art and Technology. Sabih has also offered this course in the past and his feedback form is also archived for reference. Sabih could not make it to the meeting since he was travelling. Hemant's feedback form is also archived for future reference.*

1. Hemant shared that when he first offered the course it was mostly historical, giving the students a critical historical background to technology.

2. Santhosh said that he offered this course more conceptually and theoretically introducing concepts such as 'enframing' and 'unconcealing'.

3. Sabih has been offering this course from the point of view of the 'apparatus' and how it governs and determines our ways of being in the world. He has also introduced practical exercises for the students to engage with the relationship of technology to life.
4. Santhosh shared that he has been trying to bring a practical component but having had theoretical and historical training, is unable to come up with effective practical exercises.
5. Another problem that Santhosh shared was the lack of effective time management in the course.

*The following were suggested and discussed:*

1. It was suggested that the course be given a **structure and a precise time line** to ensure that the objectives are met.
2. It was also suggested that the **practical exercises** could be discussed collectively ( at least between Hemant, Sabih and Santhosh) to see what might work the best rather than leaving it to individual instructors.
3. Hemant will be working alongside Santhosh S. and Sabih to do this over the summer. The course will be uploaded to the shared folder containing structures for courses and the archived feedback forms from faculty.

*Santhosh shared his experience of transacting the course CCT 1.His feedback form remains to be archived for future reference.*

Santhosh shared how he has over the years reduced the number of reading in CCT 1 having realised that perhaps it is better to engage with a few readings deeply rather than have an overview. He also shared that the CCT course is now offered in three distinct parts over three semesters. He offers the first , Vebhuti the second (with an emphasis on cultural studies) and Akhil the third(with an emphasis on marginalities).

Santhosh has divided the semester into three pairs of readings out of which he is mostly able to address only two during the semester. He also shared that the evaluation has been very fluid for the past several years, wherein he gives students freedom to either write on a particular essay read by them or do a comparative study of a short story by Calvino and a particular essay.

He shared that time management is something that needs to be worked out in the course.

*The following were suggested and discussed:*

Shefalee suggested that it is time that each of the instructors looked carefully at each other's courses across semesters and also looked at the readings that these courses use in order to make active **linkages across course material**. Right now each faculty seems to be working in isolation and

not helping students develop some tentative connections across the first semester courses of ECM 1, AT and CCT1. This will also avoid unnecessary repetitions in reading materials for courses.

Shefalee has put together the courses in a shared folder so that all may access each other's courses for the above purpose.

*Hemant shared his experience of transacting the second semester core course TEDM 1. His feedback form is archived for future reference.*

Hemant said that the course was a blend of lectures and exercises to begin with but has largely become skill and training oriented. Students learn the basics of the digital by working with pure code and with processing. He felt that it should be revisited to avoid making it simply a skills training course.

*The following were suggested and discussed:*

Santhosh suggested that Hemant and he should look into what **connections they could build across courses** in the second semester as well. He especially pointed out how TEDM 1 could connect with ECM 2(Archival Investigations) through thinking about databases in connection with more traditional or experimental archives.

Shefalee concurred with this and suggested that Hemant and Santhosh look at the shared folder to access the ECM 2 course in order to make these connections through reading materials and transaction methodologies.

*Shefalee shared her experience of transacting the second semester core course ECM 2(Archival Investigations). Her feedback form is archived for future reference.*

1. Shefalee shared her course as designed on moodle and talked of how helpful the platform was for organising all course materials and readings in one place for students to access. She also shared how it helped structure materials as well as time for the course.

2. She shared how she has slowly developed the course by introducing alongside readings other specific transaction methodologies: proposal writing and revision, artists' talks and presentations on their own approach to archive based research, seminar based group discussions on readings, visit to archives, workshop and fieldwork and mid and end semester displays.

3. She also shared how the moodle has helped her develop a self study module so that students are encouraged to explore on their own rather than only gain through established transaction methodologies.

4. She has found that over the years the course has become more organised and effective but she needs to maintain some flexibility within it to cater to different paces of students in the classroom.

*The following were suggested and discussed:*

1. Abhinandita shared that she finds the structuring of time and readings through moodle or even google drive very effective in ECM 2 and she would like to structure ECM 3 on these lines. She also shared how students come full of ideas from the ECM 2 course into her ECM 3 course.

*Vidya shared her experience of transacting the fourth semester core course ECM 4(Curation). Her feedback form remains to be archived for future reference.*

1. Vidya shared that the curation course is transacted as a mix of lectures, case studies and practicums. Sabih had also shared his transaction methodology through the feedback form with a description of specific exercises that he asks the students to carry out.

2. Vidya shared that curation as a course does not work in the fourth semester. Sabih shared a similar concern and felt that the course should be introduced in the third semester itself. They both felt that the course should be rethought in terms of its timing so that the students get enough opportunities to engage with it deeply.

*The following were suggested and discussed:*

1. Santhosh suggested that **the course should be disconnected with fourth semester**. Putting it alongside the students' final display makes it seem to have a direct connection with the display which decimates its rationale of thinking of the curatorial as concerned with larger questions of knowledge creation and dissemination.

2. Shefalee suggested that the **rationale of the course needs to be clarified** in order that we think about how and when to effectively transact it. She felt that what binds the rationale of the different courses across semesters in the program is an emphasis on art as a site knowledge production or practice based research. In that sense, the studio courses like ECM 1 ( Rethinking Practice), 2 (Archival Investigations) , 3 ( Community, collaboration and Public Art) and 4 (Curation) as well as other core courses related to Art and Technology all emphasise this in one way or another. Given this, the curatorial should be connected with the other courses.

3. Vidya also felt that the curation course should be disconnected from the final display and students should be able to immerse themselves in the question of the curatorial throughout their time at SCCE rather than at the end. She said that she would work on giving it a much needed structure and timeline.

4. It was also suggested that the **ECM 4 (Curation) course could be thought of as an elective** as much as ECM 3 (Community/Collaboration and Public Art). This however would require a complete restructuring of the program, which could be discussed at the next level of this review. Shivaji responded later via mail to add: 'Perhaps it is time to seriously start pursuing the MA Curation programme – the groundwork of course structure etc is already prepared by Santhosh as part of the IFA project we did. Considering the time constraints, the curation component as part of MA Visual Art Programme will have to be at an introductory level like ECM-3. ECM 4 (Curation) and ECM 3

(Community/Collaboration and Public Art) can not be optional for MA Visual Art. Their scope may be defined as basic/introductory level. '

5. Meanwhile it was suggested by Vidya, Sabih that the **curation course be re structured** (to spread across third and fourth semester), its rationale clearly defined and a timeline drawn for it along with a folder for readings and case studies. Shivaji added via mail: 'I think the faculty must learn to define the scope of both ECM 3 & 4 courses within the limits of one semester each. The interest should be generating interest in these directions in the students, rather than fully accomplishing all aspects of the areas.'

6. Santhosh made another suggestion whereby one could keep the existing structure but make **curation course a 4 credit elective in the fourth semester**. The rest of the 8 credits could come from display and dissertation writing. Vidya however, suggested that fourth semester should only be concentrating on dissertation and display and students should not have to do any other elective or core at that time.

7. Santhosh then suggested that dissertation writing, which is not being taken too seriously, despite the fact that we start **dissertation presentations in third semester should be credited** from third semester itself. This could take care of the four credits that would be freed if we decided to do away with the elective in the fourth semester. He felt that this would also give a much needed seriousness to the dissertation presentations which are not credited at the moment and therefore not taken too seriously.

On the whole, there were some suggestions made for the effective use and maintenance of studio space and to maintain a continuous relationship with practice:

1. Vidya suggested that the studio must be re structured to introduce some inviting spaces for students to work in and feel attached enough to stay in for longer periods of time. She suggested that an architect could be consulted.
2. Vidya and Shefalee also felt that the equipment should be organised and a technician found immediately. Also workshops could be held in equipment use and maintenance so that students take responsibility for them and feel competent to use them.
3. Vidya suggested that we should develop a summer internship or post MA internship.

Shefalee Jain  
(Programme Coordinator)

Santhosh S.

Vidya Shivadas

Hemanth Sreekumar

Abhinandita Mathur

## **Minutes of the SFC Executive Meeting**

**12th October 2018**, CR10

Members Present:

Navkiran, Urvi, Shefalee, Benil, Aakriti (in lieu of Anjali), Vebhuti, Akhil, Indranjan, Samanta, Ranjana, Sukhmehak

### **Agenda**

#### **\* Follow up on Urvi/Indranjan's request regarding WS7**

[Raised in the last SFC GBM 19th Sept, 2018]

Program coordinator has replied. Based on a verbal conversation with Dean, they will start using that space. Benil, to write to the Estate to clean the WS7 space.

Indranjan raises the point that we, as performance studies students, also pay extra-mural cost. We should have access to spaces. VA has a studio space. Faculty explain how the extra-mural costs work and how Performance Studies does get to use significant parts of it.

Urvi/Indranjan to report to SFC on action taken.

**\* Follow up on Samanta Raita's email regarding SCCE equipment**

Samanta states that there are lots of problems in SCCE equipment and resources. SCCE common equipment is in bad need of repair. Used mainly by PS and VA cohorts.

Cables are damaged. The lack of a technical assistant for regular upkeep was strongly felt. University has not provided that. Meanwhile, the speakers and the mixers are in really bad shape.

Shefalee: I spoke to Santhosh, Karthik and Rajan about this. We need this as teaching aids.

**Strong need stated for:**

**a) Repair of SCCE equipment**

**b) Technical Assistant**

**c) Proper storage for equipment**

**To be followed up with Santhosh and Rajan for the repair of equipment.**



Shefalee stated that students also need to take responsibility with the equipment. They are left at the venue where there are used. Students need to be careful about this. They need to be responsible. When they borrow, they should return. Benil said that it should be a good practice from now on for senior students to let the next batch of students know about how to handle equipment, try and create a document for them

**\* Distribution of SWF Forms to Class Representatives: Done.**  
**Forms to be submitted to Mr. Potty by the 26th of October, 2018.**

### **Emergent Issues**

Navkiran: **We need five VGA to HDMI cables. Vebhuti has written to Benil regarding this.** Indranjan said this is absolutely important.

Sukhmehak: **Problem in lighting in WS5.** Difficult to work in the evening. It gets too dark. Visibility is a problem evening onwards.

Shefalee and Benil respond. To figure out what kind of lighting is needed - to be decided in consultation with the VA faculty. And roof of WS5. Gashes in the roof around the pipes where it floods. When it rains heavily, the speakers were getting wet. Indranjan says that WS5 carries equipment and works of people/students. If this can be given priority, then it should be.

Re: Roof: Benil: this has been reported. Estate has to circulate the tender. Soonest will be winter semester - is what the estate said. Benil to follow up on this. Shefalee: has sent this email once. The engineer is saying they will only do it when they repair all the warehouses.

Benil and Shefalee: to follow this up, maybe approach them as a group.

Suggested action: All of VA cohort to write to Shefalee and the Dean.

Navkiran: **Girls' Washrooms, 4th floor (near 407) girls washroom - water keeps dripping, lights don't work.** Benil to follow up.

Urvi: Need for **dialogue with students regarding the field-trip** by faculty and for each of the streams.

Shefalee, Benil, Akhil: Response regarding field-trip meeting.

Action: Faculty consulting the students regarding field-trip.

## **Minutes of the SFC Executive Meeting, 19th March, 2019**

Members Present: Kumero, Urvi, Sachin (in lieu of Navkiran), Trishanku, Vebhuti, Santhosh, Dr. Akhil Katyal

### **Agenda:**

#### **\* Student Welfare Fund:**

- a) Updates re: the SWF file for the last semester shared. We have fully processed the SWF file and submitted it to the student services.
- b) SFC Student coordinators of all streams told to alert students about the SWF application date for the current semester. [Update: some forms have already been received]
- c) As per discussion with Navkiran Natt, she is the SWF Student Coordinator for the current semester.

#### **\* Feedback to Benil re: Infrastructure matters**

- a) Thank you to Benil for the extensive updates on the infrastructure matters that were raised in the last SFC.
- b) Re: space needed by PS students: Performance Studies students have been using the SSR hall towards the IGDTUW cell for their Practice. They have requested portable fans in the space. They have had to vacate the space when other cultural societies use it for their work. But the space itself works. The need for more portable fans was reiterated.
- c) Re: VGAtHDMI cables: one such cable had been acquired through Mr. Potty. We need at least two more.

d) Re: Roof repair and lighting arrangements in WS5: Santhosh informed us that the file has moved in this matter. The lighting is already being worked on. And the roof repair will happen over the summer vacations.

e) Re: Girl's washroom on 4th Floor - works now.

**\* Any matters arising in the ongoing semester**

a) **Performance Studies II Semester students have to select a SFC Student Coordinator from their batch** and inform Dr. Akhil Katyal as soon as possible.

b) Kumero mentioned repeated noise/music which interrupts their classes in Room 407. It was clarified that it wasn't the repair work but other music/noise. Was asked to determine the source of the said sound and report back. If the disturbance persists, alternative classrooms can be looked into.

c) Urvi mentioned that writing workshop for the PS students should have happened earlier. And that, for several PS students, supervisors were allocated too late. It was strongly suggested that in the future, supervisors should be allocated at the end of the III semester for optimum functioning.

## **Minutes of SFC GBM 19th September 2018**

Agenda: Election or Nomination of nine student representatives from each cohort of different SCCE M.A. Programmes; Other emergent issues

Following students have been nominated by their classmates as student representatives for the SFC for academic year 2018-2019:

Literary Art 2nd Year: Anjali Yadav

Literary Art 1st Year: Ku Mero

Performance Studies 2nd Year: Urvi Sirkek

Performance Studies 1st Year: Indranjan Banerjee

Visual Art Practice 2nd Year: Samanta Raita

Visual Art Practice 1st Year: [TBA. Aliza to respond after consultation]

Film Studies 2nd Year: Trishanku Bhuyan

Film Studies 1st Year: [TBA. Navkiran to respond after consultation]

Dance Practice 1st Year: [TBA. Nilakshi to respond after consultation]

Emergent issue

a) Performance Studies Student Representatives Urvi Sirkek and Indranjan Banerjee raised the issue for a strong and urgent need for a dedicated space

WS7 for their PS cohorts, which will allow them to think through their performance work more comprehensively. They have requested for the allocation of WS7 "in order to facilitate the students with a space to contemplate, practice and experiment with their academic coursework. The cohort mostly consists of students who are performance practitioners and would appreciate the benefit of both thinking through practice and practice through thinking within the studio space." In order to make their academic experience more productive, they sincerely requested the University "to also make provisions to appoint maintenance staff to keep the space clean and accessible." Apart from that "they also requested "provisions for electricity through extension cords, 4 portable fans, bulbs, 10 chairs and 3 tables." The Dean encouraged them to follow this up on email (which they have).

b) Announcement about an upcoming event of the AUD Centre for Incubation, Innovation and Entrepreneurship was made and those interested were asked to get in touch with Benil Biswas/Sharique.

1. Details of course offered by you:

a. Objectives of your course:

Technical Foundations of Digital Media (2012/2017)

Objective : Orient Visual art students with the philosophy of digital technology

b. Transaction methodology: please give us a detailed weekly idea (lectures/screenings/field work/ workshops/guest faculty/practicum).

Only presentations / discussions + studio sessions were held.

Fieldwork for recordings was done individually by the students

c. Evaluation criteria: Is evaluation based on assignments, what kind?

Yes \_ all evaluation was measured on clear deliverables which the students got time to produce

Does it include a display/presentation/journal/reflective essay?

Yes \_ all of these & the students decided what the best format was.

Does it involve peer review or evaluation is carried out only by the instructor?

No- Only instructor carried out the evaluation - No peer review was encouraged. During preliminary submission drafts the peers were involved in feedback - but very scant.

Is evaluation formative/continuous or summative?

No it varied from case to case - w some it was continuous - with others more commonly it was case to case based on submission.

How many evaluation situations do you have?

2 evaluations (Formally) per semester.

2. Would you like to make further changes in the transaction mode/objectives/evaluation based on your experience of the past six years of teaching?

No \_ personally I found these very transparent and easy for the students to understand.

What are these?

If you have already made these changes please share with us what you think has worked/not worked after these changes.

3. Let us know what we can do to improve on facilitation and mediation between you and the University or the students in order to transact a course better.

Open forum which all old /new students can access.

4. What relationships you think you have been able to forge across courses if any and if that has not been the case, how do you think we could help facilitate that.

Students individually have fostered close fraternities with their peers across other disciplines.

None were structured/curated by the instructor.

We do find that sometimes this is a space which needs working at.

Can you suggest some ways in which to make this possible?

5. Some specific responses to the final display as well as course specific displays.

How may we make them more effective and meaningful activity?

NA - not viewed since 2016

6. A reflection on the program structure as a whole.

Do you think it works? (What is the feedback you have received from the students/others regarding this?) What could we change or modify upon?

This is open to debate. I feel it does but hard to measure.

7. Feedback from students for your particular course: have you been collecting it?

Few found it helpful. Most found it too technically focussed. Overall the feedback in terms of quality has been average.

In what form?

Have you been able to work on it?

NA

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Learning to See

Course Code: SDe2SD111

Semester (Monsoon/Winter) and Year: Semester 1(Monsoon), 2017

Course Coordinator: Venugopal Maddipati

Number of students on the course: 15

No of feedback received: 12

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students demanded far greater amounts of skill-based inputs, such as drawing and composition. Given how different students came into the program with entirely different skill-levels, they felt the evaluations were not uniform. In short, those who were more skilled, or conversely, those who were more articulate, were rewarded better in the course. A high element of subjectivity had crept into the evaluations, as per the suggestions. While the ambitiousness of the course, in terms of helping students represent and to curate their own experiences was appreciated by some students, many of them also felt that a more skilled instructor, or a person with direct inputs in graphic design would be more helpful.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In future iterations of the course I do anticipate introducing a higher element of skilling. Rather than drawing out conceptual and experiential inputs, I will approach learning to see more as a nuts and bolts course in graphic design. In additions, future iterations of this course will become optional as an elective. Students who are highly skilled, can avoid the course, whereas those seeking skills can find direct content within it to meet their interests.



**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: M Des Social Design

Name of the Course: Introduction to Social Design

Course Code: Sde2SD112

Semester (Monsoon/Winter) and Year: Monsoon Semester, 2018

Course Coordinator: Suchitra Balasubrahmanyam

Number of students on the course: 16

No of feedback received: 16

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students found the course a good introduction to social design as a practice, the nature of the social landscape in which such a practice takes place in and the skills and values a social designer needs to have.

Some students felt that the readings were difficult and had to be read two or three times before they could be understood.

A few students expressed the need for extra help with readings as they felt handicapped by less fluency in English language. They expressed the need for teaching and explanations in Hindi.

Some students wanted more field trips to live social design projects.

One student recommended enlarging the library's collection of books on Social Design.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Extra class discussions on readings and tutorials for students with lesser fluency in English language.

Organise some field trips to live projects in city or organise guest lectures by directors of such projects

Update collection of books in library – about 60 books have been ordered.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Design Process

Course Code: Sde2SD113

Semester (Monsoon/Winter) and Year: Semester 1(Monsoon), 2018

Course Coordinator: Khushbu Dublish

Number of students on the course: 16

No of feedback received: 13

III. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Positives:

- The hands-on approach to identifying and tackling problems in the environment gave many students a focus and clarity on the outcome intended.
- Students liked that there was freedom for them to explore an intervention in multiple ways.

Issues:

- There was some apprehension in being able to design products without having the technical knowledge about how to go about it, even while sketching and prototyping.

Concern:

- The students mentioned that there was confusion due to mentoring by two faculty who both had very different views, which the students found hard to negotiate.

Suggestions:

- The students had mentioned that the course could have been designed better pedagogically and keeping the time frame in mind, more time and inputs to be included to tackle the intervention phase.

- An extensive list of reading materials could have supported the ongoing classes considerably.

IV. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- The lesson plan can be drafted better to ensure gradual progression.
- Series of workshops can be organized to enhance sketching and model making skills among students.
- The faculty can discuss before and after the class to avoid any clashing feedbacks in the classroom.
- More time can be allocated to designing and testing the intervention.
- A studio library can be created which can be resorted to by the students from time to time. Online resources in terms of videos and articles help as well.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Design Research Methods

Course Code: Sde2SD114

Semester (Monsoon/Winter) and Year: Semester 1(Monsoon), 2018

Course Coordinator: Nakkeeran Nanjappan

Number of students on the course: 16

No of feedback received: 13

V. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students felt that a coordination between the faculty of the parallel running course Design Process and aligning the research aspect with the studio would have been more beneficial for understanding and implementation.

Introduction of more applied activities would have made the course more engaging

It was suggested that the faculty imbibe their excellent knowledge of sociological research with some bent on the design perspective.

Aspects related to communication with subjects could also be dealt with since many students felt at a loss of aptly approaching and questioning people about their topics. Some training on interviewing people and conducting surveys was suggested.

Open communication between the student and faculty helped in gaining insightful feedbacks.

Some guest lecturers could have been called in to speak specifically about how research is done looking at the field of design, and include some field visits as well.

The course duration was suggested by the students to be shorter, with the inclusion of very concise inputs from the faculty.

VI. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Discussion with the studio faculty to align the research aspect with the Design Process studio so that the students can understand the theory and practice at the same time.
- Identifying and inviting design researchers as guest lecturers during the course to allow students to get a perspective from the angle of working on the field.
- Workshop/lecture which can train students about how to develop their communication skills while approaching and interviewing people for conducting research.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Aesthetics of Form and Experience

Course Code: SDe2SD211

Semester (Monsoon/Winter) and Year: Semester 2(Winter), 2019

Course Coordinator: Khushbu Dublish

Number of students on the course: 14

No of feedback received: 11

VII. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Positives:

- The use of online and face to face modality was appreciated, since students could refer to the resources and have discussions with each other about their work on moodle.
- Students coming from non-design backgrounds struggled with hand illustrations and software learning, but were far better in absorbing class inputs and coming up with explorations.

Issues:

- The time allocation for each module was perceived to be inadequate.
- The field study required more time to get into the depth of the topic.
- More time to work on software to understand all its features.

Concerns:

- Students coming from design backgrounds performed better, but got disinterested by the end of course because of repetition from their previous education.

Suggestions:

- Suggestion to build a pool of knowledge in forms of videos, articles etc. that could help students with a different pace and form of learning (visual/auditory).
- More readings were requested to be added.
- Workshops for material and software learning were suggested.
- Merging the course with the studio to create better understanding and getting more time to work on interventions.
- Converting the course to an elective format, so that interested students only opt for it.

VIII. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Plan to create a studio library with adequate reading materials for the course and overall program.
- Identify experts in the field of materials and software that can be called for holding workshops for the students to enhance their learning.
- Proper time tabling of the lessons to ensure more time towards the end for interventions.
- Designing exercises that will engage the students with design backgrounds also creatively.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Understanding Intersectionality

Course Code: SDe2SD212

Semester (Monsoon/Winter) and Year: Semester 2(Winter), 2018

Course Coordinator: Venugopal Maddipati

Number of students on the course: 15

No of feedback received: 8

IX. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The course is often pitched at too high a level in terms of reading. So students face two entirely different but not unrelated problems. On the one hand students are not able to fully comprehend the purport of the readings in and of themselves. On the other hand, students are not able to understand the practical relevance of the course. Even though an attempt was made in the course to connect it to the studio, the students were not able to fully absorb the readings into their studio efforts. In short, the course has to demonstrate its relevance in terms of on the ground field experiences.

X. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Intersectionality is better studied spatially, than purely in an abstract sense. Using the city as a map in which diverse communities are hierarchically located based upon their income groups and their identities may help students recognize how caste, class and gender intersect to marginalize or exclude people from vital services and systems. I propose to introduce an element of field experiences outside the classroom to help students to learn more practically.



**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Social Studio II - Service Design

Course Code: SDe2SD313

Semester (Monsoon/Winter) and Year: WS 2017 / 2018 / 2019

Course Coordinator: Divya Chopra, Suchitra Balasubrahmanyam, Venugopal Maddipati

Number of students on the course: 10 - 14

No of feedback received: 10 - 14

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The course was well structured in terms of modules aligning with the course objectives. More clarity is required to connect concepts and its application. Assessments methods to be better explained and studio should have more links with organizations working in the same field. Mid-semester feedback sessions with external members should be introduced apart from final jury. More time should be allocated for prototyping and implementation.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Attempts are being made to bring in real projects and related organizations within the studio. Mid-semester reviews are being scheduled as part of continuous evaluation policy; however external members might be invited as per their availability along with clearly defined assessment criteria. Studio timeline is inclusive of prototyping and implementation stage, though the ideation stage often gets stretched.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Materials and Processes

Course Code: SDe2SD001

Semester (Monsoon/Winter) and Year: Semester 2(Winter), 2019

Course Coordinator: Khushbu Dublsh

Number of students on the course: 8

No of feedback received: 8

XI. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Positives:

- The hands-on and in-studio work style was preferred since they did not have to take any work back home.
- The explorations in different materials allowed students to be able to visualise how to convert their ideas to tangible outcomes.

Issues:

- A lot of machinery could not be used due to not being serviced for a long time and absence of a skilled technician.

Concerns:

- Students had some minor cuts and injuries while working, and the need of a First-Aid box in the workshop was identified for emergencies.

Suggestions:

- Workshops with skilled professionals dealing with a specific material would help to make the classes more informative.

- A skilled workshop technician is required to service the machines and help the students work on them.
- Need of a material/stationery shop in the university premises so that students can easily buy and use as and when required.
- A display area/ showcase where the final models can be exhibited, with provisions of soft-boards and projector. Theory lessons can take place there too.

XII. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Hiring of a skilled workshop technician to service and guide working on the machines.
- Create a First-Aid box with basic medication for small cuts and bruises.
- Discuss with the school team about creating a materials lab, funded from extra-mural and stocked before every semester so that students can use any material required.
- Discuss with university officials about the feasibility of creating a display cum classroom area in the workshop and the structural limitations.
- Identifying experts working with different materials to create products and invite them for talks and workshops.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Data Visualization and Information Modelling

Course Code: Sde2SD312

Semester (Monsoon/Winter) and Year: Semester 3 (Monsoon), 2016

Course Coordinator: Chitra Chandrashekhar

Number of students on the course: 18

No of feedback received: 10

XIII. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Overlapping of the course with another course caused some gaps, which could have been avoided by merging the course with another in the module.

The course was appreciated for developing the skills of comprehension and presentation of data in multiple ways.

Suggestion to increase the time frame of the course so that more mediums could be explored.

The student assignments could've been assessed more critically, while the faculty engagement and input was valued extensively.

The course could include some readings on semiotics

XIV. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Incorporating peer feedback as a part of evaluation so that students can comment on and give creative criticisms on each others' work in the classroom.

Aligning the course with ongoing parallel courses or with the studio that follows so that students can actively practice and implement learnt procedures for their projects.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Systems Design

Course Code: Sde2SD314

Semester (Monsoon/Winter) and Year: Semester 3(Monsoon), 2016

Course Coordinator: Divya Chopra

Number of students on the course: 18

No of feedback received: 10

XV. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students mentioned in their feedback that more time could be given to the intervention phase in order to understand the theme better and design a system around it.

Mapping out inter-connections could be done to analyze not only the intervention but also the effects it makes in the environment.

Addition of check- points in the course would help in defining the study goals better

The systematic study of the theme allowed to understand the system better.

The teaching approach was appreciated, with inclusion of visiting lecturers.

The lesson plans could be created to balance out the time between research and intervention.

XVI. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Creating a teaching plan that gives appropriate amount of time for the students to work on their interventions and use design as a tool to implement it.

- Experts can be approached as visiting faculty working in the specific domain to give inputs.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Exploring User Interface and User Experience Design (UI/UX)

Course Code: Sde2SD007

Semester (Monsoon/Winter) and Year: Semester 3(Monsoon), 2018

Course Coordinator: Om Singh

Number of students on the course: 10

No of feedback received: 2

XVII. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

A suggestion to have softwares relevant to UI/UX installed on all computers in the design studio so that all students can work and practice on the programs.

The final exhibition for the course could have been a live one with people interacting with the interfaces and students getting to observe their reactions.

The faculty presented the course in a professional manner, laying stress on the practical applications and the employability of the students with respect to the subject.

XVIII. Course Coordinator's Response to Feedback (What are the specific actions that  
you plan to take/not take in response to the feedback and the rationale)

The final exhibition for the course can include interactive elements and projections to show the working of interfaces.

Installation of softwares on all computers for efficient working.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Examining Rural and Urban

Course Code: SDe2SD313

Semester (Monsoon/Winter) and Year: MS 2018

Course Coordinator: Divya Chopra

Number of students on the course: 10

No of feedback received: 10

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Course has a lot of potential and more time should be allocated. Lectures were well prepared in terms of comprehensive reading material and clarity of presentation. However, there needs to be better coherence between readings and assignments. Also field sites should have better connections / linkages. Course objectives and teaching methodology needs to be articulated better. Assessment criteria and evaluations should be shared regularly.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Course objectives and assessment criteria will be clearly articulated and continuous evaluation will be shared regularly. The course will attempt to integrate readings and assignments more comprehensively. Though it might not be possible to have a direct connection/linkage between the urban study area and rural field site due to logistics, the course will try to have some association across the two contexts.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: Master in Design (Social Design)

Name of the Course: Ecology, Environment and Development

Course Code: SDe2SD304

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Budhaditya Das and Silky Arora

Number of students on the course: 14

No of feedback received: 9

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The course content was relevant for social design.

Position of the course could be earlier in the programme rather than Semester 4.

More time should be given to interpreting the content through a social design lens (at recent, second half)

Too much emphasis on ecological approach (first half of course taught by faculty from School of Human Ecology)

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Decision not to shift location of course in programme as concepts are complex for earlier in the programme and also because the planetary/global scale come last in the imagines scalar progression of course.

Could consider adding an extra workshop on design and sustainability if possible.



**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: Master of Design (Social Design)

Name of the Course: Design and Democracy

Course Code: SDe2SD412

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Suchitra Balasubrahmanyam

Number of students on the course: 13

No of feedback received: 13

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The course helped students to tie together the various courses and studios of the programme as the backdrop for their final projects.

Some students wanted additional readings and more case-studies in an Indian context.

As the final project requires students to write extensively, students appreciated the writing-based assignments. Many suggested a more structured writing support/writing workshop.

As in an earlier batch's feedback, students suggested that the course be moved to an earlier semester in the programme.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Introduce structured writing feedback and making students rewrite after feedback.

The concepts in the course are complex and may not be suitable at an earlier stage of the programme. It is better it continues to be offered in the fourth semester.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Social Entrepreneurship and New Economies

Course Code: SDe2SD011

Semester (Monsoon/Winter) and Year: Semester 4(Winter), 2015

Course Coordinator: Sharique Farooqui

Number of students on the course: 7

No of feedback received: 7

XIX. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Suggestion by the students to bring in guest lecturers from the humanities background so that the students could relate entrepreneurship with their field of study in the university.

The in class discussions were appreciated along with interactions with practitioners from various fields.

The students developed the skills of practical thinking and problem solving.

XX. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Identify and invite guest lecturers to speak to the students about social entrepreneurship within humanities, and how to go about establishing themselves in the domain.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Design Practice and Ethics

Course Code: SDe2SD511

Semester (Monsoon/Winter) and Year: Semester 5(Monsoon), 2018

Course Coordinator: Venugopal Maddipati

Number of students on the course: 8

No of feedback received: 4

XXI. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students appreciated the course and the manner in which it provided inputs in terms of reflection and also in terms of writing. Students appreciated how thinking about an ethical framework helps in structuring thesis projects. In addition, feedback from practitioners from a variety of disciplines help contextualize the ways in which students can imagine a career for themselves in the future.

XXII. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In the future, more practical experiences can be incorporated in the course. Rather than approaching the question of ethics purely instructionally, I anticipate introducing practical design exercises in which ethics becomes a concern in terms of a learning by doing approach. Situational ethics are understood as students encounter impasses while engaging in the act of design.

**Ambedkar University Delhi**  
**School of Design**  
**Faculty Report on Student Feedback**

Name of the Programme: MDes Social Design

Name of the Course: Social studio-Final thesis project

Course Code: SDe2SD512

Semester: Semester 5 (Monsoon) 2018

Course Coordinator: Divya Chopra

Number of students on the course: 8

No of feedback received: 4

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students requested more focused inputs in diverse areas. Since thesis involves amalgamating the learnings throughout the program into a single project, students suggested that thesis projects should have more focused outcomes, with a significant component related to writing inputs. Students requested better inputs related to indexing, contents-page creation, and also more specialized inputs related to subject areas.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Faculty took the student feedback into consideration and provided extra inputs related to writing. Older theses projects in the school were studied, and students were made to examine structuring writing and grammatical construction in the classroom setting. Inputs were also provided by visiting faculty to help students streamline their projects so as to make them more directly inclined with the task of defining problem statements. Inputs were repeatedly provided related to scope identification. Since students often flounder in the area of scope allocation, faculty inputs have slowly come around to emphasizing reduction of scope as a key way of creating more realistic targets for thesis projects at the school.



Dean School of Design

## Format for the Student's Internship Performance

**Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation**

Name of student – **Akash Thakur**

Date of joining 2<sup>nd</sup> June and date of completion 28<sup>th</sup> July

Time period of Internship -56 Days

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	16
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	17
4.	Nature and quality of contribution	18
5.	Holistic Demonstration of Learning	18
	<b>Total marks out of 100</b>	86
	<b>Total marks out of 10 / Grade Point</b>	8 (A-)
<b>Comments / Suggestions / Remarks</b>	Student tried to give his best. He tried to implement theory in practical ground level. Student tried to use his skills by analysing and filling up data in given format. During his internship he was very enthusiastic and keen to learn the new techniques. Overall it was a good initiative taken by the intern in all fields.	

Signature

Name                      Navneet  
Designation              Placement Advisor  
Name of Organisation    Jagori Rural Charitable Trust

**Format for the Student's Internship Performance**

**Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation**

Name of student – **Deepan Kumar**

Date of joining and date of completion – **29<sup>th</sup> May 2017 to 29<sup>th</sup> July 2017**

Time period of Internship – **8 weeks**

S.No	Evaluation Parameters	Marks (out of 20)
	Understanding and interpretation of tasks assigned	17
	Quality of conceptual and practical application	16
	Quality of engagement –Initiative, Responsibility, regularity, reporting	17
	Nature and quality of contribution	16
	Holistic Demonstration of Learning	15
	<b>Total marks out of 100</b>	<b>78</b>
	<b>Total marks out of 10 / Grade Point</b>	<b>7</b>
<b>Comments / Suggestions / Remarks</b>	Deepan, was hardworking and passionate about the work he was given. He was well oriented and adapted to the community regardless of diverse people.  We wish him all the best for his future.	

Signature

Name : **Drona D Chetri**

Designation - **Program Head & Bijak Coordinator**

Name of Organisation - **Navdanya Earth University**

- **Anugrah Bhatt**

**School & Bijak Coordinator**

**Navdanya Earth University**



**NAVDANYA TRUST**

**106, Rajput Road,  
Dehra Dun-248001**

**SCHOOL OF DESIGN**  
**Ambedkar University Delhi**

**Dear Ms Juhi Pandey**

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2<sup>nd</sup> semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31<sup>th</sup> August 2015**.

You may email your feedback to [abeer@aud.ac.in](mailto:abeer@aud.ac.in)

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement – Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

**Abeer Gupta**

**Internship Coordinator**  
**School of Design**  
**AUD**

## Format for the Student's Internship Performance

**Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation**

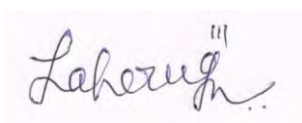
Name of student – **P Govind Sivan**

Date of joining and date of completion:

Time period of Internship

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	17
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	18
4.	Nature and quality of contribution	16
5.	Holistic Demonstration of Learning	17
	<b>Total marks out of 100</b>	85
	<b>Total marks out of 10 / Grade Point</b>	9
<b>Comments / Suggestions / Remarks</b>	Govind shown excellent leadership in the weavers' assessment study. He received the idea well and also did a good field work till he was in Khamir. He organised and put together all the data in relevant form. We are happy with his overall participation in the internship.	

Signature



Name:Ghatit Laheru

Designation: Deputy Director

Name of Organisation: Khamir



## Grade and Grade Point Table

S.No.	Grade	Point	Description
1	A+	10	Exceptional: performance beyond expectations.
2	A	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	A-	8	Very good: demonstrating mastery of most learning or assessment situations.
4	B+	7	Demonstrating thorough competence in most situations.
5	B	6	Demonstrating moderate competence in most situations.
6	B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	C	3	Not passing but still showing capacity for improvement or development.
9	C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	D	1	Complete lack of engagement or comprehension; also, frequent absence.
11	F	0	F for non-completion of assignments or 'blank' responses on a test.
12	AB	0	Absence or withdrawal from a course should be indicated by AB.

### Note:

- 1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
- 2 Adjustment of Attendance shall be done only for 4 Normal Courses.
- 3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours



Abeer Gupta <abeer@aud.ac.in>

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## RE: Internship

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**Abhisikta Dasgupta** <Abhisikta.Dasgupta@actionaid.org>

24 August 2017 at 18:17

To: Abeer Gupta <abeer@aud.ac.in>

Cc: Anila Suresh <Anila.Suresh@actionaid.org>

Dear Abeer,

Please find feedback for Himangi below;

Name of student – **Himangi Gupta**

Date of joining and date of completion

Time period of Internship

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	13
2.	Quality of conceptual and practical application	14
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	17
	<b>Total marks out of 100</b>	75
	<b>Total marks out of 10 / Grade Point</b>	7.5
<b>Comments / Suggestions / Remarks</b>	She is very sincere and regular in her work. There were some additional responsibilities given to her beyond her assignment and she delivered in gladly. She has also shown interest in our larger activism and joined us in our celebrations too. We wish her great success in life!	



We really appreciate her contribution in our overall work.

Warmly,

Abhisikta

**From:** Abeer Gupta [mailto:[abeer@aud.ac.in](mailto:abeer@aud.ac.in)]

**Sent:** 24 August 2017 16:38

**To:** Anila Suresh; InduPrakash Singh; Vijay Naugain; Abhisikta Dasgupta; Nirja Bhatnagar

**Cc:** Himangi Gupta; [apoorvajain.16@stu.aud.ac.in](mailto:apoorvajain.16@stu.aud.ac.in); Shalaka .; Kumari Aarti; Nishant Massey; MA Social Design programme coordinator

**Subject:** Re: Internship

[Quoted text hidden]



# HYDERABAD URBAN LAB

Regd. Office: #10-5-7/1, First Floor, Gulshan-e-Khaleel Complex,  
First Lancer Road, Masab Tank, Hyderabad - 500028.

Hyderabad Urban Lab Foundation  
CIN: U85300TG2016NPL110410

T: +91-40-23233993  
E: askhydlab@gmail.com  
W: www.hyderabadurbanlab.com

## INTERNSHIP STIPEND

September 05, 2017

This is to certify that Intekhab Uddin , student of MA in Social Design, School of Design, Ambedkar University, Delhi interned with Hyderabad Urban Lab for 8 weeks during the summer of 2017.

Intekhab Uddin completed his work with us to our satisfaction. During this period, he was paid a stipend of Rs 24000 (TWENTY FOUR THOUSAND ONLY) at the rate of Rs 12000 per month.

The same is verified and vouched for by me.

Dr. Anant Maringanti  
Director  
M: +91 9618251776  
E: amaringanti@gmail.com

## Format for the Student's Internship Performance

### Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Kumari Aarti**

Date of joining and date of completion: 22<sup>nd</sup> May 2017 till 15<sup>th</sup> July 2017

Time period of Internship- 1month 15 days.

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	A
2.	Quality of conceptual and practical application	A+
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	A+
4.	Nature and quality of contribution	A+
5.	Holistic Demonstration of Learning	A
	<b>Total marks out of 100</b>	
	<b>Total marks out of 10 / Grade Point</b>	
<b>Comments / Suggestions / Remarks</b>	Aarti has potential to contribute in areas of community development and capacity building. She has rights perspective on issues of women and girls rights.	

Signature

Name: Smita Khanijow

Designation: Programme Manager

Name of Organisation: ActionAid Association

## Grade and Grade Point Table

S.No.	Grade	Point	Description
1	<b>A+</b>	10	Exceptional: performance beyond expectations.
2	<b>A</b>	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	<b>A-</b>	8	Very good: demonstrating mastery of most learning or assessment situations.
4	<b>B+</b>	7	Demonstrating thorough competence in most situations.
5	<b>B</b>	6	Demonstrating moderate competence in most situations.
6	<b>B-</b>	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	<b>C+</b>	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	<b>C</b>	3	Not passing but still showing capacity for improvement or development.
9	<b>C-</b>	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	<b>D</b>	1	Complete lack of engagement or comprehension; also, frequent absence.
11	<b>F</b>	0	F for non-completion of assignments or 'blank' responses on a test.
12	<b>AB</b>	0	Absence or withdrawal from a course should be indicated by AB.

Note:

- 1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
- 2 Adjustment of Attendance shall be done only for 4 Normal Courses.
- 3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours



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Hyderabad Urban Lab Foundation  
CIN: U85300TG2016NPL110410

T: +91-40-23233993  
E: askhydlab@gmail.com  
W: www.hyderabadurbanlab.com

## INTERNSHIP STIPEND

September 05, 2017

This is to certify that Shakeb Wajeesh, student of MA in Social Design, School of Design, Ambedkar University, Delhi interned with Hyderabad Urban Lab for 8 weeks during the summer of 2017.

Shakeb Wajeesh completed his work with us to our satisfaction. During this period, he was paid a stipend of Rs 24000 (TWENTY FOUR THOUSAND ONLY) at the rate of Rs 12000 per month.

The same is verified and vouched for by me.

Dr. Anant Maringanti  
Director  
M: +91 9618251776  
E: amaringanti@gmail.com

**SCHOOL OF DESIGN**  
**Ambedkar University Delhi**

**Dear Ms Anila Suresh,**

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2<sup>nd</sup> semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31<sup>th</sup> August 2015**.

You may email your feedback to [abeer@aud.ac.in](mailto:abeer@aud.ac.in)

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

**Abeer Gupta**

**Internship Coordinator**  
**School of Design**  
**AUD**



## Format for the Student's Internship Performance

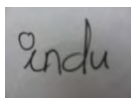
### Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Shalaka**

Date of joining and date of completion: 22<sup>nd</sup> May – 15<sup>th</sup> July 2017

Time period of Internship: 8 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	20
2.	Quality of conceptual and practical application	20
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	20
4.	Nature and quality of contribution	20
5.	Holistic Demonstration of Learning	20
	<b>Total marks out of 100</b>	<b>100</b>
	<b>Total marks out of 10 / Grade Point</b>	<b>10</b>
<b>Comments / Suggestions / Remarks</b>	Shalaka indeed was outstanding in her assignment. She showed lot of sensitivity and has captured the lives of the homeless women rather too well.  I did see her in action in the field. Felt happy seeing the way she was able to win the confidence of the women.  Her pointing out the problem that the women face in Gurudwara regarding food has prompted us to talk to many groups to take care of it.  Her report will be shared with the DCW, DUSIB and other friends for action.	



Signature

Name: indu prakash singh

Designation: Leader – Urban Knowledge Activist Hub/ Citizens' Rights Collective (CiRiC),

Name of Organisation: ActionAid India

## Format for the Student's Internship Performance

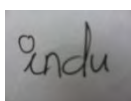
### Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Apoorva Jain**

Date of joining and date of completion: 22<sup>nd</sup> May – 15<sup>th</sup> July 2017

Time period of Internship: 8 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	20
2.	Quality of conceptual and practical application	20
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	20
4.	Nature and quality of contribution	20
5.	Holistic Demonstration of Learning	20
	<b>Total marks out of 100</b>	100
	<b>Total marks out of 10 / Grade Point</b>	10
<b>Comments / Suggestions / Remarks</b>	Apoorva has done an excellent work. She has captured the problems faced by the homeless children very sensitively.  The issues raised by her indeed are valid.  Despite facing an incident that shook her she continued the work with full resolve and finished it with finesse.  We will be sharing her report with DUSIB, DCPCR, DCW, and the Delhi Police.	



Signature

Name: indu prakash singh

Designation: Leader – Urban Knowledge Activist Hub/ Citizens' Rights Collective (CiRiC),

Name of Organisation: ActionAid India

### Grade and Grade Point Table

S.No.	Grade	Point	Description
1	A+	10	Exceptional: performance beyond expectations.
2	A	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	A-	8	Very good: demonstrating mastery of most learning or assessment situations.
4	B+	7	Demonstrating thorough competence in most situations.
5	B	6	Demonstrating moderate competence in most situations.
6	B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	C	3	Not passing but still showing capacity for improvement or development.
9	C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	D	1	Complete lack of engagement or comprehension; also, frequent absence.
11	F	0	F for non-completion of assignments or 'blank' responses on a test.
12	AB	0	Absence or withdrawal from a course should be indicated by AB.

**Note:**

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- 3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

**SCHOOL OF DESIGN**  
**Ambedkar University Delhi**

**Dear Santayan**

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2<sup>nd</sup> semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31<sup>th</sup> August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

**Abeer Gupta**

**Internship Coordinator**  
**School of Design**  
**AUD**

## Format for the Student's Internship Performance

### Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of students: Aradhana Joanna Das, Manushree Sinha

Date of joining and date of completion: 28 May to 20 July 2018

Time period of Internship: 1 month, 22 days

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	15
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	14
4.	Nature and quality of contribution	17
5.	Holistic Demonstration of Learning	17
	<b>Total marks out of 100</b>	80
	<b>Total marks out of 10 / Grade Point</b>	8
<b>Comments / Suggestions / Remarks</b>	Aradhana and Manushree demonstrated deep engagement and empathy in their interaction with community children. They made insightful observations that are being used to create new tools within the programme.  They handled challenges well, some of which (e.g. language, co-ordination) were out of their control.  It took them some time to find an appropriate orientation, to discover the relevance of the task assigned to them. In hindsight, they could have managed their time better to accomplish a little bit more in the given time, i.e. to take their observations and get started on prototyping a communication tool.	

Signature



Name: santayan sengupta

Designation: director

Name of Organisation: Thoughtshop foundation

## Grade and Grade Point Table

S.No.	Grade	Point	Description
1	<b>A+</b>	10	Exceptional: performance beyond expectations.
2	<b>A</b>	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	<b>A-</b>	8	Very good: demonstrating mastery of most learning or assessment situations.
4	<b>B+</b>	7	Demonstrating thorough competence in most situations.
5	<b>B</b>	6	Demonstrating moderate competence in most situations.
6	<b>B-</b>	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	<b>C+</b>	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	<b>C</b>	3	Not passing but still showing capacity for improvement or development.
9	<b>C-</b>	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	<b>D</b>	1	Complete lack of engagement or comprehension; also, frequent absence.
11	<b>F</b>	0	F for non-completion of assignments or 'blank' responses on a test.
12	<b>AB</b>	0	Absence or withdrawal from a course should be indicated by AB.

### Note:

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- 2 Adjustment of Attendance shall be done only for 4 Normal Courses.
- 3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

**SCHOOL OF DESIGN**  
**Ambedkar University Delhi**

**Dear Aanchal,**

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2<sup>nd</sup> semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31<sup>th</sup> August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

**Abeer Gupta**

**Internship Coordinator**  
**School of Design**  
**AUD**

## Format for the Student's Internship Performance

### Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student \_\_\_\_\_ Bhargavi Sinha \_\_\_\_\_

Date of joining and date of completion **May 21, 2018, to July 20, 2018**

Time period of Internship \_\_\_\_\_ 2 months \_

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	14
2.	Quality of conceptual and practical application	12
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	18
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	14
	<b>Total marks out of 100</b>	73
	<b>Total marks out of 10 / Grade Point</b>	7.3
<b>Comments / Suggestions / Remarks</b>	Bhargavi, shows immense potential through the rigor and zest for learning that she displayed during her time at DLabs. As a student with a keen interest in Business Design, we would like to see her combine the academic knowlegde with real time business scenerios, applying the what she is learning more frequently. Overall she was an assest to us, did not shy away from responsibility and was a useful resource.	

Signature

Name: Mehar Zariwala

Designation: Design Strategist

Name of Organisation: DLabs @ the Indian School of Business



## Grade and Grade Point Table

S.No.	Grade	Point	Description
1	<b>A+</b>	10	Exceptional: performance beyond expectations.
2	<b>A</b>	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	<b>A-</b>	8	Very good: demonstrating mastery of most learning or assessment situations.
4	<b>B+</b>	7	Demonstrating thorough competence in most situations.
5	<b>B</b>	6	Demonstrating moderate competence in most situations.
6	<b>B-</b>	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	<b>C+</b>	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	<b>C</b>	3	Not passing but still showing capacity for improvement or development.
9	<b>C-</b>	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	<b>D</b>	1	Complete lack of engagement or comprehension; also, frequent absence.
11	<b>F</b>	0	F for non-completion of assignments or 'blank' responses on a test.
12	<b>AB</b>	0	Absence or withdrawal from a course should be indicated by AB.

### Note:

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**SCHOOL OF DESIGN**  
**Ambedkar University Delhi**

**Dear Sushma,**

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2<sup>nd</sup> semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31<sup>th</sup> August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

**Abeer Gupta**

**Internship Coordinator**  
**School of Design**  
**AUD**

## Format for the Student's Internship Performance

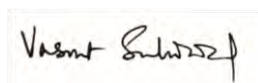
**Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation**

Name of student: **Harpreet Kaur Sokhi**

Date of joining and date of completion: **21<sup>st</sup> May 2018 to 25<sup>th</sup> July 2018**

Time period of Internship: **8 weeks**

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	16
2.	Quality of conceptual and practical application	15
3.	Quality of engagement– Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	15
	<b>Total marks out of 100</b>	77
	<b>Total marks out of 10 / Grade Point</b>	B+
<b>Comments / Suggestions / Remarks</b>	<i>Harpreet was diligent in her work. However, she would have gained more by being on the field.</i>	



Name: **Vasant Saberwal**

Designation: **Director**

Name of Organisation: **Centre for Pastoralism**

## Grade and Grade Point Table

S.No.	Grade	Point	Description
1	A+	10	Exceptional: performance beyond expectations.
2	A	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	A-	8	Very good: demonstrating mastery of most learning or assessment situations.
4	B+	7	Demonstrating thorough competence in most situations.
5	B	6	Demonstrating moderate competence in most situations.
6	B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	C	3	Not passing but still showing capacity for improvement or development.
9	C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	D	1	Complete lack of engagement or comprehension; also, frequent absence.
11	F	0	F for non-completion of assignments or 'blank' responses on a test.
12	AB	0	Absence or withdrawal from a course should be indicated by AB.

Note:

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## Format for the Student's Internship Performance

**Report from the Host Organisations: Assessment by Internship anchor/ coordinator/ resource person from the organisation**

Name of student - **Karan Jain**

Date of joining and date of completion – **16<sup>th</sup> May, 2018 – 3<sup>rd</sup> July, 2018**

Time period of Internship - **1 Month 18 Days**

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	12
2.	Quality of conceptual and practical application	12
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	12
5.	Holistic Demonstration of Learning	12
	<b>Total marks out of 100</b>	<b>64</b>
	<b>Total marks out of 10 / Grade Point</b>	<b>6.4</b>
<b>Comments / Suggestions /</b>	Karan's engagement in the various tasks assigned was satisfactory with timely reporting and delivering all the work. He also gained an experience of engagement with the community, through awareness campaigns on SWM and site visits for designing.  There was a gap in understanding of the assigned tasks holistically from a multiple user perspective and connecting the dots to see the connection of tasks from a complete project view.	

  
Signature

Name : **Suhani Gupta**

Designation: **Project Coordinator**

Name of Organisation: **Centre for Urban and Regional Excellence (CURE)**

INCUBIS CONSULTANTS (India) PL  
259 Okhla Industrial Estate, Phase III  
New Delhi 110020

Telephone +91 11 4311 0500  
Email incubis@incubis.net

## STUDENT INTERNSHIP PERFORMANCE EVALUATION

31 VIII 2018

Name : LIPI KATIHA, Student MA, Social Design, Ambedkar University, Delhi  
Date of joining & date of completion: May 16, 2018 to July 13, 2018  
Time period of Internship: 2 months (Approx. as above)

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	15
2.	Quality of conceptual and practical application	14
3.	Quality of engagement – Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	16
	Total marks out of 100	76
	Total marks out of 10 / Grade Point	7.6 / B+
Comments / Suggestions / Remarks	Lipi worked with a great deal of involvement and was able to get a close look at how a design consultancy functions, especially how designers, architects and engineers work in unison to rapidly meet client requirements. Since Lipi was working on live assignments, she was also able to understand how ideas are refined and configured for clarity and impact during presentations. Lipi emerged with several concepts and well structured presentations within the allotted timeframes. Lipi should work on her 3D modeling and visualisation skills to further develop her capabilities as a professional. It has been a great experience working with Lipi and we wish her success in all her endeavours.	

Name Amit Krishn Gulati  
Designation Founder & Director



## Grade and Grade Point Table

S.No.	Grade	Point	Description
1	A+	10	Exceptional: performance beyond expectations.
2	A	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	A-	8	Very good: demonstrating mastery of most learning or assessment situations.
4	B+	7	Demonstrating thorough competence in most situations.
5	B	6	Demonstrating moderate competence in most situations.
6	B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	C	3	Not passing but still showing capacity for improvement or development.
9	C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	D	1	Complete lack of engagement or comprehension; also, frequent absence.
11	F	0	F for non-completion of assignments or 'blank' responses on a test.
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**SCHOOL OF DESIGN**  
**Ambedkar University Delhi**

**Dear Ghatit,**

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2<sup>nd</sup> semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31<sup>th</sup> August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

**Abeer Gupta**

**Internship Coordinator**  
**School of Design**  
**AUD**



## Format for the Student's Internship Performance

### Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student Megha Mukharji

Date of joining and date of completion 20<sup>th</sup> May to 20<sup>th</sup> July 2018

Time period of Internship 2 Months

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	18
2.	Quality of conceptual and practical application	18
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	19
4.	Nature and quality of contribution	19
5.	Holistic Demonstration of Learning	19
	<b>Total marks out of 100</b>	9.3
	<b>Total marks out of 10 / Grade Point</b>	9.5
<b>Comments / Suggestions / Remarks</b>	We are very happy with work and dedication of Megha. She worked hard and understood things in a short period of time. We are sure that she will be an asset wherever she goes.	

Signature

Name

Designation

Name of Organisation

## Grade and Grade Point Table

S.No.	Grade	Point	Description
1	<b>A+</b>	10	Exceptional: performance beyond expectations.
2	<b>A</b>	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	<b>A-</b>	8	Very good: demonstrating mastery of most learning or assessment situations.
4	<b>B+</b>	7	Demonstrating thorough competence in most situations.
5	<b>B</b>	6	Demonstrating moderate competence in most situations.
6	<b>B-</b>	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	<b>C+</b>	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	<b>C</b>	3	Not passing but still showing capacity for improvement or development.
9	<b>C-</b>	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	<b>D</b>	1	Complete lack of engagement or comprehension; also, frequent absence.
11	<b>F</b>	0	F for non-completion of assignments or 'blank' responses on a test.
12	<b>AB</b>	0	Absence or withdrawal from a course should be indicated by AB.

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Shivangini demonstrated appreciable observational skills during primary field work. Application of her previous learnings in psychology were present. Although her contribution to our studio is appreciable, due to no prior understanding of design, her performance was not at par with our expectations.

On Shivangini's performance —

#### Secondary research skills

There was an improvement in this skill over a period of two months. Shivangini needs to be proactive and faster when it comes to secondary research. With regular practice and application of self, she will definitely refine her skills.

#### Writing skills

Needs to improve on the ability to frame question, generate ideas and form opinions. With mentoring we noticed significant improvement.

#### Diagramming

Again, her mapping and diagrammatic skills are at a basic level. She needs to work on this skill. Getting into the habit of iterating of the maps will help.

#### Software

We introduced her to Adobe Illustrator. Another intern helped her in understanding the basics of the software. We hope she will explore tools which will help her visualise ideas.

#### Punctuality

Shivangini rarely came on time (10 - 20 minutes late) to the studio despite repeated requests. With respect to assignments as well Shivangini did not deliver on time.

#### Learning expectations

Shivangini was expecting to learn visual identity design and branding during this internship. We engaged her in our ongoing branding project and introduced her to various reading material on branding. Visual identity design is an elaborate subject. We would recommend that she attends a short course on it.

As a social designer she needs to communicate with people around her more. We feel a year of foundation studies will benefit students from a non-design background.

Shivangini has potential. We wish her all the best in her future endeavours.

Score: 6/10

**SCHOOL OF DESIGN**  
**Ambedkar University Delhi**

**Dear Gaurav,**

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2<sup>nd</sup> semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31<sup>th</sup> August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

**Abeer Gupta**

**Internship Coordinator**  
**School of Design**  
**AUD**

## Format for the Student's Internship Performance

### Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student Tanya Jaswal  
Date of joining and date of completion 14 May – 13 July 2018  
Time period of Internship 9 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	08
2.	Quality of conceptual and practical application	08
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	06
4.	Nature and quality of contribution	08
5.	Holistic Demonstration of Learning	07
	<b>Total marks out of 100</b>	37
	<b>Total marks out of 10 / Grade Point</b>	3.7
<b>Comments / Suggestions / Remarks</b>	Tanya Jaswal came across as a bright and an eager student when she was offered a paid internship position. She was given the unique opportunity of participating in an all-expenses-paid 4- week community project/ workshop in Lahaul in Himachal Pradesh, with the hope that as a mature Master's Student of Social Design she will be able to positively contribute in terms of ideas and work and able to gain experience and knowledge. However, her contribution and conduct was a bit disappointing. It was reported by colleagues that she lacked a certain degree of 'empathy' while dealing with the community and in mixed-group situations. Most disappointingly, she displayed poor work ethic on many occasions. We really hope that she is genuinely interested in the Master's Programme and she can correct all this in due course.	

Signature

Name Gaurav S  
Designation Architect and Director

Name of Organisation Under Mango Tree

## Grade and Grade Point Table

S.No.	Grade	Point	Description
1	<b>A+</b>	10	Exceptional: performance beyond expectations.
2	<b>A</b>	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	<b>A-</b>	8	Very good: demonstrating mastery of most learning or assessment situations.
4	<b>B+</b>	7	Demonstrating thorough competence in most situations.
5	<b>B</b>	6	Demonstrating moderate competence in most situations.
6	<b>B-</b>	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	<b>C+</b>	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	<b>C</b>	3	Not passing but still showing capacity for improvement or development.
9	<b>C-</b>	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	<b>D</b>	1	Complete lack of engagement or comprehension; also, frequent absence.
11	<b>F</b>	0	F for non-completion of assignments or 'blank' responses on a test.
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19.7.2016

To whomsoever it may concern

Assessment of Anish Abraham a student from School of Design  
Ambedkar University who interned with us from

**Understanding and interpretation of tasks assigned**

Anish has a very basic interpretation of tasks assigned. His understanding around the subject or understanding of context is very weak. He needs to spend time understanding how design decisions are made and what designers need to understand to do their work

**Quality of conceptual and practical application**

Conceptually Anish has a very literal interpretation and that impacts his application on the practical side.

**Quality of engagement –Initiative, Responsibility, regularity, reporting**

Anish is very happy to go along with the others on a project, his own initiative is limited, he is either too scared or very raw in design so does not know what the next step is. He is regular at work, but not very productive.

**Nature and quality of contribution**

Anish worked with another intern on 3 broad projects. Understanding the Florists and how children can interact with the outside world. Extreme segregation kit and the new Kambha product. In all these, he was involved but not really indepth.

**How would you rate the overall capability and performance of the student?**

I would rate the student at 5



Poonam Bir Kasturi



**Venugopal Maddipati** <[venugopal@aud.ac.in](mailto:venugopal@aud.ac.in)>

Aug 18, 2016,  
2:25 PM

to Suchitra, Jatin, me

----- Forwarded message -----

From: **Ayushi Rana** <[arana.15@stu.aud.ac.in](mailto:arana.15@stu.aud.ac.in)>

Date: Tue, Aug 16, 2016 at 2:18 PM

Subject: Fwd: Regarding Internship Report

To: Venugopal Maddipati <[venugopal@aud.ac.in](mailto:venugopal@aud.ac.in)>

Good Afternoon Sir,  
Here is my internship report .

### **To Whom So Ever It May Concern**

This is to certify that Ms Ayushi Rana interned with us in summer 2016. Given below are details of tasks assigned to her during internship period as per parameters stated by University.

**Understanding and interpretation of tasks assigned** – She has fairly good grasp on social issues. In the internship period she engaged actively on two key tasks assigned- these were supporting in donor mapping exercise and studying settlement pattern (housing) of urban populations in Delhi.

**Quality of conceptual and practical application** – She has keen interest in deepening understanding of social concept and apply those in daily life, this is visible in her search of alternatives on shelter.

**Quality of engagement** – Initiative, Responsibility, regularity, reporting- She regularly updated about progress of her work

**Nature and quality of contribution**- She completed her assignment timely.

**Holistic Demonstration of Learning**- Ayushi is an active learner

**How would you rate the overall capability and performance of the student? Please grade on a scale of 1 to 10.**

Grade Scale- 8/10

We wish her all the very best in her endeavours.

Thanking you

Programme Manager  
ActionAid Delhi Regional office

# sahjeevan

Regd. Society no.Guj/245/Kutch  
Regd. Public Charitable Trust no. F-421/Kutch  
Room no. A to D,1st Floor Sunrise Tower,  
Opp. Revenue Colony, Nr. PGVCL,  
Bhuj 370 001 Kutch INDIA  
Phone (02832) 251814 Fax (02832) 251914  
Email sahjeevan@gmail.com



Date: 27-07-2016

Ms. Sameera Mudgal  
AUD

Duration of Internship: 25/05/2016 to 26/07/2016

**Sub:** Assessment by internship anchor/coordinator/resource person from the Organization.

- Understanding and interpretation of tasks assigned  
**Very good**

- Quality of conceptual and practical application  
**Very good**

- Quality of engagement –Initiative, Responsibility, regularity, reporting  
**Good**


- Nature and quality of contribution  
**Excellent**

- Holistic Demonstration of Learning  
**Very good**

How would you rate the overall capability and performance of the student? Please grade on a scale of 1 to 10.

8

  
Internship Coordinator

  
Mentor/Supervisor



# Azad Foundation

Sheenu has been very focused on the work assigned to her from day one. She has taken the time to understand the workings of Azad Foundation and has also delved deep into the lives of the women we work with.

She was assigned with the task of compiling the yearbook for 2015-16 for Azad. This required her to collate data from various centres across Delhi, Jaipur and Kolkata and also to get the stories of all the women in the respective centres. For this, she has interacted with the various States and also visited the centres of Azad in Delhi. She prepared an initial format of questions, which would give us an in-depth yet crisp understanding of the lives of women and their experience with Azad. She then implemented this format across centres and it has helped get quality stories of the women and was also practical in its use.

Despite the fact that Sheenu stayed very far away from the Azad office, she reported on time everyday. She has taken responsibility, going to the various centres and participating in activities/workshops, which were happening there, always keeping her supervisor informed. She also took the initiative and was able to work well with the women trainees and the Azad team and participate in the various activities.

Sheenu was able to collect all the data and also point out the gaps in data very clearly, which provided clarity to the organization. She has also translated all the stories from Hindi to English and helped put them in a format, making our work much easier. From time to time, she has also participated in discussion and actively suggested ways to keep data together.

By the end of her internship, Sheenu demonstrated a good understanding of the principles of the organization and how the work is done. She has proved herself as hard-working and dedicated to the cause and to her work. For this, we would like to give her a grade of 9.

We wish her all the best for her future endeavours!



Padmakshi Badoni  
Program Officer  
Research, Advocacy and Communications  
Azad Foundation

**REFLECTION SESSION WITH STUDENTS OF 2014 and 2015 BATCHES of MDES Social Design  
(Receiving their degrees in 2018 convocation)**

6 December 2018

Most students in the group were part of the 2014 and 2015 batches of the MDES Social Design programme and one from the first batch in 2013. A few in the group had started working in the following spaces:

Research organisations - as social science researchers

Development NGOs - community outreach in project implementation, field research, designing research methods, project management

UI/UX design firms - user research, user testing

**At workplace:**

What is appreciated

Design approach which focusses on behaviour

Systems thinking ability

Ability to design research methods

Rigour in research – to deliver quality/dependable evidence

Delivering actionable research with reliable data

Good writing skills

What is not appreciated

Visuals not appreciated in social science research

**During programme:**

Many students manipulated or fabricated data and bluffed their way through the course

Research seems to get more emphasis than design

Gap in application of tools learnt in subsequent semester

2014 batch feedback: programme needs to be better structured, better linear progression across semesters

**Areas to be strengthened in programme**

**How to visualise research**

**Gathering data**

Strengthen ethnographic methods, write field notes

Teach how to interact with community. How to achieve community participation

How to write field notes

**Analysing data**

How to work with quantitative data

How to work with qualitative data

**Designing interventions**

Connecting research methods and data so derived with visualising intervention

How to articulate achievable targets

**Teach prototyping**

**Programme could be shortened to 4 semesters**



**Dean School of Design**

**Ambedkar University Delhi  
Feedback**

Name of the Programme: **MA Development Studies**

Name of the Course: **Indian Development: Thoughts, Debates and Experiences**

Course Code: **SDS2DS107**

Semester (Monsoon/Winter) and Year: **Winter**

Course Coordinator: **Ivy Dhar**

Number of students on the course (2018-19): **54**

**I. What are the major take-aways from the course? Elaborate on positives/issues/concerns/suggestions.**

**Student's feedbacks-**

1)The best part about the course was that it sought to address the major developmental concerns in the India we live in. So, it was practically relevant.

2)The course outline and method of teaching and assessments was perfect. No suggestions as such.

3)The whole course is very engaging and interesting. The best part is the photo essay assessment as it gave us an opportunity to get a sense of how things work in reality. As far as suggestions/issues are concerned, I think everything is in its appropriate form, hence no improvement is required.

4) As a whole, the course was thoroughly interesting. The course structure, teaching and the assessments were great and doing this course has been a good learning experience. The photo essay assessment was the most interesting one as it allowed us to apply and reflect what we learnt in classroom to real life experiences and get hands on experience of doing fieldwork.

5)I enjoyed making the posters for the photo essay project but instead of using walls to display it would be better if we could think of some other alternative for putting up the photos (like for example arranging for some boards or some other solution which minimises the damage to the infrastructure).

6) The course structure was duly followed with rigorous engagement in terms of in-class learnings (including the documentary screenings) with that of the suggested readings and assessments was truly great.

7)The introduction and critical analysis of debates around nutrition aided in the photo essay assessment (the assessment allowed a level of teamwork and complementing in-class lessons with on-field experiences on newer themes was an innovative experience) and preparation of

term paper. However, a few more classes could have been conducted for the module on livelihoods which has gained critical importance in the era of job losses with state playing a key role.

**Coordinator's Comment:**

This course has been included in the MA programme of Development Studies from the beginning, and is running in its 10th year as a taught course. Upgrading of the course have been done almost every year, primarily in respect to reading materials. Major modifications in respect to modules has been done only twice, in 2011-12 and 2013-14, so that more space can be given to discussion on the issues of public goods. These changes mainly evolved from discussion with students and after receiving their feedbacks.

This year, 2018-19, for the first time it opened as an elective for other MA programmes of AUD and has received a very good response. Due to an upper limit prescribed, only a few limited seats were kept open; 11 students were enrolled from other programmes. The multi-disciplinary background of students and presence from other disciplines enabled a quality interaction in the class. This year's feedback from students has further strengthened the utility of the course. Mostly students appreciated the engagement, spoke of the course relevance and further suggestions received will be seriously applied in its transaction in future. The feedbacks reflect that we have students who not only aim for knowledge but are also conscious individuals.

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**Ambedkar University Delhi**  
**School of Development Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA-Development Studies

Name of the Course: Research Methods - 2

Course Code:

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Babu P. Remesh

Number of students on the course: 42

No of feedback received: 15

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Overall the course could achieve the above-mentioned objectives. The assessments were useful. There was diversity in the assessments and the deadlines were spread out and it was flexible. The best part of the course was that there were lots of opportunities for students to participate. The lectures were useful. The deadlines were very flexible.
  - Most of the classes were consumed by presentations than lectures. The RM2 course was dominated by the field work (which was very demanding and polished and prepared us for further research!
  - The major highlights of this semester's course were the group field work. The field work showed us how to conduct and how not to conduct our research in a comprehensive manner. Although we were not able to achieve all we wanted in the field project, it taught us some valuable insights which were not strictly part of the field work.
  - Additional classes in the course helped learning about software like STATA and SPSS which familiarized us with some of these. The fieldwork was useful. Regular meetings and feedback helped refine our work and the fieldwork strategies.
  - The extra classes on STATA and R. The supplementary classes were quite simply wonderful just because of the enthusiasm and dedication of the teachers. Even though the response from the class was disappointing they chose to teach as well as they could which showed how professional they were. Those classes have honestly given me the confidence to study STATA and R thoroughly at a later stage. I would recommend more hours on such supplementary classes which would benefit the few interested students, at least.
  - It is good to have groups of smaller size (max 5-6 students in a group). Smaller groups are far easier to work with and more efficient. Given the multiple deadlines throughout course, this could help with coordination and efficiency.
  - The only suggestion on the field work would be regarding the group size and the selection of groups. I believe the group size cannot be more than 6 people at max, 10

people groups are susceptible to freeloading and related tensions. Random selection of groups for such an important project led to severe coordination issues which eventually adversely affected the field work.

- There needs to be an internal evaluation system wherein all the group members rate each other **anonymously** of course on a scale of 1-5 or 1-100 this can easily be done using free online tools available. This will help in getting rid of the problem of free riding.
- Working in a group of 10 was extremely difficult. Though I know we were graded individually on the basis of the quantity and more importantly, quality of work. But it is still a different issue that those who worked more (and did get better grades) found it difficult to balance the overload due to unequal share of responsibilities among group mates with other subjects.
- One suggestion is if we could extend this activity further and have more lectures/workshops on research paper writing, using major software for qualitative analysis, on basic referencing softwares (like Zotero) by those working in the leading research organisations themselves. This would be useful for students in long term for research work they may plan to pursue. This could also help bridge the gap between skills that education provides and the workplace skills requirements.
- Supplementary classes for Stata and R needs to be structured more carefully as just 2 classes are not sufficient for the same and I am sure people were hardly able to grasp most of the things even through the invited trainers were good
- A certificate course on statistical packages should be introduced for students which should not be compulsory as not every student is interested in research work but students like me would want to have expertise over these softwares which will be helpful in future.
- Given how important hypothesis testing, p values, etc were, more time could have been spent on these topics.
- Introduction of a workbook in RM2 was not so good rather Project file introduced in RM 1 was more helpful as we could add/subtract from it.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The suggestions from the students will be taken into account, while planning the teaching and learning activities of the course in the next academic year.

**Ambedkar University Delhi**  
**School of Development Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA-Development Studies

Name of the Course: Research Methods - 1

Course Code:

Semester (Monsoon) and Year: Monsoon, 2018

Course Coordinator: Babu P. Remesh

Number of students on the course: 42

No of feedback received: 18

III. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- The training provided has helped in achieving the objectives. The course has definitely helped in developing a theoretical understanding on the basics of research methods.
- The diverse nature of the assessments enhanced the knowledge developed as a part of this course.
- The assessments as a part of this course have been very diverse and has helped in polishing various kinds of skills. Individual feedbacks provided after the assessments helped in learning from mistakes. The diverse nature of the assessments has helped broaden my knowledge horizons as it required reading through different kinds of materials on several issues. Enough flexibility was also given while implementing the assessments.
- One suggestion would be to add more practice oriented methods to it. This could be done in several ways. One way is to have an assessment based on the application part of anything learnt as part of the course. Students could take conduct a small interview or develop a questionnaire schedule based on a hypothetical research question developed for the purpose. This could be followed by a discussion on what each individual learn after doing the project.
- The project file assessment although time-consuming, was a remarkable yet simple assessment that helped us in deepening our understanding of the concepts and was such an important tool that helped in quick revision for the exam.
- The open lectures were very useful. I could connect and link the aspects learnt in class with those discussed in the open lectures.
- Really appreciate the initiative of bringing such eminent statistics practitioners to increase the scope of the topics taught in the course.
- The course was helpful to know how students can commence and traverse through the path of the researches they wish to undertake. But there are students who have taken the course of development studies but don't wish to enter the field of

research. So, it will be good to have some learning activities to cater these students.

IV. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The suggestions from the students will be taken into account, while planning the teaching and learning activities of the course in the next academic year.

## SCHOOL OF DEVELOPMENT STUDIES

27<sup>th</sup> July, 2017

The SDS proposes to undertake a comprehensive evaluation of its activities from its inception as we enter the 10<sup>th</sup> year of its existence. Having initiated the first teaching programme in AUD through offering a Diploma in Development Studies, in partnership with Council for Social Development, New Delhi, in 2008 and then going on to establish a Masters and PhD programme in Development Studies, along with collaborating with SHS for an M.Phil in Development Practice, the SDS is ready for this comprehensive evaluation exercise. To do this, we propose to form a committee with the following members:

1. Prof. Sumangala Damodaran, Dean SDS, AUD
2. Prof. Babu P. Remesh, SDS, AUD
3. Prof. Krishna Menon, SHS, AUD
4. Dr. Nandini Nayak, SDS, AUD
5. Dr. Anirban Dasgupta, South Asian University
6. Prof. Kalpana Kannabiran, Council for Social Development, Hyderabad
7. Prof. Ashwani Saith, Visiting Professor, SDS, AUD
8. 1 Student Member, preferably at Ph.D level.

The terms of reference of the committee will be as follows:

1. To assess the structure, progress and performance of the MA(DS) and PhD (DS) programmes under specific heads that will be delineated in detail by the committee.
2. To assess specific aspects of faculty engagement in SDS and AUD to include academic and administrative aspects.
3. To assess the profile, performance and constraints faced by students.
4. To submit a detailed report on the above by end January, 2018.

We request you to approve this proposal for a comprehensive evaluation of the SDS, the committee that is being proposed and the terms of reference. The budget requirement for the same will be submitted subsequently.

*Sum* 27/7/17  
Sumangala Damodaran  
Dean, SDS

~~The Vice-Chancellor  
AUD.~~

*Programme & admin*

*[Signature]*  
31/7

*Dean P. Arany*

P.T.O.

SDS/1104  
28/7/17  
K/11/182

File No. / Channel No.	File No.	Date
1104/1117	1117	

N/2

Ref. note on pre-page

The proposal submitted by the School of Development Studies (SDS) is a welcome step and initiatives like this need to be supported by the University. This is also in line with the current thinking – that the University as a whole, and its various constituents, should undertake a comprehensive review and evaluation exercise. Several meetings have been organized to discuss the broad parameters for this exercise. The SDS proposal is a timely reminder for taking the first concrete step in this direction.

The following broad parameters may be adopted in the process of review and evaluation of individual programme / School:

1. A Committee including the following members may be created by the VC / PVC:
  - a. 1-2 eminent scholars in that particular area / subject (s/he should not be part of any bodies of the University); one of them may be appointed Chair of the review committee
  - b. 1 member of the BoS / AC
  - c. 1 faculty member of AUD (not from the School) which is undergoing review
  - d. 1 member from the programme / School under review; s/he acts as the member secretary of the committee and acts as the link between the committee and the programme team / School.
  
2. The following are the role of the committee:
  - a. Facilitate discussions among the programme / School team. The basis for such discussions should be the self-assessment report
  - b. Organize open discussions with the various stakeholders – students, alumni, employers, adjunct / visiting faculty, BoS / Advisory Committee, heads of functional divisions, etc.
  - c. Submit a qualitative report on the past performance and future possibilities / directions for the School / programme
  
3. The faculty members of the programme / School should submit a self-assessment report. The format of this report may be created in consultation with the programmes / School and the Secretariat of the Decennial Review.
  
4. The self-assessment report and the committee's report shall be placed before the BoS, AC and BoM.

The secretariat of the Decennial Review (DR) should provide the individual Schools / programmes analysis of the past data. The data can be retrieved from the ERP and School records. The secretariat will also provide student volunteers who can be utilized to create or update alumni data. Student volunteers may also be utilized to conduct a questionnaire-based survey with existing students and alumni.

*[Signature]*  
Dean Planning 24/08/17

~~Yes~~ Yes. Inck *[Signature]*  
24/8

Dean/Planning *[Signature]*

Dean SDS *[Signature]*

Geetha Venkatalaxman  
10/10/17

950  
11.0.17

Planning Division  
112  
24.8.17

Office of the Vice-Chancellor  
1109/2017/46  
1116/2017/9111  
10/10/17

## SCHOOL OF DEVELOPMENT STUDIES

23 January, 2018

School of Development Studies has taken the process of initiating an evaluation exercise for the school forward on the basis of the response from Dean, Planning on the previous page.

- I) Requesting VC/PVC to formally constitute the External Review Committee for SDS as per point number (1) from Dean, Planning. The following are the suggestions from SDS regarding different categories of people to be included in the committee.
- a. Eminent Scholars in the area:
    1. Professor D. Narasimha Reddy (Visiting professor, Institute for Human Development)
    2. Professor Padmini Swaminathan (Former Director, Madras Institute of Development Studies)
  - b. Members of BOS/AC
    1. Professor Satish Deshpande
    2. Professor Madhavan Palat
  - c. Prof. Lawrence Liang
  - d. Member Secretary of Committee  
Professor Sumangala Damodaran
- II) SDS has started the process of preparing a self evaluation report under the chairmanship of Professor Ashwani Saith. All members of the faculty are involved in this process and this will also involve active participants by students. The specific details will be worked out soon.

Requesting approval

*Spela*  
23/1/18  
Professor Sumangala Damodaran,

Dean, School of Development Studies

Dean, Planning

1153-SDS  
23/01/18

SDS Program Review  
Questions for Faculty  
December 2017

What we think about the programme

1. What is your opinion about the relevance of Development Studies we practice at our school for the job market and for academic research?

In my view the framework of the MA development studies program at SDS is fairly comprehensive and has been carefully thought through. Core course training on the whole also compares well with program frameworks in other institutions that I have read about / worked in.

However, we do need to be alert to having regular conversations in the department to ensure that this continues to be the case.

From the perspective of the „job market“, I think it would help if we speak on a regular basis to our graduates. Several who I have spoken with seem to suggest that the training received in the department is useful. One graduate in fact suggested that the assignments they are asked to submit as part of coursework prepare them for the research requirements of a workplace. On some matters, however, there is room for improvement – for instance students from several batches have mentioned that they would have liked to have more rigorous research methods training. Some also seem interested in training in „proposal writing“, which, of course is a skill that several NGOs would like their employees to have.

I think for department staff to „practice development studies“ that is „relevant“, it is important for staff to have research time, and for staff to have adequate travel grants to participate in conferences and seminars. This is something that needs attention at AUD.

2. What is your opinion about the selection procedure and the admission policy for our Masters program? A corollary to this question is: do you think that the quality of students we get depends much on how we select them?

I think the present MA entrance exam format has been working well over the past few years, and we should continue with the present format.



3. What do you think about the structure and content of the Masters' program? Please focus on the number of core and elective courses, course content and relevance of research in preparing the course content, pedagogy, the necessity of so many core courses and so on.

I think the present structure of the degree, with core courses taught in the first year and elective courses taught in the second year should be retained.

In my view core courses are required in the first year especially for a program such as development studies, where „inter-disciplinary“ training is likely to be new to most students. Student cohorts in development studies are also diverse in terms of academic disciplines, and therefore there is some value in retaining the present degree structure.

In relation to elective courses, my understanding is that for the current faculty strength, a reasonable number of elective courses are offered to the students from SDS. Of course a wide range of courses is also available outside SDS, in other Schools in AUD.

4. In your opinion should there be an attendance policy?

One reason to have a uniform attendance policy applicable to all is the following –

- While at SDS we have not been penalizing students for low attendance, attendance is taken into consideration for granting fees waivers at AUD. This means that less affluent students are being held to account for poor attendance. Those who do not need fees waivers are not asked about their attendance. This should not be the case.

However, arriving at a consensus in relation to an attendance policy has proved particularly difficult at SDS.

5. What is your opinion about our assessment policy? Do you think that number of assessments required for each course is too high? How can it be rationalised? What should be the composition and importance of a class test?

I think there should be a limit on the maximum number of assessments permitted for 2 credit and 4 credit courses (at the moment, there is a minimum limit only).

I am of the opinion that at least one assessment should be a class test, but this should not be imposed as a rule, and teachers should be permitted to frame assessment structures in keeping with their course requirements.

6. What is your opinion about our marking policy? Are we excessively liberal? Do you think being liberal could be harmful?

Yes I do think grading is liberal in SDS, and that this could be harmful from the perspective of giving students a sense of where they stand in terms of academic achievement.

7. Please express your opinion about the procedure followed to admit our PhD students. What is your opinion about the structure of the exam? Do you think that a proposal is essential for the application? Please mention if you have suggestions to improve the PhD students' recruitment policy.

The PhD entrance exam structure can certainly be modified and made more rigorous. This should be discussed in the department.

I think the recruitment process should be rigorous, and potential students should be asked to submit writing samples that should be checked for plagiarism (or „similarity“ on Turnitin, or similar softwares). I also do think it is important to ask students to submit a draft proposal when they apply for admission. Ofcourse, the proposal is likely to change substantially by the time it is defended by the student, in the event that admission is granted.

8. What is your opinion about the coursework content a PhD student without an MPhil has to undergo? What do you think about the fruitfulness of the guided coursework a PhD student has to undergo? Do you think we need to standardise these excises more or are you happy with the more subjective existing structure?

In my view coursework for PhD students does need to be discussed and planned more extensively in the department. This has got less attention in departmental planning as compared with planning for post-graduate (MA) teaching.

Having said the above, I do think that guided coursework (usually not more than 4 credits), often with a potential supervisor is a useful part of a students' training. This should be retained.

9. What is your view on the formal and informal mentoring responsibilities that we undertake as staff? How important do you think this work is for our role as teachers and for the delivery of our programs?

Our mentoring responsibilities are quite varied – from advising students on how to cope with coursework, in some instances how to cope with personal distress. Of course students also ask for advice on where to apply for jobs / higher education etc.. All these responsibilities are a critical part of the work that we do. In some instances this work can be quite challenging, in terms of the „emotional labour“ required for mentoring. AUD seems to be understaffed in terms of counselling services and this understaffing should be addressed.

I am stating this only because one repeatedly hears of long waitlists for getting an appointment at Ehsaas Clinic, and there are instances where it becomes clear that students would benefit from professional guidance. I'd like to mention a particular experience last year, where an SDS student experienced sexual abuse outside campus, on her way to AUD. In this case Anirban and I accompanied her to the Tis Hazari District Courts when the case came up for preliminary hearing,

specifically for recording of a statement before a Metropolitan Magistrate. This was an extremely distressing and traumatic incident for the student, but she could not be accommodated on the Ehsaas roster at the time – in fact when we asked for her to be accommodated, we as faculty members were advised to speak to her instead. I remember feeling quite alarmed at this advise because we were already trying to do the best we could, by keeping in touch with the student, and speaking to her if required. However, Ehsaas should certainly have been able to accommodate her case.

Having said the above, I'd like to reiterate that mentoring students is a very important part of our responsibilities as academics, and we should all continue to do this work. This work is done on an „informal“ basis – ie that there are no lists of mentees prepared by the university or program coordinators. This informal arrangement should remain, since students are likely to approach faculty colleagues with whom they feel at ease. However, formal institutional arrangements (such as Ehsaas) should also be strengthened.

#### About ourselves

1. How do you look at the courses you teach in terms of their relevance and future improvements in the content? If you are teaching a course for a long time how often do you refresh the references and take a relook at the content you are teaching and what others are teaching in related courses?

Apart from contributing to three compulsory courses – two for MA Development Studies and one for MPhil in Development Practice, I am at present teaching two elective courses – „Gender and Development“ and „Institutions and Public Policy Processes“, taught to third and fourth semester MA Development Studies students respectively.

For the elective courses that I teach, the core readings have remained constant for about four years. The reason is that I have found these readings to be well written and critical for the analytical concepts I wish to discuss in class – for ex: Bina Agarwal's 1997 article in Feminist Review, titled „Bargaining and Gender Relations“; or Raka Ray and A. C. Korteweg's 1999 article in the Annual Review of Sociology, titled, „Women's movements in the third world: Identity, Mobilisation and Autonomy“ (both of these are used for the Gender and Development course); an example from the Institutions and Public Policy Processes course are Chapters one and five from Amartya Sen's book, Development as Freedom. These might be considered „dated“ pieces of work, but are critical to various aspects of course content that I transact, and I believe it is important to retain this material. However, I do include reference to recent journal articles and book publications. (for ex: a 2017 EPW article by S. Mehrotra and S. Sinha, titled, Explaining Falling Female Employment during a High Growth Period).

2. Please write your thoughts on how we should ensure that we keep our coursework updated in light of the changing development scenario?

In my view, faculty do tend to make some changes to course readings on a regular basis. We need to allow faculty to have more time to do their own research, and encourage more conference participation. Both of these exercises are important from the perspective of ensuring that academics stay abreast of recent work in their field.

We could also have a faculty wide discussion on course content at the end of every academic year, specifically aimed towards editing / updating courses.

3. Do you think we include field work and hands on training adequately in our teaching?

All students do an internship and most do field work for their dissertations, which gives students a fair amount of exposure to „hands on“ learning. Students also do field work for some courses. So, there is a fair amount of field work in the course already, but we could always look for ways in which this can be improved further.

Though this is a digression from the question – I’d like to add that in addition to hands on learning via field work, I have found that showing documentaries relevant to course content is always useful. Several batches of students have given me feedback about how seeing a documentary helped them understand course content.

So coming back to the question, in addition to hands on training – we could also try to incorporate resources like documentaries and it would be useful if SDS can build a library of documentaries.

4. Do you think that an elective you are offering should have a strong link with your own research interest? To put it in a different way, what should be the basis of structuring an elective course that you plan to offer?

Yes, I believe electives should have a link with one’s research interests. Both the SDS electives that I am offering at present are directly linked to areas that I have an academic interest in.

5. What is your area of research? Are you active in publishing your work? Where do you publish usually? Mention your key publications.

My areas of research are Gender and Development; Social Policy and Development ; Social Movements and Development; Broadly, I am interested in the Political Economy of Development and Critical Legal Studies.

Some recent published work is listed below; At the moment, I cannot claim that I publish in any one location on a „usual“ basis.

- 2017 ▪ **N. Nayak**, Workers or Beneficiaries: The Varied Politics of NREGA implementation in south-west Madhya Pradesh, in R. Nagaraj and Sripad Motiram (editors), *The Political Economy of Contemporary India*, New Delhi: Cambridge University Press.
- 2017 ▪ **N. Nayak** and S. Nehra, Accessing the Right to Food in Delhi, Economic and Political

Weekly, 52(23).

- 2016 ■ **N. Nayak**, Women Workers, Collective Action and the “Right to Work” in Madhya Pradesh, in Kenneth Bo Nielsen and Alf Nilsen (editors), *Social Movements and the State in India: Deepening Democracy?*. **Series Title: Rethinking International Development.** Heidelberg: Palgrave Macmillan.

6. Please mention about your engagement with academic project works and other academic achievements in your career.

I was awarded funding for academic research by AUD in 2015. This project was titled „Rights and Development: The Politics of Social Policy implementation in Delhi and Madhya Pradesh“. The project looks at the nature of implementation of the National Food Security Act, 2013. Field work for this project has so far resulted in one article in EPW in 2017, co-authored with Shikha Nehra who was a student at SDS (2012-14). Further writing for this project is yet to be done.

I am also engaged in collaborative work with former colleagues at the Centre for Equity Studies, related to the National Food Security Act.

7. Do you think there are adequate opportunities for team work for research and for teaching? What are your thoughts on this?

A lot of course teaching is collaboratively done at AUD and I believe this is a useful format to follow.

Some of my research work has been collaboratively done, although not with colleagues at AUD. This is due to other research linked relationships outside of AUD, which are directly related to my research interests. An SDS project has recently been approved by AUD, and this will involve research collaboration within the department.

8. What is your opinion on the teaching workload at AUD?

The teaching workload must be cut down to permit time for research. It is also important to note that at AUD administrative work is not factored into faculty workload calculations, although this should be the case.

9. What is your opinion on the administrative workload at AUD?

Administrative workload at AUD is moderately high. Importantly this goes along with a high teaching workload, which contributes to restricting research time.

10. What is your opinion about your inclusion in decision making within SDS; and within AUD as an institution.

Within SDS, an effort is made to discuss departmental matters over e-mail or in departmental meetings. However, one practice that we should follow at SDS is the following – several of us represent SDS on various committees – Admission Committee ; Standing Committees for various matters etc.; Academic Council – minutes of these university level committees should be circulated

on the sds e-list, as a matter of routine, especially where an individual is nominated for the purpose of representing SDS.

Decision making in AUD as an institution needs to be far less opaque than it often is.

11. Please share your thoughts related to your vision for the department; or any suggestions that you might have for departmental development – both in terms of teaching and research.

I think it would be wonderful for the department if students – both MA and PhD students – could be engaged with departmental research initiatives on a regular basis. This is already happening to some extent. It would also be excellent if student engagement in organizing a research symposium on a once a year basis could be encouraged. Three years ago SDS students had organized a research symposium and a paper presentation exercise, which was very well thought through. It would be good if such initiatives could be made a regular part of the SDS academic calendar.

12. If you would like to, please add any additional comments and thoughts not included above.

For a while, at SDS, we followed the practice of rotating responsibility for writing minutes of SDS meetings by alphabetical order of names of faculty members. As a result everyone knew when they were to write minutes next. However, this practice fell by the wayside some time ago for reasons that are not clear to me. I think it is important to reinstate the practice of rotating minute writing by alphabetical order – this was an important aspect of the democratic functioning of this School!

SDS Program Review  
Questions for Faculty  
December 2017

What we think about the programme

1. What is your opinion about the relevance of Development Studies we practice at our school for the job market and for academic research?

One way to understand the relevance of knowledge transacted through a programme for job market and academic research is to examine what students are doing after passing out of a programme. As regards alumni of MA Development Studies programme, their presence is visible in diverse arenas including academic research, social research consultancy, implementation of development programmes, activism, and journalism. It is of course naïve to connect a programme to all academic and professional attainment of students. But at the same time, considering the specific fields in which these students are engaged it may not be inappropriate to presume that MA in Development Studies programme have played some role in their achievement. I am quite confident that our programme with its theoretical orientation and empirical engagement has a lot for students who want to get involved with development research whether as academic pursuit or as employment. However, I am not confident as to whether we are equipping our students well to engage with development implementation and its associated bodies of knowledge. It may not be essential for us to do this. But given that many of our students are seeking jobs around development implementation, we are losing a chance to influence the sector by not contributing towards it academically.

2. What is your opinion about the selection procedure and the admission policy for our Masters program? A corollary to this question is: do you think that the quality of students we get depends much on how we select them?

Quite early on School of Development Studies had adopted the procedure of admission that is currently followed for MA Development Studies Programme consisting of a written test followed by an interview of candidates shortlisted based on written test performance. However, over the years, pattern of the written test has changed to some extent. Whereas during early years there was a large emphasis on descriptive questions, later on the School decided to put more emphasis on objective type multiple choice questions. This was done in order to ensure that candidates do not get disqualified due to lack of proficiency in English language that was considered necessary for writing a descriptive answer. Focus of the objective type questions and nature of descriptive questions also changed to some extent over time. At the same time,

the aim of questions in the descriptive section changed from testing of ability to comprehend an English language paragraph to evaluation of capacity to understand an academic article. However, broadly, evaluation of general awareness, logical reasoning and quantitative skill of applicants through objective-type questions continued. The scope of admission interview has largely remained similar over the years. It has been felt that the admission interview would aim understand candidate's career plans, their knowledge requirement, and their perception about suitability of MA Development Studies programme for their prospective career path. The interview was also expected to evaluate knowledge acquired by candidates as a part of their previous education, their ability to explain their interest in Development Studies, and their general awareness about issues related to development.

Considering the different combinations that has already been tried out in the admission process I think the current selection procedure has a scope for identifying the right kind of candidates. After all, it is difficult to think what may be necessary beyond general awareness, analytical ability, logical reasoning, and capacity to comprehend academic texts in order to pursue Development Studies. However, to my understanding there may be two ways to think beyond the current selection procedure. One avenue can be to explore possibilities of setting section-wise cut off to get shortlisted for interview instead of an overall cut off for written test. This should help in getting candidates who have somewhat balanced ability across section. However, the challenge of taking this decision before evaluating the papers remain what if we do not get sufficient number of such candidates to fill up all the seats. A second mode of innovation can be to do away with the current system of compartmentalizing testing of different abilities into different sections. Instead, one may develop questions, answering which requires combination of different abilities and which in some way simulates the kind of questions that we expect the selected students to engage with as a part of the programme. But at the same time, it may be important to recognize that framing such questions take time and it may also be necessary to organize orientation programmes to prepare the candidates for those questions. Considering the kind of structured school and undergraduation education that is prevalent today, it may be a good idea to organize pre-admission workshops to get better quality students.

3. What do you think about the structure and content of the Masters program? Please focus on the number of core and elective courses, course content and relevance of research in preparing the course content, pedagogy, the necessity of so many core courses and so on.

At present we have a total of 34 credits of compulsory courses (Eight 4 credit core courses and a 2 credits Dissertation Writing Workshop). This leaves aside 30 credits for electives (including a 2 credit internship and a 6 credit Dissertation, both of which involves students acting upon



their choices under the supervision of a faculty member). Considering that individuals come to study MA Development Studies after doing a wide variety of under graduation programmes it appears appropriate to have a strong foundation through core courses. Increasing electives further may dilute the core focus that the School intends to bring among students. However, it may be good for the School to clearly specify what broad objectives that the School is intending to achieve through all its core courses. That may help in justifying what kind of knowledge must remain in the core courses.

Since beginning, dissertation has remained a mandatory requirement for the MA programme. And as per Assessment Policy of the University the grade required to pass it (that is B MINUS) is higher than the grade required for passing other courses (that is C PLUS). Every year many students find it particularly difficult to pass dissertation and likewise faculty members often find it difficult to award B MINUS grade to many. One way to engage with it can be reducing the passing grade to C PLUS. Another approach can be to make dissertation optional. However, if it is felt that neither of these approaches is advisable, it may be important to begin dissertation related works at least in the second semester by offering Dissertation Writing Workshop during that semester. Of course that would considerably increase the supervision responsibility for the faculty members as during Winter semester they would have to supervise the second semester students for both dissertation and internship and also the fourth semester students for dissertation. Leaving the location where students begin their works related to dissertation, present structure of the programme appears alright.

Given the interdisciplinary nature of Development Studies as a space and considering the diversity of educational background and research focus of faculty members it may not be feasible for any faculty member to teach all the core courses with equal competence. However, all faculty members will be in a position to teach a few courses on rotation. I think it may be a good idea to have such rotations. That may not only enrich the course content, it may also make every faculty member familiar with multiple core courses of the programme. This will develop a better ability among faculty members to understand and comment on the knowledge that is being transacted through the programme as a whole. To the extent possible, every faculty member must take turn to contribute towards courses like research methodology.

#### 4. In your opinion should there be an attendance policy?

School of Development Studies began with a policy of no attendance requirement. However, later it was felt necessary to record attendance both in order to objectively identify the regular absentees and also in order to meet the University's requirement of providing attendance record for students so that they can avail different benefits provided by the University like

scholarship, fee waivers, etc. In January 2015, the School had created a first draft of its Attendance Policy and had got it revised in March 2016. Please find the revised draft below:

From the academic year 2016-17 onwards, if a student's attendance in a core course is less than 67%, there will be one grade deduction from the overall grade for that course. For example, if a student gets an A Minus (A-) in the course, then the final grade awarded will be B Plus (B+). Optional courses in the 3rd and 4th semester are chosen by students, hence the attendance in these courses is expected to be 75% and above. In case the attendance in an optional course is less than 75%, there will be one grade deduction on the overall final grade awarded for the course. For example, if a student gets a B Only (B) in the course, then the final grade awarded will be B Minus (B-).

For medical reasons of absence, a medical leave application supported by a doctor's certificate and other supplementary documentary proof is to be submitted at the office and copied to the respective course coordinators during or immediately following the period of absence. Grace attendance shall be granted for leave due to other reasons only if the permission is taken from the Dean well before the expected period of absence. The amount of grace attendance granted will be decided by the School and communicated to the course coordinators after submission of the leave application.

However, this policy of attendance was never taken to decision-making bodies for approval and was therefore never implemented. Implementation of a policy like this will lead to additional work for already understaffed SDS Office. It will also increase the work of faculty members as it will be advisable to do daily (and not monthly) attendance entry on ERP so as to facilitate decision-making process regarding grace attendance for medical reasons. We should implement this attendance policy only if we are ready to face these two consequences. In the absence of a consensus on this issue it may be better to continue with the current policy of recording attendance and warning the regular absentees.

5. What is your opinion about our assessment policy? Do you think that number of assessments required for each course is too high? How can it be rationalised? What should be the composition and importance of a class test?

Reduction in the number of assessments implies an increase in the weightage of assessments. And to my understanding 2-3 assessments for each course (depending on whether the course is 4 credit or 2 credit worth) is not too much of an expectation. Since beginning courses like Introduction to Theoretical Perspectives had five to six shorter assessment situations considering the requirement of the course. And as of now we have not faced any objection to that. However, to the extent possible, it will be good to restrict the number of long write-ups that students need to

write particularly during their first and second semester when all courses are compulsory. It will be good if courses can use different types of assessments. That may on the one hand prepare students for different requirements and also give them an opportunity to capitalize on their already existing strengths. However, considering limitation of time I have always found it difficult to conduct individual presentation-based assessments. And considering the possibility of free-riding I do not feel too confident in conducting group assessments. In School of undergraduate Studies it is mandatory for all courses to conduct 40-50 per cent of assessments in class. While on the one hand that eliminates the possibility of shadow writers, it also at times reduces the time a student needs to spend on an assessment. We may examine applicability of a policy like that at SDS. And it may also be important to examine whether AUD's policy of continuous assessment is in effect promoting continuous learning, which to my understanding should be the central aim of any assessment.

6. What is your opinion about our marking policy? Are we excessively liberal? Do you think being liberal could be harmful?

Teachers have their own styles of grading and it is always a challenge to standardize grading style across faculty members. Given that usually there exist a broad range among the faculty members in terms of their grading pattern, on the whole it usually gets balanced. As regards a course where one teacher evaluates all students, grades of all students become comparable. However, problem arises for courses like Dissertation and Internship where student grades are generated from grades awarded by different faculty members. And here, a student whose majority grade is coming from a relatively strict evaluator suffers in comparison to a student who is being graded by a liberal evaluator. It is in these courses where grading would require some amount of standardization.

7. Please express your opinion about the procedure followed to admit our PhD students. What is your opinion about the structure of the exam? Do you think that a proposal is essential for the application? Please mention if you have suggestions to improve the PhD students' recruitment policy.

The current procedure for admitting PhD students involving a written test evaluating candidates' familiarity with development issues, a research proposal clarifying plan for research, and a personal interview testing candidates' ability to defend their research idea looks alright to me. Given that it is a direct PhD programme, it appears appropriate to seek and evaluate a research proposal for the purpose of admission.

8. What is your opinion about the coursework content a PhD student without an MPhil has to undergo? What do you think about the fruitfulness of the guided coursework a PhD student has

to undergo? Do you think we need to standardise these excises more or are you happy with the more subjective existing structure?

As per requirements of University Grants Commission, a PhD student without an MPhil must undergo a course on research methodology. Considering that mostly students undergo training in research methods as a part of their MA programmes, the PhD course around research may largely train students to connect epistemological position with research methods. In case a student has not undergone research methods course as a part MA programme they may be asked to attend the Research Methods course(s) that are offered for our MA students. Other than such a course on Research Methodology it is good for a student to undergo a guided coursework right at the outset of their PhD programme. The students may be made to use this coursework to familiarize with some of the critical theoretical debates around her/his area of research interest. Other than coursework on research methodology and a guided coursework, candidates without M.Phil. may be asked to go through courses that can contribute to their research.

In order for any faculty member to invest time in developing a course for Ph.D. students it will be important to have the scope to offer it on a regular basis. Therefore, it is important to have an optimal number of prospective students for different PhD courses on offer. But currently this is not possible at School of Development Studies as it does not have a MPhil programme and therefore, does not take students every year who mandatorily needs to go through courses that the School offers for research students. If the School decides to start a MPhil in Development Studies, takers for courses offered for research students will automatically increase. At the same time, considering the need to optimize the utilization of faculty time it may be appropriate to reduce the possibilities of multiple schools offering similar courses. Accordingly, it may be worth innovatively thinking about MPhil/PhD level courses at the level of University and not School so that students from different schools may opt for courses on offer at the University.

9. What is your view on the formal and informal mentoring responsibilities that we undertake as staff? How important do you think this work is for our role as teachers and for the delivery of our programs?

Mentoring provides a scope for one on one interaction. Such interaction, whether formal or informal, is important in clarifying doubts, discussing details, contextualizing theoretical ideas, and also in addressing predicaments in personal lives. Considering the significance of each of these functions both formal and informal mentoring plays an important role in delivering a programme. However, unlike predictable duration of class hours, time needed for mentoring is relatively uncertain and it is a challenge to find time for this critical function. The challenge increases further

due to the largely non-residential nature of the University campuses. It also get enhanced as given the evolving nature of the University, faculty members end up in spending considerable time on institution building outside teaching and research.

#### About ourselves

1. How do you look at the courses you teach in terms of their relevance and future improvements in the content? If you are teaching a course for a long time how often do you refresh the references and take a relook at the content you are teaching and what others are teaching in related courses?

Currently I am involved in offering two courses for MA Development Studies programme, a compulsory course titled 'Introduction to Theoretical Perspectives' (ITP) and an elective titled 'Business and Social Development' (BSD). As a foundation course, ITP largely came up to fill in the knowledge gap around social theories existing among admitted students given their diverse academic backgrounds. Over the years, a course like ITP has aimed to contribute towards developing in students a capacity to theoretically reflect on developmental realities, a capacity that is crucial for pursuing Development Studies. The elective BSD has its own relevance being one among the few courses offered by School of Developmental Studies that attempts to look at the way business attempts to influence the developmental experience of people. Given the nature of the course, ITP content has evolved over the years out of a somewhat shared acknowledgement of theoretical perspectives that students must be introduced to at the outset. The readings for this course have also evolved out of continuous experimentation by course team to find which text a beginner can best understand. Because of these reasons there is considerable stability to the content of a course like ITP. In comparison, the readings for an elective course like BSD are much more fluid and are reconsidered every time it is offered. However, over the years syllabus for this course has become somewhat stable and is likely to remain so till one finds a clear reason for revision.

2. Please write your thoughts on how we should ensure that we keep our coursework updated in light of the changing development scenario?

There are multiple ways to keep coursework updated over the years. One strategy may be to continuously incorporate relevant academic literature as and when they get published. Another approach may be to include current developments reported in media by developing assessments around it or by using them as texts for class discussions.

3. Do you think we include field work and hands on training adequately in our teaching?

Considerable number of courses offered as a part of MA Development Studies programme including 'Dissertation', 'Internship', 'Indian Development: Thoughts, Debates, and Experience', 'Environment, Natural Resources, and Development', and 'Research Methods 1 and 2' involve field work / hands on training. If one takes into consideration a student who seeks to pursue an academic/professional career in development research, the nature of exposure the programme provides in terms of field work and hands on training appears adequate. However, after completing the programme many students have over the years opted for careers in development intervention. This set of students require a different set of hands on training which the MA in Development Studies programme does not offer at present.

4. Do you think that an elective you are offering should have a strong link with your own research interest? To put it in a different way, what should be the basis of structuring an elective course that you plan to offer?

To my understanding it is quite practical to offer to the extent possible elective courses in one's area of research interest. It helps in keeping the course updated with the most recent readings that one is undergoing for the purpose of research. This also economizes the usage of time in teaching and research. However, this works well only when one's research interest syncs entirely with the requirement of a particular academic programme. Broad area of my research interest that is intersection of entrepreneurship/business and society relates to an elective that I am offering for MA Development Studies programme 'Business and Social Development'. However, this is not exactly what I research on. Therefore, additional efforts become necessary to keep the course updated.

5. What is your area of research? Are you active in publishing your work? Where do you publish usually? Mention your key publications.

I broadly work on the intersections between business/entrepreneurship and society. And in that context I also work around different methodological questions. While I am actively engaged with this space, my ability to publish to my satisfaction has got hindered by other commitments in my professional and personal life. Leaving aside *The Journal of Entrepreneurship* published by Sage Publications most of the journals that publish research in these areas are published from outside the country and have limited accessibility in India. Therefore, there is a limited number of options when one wants to publish for Indian readers. Following are some of the publications of mine:

(2010). Social capital and entrepreneurship: An analysis of methodological issues. *Sociological Bulletin*, 59 (3), 67-88.

- (2011). Network strategy and access to business finance: Indian entrepreneurs in the Information and Communication Technology industry. *The Journal of Entrepreneurship*, 20(1), 103-126.
- (2016). Entrepreneurship and social capital: Relationships and start-ups in Indian ICT industry. Jaipur: Rawat Publications.
- (2017). Atlas ti and formulation of Grounded Theory: Understanding entrepreneurship using qualitative data. In *Knowing the social world: Perspectives and possibilities* Edited by N. Jayaram. Hyderabad: Orient Blackswan.
- (Forthcoming). Trusting the unknown: Impersonal mediation and development of new business in e-commerce. In *Trust in transactions* Edited by Prasanta Ray and Rukmini Sen. Hyderabad: Orient Blackswan.

6. Please mention about your engagement with academic project works and other academic achievements in your career.

My engagement with academic project works has remained limited. As a part of a research programme proposed by School of Development Studies titled 'Re-Searching Delhi' I have proposed a research project titled 'Urban planning, space, and relocation of industrial units: Entrepreneurship and discourses around land use in Delhi'. Work related to this project is likely to get started soon.

7. Do you think there are adequate opportunities for team work for research and for teaching? What are your thoughts on this?

Team work, to my understanding, can enhance productivity of our academic engagements. Many of the courses offered by School of Development Studies, particularly the core courses, are team-taught. However, similar collaboration has not happened much in research within the School. This may partly be because of diversity of our research engagements. But it may also be because within our School we have not institutionally explored possibilities for collaborative research. If explored this should not only enhance our productivity, it would also facilitate creating a shared academic identities within the School.

8. What is your opinion on the teaching workload at AUD?

Having come to AUD from an institution that is predominantly involved in undergraduate teaching, my teaching load reduced substantially after coming to AUD. However, while the teaching load came down, the load of managing the course increased considerably. For example, at my previous workplace there were separate administrative units to look after everything related to attendance records and examination. However, at AUD I am expected to personally enter attendance records,

address any dispute related to such recording, personally enter grades after evaluation (and if one takes assessment submission through Moodle/Turnitin the effort becomes double as one needs to enter grades once in Moodle/Turnitin and then enter the same again in AUD ERP for official records), coordinate with other colleagues for co-taught courses to ensure that they send grades for assessments conducted by them, and personally bear the responsibility as course coordinator to enter grades for all assessments of team-taught courses (as AUD ERP authorizes only one faculty member to enter course grades). SDS like other Schools at AUD lacks considerably in terms of administrative support. Keeping this limitation in mind SDS has not created strict rules regarding attendance, plagiarism, delayed submission of assessment report, scope for repeating missed class-based assessment, etc. so as to reduce the rule-implementation works for the School. However, in the absence of structured rules load for a teacher increases as all related issues needs deliberation on a case to case basis. Because of all these issues, the amount of time a teacher ends up in spending on email communication for a single course is unjustifiably high. The load related to teaching increases further as at AUD teachers attempt to make necessary hard/soft copy of readings available to students given that availability of academic resources at AUD library are limited partly because of the newness of the library and partly due to of scarcity of space for library. And in the absence of necessary administrative support all coordination work needed for making readings available also fall on teachers only. Finally, the semesters in which a faculty member is teaching in School of Undergraduate Studies, the load increase terribly with the School often not being able to control class size of courses in the absence of sufficient number of courses on offer. Therefore, there are SUS courses that far exceed the official class strength of 50. On the whole then implementation of AUD policy of continuous assessment in the absence of any administrative support costs dearly for the teachers by substantially enhancing their assessment workload and thereby reducing the time available to them for engaging in research. Absence of any form of sabbatical from teaching only worsens the situation.

#### 9. What is your opinion on the administrative workload at AUD?

Other than administrative workload related to teaching, any faculty member at AUD has to bear the responsibility of a variety of other workload related to academic administration. For example, in the absence of an Assistant Registrar level administrative staff at the level of almost all Schools at AUD, it is the teachers who have to be part of decision-making process regarding allocation of merit scholarship and Student Welfare Fund money. As Dean/MA Programme Coordinator/RSC Convener, faculty members at SDS also have to themselves frame MA timetable, manage School-level grade submission, manage admission to programmes offered by School, and track student progression over the semester. Given the general practice of understaffing of Schools, teachers mostly have to do all these works with very little support from administrative staff. While AUD has



always advocated the idea of autonomy of Schools by promoting decentralization, little effort has been made to strengthen the capacity of decentralized units.

10. What is your opinion about your inclusion in decision making within SDS; and within AUD as an institution.

SDS being a small school with eight faculty members, two programmes, and less than 100 students, decision-making within the school has remained more or less inclusive. However, the only practice that has been consciously followed to facilitate an inclusive decision-making process is sharing relevant information to all through emails. But more and more faculty members have felt that taking decision through email exchange is hard and due to academic and administrative engagement of faculty members outside the School finding a common suitable slot to meet is difficult. In such a situation, while there is an intention to include all in the process of School-level decision-making implementing that practically has become difficult. One way to address this can be assigning a common slot in the weekly timetable of all schools for school-level activities including seminars and faculty meetings and not using this slot for any other programme/meeting at University-level.

However, decision-making process outside the School at the level of University has become more and more opaque with time. For example, the logic of selecting some faculty members as members of different University-level committees has remained vague. There is also a tendency for some faculty members to continuously be present in some or other AUD committees. And often membership in committees having a continued significance is also created without any specified tenure. All these taken together it is difficult to say that decision-making at the level of the University is inclusive any longer. What makes this further complicated is that whereas AUD as an institution assigns points under Career Advancement Scheme for participation in University-level decision-making process, individual faculty members have no capacity to ensure that they get to participate in it.

11. Please share your thoughts related to your vision for the department; or any suggestions that you might have for departmental development – both in terms of teaching and research.

While AUD now has a vision and mission, similar exercises have not been executed at the level of Schools. For an interdisciplinary school like SDS having a group of faculty members coming from different disciplinary backgrounds and specializing in diverse areas it may be worthwhile to continuously engage in an exercise to create a shared vision for the school. Such a vision may evolve continuously from the research and teaching engagement of the School and may shape the future orientation of the School. It may be worthwhile therefore for the School to involve in a collective deliberation so as to develop its shared vision.

12. If you would like to, please add any additional comments and thoughts not included above.

Nothing in addition to what I have already shared.

## SDS Programme Review (SUMMARY)

Student Feedback form sent to all students of the MA programme (roughly 70 students)

Responses from around 35 students received and analysed

### Course Content & Relevance

#### 1. To what extent do you think courses in this programme are relevant in today's context?

##### Strength

- More or less relevant and readings are up to date
- No imposing view
- Classroom discussions in most of the courses
- Relate classroom teaching with things in contemporary scenarios
- Tries to capture complex fabric of the Indian society at large
- Not universal in nature

##### Weakness

- More contemporary development issues should be included
- Some important topics not given adequate time
- Some topics though relevant, but aren't taught well
- Most of the electives could have been kept as core courses in second year as well. Most electives were referring to writings of the same set theoretical writers, nothing contemporary or relevant was being taught. (I think students are referring to some connect between core and elective. Why should some courses be core and why others are elective? – Partha)

#### 2. How do you think courses can be made more relevant?

- Greater need to address contemporary socio-economic and political issues
- More focus on research methods
- More fieldwork – longer duration
- Adding more topics related to development studies
- It'd help if comparisons could be drawn side by side from examples across the world, that could be possible discussed and debated upon
- Workshops could be of great help

#### 3. To what extent do you think contemporary issues are dealt with adequately in different courses?

- Contemporary issues are quite adequately dealt during classroom discussions
- Some subjects just dealt with literature which made the course monotonous

4. In addition to the elective courses that were offered, what else do you think could have been offered and why do you consider them important?

- Course on comparative studies on development alternatives
- Urban Development
- A study of the socialist experiments in USSR and East Europe as well as China
- Software workshops
- Education sector
- Additional research methodology courses need to be offered
- Electives of performance studies
- Foreign policy and global politics
- Training us to read and build policy papers
- Analysis of the data and tools that can help in actually guiding how one can analyse the data be it quantitatively or qualitatively

5. Do you think that fundamental concepts were adequately discussed in core courses?

- Some yes, some no. For instance, concepts of class, caste, race, gender were dealt in great detail, whereas concepts like development history and theory were hardly paid any attention

6. What do you think has been the most important aspect of this programme and why do you think so?

- Multidisciplinarity
- Relevant
- Interaction and presentation
- Emphasis laid on women and development
- Promote critical thinking
- Field work & practical knowledge

7. If you were to design this programme, what kind of courses would you have given priority to?

- Understanding of law and society
- Research methods
- Development and security
- Course related to identity, social justice and social exclusion
- Course related to state and power
- Contemporary agriculture crises, human rights, urbanism, energy, public policy

8. What do you think are the important exclusions in this programme and how do you suggest to include them?

- Social Movements in context of development projects/programmes
- Urban space and Development

- Environment
- Training in statistical packages such as Stata, SPSS or at least simple excel based modelling

9. Do you have any suggestion for assessment methods? Please suggest (if any).

- Assignments instead of exams
- Research oriented assessments
- Assessments which make students more about contemporary world
- A better submission timetable i.e. there should be a systematic and more organised date chart for submissions. Because there were weeks when we had no submissions and then there were weeks when we had 4 submissions together.

10. What do you think are the possible avenues of further improvement in the programme?

- Since many developmental sector jobs are centered around field work, it is necessary to include assessments surrounding this aspect as well as teaching software's such as STATA, SPSS and other research techniques to enhance the knowledge of students, further giving them a step up when seeking jobs.
- Some dedicated class slots for group discussing current news/issue
- It would be even better if the 2 hour lectures could be designed in a way that is riveting, engaging and conceptually precise and to the point

**If there are any further comments you would like to make that you think will be relevant to the departmental comprehensive review, please add these comments here.**

- The department must start a special lecture series on quantitative methods in Development Studies research. Prof. Chandan Mukherjee or someone can teach interested students relevant topics. Special attention must be paid on the use of software packages such as SPSS, Stata, Excel, Gretl so that students can carry out meaningful research. Regards,
- The department can have one on one discussion with students about the programme.

Aspirations of students

1 What was your objective (if any) while taking admission to this programme?

- Understanding of "development", and also to explore counter ideas along with concerns for various socio-economic and political issues that affected the country and the world. Development Studies appealed as this course appears to connect the theoretical to the practical and hence could train one in both the theory and the empirical knowledge of the same. This

course could provide us a in-depth understanding of wider aspects of economic, social and political development and would enable us to engage with different discourses of development.

- To understand the development problems and different approaches to find policy solutions, so as enable career in planning or perhaps civil services, Health etc.
- This course could provide us a better understanding on the development discourses from the perspective of the poor.
- Due to its proximity to the state policies and its proximity to law and politics, Development Studies might enable one to pursue carrier in the field of Law and Political Science.
- The course could provide a better understanding on different social issues pertaining to caste, class, gender etc. and how they affect the economy.
- Development Studies appears to be a course which would be very enabling for an exposure to the field of arts and social sciences.

## 2. While taking admission, how did you think this programme would have helped you in achieving your objective?

- A planned, systematic, structured, supervised course could help us better in identifying the development issues in the country and in addressing various issues of social and political significance instead of merely reading them.
- AUD's interdisciplinary course structure is really good and the style of examination also involved field work and assignments, unlike the traditional, memorizing based examination structures prevailing in most universities.
- This course could contribute towards the understanding of development as well as help to learn through from the perspective of UPSC.
- Through the this course in Development Studies one could have a firm understanding on the issues of labour,gender and education that could in turn helps one to new ideas and arguments.

- This program would strengthen one's background in political science in particular and social sciences in general. And seen in this way Development Studies is just a backup for me, whereby one could later pursue his future in conventional disciplines of social sciences.
- Development studies is most prestigious course and helps in understanding the problems faced by society and community and also nourishes our thoughts and knowledge in different areas of social sciences.
- The program is particularly appealing as it promised to be a combination of both classroom based and field based learning, imparted through an excellent curriculum and competent faculties.

### 3. To what extent do you think this programme has helped you in achieving your objective?

- To a great extent, almost 50%, the course and its structure has helped to learn and understand the functioning of a developing nation as well as look into the contemporary issues that we face today.
- While credits like IDD, ENRD, ID-TBE etc. have introduced me to development related issues and helped in understanding them, I believe credits like RM will be helpful in learning formal way to further analysis those issues and finding possible solutions.
- The course exposed me to broader debates and discourses. I'm no longer a UPSC aspirant. Though, it was initially difficult and but eventually this programme has been a great learning experience. It indeed has changed the previous perceptions and beliefs.
- This course has proven to be the one to dig deeper for our real calling and has actually help in developing us as students.

### 4. In what way do you think this programme has influenced your perspective about the world?

- The course enables to understand issues both, theoretically and through its empirical significance.

- It is to the training in this course that we don't jump to conclusion of any issue or debate without giving a critical thinking. Media reports or believable sounding reports from unauthenticated sources now can't influence us. The courses teaches to engage tith the issues and then make a informed opinion.
- It had helped me grow as a critical thinker.
- The course has imparted in us regular reading habit and has made us into an avid reader.
- This program helped me to comprehend my perspective in caste, class, gender, sanitation, education, environment, economics and more things which matter in developing country such as in India.
- Keeping it crisp, I'd say the program has led me to view the world in a wholly new light and has also given me its share of mental distress, albeit mild.
- I am definitely more cynical, radical, and left leaning than I was before joining the program. This course has really influenced my overall perspective especially on Gender. Now i don't invisiblize the things. I am now able to understand the things in a better way.

5. What do you think has been the most important value addition from this programme (you can mention more than one point)?

- It has enabled us in writing.
- To make an informed and critical analyses.
- Enhanced our theoretical grasp on issues.
- Improved our work ethics
- We no longer see the world in black and white or through our stereotypes and we do think and question beyond barriers.
- Improved our research abilities and presentation skills.



- Has enhanced our interdisciplinary knowledge and ability to understand different themes/subjects.
- Confidence building and proper articulation because of the indefinite number of individual and group presentations.

**6 (For 4<sup>th</sup> Semester Students only) Now that you are on the verge of completion, what do you look forward to and how do you intend to achieve it?**

- I'd like to work on my old and newly developed interest in critical development studies and urban studies.
- Continue with the reading and primarily want to do a Mphil and PhD research.
- Its too early to say anything now.
- I want to explore different jobs (through internships and fellowship programmes) before I make major career choices.
- Seek a career in UPSC.
- I am planning to go abroad and work there.
- I am looking forward to work in a field of sports management and development.
- I want to have some work experience soon after i graduate to know where my area of interest lies within the wide arena of development and then continue with my further academics.
- I intend to work with a media house.

**Constraints**

## 1. Can you identify any constraint that you might have encountered while pursuing this programme?

- Slacky/disinterested professors.
- Lack of books in the library.
- Hectic and rigid time-tables
- Parking was a concern.
- Not having a political science or sociology background made me lag behind regarding reading of certain authors and schools of thought.
- Irregular Classes.
- the amount of readings seemed too much.
- Difficulty in understanding what the teacher requires or expects the student to learn from the course and the assessments.
- Language barrier
- Dealing with stress
- Too much economics.

## 2. How did you tackle them?

- Well, you deal with it, don't you?
- By choosing a different reading or finding a way to get cheap way to hands on costly material.
- Talking to faculty, or just group study sessions.

- Don't know
- Using DELNET.
- Meditation
- Mugging up.

### 3. What do you think SDS can do to ensure that such constraints are removed?

- Consider the feedback seriously.
- Designated time slot offered to additional help to students – Tutorials.
- Small constrain which can be handled by individuals themselves.
- Regular attendance and more regular classes.
- Class notes in the form of a PPT could be shared with students. These notes can be read along with the readings.
- By providing a preliminary set of readings for so that to enable the students from the very beginning.
- Teachers could specify clearly what they expect or require Students to learn from the course/assessment, which could give a directional sense while studying the course.
- A systematic and more organized timeline for submissions (course-wise)
- Be considerate towards students.
- Lessen the amount of economics related subjects and make it simpler and more interesting.

#### 4. Did you face any constraint in pursuing your interest (like extracurricular activities)?

- Yes and No. Either lecture timings or course work were too demanding.
- The course work was too much, left with little personal life or time for other interests.
- Too many assessments.
- Clashes with lectures and hence issues of attendance.

#### 5. Did you find sufficient cooperation from faculty? If not, what more do you think faculty should have done?

- Yes, and no. No faculty, ever approached to as how the programme is going/could go and so on. It'd be nice if professors could approach students, and welcome if students approaches them.
- The faculty of sds is always cooperative and helpful in anyway required.
- Faculty cooperation have always been good. However, if we can move away from the common AUD Gmail platform and make a separate for SDS for transfer of information, that would be wonderful.
- It wasn't always clear on what was expected from an assignment, when a course is taught by multiple professors, the perspective of every topic changes, and so does the expectation of work that professors expect which becomes slightly confusing to handle.
- It would be appreciated if the faculty were a bit more considerate of student's extra curricular activities and encouraged them to take them, giving them the impetus to perform even better and reach greater heights. Yes, the faculty was extremely helpful.
- The faculties are very passive aggressive.

6. Did you find sufficient cooperation from non-teaching staff in this university? If not, what more do you think they should have done?

- Sangeeta is very efficient and cooperative.
- They should be in office on worktime.
- The non-teaching staff has been helpful, but disbursement of funds isn't always timely.

## EXECUTIVE SUMMARY

### Mid-term Review for the

### Centre for Early Childhood Education and Development

### AMBEDKAR UNIVERSITY, Delhi

<b>Project Title</b>	:	<b>Developing and Launching Academic Programmes in Early Childhood Care and Education (ECCE)</b>
<b>Grantee</b>	:	<b>Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi (AUD)</b>
<b>Total Project Budget</b>	:	<b>Rs. 13.00 million</b>
<b>Recommended Grant from The Trusts</b>	:	<b>Rs. 7.00 million.</b>
<b>Duration of Grant</b>	:	<b>Two Years</b>
<b>Dates of Visit</b>	:	<b>Aug. 11-13, 2015</b>

**THE PROJECT BACKGROUND:** In pursuance of The Trusts' work in the area of elementary and early childhood education the project proposal by CECED for developing and launching an academic programme in ECCE was sanctioned.

#### **The objectives of the Project:**

- 1) Ascertain the demand for post-graduate programmes and certificate courses in ECCE.
- 2) Initiate programmes in the areas in which there is a demand that the University can meet.

#### **Emanating from these objectives the Mid - Term Review objectives were:**

- 1) Review outcomes of the grant against the work plan of year one.
- 2) Make recommendations for improving the effectiveness of the grant.

#### **Ambedkar University Delhi and CECED:**

Under the aegis of The National Capital Territory of Delhi, AUD was established in 2007 with focus on training and research in social sciences and humanities. At present AUD has nine post-graduate schools and five centres. CECED was established as a centre in 2009 with a mandate to promote systemic understanding of developmentally and contextually appropriate and inclusive Early Childhood Education for children below eight years.

The M.A. and P.G. Diploma in ECCE developed by CECED are offered as a programme of the School of Education Studies, AUD.

#### **Methodology and Process of Mid-term Review:**

Desk-review of materials from CECED and The Trusts was conducted to understand the parameters of the review, delineating areas for gathering further information and plan for the visit.

Thus, the visit was planned with aim of validation of information, interactions with stake holders and authorities. The modus- operandi included checking of documents and exhibits, presentations, as well as observations, meetings and interactions.

## **FINDINGS and RECOMMENDATIONS:**

The findings were perceived with reference to:

- 1) Development of the programme and curriculum
- 2) Administration and Documentation of the programme
- 3) Faculty and Student Profile
- 4) Interactions and Impressions
- 5) Sustainability of the Project and Recommendations.

Development of the programme and curriculum was studied by reviewing the conduct and results of the Situation Analysis of Post- Graduate programmes in ECCE. The study is multifaceted and in-depth, and the sample included experts, teachers, students, employers etc. The various facets of the situational analysis culminated in deciding the programme structure, nomenclature, nature of curriculum and courses, field attachment and dissertation.

In the process of developing the M.A. (ECCE) programme, besides the situation analysis study, workshops and consultations with experts, meetings of academic bodies of the University and feedback from students have played a vital part. The endeavour of a systematic study albeit with certain constraints has led to developing a pedagogy that is relevant, scientific and rigorous.

Programme Framework: Thus the M.A. (ECCE) programme is a two year inter-disciplinary modular degree programme with the first year leading to P.G. Diploma as an exit option. The faculty of the programme are well qualified and experienced, the students come from various academic and economic backgrounds. There exists a need-based convergence between M.A. (Education) and M.A. (ECCE) programmes.

### **Major Points Emerging from Interactions with teachers and students:**

- \* the task of formulating an innovative programme and its implementation are both daunting and challenging.
- \* challenging assignments designed for the students provides insights and understanding of the subjects and students,
- \* applications for admission and enrolment have increased in the second year.

The University is supportive in both administrative and academic tasks. An interdisciplinary approach with interactions across fields of studies has been implemented.

Recommendations encompass areas of curriculum development and the teaching- learning process, programme enhancement, student support, alumni follow-up processes, administrative aspects and faculty development and sustenance.

Sustainability of the Programme is dependent upon: AUD's commitment, creation of permanent teaching positions, ability of CECED and SES to attract students and create new programmes and the continued support from The Trusts.

In conclusion it can be stated that; the project has achieved most of its objectives of this phase and utilised the grant judiciously.

**Prof. Veena R. Mistry**

***MID-TERM REVIEW***

***CENTRE FOR  
EARLY CHILDHOOD  
EDUCATION AND DEVELOPMENT***

***AMBEDKAR UNIVERSITY DELHI***

***PROJECT ENTITLED***

***"DEVELOPING AND LAUNCHING  
ACADEMIC PROGRAMMES  
IN  
EARLY CHILDHOOD CARE  
AND EDUCATION"***







Visit to IIT Nursery School



Visit to DCCW Palna, Madipur, New Delhi



Self Development workshop at Gnostic Centre, New Delhi

# **MID-TERM REVIEW OF CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT**

*AMBEDKAR UNIVERSITY DELHI  
FOR PROJECT ENTITLED*

## **"DEVELOPING AND LAUNCHING ACADEMIC PROGRAMMES IN EARLY CHILDHOOD CARE AND EDUCATION"**

### **THE BACKGROUND**

**The background information is sub -divided into three segments namely:**

- \* The Trusts and the Objectives of the sanctioned grant
- \* Ambedkar University Delhi; history, objectives, structure and description of School of Educational Studies
- \* Centre for Early Childhood Education and Development (CECED) functions and programmes.

#### **The Trusts and the Objectives of the Sanctioned Grant:**

The Trust's thematic work in the realm of Elementary Education aims at identifying key gaps in the field as well as direct implementation in selected geographies. It also recognises that Early Childhood Education, focusing on care and education of children below the age of six is pivotal for foundation of Early Learning.

Therefore, building a cadre of professionals in the area of Early Childhood Care and Education (ECCE) that will enhance implementation of ECCE programmes in the country and which in turn will promote preparedness for learning in the primary years and promote early literacy. Thus, promoting Early Childhood Care and Education and preparing cadre of professionals in the field would lead to enhancing knowledge, improving standards of ECCE programmes as well as nurturing the discipline of Education.

Post evaluation of the proposal received from CECED, the Trusts sanctioned the project Grant Id: Edu-AUD-20130416 on: "Developing and launching of academic programmes in Early Childhood Education" to Ambedkar University Delhi.

Based on the TOR and the objectives of the grant the Mid-term Review of the project is planned in accordance with the following objectives:

- Ascertain the demand for post-graduate programmes and certificate courses in ECCE.
- Initiate programmes in areas in which there is demand that the University can meet.

The expected outcomes in this phase were:

- Feasibility study to determine the current demand for ECCE, the nature of students, their preference towards enrolment, employment opportunities at various levels in the realm of ECCE.
- Workshops with experts to deliberate upon the course design, content and delivery.
- Development of course material for Post-graduate Diploma/ Degree offered from among others, pre- service and in-service teacher educators, to develop specialisation in the key gap areas.

At the end of the two years the expected impact is:

- A well rounded post- graduate academic programme on ECCE developed post-assessing the needs in the sector and thoroughly whetting the content from experts in the field and feedback from students.
- Increased availability of professionally qualified ECCE educators in the country who are qualified to contribute to teacher education, supervisory and administrative requirements, research and evaluation in ECCE.

Prior to the description of the method and process of gathering relevant information to answer the aforementioned objectives it is essential to have a glimpse of organization and activities of Ambedkar University Delhi and CECED.

## **Ambedkar University Delhi**

The Government of National Capital Territory of Delhi, established the Ambedkar University Delhi (AUD) in the year 2007. According to the mandate AUD is expected to focus on research and training in the areas of social sciences and humanities with a vision of bridging equality and social justice with excellence. The focus of its teaching and research programme is towards creation of knowledge and building capacities for public systems and institutions to function as instruments of social transformation and development. There has been a planned and rapid growth at the University since its founding in the year 2007.

The academic and research structure of AUD comprises of Schools and Centres. At present there are nine post-graduate schools catering to various areas of studies ranging from Education to Developmental Studies. The School of under graduate studies offers courses in, humanities, social sciences, mathematical sciences and liberal studies. The University offers 7 Under-graduate programmes, 17 M.A. degree courses 2 P.G. diplomas 2 M. Phil. degree studies and Ph.D. programmes in various disciplines.

There are five Centres in the areas of Psychotherapy and Clinical Research, Community Knowledge, Development Practice, Social Science Research Methods and Centre for Early Childhood Education and Development. While the schools and centres are independent identities they work in conjunction with each other and support each other's activities, fostering an interdisciplinary approach in the teaching-learning process at AUD.

The University has in the last few years developed infrastructure such as library, IT services, Student services and others despite the limitation of a temporary and comparatively small campus. The plans of permanent two campuses are on the anvil and the work towards building the same has begun. The campus is vibrant and interaction among various stakeholders is evident. The administration is supportive towards creating a learning environment that is multi-disciplinary and inter-disciplinary and promotes inter-departmental collaboration. Though AUD is located in a temporary campus it has created a niche for itself and was accredited with 'A' grade by NAAC.

### **School of Education Studies**

The School of Education Studies (SES) has been endeavouring towards development of rigorous praxis based theoretical perspective for analysis and research while engaging with teacher education, pedagogy, curriculum, policy planning and administration. The school offers three post - graduate programmes namely M.A. in Education, M.A. in Education (Early Childhood Care and Education) and P.G. Diploma in Early Childhood Care and Education. In spite of being separate programme entities, there exists a need-based convergence between the M.A. (Education) and M.A. (ECCE).

### **Centre for Early Childhood Care and Development (CECED)**

CECED was established in 2009 with the mandate to promote systemic understanding of developmentally and contextually appropriate and inclusive Early Childhood Education for children below eight years. CECED aims to foster indigenous knowledge creation through research, documentation, networking, dissemination and influencing policy formulation. A multi-disciplinary

approach towards holistic understanding of ECED and influencing systemic changes is envisaged through: 1) Research and Documentation 2) Capacity Building and Quality Promotion 3) Clearing House Functions and 4) Advocacy and Networking.

The Proposal for initiating the M A and P G Diploma in Early Childhood Education has stemmed from the need for capacity building and to start innovative approaches in the realm of pre-school and primary education and developing a cadre of professionals.

### **Brief Overview of Activities of CECED:**

In the last three years CECED has made remarkable progress in the areas of research and documentation, capacity building and quality promotion, advocacy and networking and as a clearing house.

#### **\* Research and Documentation.**

Some of the major studies conducted and ongoing include the following:

- 1) Indian Early Childhood Education Impact Study. A flagship longitudinal research project initiated in the year 2011. The sample coverage of the study is a large cohort of 13,868 children since the age of 3-4 years in three states of the country.
- 2) Impact Assessment of Akshara Foundation's engagement in ICDS System.
- 3) Other projects related to ICDS include; i) Impact evaluation of Gali Gali Sim Sim in ICDS, Uttarakhand. ii) Strategy paper to strengthen ICDS in Rajasthan and Maharashtra. iii) Technical assistance to develop curriculum and capacity building in West Bengal.
- 4) Early Childhood Development for the Poor: Impacting the Scale.
- 5) Case Studies of good Practices in ECCE.
- 6) Development of Early learning Standards for birth to 8 years *and* a Position Paper on Early literacy.

#### **\* Seminars and Conferences.**

In the last few years CECED has organised seminars and conferences with grants received from International and National agencies. Some of the major activities herein were:

- |  |                |
|--|----------------|
| 1) National Conference- Early Learning: Status and Way Forward.  | 25-27 Dec 2013 |
| 2) South Asian Regional Conference: Early Childhood Care and Education-Policies and Practices: Status and Way Forward. | 27-29 Aug 2012 |
| 3) Quality in Early Childhood Care and Education Issues and Initiatives in India                                       | 28 Jan 2014    |

Besides conferences and seminars it has organised panel discussions and a round table consultation on Emergent Literacy.

\* **Capacity Building and Quality Promotion**

Other than initiating the Masters and PG Diploma programme in ECCE; CECED has provided technical assistance and training to states in order to support Governments of Rajasthan and West Bengal to improve quality of ECCE programmes. Technical support was also provided to Mobile Crèches towards developing a training module on "Orientation and Sensitisation for ECCD".

- \* Development of Early Learning Standards for children from 3-8 years based on Developmentally Appropriate Practices is an important initiative towards quality enhancement of ECCE programmes. The process of validating these standards has begun and will provide the field of ECCE much needed tool and benchmark for measuring quality of programmes vis-a-vis children's learning and development.

\* **Influencing Policy**

With support from CARE India, CECED began publication of series on 'Policy Briefs to build a link and bridge the gap between research, policy and practice so as to formulate informed policy and advocacy for ECCE.

\* **Clearing House.**

The establishment of the web portal entitled, Early Scope (<http://ecceportal.in>) is a commendable initiative. It has spaces designated to enable interactions among various stake holders. Through the use of social media CECED shares information on its publications, quarterly events and conferences.

The initiatives of CECED Director and staff supported by SES, AUD and various international and national agencies, its advisory committee and professional linkages as well as partnerships has aided in the progress of its activities and attainment of its vision.



## METHODOLOGY AND THE PROCESS

Prior to describing the methodology and processes it would help to reiterate the objectives and delineating outputs as well as expected outcomes of the project.

### Objectives of the Project /Grant

- \* Ascertain the demand for post-graduate programmes and certificate courses in ECCE.
- \* Initiate programmes in the areas in which there is a demand that the University can meet.

### Proposed Areas of Work

#### A. Feasibility study / situational analysis resulting in a report stating the following:

- Preparation of tools /questionnaire for data collection and framework for analysis.
- Data gathering to determine the nature of the demand of the course envisaged by the University and details in relation to modes of curriculum transaction and placement expectation, post course completion.

#### Outcome:

Assessment of nature and extent of demand for post-graduate ECCE programmes.

#### Impact:

Curriculum aligned to contemporary needs and realities so as to attract maximum number of students (15-20 in the first batch).

#### B. Workshops for deciding various aspects of the course with reference to content, delivery and transaction, evaluation and assessment procedures

#### Outcomes:

- i) Identify guiding principles for developing the curriculum (programme) and courses relevant to the current Indian context.
- ii) Detailed plan of the programme in order of vertical structure of academic/professional structure.
- iii) Content of the course and its standards with reference to teacher training programmes.

#### Impact:

Finalization of Syllabus for two updated and relevant courses based on inputs from diverse group of experts.

#### C. Course development, peer review and launch

- IT services for online courses.
- Designing and printing of brochures draft and final course material.

#### Outreach:

- 15-20 students in each batch of P.G. Diploma and M.A. respectively.

**Outcomes:**

- i) Whetting of syllabus up to Ph.D. level in a vertical format.
- ii) Development of course material for P.G. Diploma level in ECCE
- iii) Marketing collateral for dissemination about courses.
- iv) Online platform for delivering courses.

**Impact:**

- Getting 15-20 trainees trained as teacher educators in the first batch.

(Note: Point C above does not directly fall in the preview of the mid-term review in terms of time frame).

**Mid-term Review Methodology****A) Desk Review:**

Materials received from The Trusts and CECED were studied to understand the parameters of the review and to plan processes of gathering further information and planning the visit. (Refer Annexure 1).

**B) Planning the details of the Visit:**

Based on the information culled from the study of the review materials mentioned above the visit to AUD was planned and guidelines for the same were formulated (Annexure 2) with the aim of:

- i) Validation of information and clarifications
- ii) Interactions with the staff of CECED, teachers, administrators and students. (Annexure 3 Schedule of visit).
- iii) Observation of classrooms and teaching -learning process
- iv) Reviewing student projects/ assignments.
- v) Viewing publications and audio-visual and teaching materials.
- vi) Discussing and reviewing financial expenditures incurred, fiscal processes and discipline
- vii) Meeting with the Vice-Chancellor to discuss the University's vision regarding CECED and the Post-graduate courses in ECCE.

The strategies utilized include:

- (a) Study of materials
- (b) Presentation by CECED Director and staff followed by discussion
- (c) Validating and reviewing teaching and other materials developed by teachers, assignments and projects by students.
- (d) Observations of classrooms
- (e) Interactions and Meetings



# FINDINGS AND RECOMMENDATIONS

## Introduction

In consonance with the objectives of the grant; the desk review, guidelines and the programme of the visit, the findings and recommendations are presented in the following segment:

### A) Development of the Programme and Curriculum.

- Rationale and Research through Situational Analysis, Policies and opinions of Experts.
- Workshops and Consultations for Review of Programme, Courses and Feedback.

### B) Framework of the Programme: An Overview:

- Facilities and Student Services.

### C) Administration of the Programme and Documentation.

### D) Faculty and Students:

- Recruitment and Faculty Profile
- Student selection, enrolment and profile

### E) Interactions during the Visit and Impressions:

- Highlights of Interactions with the Students
- Highlights of Interactions with the Faculty
- Meeting and Interaction with the Vice-Chancellor.

### F) Sustainability of the project and Recommendations.

#### A) Development of Programme and Curriculum

In pursuance of the first objective of the grant Situational Analysis of Post-graduate Programme in ECCE was conducted (the information on the situational analysis is presented in some detail herein as it forms the let motif of the formulation of the ECCE Programme).

#### **Rationale for the Situational Analysis:**

At present, limited institutions of higher learning offer P.G. Programmes in ECCE so as to train professionals to work in multifarious capacities. The ECCE policy framed by the Ministry of Women and Child Development, GoI on restructuring of ICDS, reiterates and further supports the need for trained professionals for all levels of functionaries.

With the grant from The Trusts, CECED, School of Educational Studies, AUD envisaged a situational analysis so as to formulate well researched, relevant and need based ECCE training programmes and then implement the same at the University.

However, due to various constraints and unforeseen delays, the MA ECCE programme began in the summer of 2014 while the situational analysis was conducted in the summer and spring of 2014.

Therefore, the goals of the study were revised to seek critical feedback on the programme structure for the already designed courses of the programme.

### **The objectives:**

- 1) Examine the requirements of personnel training.
- 2) Understand the background of the students interested in the programme.
- 3) Document the experiences and suggestions of faculty members, prospective employers and experts.

### **Method:**

(1) Desk reviews of related documents, policies, researches, committee reports etc. (2) Survey of under-graduate students, (3) interaction with post-graduate students of human development in FDG protocol and (4) interviews with faculty and consultations with experts; were the methods deployed for the study.

### **Results of the study:**

#### ***Desk Review:***

The desk review of Committee Reports, National policies, enacted laws, position papers and quality standards and various other reports were studied. The major points that emerged were:

- importance of early years for later development and learning and the critical role played by teachers for promoting quality pre-school programmes.
- lack of professional development programmes for different levels of functionaries.
- lack of evidence based, dynamic and ongoing programmes rather than the existing short-term one-shot programmes
- need for relevant, long –term and modular programmes

#### **Survey of Under-Graduate Students:**

**Sample:** Total: 113,

B.El. Education: 34, B.Sc. (Home Sc):79

**Method:** The students were oriented to the purpose of the study and shown a short film developed by CECED entitled “Windows of Opportunities”

For inputs into formulation of the programme and understanding the needs of the students the data was viewed in terms of:

- Language Competence
- Future plans of students
- Knowledge about ECCE
- Experience of working with children

***The salient results that emerged indicate:***

Language Competence: while 76% students opined that they were comfortable in both Hindi and English, however, the written work samples reflected limited ability to communicate thoughts effectively in English. (This entails creating a support system for improving English competence at the University level).

***Future Plans:*** Seventy two percentages wanted to pursue higher studies, 36% were planning to take up jobs and 2% were undecided. 61% opted for working with children while 31% said that they were not interested in working with children and 7% were undecided. In terms of the roles they could take up 50% opted to be teacher educators/trainers, 22% opted to be pre-school teachers, 28% researchers and 18% administrators.

***Knowledge about ECCE:*** Twenty two percent said they had knowledge, 73% declined having knowledge and 5% did not respond. This in spite of the fact that most of them had studied child development or related topics.

***Experience of Working with Children:*** Fifty five percent had experience of working with children in NGOs and 61% wanted to work with children in future.

Nearly 50% of the students were interested in knowing about the M.A. in ECCE programme. The areas of interests expressed by them were Child Development, Inclusion of children with special needs, Gender Education, and Social entrepreneurship.

***The factors influencing choice of Masters Programmes were:***

Reputation of the programme and the University, distance from residence, parent's decision etc.

**Interactions with Post- Graduate Students:**

Focused group discussion with 15 Post-Graduate students was organised. The students of Human Development and Childhood Studies opined that courses in the areas should be open to male students and appreciated that the M.A. (ECCE) at Jamia Milia Islamia allowed men in the programme. The programmes catering specifically to ECCE were considered relevant and important for professional careers in the field.

**Interviews with Faculty and Employers and Consultations with Faculty and Experts:**

Fifteen faculty members from Ambedkar University Delhi as well as from other National and International universities and experts met for various consultative meetings held from Nov. 2013 to May 2014.

The objectives of these meetings were to discuss and decide on; the programme structure, credit distribution and ratio for theory and field work.

Besides the above, the meetings of SCAP BOS and Advisory Committee of CECED at AUD level provided inputs towards programme structure as well as the five courses for the first semester, workshop courses and field attachment.

### **Concluding Comments on the Situational Analysis Study:**

Based on the review of literature, interviews and interactions with students and professionals the need for training personnel in ECCE was ascertained. Various facets of the study further led to deciding on: i) the programme structure ii) nature and nomenclature of courses and iii) field attachments and dissertation.

What has emerged is a flexible, modular programme permitting the students to accumulate credits across a designated time span and permitting them to terminate the programme at PG Diploma level with emphasis on skill development.

Another important aspect of the programme is that the entry requirements are open and not restricted to limited fields of study. While this opens up possibility of diverse and increased enrolment possibilities it also creates concerns regarding meeting the diverse entry level needs of the students. To mitigate this concern suggestions of providing prerequisite reading materials, hand holding by the faculty, mentoring by faculty and peers have been incorporated.

In conclusion, of this section it can be said that the study has led to the formulation of a Post –Graduate programme that has used a scientific approach, supported by evidence from field based data and needs of the field. The endeavour of a systematic study albeit with certain limitations allows for developing an approach and pedagogy that is both relevant and experimental.

### ***Workshops and Consultations for Review of the Programme, Courses and Feedback:***

While some consultations were carried out as a part of the Situational Analysis, the process is continuous with relation to new courses formulated as semesters progress and based on the experience of teaching in previous courses. Thus, the programme and courses have evolved and the process will continue till all the courses have been whetted. This is a rigorous process that very few programmes follow at the university level.

In every quarter consultative meetings have been held either with in-house faculty, with experts or with authorities stipulated by the University.

In all, four consultative meetings have been held with experts and Advisory Committee members of CECED. Two meetings with SCAP and three meetings of BOS which have contributed in giving feedback for content, aligning the programme within AUD structure and facilitating intra-University collaboration across programmes and courses.

To attain part of objective one and in pursuance of the second objective the following aspects were reviewed.

### **B) Framework of the Programme an Overview:**

The School of Education offers M.A. in Education and M.A. Education ECCE (including P.G. Diploma). Both the courses are separate entities but elective courses are offered to the students of the two courses M.A. Education teachers offer courses on Qualitative and Quantitative research and some education courses. The interaction between the two programmes offered under the aegis of SES is noteworthy. The students of both the programs jointly take some foundation and core courses as well

as seminars and summer internships. This trend needs to be continued and enhanced so as to promote further cross-fertilization of varying experiences and perspectives.

The Programme for M.A. in ECCE is a two year degree interdisciplinary modular programme with the first year leading to P.G. Diploma as an exit option. The total credits for M.A. are 70 while for P.G. Diploma it is 38 credits. Besides the core courses, elective courses from within and from other schools are offered in the third and fourth semester. At present, the electives offered are:

- ❖ Learning & development in the early years
- ❖ Education leadership and management
- ❖ Understanding teacher and practice of teacher education
- ❖ Introduction to teacher education
- ❖ Reading educational policies: Contexts and practices
- ❖ Literature and the Young Child
- ❖ Developmentally Appropriate Practices
- ❖ Social Entrepreneurship

The programme includes core courses related to; Child Development, understanding about Families and Society, Gender Education, Developmental processes, Role of play, Learning and Creativity, Development of Language, ECCE its history, Development of Curriculum, understanding of Diverse settings and courses related to fostering research abilities in the students including dissertation.

The course also includes field placements and internships so as to enable students to integrate theory and practice. At present, for fieldwork students are placed at IIT Nursery School, Mobile Crèches etc. (As the permanent AUD campus is constructed CECED has made plans for creating a crèche cum day care centre and pre-school). The field based experiences are spread across semesters, allowing the students to internalise the knowledge and experiences. Besides these formalised processes, assignments and visits to institutions are an integral part of some courses, which help in integrating theory and practice.

The programme of M.A. ECCE as mentioned earlier has been developed with rigor. The courses are formulated with due diligence to content in terms of its relevance and while rooted in part theoretical and experimental framework the courses are contemporary. This is reflected not only in content but also in terms of references. The lack of Indian research and references is partly due to the lack of resources. This may be partially addressed by using masters' dissertations and Ph.D. theses of institutions in Delhi such as Lady Irwin College. Institute of Home Economics as well as research reports of NIPCCD, NCERT etc.

Conceptually the blend between theory and practicum including field work exists in the programme and is clearly documented. However, as the course is implemented, due diligence may be paid to this aspect and bottlenecks if any can be addressed. There is some repetition in theory content across courses. Some of this may be essential for reinforcing vital concepts, over a period attention may be paid to the relevance of the same.

A total number of 30 seats are available for M.A. and 10 for P.G. Diploma. These include reserved seats in various categories as per norms laid down by the Government and the University.

## **Facilities and Student Services:**

Internet facilities are available for both staff and students at the University level. Library facilities include; the University Library where in books are ordered as per requests received from Schools and availability of allocated budget. The Library Committee, represented by various Faculties oversees the functioning of the library. CECED, has established its own Resource Centre cum library and has about 2000 books related to ECCE.

Limited hostel facilities, canteen, student activities and personality development programmes are available to the students. The facility of transport for field visits are available for the ECCE students.

Placement of students is an important concern to be addressed - a formalized placement cell may be set-up at SES level or in conjunction with the University Placement Cell.

Mentoring and guidance of the students is an integral part of this programme. A group of about 10 students is allocated per teacher for mentoring and counseling. However, students often access teachers they have rapport with and the teachers provide support as feasible.

There is a counseling centre on campus that the students can avail.

The University also offers programme for fostering competence in English. However, limited students in the ECCE Programme have availed the same.

To meet the needs of the students coming from different backgrounds initiative has been taken to provide materials that gives information on the pre- requisite knowledge required.

## **C) Administration of the Programme and Documentation**

### **Administration:**

The M.A. Education (ECCE) and the P.G. Diploma programmes are housed in the School of Education Studies of the University but the major responsibility of formulation and management of the programme lie with CECED. In the formulation of the programme, design and content of the courses and assessment procedures CECED has the pivotal role with critical oversight by the various designated statutory authorities of the University such as; Standing Committee for Academic Programmes (SCAP) Board of Studies (BOS) and Academic Council. This process also aids in providing intra- institutional sharing of resources, courses and teachers thus, encouraging an inter-disciplinary approach.

The University also oversees the process of student enrolment and recruitment of teachers (Refer Annexure 4) by providing administrative support and formulation of norms as per the State Government rules and its own statutes as per the Act. The day to day administration of the project and the programme is the responsibility of the SES and CECED staff and teachers. At present, Dr. Kaul is entrusted with the dual responsibility of the Dean SES and the Director CECED leading to smooth functioning of the programme.

Within the constraints of a temporary campus the University attempts to provide infrastructure facilities though the classroom facilities for the programme are limited. The limited availability of space in one classroom impacts the teaching-learning process and the class room climate. Holding of group-interactions and movement are curtailed. Administration may consider feasible alternative.

## **Documentation:**

The documentation process at the University level follows due procedures. The documentation at CECED level includes; evaluation by students (Annexure 5) assessment practices, teacher records, documents related to curriculum transaction (assignments, field placement reports, references and reading materials, audio- visual and web related materials etc). Some of these are maintained at CECED while others are maintained by the individual teachers. The documentation process at present is up to mark but as the programme diversifies and grows and the intake of the students increases the process will have to be systematised. Future plans may include evolving a suitable MIS. Reports of project grants and other related documents are maintained by CECED and the respective faculty in charge of the project. This gives faculty a rich managerial experience.

In the realm of higher education MIS is beginning to play an important role for quality maintenance and enhancement. The University has an ERP in place which is commendable. However, at this stage CECED and SES may suggest the implementation of an MIS, with inputs from various segments. As a suggestion, in the implementation of an MIS, the following points may be considered:

- (1) Setting goals for a specified time period in relation to: (a) curriculum formulation and evaluation, (b) teaching practices and assessment procedures, (c) orientation for teachers and students, and (d) placement and alumni tracking.
- (2) Organising and delegating procedure and policies for: (a) recruitment, (b) enrolment of students, and (c) establishing cells and other measures for growth welfare and development of teachers and students.

The above is just an idea - the entire system would also entail leading and communicating, coordination and delegation processes for academic and administrative tasks, as well as policy formulation. Mechanism of supervision process of all stake holders and follow-up of alumni are other aspects that may need attention.

**The brochure of M.A. (ECCE) is prepared and is available to students.**

## **D) Faculty and Students**

- \* **Recruitment and Faculty Profile:** The faculty are appointed as per the norms and qualifications laid down by the State Government and as per the statutes laid down in the Act of the University. The CECED faculty at present are mainly project based. Presently, there are 9 teachers involved in the programme. Among these 4 are permanent faculty members teaching in M.A. Education programme and the 5 faculty teaching M.A. Education (ECCE) are either under the category of visiting or hold contractual appointments. There is 1 Professor, 2 Visiting Associate Professors and 6 Asst. Professors; 5 adjunct faculty are from various institutions, plus 2 visiting and 5 guest faculty. (Refer Annexure 4). The visiting and adjunct faculty are appointed from time to time as per need of the curriculum. The University follows the Choice Based Credit System (CBCS) and the courses across schools are open to the students of all disciplines. There is interaction among faculty across related departments of the University in relation to teaching



responsibilities and some administrative tasks. Academic and pedagogy, related interactions can be enhanced via formal and informal meetings/sharing readings and seminars.

All the CECED faculty are well qualified and experienced. Their qualifications are diverse ranging in specialisation from Psychology, Linguistics, Special Education, Home Science (HDFS) and B. Ed as well as Elementary education. The experience of the faculty is also varied and rich. This variation gives to the programme's content building and transaction an inter-disciplinary focus and understanding of diverse yet relevant view points. The commitment of the faculty to the myriad tasks they are expected to perform was evident from their involvement during the visit and their knowledge about the project and the ECCE programme. The intellectual ethos of CECED and the programme is not only conducive but enthusiastic and motivating. To maintain and pass it on to new recruits formal orientation programmes and assigning new recruits to senior faculty for mentoring as well as guidance needs to be organised.

**Student Selection, Enrolment and Profile: Selection:** The norms and procedures for admission of the students are laid down as per the guidelines formulated by the University. The students seeking admission must have a minimum of 45% marks either at graduate or post-graduate level. There are totally 30 seats for M.A. Education (ECCE) and 10 for P.G. Diploma (ECCE), these include reserved seats as per the State Government and the University norms. Post application, the students are expected to appear at a written test uploaded on the AUD website. On the basis of the written test and marks obtained at the qualifying examination the students are invited for interviews.

**Enrolment:** The student enrolment at present is 18 in the third semester and 27 in the first semester. The details of admission granted and attrition are as mentioned below:

Years 2014-2016: M.A. 21 (20 Female and 1 Male) were admitted.  
P.G. Dip (01Female)

At present: M.A. 18 (17 Female 1 Male)

Note: one P.G. Dip. student re-enrolled for M.A. The attrition is of 3 students.

Years 2015- 2017: M.A. 28 (25 Female and 3 Male)  
P.G. Dip. 03 (2 Female and 1 Male)

At present: M.A. 25 (23 Female and 2 Male)  
P.G. Dip. 02 (1Female and 1 Male)

Overall the attrition rate is minimal and there is an increase in the second year for applications received and admissions granted. The efforts of teachers in contacting students and information through media and word of mouth have contributed. Though marginal, the increase in the number of male students is an encouraging sign. However, less enrolment of P.G. Diploma level is a concern that needs to be addressed.

**Student Profile:** Students have come from various backgrounds both in terms of education and socio-economic status. Two students are receiving full fee waiver and 5 are awarded half fee waiver. The educational background of the students in both the groups varies, while a larger



numbers are from Home Science others have studied B.Ed., B.El. Ed., Psychology, Sociology, B.B.A., Social Work, History, B.Tech. and Journalism.

Most of the students are recent graduates but some have worked with NGOs, others had worked in various jobs and one had worked as a journalist for nearly ten years and now is committed to working for social welfare.

In relation to future career plans some students wanted to pursue higher studies and wanted to be teacher educators or researchers, other choices included working in pre-school, starting own pre-schools, working or starting NGOs, being a special educator and being counsellor for young children.

## **E) Interactions during the Visit and Impressions:**

### **Highlights of Interactions with the Students:**

The students in both the batches were open and expressed themselves freely. The first batch had more ideas and experiences to share primarily due to the length of exposure to the programme. Some major points emanating from the interaction are mentioned below as strengths and challenges.

Strengths:

- teachers are committed and caring.
- mentoring process helps in negotiating professional and personal stress.
- the programme is demanding but one is learning to think and imbibe knowledge.
- the field based experience is enriching and helps in linking theory to practice.
- innovative and interactive teaching methods are used so the students are not passive recipients but active participants in the learning process
- the responsibility of learning is also on students.
- assignments allow them to think, internalise and express.
- field based experiences foster understanding, sensitivity and empathy towards marginalised populations.

Challenges:

- there is a need for Indian references and information
- both qualitative and quantitative research methods need to be taught.
- fostering competence in English needs support.
- need for formalised career guidance and placement opportunities.
- limited classroom space.

### **Highlights of Interactions with Faculty:**

Prior to mentioning the interactions a brief comment on classroom observations would not be out of place. Two classes one with the first semester and the other with third semester were observed. In both the classes participative and interactive mode of learning were used. Reading materials

or case studies were provided earlier so that students come prepared for discussion. Most students were responsive, eager learners and enthusiastic.

**The major points emerging from the interactions are:**

- \* task of formulating an innovative programme and courses is simultaneously daunting and satisfying and a rich learning experience, for teachers themselves.
- \* inter-disciplinary and integrative approach entails interaction among teachers and also practitioners requiring time which is a precious commodity.
- \* assignments given to the students are a challenge to design but provide insights into understanding students and foster self-perception.
- \* need more time with the students.
- \* the experience has created willingness to reach out to colleagues across disciplines and develop an integrative mind set.
- \* work related to CECED and teaching develops an integration of research and teaching.
- \* **the temporary nature of the teaching positions is a concern.**
- \* the staff appreciated and acknowledged the dynamic leadership of Prof. Kaul and the guidance received from her and the advisory committee especially in formulating the ECCE programme and courses.
- \* The teachers of the M.A. (Education) programme not only teach some courses but have in-depth knowledge and involvement in the M.A. (ECCE) course.
- \* **Meeting and Interaction with the Vice- Chancellor:**

It was gracious of the Vice-Chancellor, Prof. Shyam Menon to spare valuable time. Ms. Wreicha Sharma and Prof. Veena Mistry briefly explained the purpose and the process of the Mid-term Review. Prof Menon succinctly explained the setting up of AUD as a University and the future plans. He also recognised the work of CECED as an important Center for Early Child Development in the country and acknowledged the contributions of Dr. Kaul and the team. Further, the support of The Trusts was appreciated in facilitating to start an innovative ECCE Programme. According to him AUD wants to stay committed and invested in this area of work.
- \* Glimpse of the visit: in terms of meetings, observations and interactions with various stakeholders were shared with Prof. Menon.
- \* Concerns regarding the life span of CECED as a centre, temporary appointment of the staff and lack of classroom space were discussed. Prof. Menon, said that the concerns were appreciated and the University was considering these matters. He also mentioned that as the University received the Government grants for creating and filling positions the possibility of creating some permanent positions would be addressed.
- \* Prof. Menon, informed that the University would have two permanent campus and the work on creating the campus had started.

- \* In relation to the question of support for the Programme in the interim period, prior to the renewal of the grant by the Trusts, Prof. Menon stated that for a brief period the University may be able to raise resources to continue with the minimum needs of the project. He further said that if the programme was able to stabilize the University would be interested in sustaining the programme for longer term however; he hoped that The Trusts would provide support till atleast two cohorts had graduated.

## **F) Impressions, Sustainability and Recommendations:**

### **Impressions:**

The programme in relation to its design, implementation (both academic and administrative), has generally followed the laid down objectives and time plan and persevered to attain requisite outcomes.

- \* The curriculum developed is inter-disciplinary, relevant to situ and the needs of the field and knowledge base. It is based on situational analysis, research evidence, policies and consultations leading to an innovative and holistic programme of study.
- \* The transaction pattern of curriculum attempts integration of theory and practice via observations, assignments, case studies, fieldwork, etc.
- \* As the curriculum is further transacted, modifications and additions may be essential, This entails teaching at least two cohorts of students.
- \* The teacher and teaching quality and commitment is excellent and needs to be appreciated but the permanency of appointment and resultant sustainability is a concern.
- \* Applications for admission and enrolment in the second batch have increased which is a welcome indicator for the programme.
- \* The documentation of the programme development and implementation is attempted. This aspect needs to be strengthened in some areas.

### **Sustainability:**

- \* The sustainability of the programme is dependent upon:
  - i) AUD's Commitment.
  - ii) Regularization and permanency of faculty appointments.**
  - iii) CECED's and SES's plans and actions for attracting students to the present programmes , structure of variants to the existing programme (on- line, part- time etc.) and planning creation of new vertical programmes leading to M.Phil. and Ph.D. degrees.
  - iv) Continued support from The Trusts for a stipulated period.

### **Recommendations:**

Some of the recommendations are long term and the planning for them may be initiated, while others may be implemented at present (see note). The recommendations encompass the areas of; programme development and curriculum, teaching- learning processes, student and alumni, administrative and faculty development.

## **Programme Development and Curriculum**

- \* Based on experiences with two cohorts modifications /revisions in the Programme /curriculum content, transaction patterns, field work and assessment practices may be done as required.
- \* The process of formulating Vertical programmes and net based programmes may be initiated this will be a step towards impacting the need for personnel in ECEE.
- \* Research/dissertation or the project work may be linked with the projects of CECED This may be achieved by the students using the secondary data from projects, study sub - parts of a project, develop and pilot-test tools for a project etc. This will have twin impact, the students will have an experience of working on a large project of current relevance and the teachers work load may be lightened. #

## **Teaching - Learning Process**

- \* Plans may be made for the involvement of the students in CECED activities besides attending conferences/seminars. #
- \* Resource materials and support system for the students from unrelated backgrounds may be strengthened by producing audio- visual, net based as well as interactive approaches with peers so that they can gain the requisite knowledge and skills.
- \* The study of both qualitative and quantitative methods may be introduced in the curriculum. #
- \* The library resources may be enriched by identifying and including more Indian and Asian references, on- line journals and acquiring list or summaries of doctoral researches and project reports from sister institutions.
- \* Assignments given to the students are relevant, varied and challenging these may be documented (later published), vis-a- vis experience provided, processes of learning, fostering of internalization of theory and practice and promoting growth of the students etc.
- \* Documentation and analysis of the student feed back may be undertaken. (The forms related to curriculum /course and teacher evaluation may be administered separately). #

## **Student and Alumni**

- \* More and varied alternatives for the field placement may be identified to provide diverse experiences to the students. (For example students committed to working in the area of research or policy may have a second placement at CECED). #
- \* Protocol for tracking alumni may be designed. The process may focus on gathering information related to professional development/contributions, furthering of education, field or area of functioning etc. If the protocol is prepared, tracking of Alumni from the first batch will be feasible. #
- \* Formalised career guidance and placement cells may be started

## **Administrative**

- \* Web portal of CECED can be strengthened and use of other social media can be increased for dissemination of information to students of ECCE as a means of sharing knowledge.
- \* The documentation processes of various aspects of functioning may be systemized by adopting MIS
- \* The concern of the lifespan of CECED and temporary nature of teacher appointments urgently needs to be addressed within the frame work of the University's functioning. Creation of some permanent faculty positions by getting sanction of the government may be implemented at the earliest. Additionally, a system of long-term (5-10 years) appointments inclusive of certain bebenefits (contributions to PPF, medical insurance) may be considered by the university.
- \* Intra-University linkages for teaching of courses, research and other activities of inter-disciplinary nature may be enhanced at the programme and CECED level.
- \* Strategies to attract students for enrolling in P.G. Dip. Programme may be formulated and implemented.

### **Faculty Development**

- \* Workshop on integration of theory and practice as well as interdisciplinary approach may be conducted for faculty.
- \* Orientation programmes for newly recruited faculty and in-house faculty seminars of SES may be initiated.
- \* **As far as feasible permanent faculty positions may be created.**

**Note: Recommendations marked as # may be initiated prior to the next review.**

### **Concluding Comment:**

Working on the Mid-term Review has been a rich experience. Interactions with personnel of The Trust (Amrita and Wreicha), AUD and CECED personnel (Prof. Menon and administrative staff, Dr. Kaul and CECED and SES faculty) and the students were personally and professionally enriching. I gratefully acknowledge the same.

The project has achieved most of the objectives of this phase and has utilised the grant judiciously to attain the stipulated tasks. CECED may attempt to address some of the recommendations prior to the final review. The project needs further support from The Trusts so as to have a long term impact on the training, advocacy and policy in ECCE.

**Prof. Veena R. Mistry**

**DOCUMENTS REVIEWED FOR DESK REVIEW**

- Terms of Reference of the assignment as laid down by The Trusts
- Proposal submitted by CECED (AUD).
- Review of the proposal by The Trusts and recommendations mentioned therein.
- Grant sanction letter Dec. 18 2013/Feb. 20/2014
- Situation Analysis Report of a Post-Graduate Academic Programmes in ECCE by CECED
- Annual Reports of CECED 2011-2012 2013-14
- Annual Work Plans Dec. 2013-Nov 2014 and Dec. 2014- Nov. 2015
- Quarterly Progress Reports
  - \* Dec. 2013 to March 2014 and April 2014 to June 2014
  - \* July to September 2014
  - \* October to December 2014
  - \* January to March 2015
  - \* April to June 2015
- Meetings of the Authorities of the University for approval of the Post-Graduate courses of P.G. Diploma and M.A. in ECCE.
  - \* Minutes of the Meetings of Standing Committee on Academic Programmes (SCAP) held on:
    - \* 28 and 30 Jan., 2014
    - \* 4 Feb., 2014
    - \* 26 and 29 June, 2015
  - \* Minutes of the Board of Studies (BOS) Meetings held on:
    - \* 28 Nov., 2014
    - \* 22 May, 2014
    - \* 15 Dec., 2014
  - \* CECED Publications.

**GUIDE LINES FOR VISIT TO CECED AUD PROJECT:  
(Based on ToR)**

**DEVELOPING and LAUNCHING ACADEMIC PROGRAMMES in EARLY CHILDHOOD CARE  
and EDUCATION**

**1) Objectives of the Grant:**

- \* Ascertain the demand for post-graduate programmes and certificate courses in ECCE.
- \* Initiate programmes in the areas in which there is demand that the University can meet.

**2) Proposed Outputs: (As per Annexure 1a)**

**3) Expected Outcomes:**

- \* A well rounded post- graduate programme on ECCE developed after ascertaining its need in the sector and thoroughly whetting the content from experts in the field and feedback from students.
- \* Increased availability of professionally qualified ECCE educators in the country who are qualified to contribute to teacher education, supervisory and administrative requirements, research and evaluation in ECCE.

**REVIEW of the PROGRAMME: SCOPE of WORK:**

**I) ADMINISTRATION:**

- i) Systems and Procedures to ensure smooth implementation and widen the reach of the programme.  
*Source: Prof. Kaul and CECED team, Faculty, VC*
- ii) Linkage across relevant Departments of AUD bottlenecks/ challenges faced at administrative and programmatic level.  
*Sources: Prof. K Core team Administration, Teachers, SES Faculty*
- iii) Student Mentoring, SES background of the students, Support system for academics (English) Mentoring etc.  
*Sources: SES faculty Core Group, VC and team, CECED team, Students.*
- iii) Exploring Collaborations for complementing Programmes: intra and inter institution.  
*Sources: Core Committee, Teachers from CECED and SES.*

## II) CURRICULUM, COURSE MATERIAL and RESOURCES:

- i) Situation Analysis Report: key findings and its utility in formulation of the ECCE programme.  
*Sources: Situation Analysis Report, Presentation followed by discussion with Prof. Kaul and the core team.*
- ii) Course Design, curriculum and content (No. of papers per semester, performance assessment systems, availability of resources for teachers and students, merging of theory and practice).  
*Sources: documents of course outlines and evaluation system, Core team, teachers and students*
- iii) Course transaction vis-a-vis extant reality of the field, practices in place and inculcating in students abilities to find relevant solutions. Development of indigenous materials by the team. Use of technology in teaching e.g. CAI  
*Sources: documents of course outlines and evaluation system, Core team, teachers and students*
- iv) Faculty Profile/ Competence: (a) No of faculty members, permanent/ contractual/ adjunct /visiting. Faculty from other departments / resource persons. (b) Expertise, knowledge areas vis-a-vis subjects and content of curriculum.  
*Sources: Documents e.g. CV of Faculty ,Core group, Faculty members, Students' Evaluation/Assessment Reports of faculty.*
- v) Students' Profile/ Background/ Involvement/course pursued PG Dip/ M.A. Conversion from one course to another. Guidance and Mentoring Process.
- va) Maintenance of Student profile, procedures and plans. Plans for Alumni tracking and use of social media for the same.  
*Sources: Records, students, teachers, classroom observations.*
- vi) Documentation and Information Management System :  
Analysis of admission procedures, course publicity, dissemination of programme Information, use of technology, analysis and utilisation of student and faculty feedback. Documentation of various meetings, workshops. and dissemination Internally and with NRs. Out reach and impact parameters of the grant.  
*Sources : Documents meeting with core committee, Dr. K, meeting with Administration, Faculty.*
- vii) Perception and Ownership: vision and future plans about the course at CECED , SES and the University level. Overall receptivity to the course at AUD. Integration of the programme in the larger scheme of the University and acceptance by the SES and the Department.  
*Sources: meetings with Dr. K , core team, CECED,SES faculty, teachers, administrators VC etc.*



viii) Sustenance ,steps towards Institutionalisation of the Programme.

*Source: meetings with Dr. K core committee, CECED staff, SES faculty, VC etc*

ix) CECED's linkage with the programme with respect to research, policy initiatives, advocacy. Synergy between the two. Strategies for strengthening the linkages and synergy to benefit the student learning process and enrich the programme. Linkage with Dept of El. Ed ,Dept of Developmental Studies.

*Sources: Dr. K and Core team CECED, SES Faculty, VC*

**SCHEDULE OF VISIT****Agenda for Mid-Term Review of "Developing and Launching Academic Programme  
11 – 13 August, 2015**

<b>TUESDAY, 11<sup>TH</sup> AUGUST, 2015</b>		
Before 11-30 a.m.	Meeting between Dr. Veena Mistry & Ms. Wreicha	Habitual Centre
11-30 a.m. – 2-00 p.m.	Meeting with Dr. Kaul, Payal & Devika Presentations on Situational Analysis and Reports , Annual Plan/Relocation – present from 12-30 p.m. (Core Faculty)	Committee Room
2-00 p.m. – 2-30 p.m.	LUNCH	
2-30 p.m. – 3-30 p.m.	Presentation and Discussion continue...	Committee Room
3-45 p.m. – 5-30 p.m.	Review of documents related to AUD, CECED & SRTT project	Faculty Lounge
<b>WEDNESDAY, 12<sup>TH</sup> AUGUST, 2015</b>		
10-30 a.m. – 11-30 a.m.	Meeting with Administrative and Finance Staff	Faculty Lounge
11-30 a.m. – 1-45 p.m.	Handbook of MA Education (ECCE), course, Minutes, CVs of Faculty, Evaluation System, Student Feedback forms	CR 308, Admin. Block
1-45 p.m. – 2-15 p.m.	LUNCH	
2-15 p.m. – 3-30 p.m.	Class Room Observation and Meeting with MA Education (ECCE) Students (Ist Semester)	CR 3011-312
3-40 p.m. – 5-00 p.m.	Meeting with Faculty including MA Education	CR 308
<b>THURSDAY, 13<sup>TH</sup> AUGUST, 2015</b>		
10-30 a.m. – 11-30 a.m.	Meeting with Faculty (Core Group), Issues, Concerns, Suggestions, Gaps in information if any)	Faculty Lounge
11-30 a.m. – 1-30 p.m.	Class room Observation and Meeting with Student MA Education (ECCE) (IIIrd Semester)	Faculty Lounge
1-30 p.m. – 3-00 p.m.	LUNCH and Meeting with CECED Staff & Faculty Members	Faculty Lounge
3-00 p.m. – 4-00 p.m.	Meeting with Vice-Chancellor	Faculty Lounge

## Faculty Profile Associated with MA Education (ECCE)

Name	Designation & Affiliation	Nature of Appointment	Course/s Taught
Dr. Venita Kaul	Professor, Director, CECED & SES	Visiting	Early Childhood Care and Education in India (4 credits)
Dr. Sunita Singh	Associate Professor, CECED	Visiting	<ul style="list-style-type: none"> <li>• Language Development and Early Child Literacy (4 credits)</li> <li>• Developing Early Childhood Curriculum (4 credits)</li> </ul>
Dr. Monimallika Day	Associate Professor, CECED	Visiting	<ul style="list-style-type: none"> <li>• Under casting Children and Childhood (4 credits)</li> <li>• Engaging with Families and Communities (2 credits)</li> <li>• Learning and Development in Early Years (4 credits)</li> <li>• Observing and Assessing Young Children's Learning and Development (4 credits)</li> <li>• Summer Field Attachment</li> </ul>
Dr. Sheetal Nagpal	Associate Professor, CECED	Contractual	<ul style="list-style-type: none"> <li>• Understanding Children and Childhood (4 credits)</li> <li>• Play, Learning and Creativity (4 credit)</li> <li>• Observing and Assessing Young Children's Learning and Development (4 credits)</li> <li>• Field Attachments</li> <li>• Workshops</li> </ul>
Dr. Devika Sharma	Associate Professor, CECED	Contractual	<ul style="list-style-type: none"> <li>• Early Childhood Care and Education in India (4 credits)</li> <li>• Field Attachments</li> <li>• Workshops</li> </ul>
Dr. Gunjan Sharma	Associate Professor, CECED	Permanent	<ul style="list-style-type: none"> <li>• Introduction to Educational Research (4 credits)</li> </ul>
Dr. Manish Jain	Associate Professor, SES, AUD	Permanent	<ul style="list-style-type: none"> <li>• Gender and Education</li> </ul>
Dr. Akha Kaihrii Mao	Associate Professor, SES, AUD	Permanent	<ul style="list-style-type: none"> <li>• Introduction to Educational Research (4 credits)</li> </ul>
Dr. Rachana Johri	Associate Professor, School of Human Studies, AUD	Permanent	<ul style="list-style-type: none"> <li>• Language Development in Years (4 credits)</li> </ul>

Dr. Anandini Dar	Faculty, Independent Scholar	Adjunct	Quantitative Research Methods (4 credits )
Dr. Manjistha Banerjee	Faculty, ASER Centre, Pratham	Adjunct	Quantitative Research Methods (4 credits )
Mr. Sunil Batra	Faculty, Founding Member Shiksharth & Director, Shikshantar	Adjunct	Education Organisation and Leadership (4 credits)
Ms. Amita	Faculty, Shiksharth	Adjunct	Educational Organisation and Leadership (4 credits)
Dr. Reema Kochhar	Faculty, Independent (earlier worked in CECED as Project Associate)	Guest	Self Development Workshops (1 credit)
Ms. Savitri Singh	Faculty, Independent Trainer (earlier associated with IIT Nursery School)	Guest	Workshops on Methods and Materials, Organising and Planning ECCE Programme
Dr. Sudershan Khanna	Faculty, Design Educator, Author and Designer	Guest	Play Materials
Ms. Surabhi Khanna	Design Educator	Guest	Play Materials
Dr. Deeksha Kapur	Professor (Retd.) IGNOU	Guest	Health and Nutrition
Dr. Richard Johnson	Faculty, University of Hawaii	Visiting	Developmentally Appropriate Practices : Ages 3-8 (4 credits)
Dr. Steven Hite	Faculty, Brigham Young University	Visiting	Introduction to Educational Research (4 credits)
Centre for Equity Studies	NGO	Guest	Self Development Workshops
Mr. Birendra Singh Rawat	Faculty, Central Institute of Education, DU	Adjunct	State, Society and Education

CECED – Centre for Early Childhood Education and Development

SES – School of Education Studies

## Core Teaching Faculty in ma Education (ECCE)

Name	Qualification	Experience	Academic interest Areas & Strengths	Courses Taught
Dr. Venita Kaul	Ph.D. Educational Psychology	Have been at NCERT for 20 + years in various capacities. Sought early retirement in 1998 from post of Professor and Head, Dept. of Preschool and Elementary Education Specialist from 1998-2008. Have been Director CECED since 2009 and took over Directorship of SES in 2014. Am associated with NCTE and policy formulation at GOI level. Member of SOME International Groups in ECD.	Early Childhood Care and Education Basic Education Teacher Education	Co-tech ECCE in India to Semester I students with Devika Sharma.
Dr. Sunita Singh	<p><b>Ph.D.</b> in Elementary Education, University of Illinois at Urbana-Champaign, Urbana, IL.</p> <p><b>Certificate</b> in Second Language Acquisition and Teacher Education, University of Illinois</p> <p><b>M.A. in Linguistics</b>, University of Illinois</p> <p><b>M.Phil.</b> in Linguistics Jawaharlal Nehru Univ., New Delhi.</p> <p><b>B.A. in English</b>,</p>	<ul style="list-style-type: none"> <li>• Mostly centred on various aspects of language and literacy education and teacher education.</li> <li>• Taught several courses on language, literacy, linguistics, social studies for teacher education and diversity in teacher education.</li> <li>• Faculty mentor for several projects at CECED. Some of these include:               <ul style="list-style-type: none"> <li>• Early Learning and Development Standards;</li> <li>• Read for Children' Evaluation,</li> <li>• Evaluation of 'I Love Reading' project in MCD schools in Delhi</li> <li>• Exploring the Phenomenon of Privatisation in Rural Schools in Rajasthan.</li> <li>• Policy Brief on <i>"Multilingualism in Early Childhood"</i>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Language and literacy</li> <li>• Bilingualism/Biliteracy</li> <li>• Teacher Education</li> </ul>	<p><b>At AUD;</b></p> <ul style="list-style-type: none"> <li>• Language Development and Early Literacy</li> <li>• Developing Early Childhood Curriculum</li> </ul> <p><b>At Le Moyne College:</b></p> <ul style="list-style-type: none"> <li>• Principles and Methods of Multicultural Literacy Learning</li> <li>• Literacy Theories and Practices for inclusive Classrooms.</li> <li>• Early Childhood Education</li> <li>• Adapting Literacy for Learners with Special Needs</li> <li>• Advanced Literacy Theory and Practice for Inclusive Classrooms.</li> </ul>

	Benaras Hindu University	<ul style="list-style-type: none"> <li>• Research on Exploring Literacy Practices of Refugees families from various parts of the world, settled in the US.</li> <li>• Research in teacher education and early language and literacy.</li> </ul>		<ul style="list-style-type: none"> <li>• Curriculum and Instruction for Pre-K-Grade 2.</li> <li>• Teaching Children's Literature</li> </ul> <p><b>At JNU :</b></p> <ul style="list-style-type: none"> <li>• Contrastive English Grammar</li> <li>• Introduction of Phonetics</li> <li>• Introduction of Morphology</li> </ul>
Dr. Monimalika Day	Ph.D. Special Education, Concentration Early Childhood Special Education CAGS (Certificate of Advanced Graduate Studies). <i>Similar to M.Phil.</i> Child Development and Early Childhood Education M.S., Child Development	<ul style="list-style-type: none"> <li>• Assistant Prof. George Mason University, Virginia</li> <li>• Asstt. Director, Centre for Programme Excellence, ZERO TO THREE: National Center for Infants Toddlers and Families Washington, D.C.</li> <li>• Research Asstt., University of Maryland</li> <li>• Graduate Asst. Wheelock College of Education.</li> <li>• Special Educator, Manovikas Kendra, Kolkata</li> <li>• Founder and Administrator, Drop in Centre for street Children, Calcutta Rescue</li> </ul>	<ul style="list-style-type: none"> <li>• Infants and toddler</li> <li>• Preschoolers</li> <li>• Inclusion of children from marginalized groups</li> <li>• Collaborations between families and professional</li> <li>• Action research</li> <li>• Teacher Research</li> <li>• Multicultural Education</li> <li>• Place based Education</li> </ul>	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Assessment of young children</li> <li>• Curriculum and Methods</li> <li>• Collaboration with Families</li> <li>• Early Intervention for Infants and Toddlers with Disabilities</li> <li>• Intervention for Preschoolers with disabilities</li> <li>• Inclusion of Children with Disabilities</li> <li>• Reflective practioner</li> <li>• Qualitative Research Method</li> <li>• Introduction to Language and Literacy.</li> </ul>
Dr. Sheetal Nagpal	<ul style="list-style-type: none"> <li>• Ph.D. (Home Science) on the topic "Family Dynamics and coping Strategies of</li> </ul>	<ul style="list-style-type: none"> <li>• Worked as Teaching Assistant (Lecturer on Contract Basis) for one year in HDFS Dept., G.B. Pant Univ. of Agriculture and Technology, Pantnagar, Taught B.Sc.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with disabilities and their inclusion.</li> <li>• Early Childhood care and Education</li> <li>• Play and Creativity of young children</li> </ul>	<ul style="list-style-type: none"> <li>• Play, Learning and Creativity</li> <li>• Observing and Assessing Young Children's Development and Learning</li> </ul>

	<p>the Families of Intellectually Challenged Children” from DU.</p> <ul style="list-style-type: none"> <li>• M.Sc. Human Development and Family Studies from G.B. Pant University Agriculture and Technology, Pantnagar.</li> <li>• B.Sc. (Home Science) from Isabella Thoburn College, University of Lucknow.</li> </ul>	<p>(Home Science) Hons. Courses of Child Development. Early Childhood Education, Family Welfare and Community Education.</p> <ul style="list-style-type: none"> <li>• Worked as Research Assistant in Planning Commission – NAB Research Project for one year.</li> <li>• Worked as Guest Lecturer in the HDCS Dept., Institute of Home Economics College (DU) for 6 months and taught B.Sc. (H.Sc. Pass) course (H.Sc. Pass) course ‘Development in Childhood’.</li> <li>• Worked in Jamia Millia Islamia for 4 months and taught on Language Development in Childhood in MA (Early Childhood Development) programme.</li> <li>• Worked as Assistant Professor (Temp. against leave vacancy) in B.EI.Ed. Dept., Miranda House (DU) for 1-2 months. Taught courses ‘Cognition and Learning’ and ‘Observing Children’.</li> <li>• Worked as Consultant in the School of Continuing Education, IGNOU, Maidan Garhi, New Delhi for 1-1/2 years and assisted the Faculty in writing units for the restructured and revised Diploma (DECE). Also did two way teleconferencing sessions with international DECE students.</li> </ul>	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Child Care and Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Children and Childhood</li> <li>• Field Attachment.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Worked as Asstt. Professor (Adhoc) for 1-1/2 yrs in the Dept. of Human Development and Childhood Studies, Lady Irwin College (DU) and taught various courses on Development in Childhood, Children and Adult with Special Needs, Children with Disability, theories of Human Development and Child Care and Protection.</li> <li>• Working as Asstt. Professor (on contract basis) from 21<sup>st</sup> July, 2014 till present in CECED, AUD (app. One year up till now) and teaching n MA Education (ECCE) programme.</li> </ul>		
Ms.Devika Sharma	<ul style="list-style-type: none"> <li>• MA English Literature (DU)</li> <li>• B.Ed. (DU)</li> <li>• M.A. Elementary Education (TISS)</li> <li>• Short term course on Peace Education (NCERT)</li> </ul>	<ul style="list-style-type: none"> <li>• Have taught primary classes for around five years.</li> <li>• Research Projects in CECED including :</li> <li>• Case Study of Balwadis (Pragat Shikshan Sanstha)</li> <li>• Policy brief on multilingualism,</li> <li>• Evaluation study of reading programme (Aga Khan Foundation).</li> </ul>	<ul style="list-style-type: none"> <li>• Language and literacy development with interface of sociological categories</li> <li>• Field of ECCE</li> <li>• Classroom and Children Observation</li> </ul>	<ul style="list-style-type: none"> <li>• ECCE in India</li> <li>• Field attachments</li> <li>• State, Society and Education</li> </ul>

**Faculty required for particulars areas:**



### Anonymous Evaluation by Students

<b>Batch</b>	:	
<b>Semester</b>	:	
<b>Course</b>	:	
<b>Feedback on the Course :</b>		
<b>What are the objectives of the Course?</b>		
<b>What additions and deletions you would suggest in the course objectives? Please share reasons for these changes?</b>		
<b>What concepts/ideas/readings you understood most and why?</b>		
<b>What concepts/ideas/readings you found most difficult and why?</b>		
<b>Please share your observations about the teaching-learning process.</b>		

**Scale: Please rank in the following order: 1-Worst to 5-Best**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
How well were the course objectives and course contents explained?					
How well was the assessment method explained?					
How would you rank the content & coverage, given the course objectives?					
Rank the course readings based on the ease in terms of comprehension and relevance.					
Rank the course on the basis of learning achieved:					
a) Understanding of relevant concepts & theories					
b) How to do critical thinking					
c) How to apply theory					
Assessment Process					
a) How relevant were the assessments to the course objectives?					
b) Did the timing of the assessments leave you with enough time to learn and absorb?					
General :					
a) Coherence and continuity between units/modules/components of the course					
b) Organization in respect of distribution of material, time table, announcements					
c) Overall quality of the course					
d) Overall quality of classroom interactions, teaching and discussion					
<ul style="list-style-type: none"> <li>• Please share any interesting or stressful event that you experienced in context of this course.</li> </ul>					

## Feedback on Instructors

<b>Instructor 1 :</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Preparedness for Lectures					
Clarity in presentation					
Teaching Method					
Classroom Discussion					
Recommended Readings					
Study Material					
Availability for Consultation					
Coherence between Classes, Readings and Assignments					
Overall Quality					

<b>Instructor 2 :</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Preparedness for Lectures					
Clarity in presentation					
Teaching Method					
Classroom Discussion					
Recommended Readings					
Study Material					
Availability for Consultation					
Coherence between Classes, Readings and Assignments					
Overall Quality					

<b>Instructor 3 :</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Preparedness for Lectures					
Clarity in presentation					
Teaching Method					
Classroom Discussion					
Recommended Readings					
Study Material					
Availability for Consultation					
Coherence between Classes, Readings and Assignments					
Overall Quality					

***Please submit detailed comments that you may have***



Sunita Singh &lt;sunitasingh@aud.ac.in&gt;

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**Fwd: Mid Term Review Report by Prof. Mistry**

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Devika Sharma &lt;devika@aud.ac.in&gt;

27 January 2017 at 17:28

To: sunitasingh@aud.ac.in

----- Forwarded message -----

From: "Devika Sharma" &lt;devika@aud.ac.in&gt;

Date: 3 Oct 2016 3:38 p.m.

Subject: Fwd: Mid Term Review Report by Prof. Mistry

To: "Payal Sahu" &lt;payal@aud.ac.in&gt;

Cc:

Pls find attached mid-term review report by prof veena mistry.

Regards,

Devika Sharma  
CECED, Ambedkar University Delhi  
Lothian Road, Kashmeri Gate,  
New Delhi-110006

----- Forwarded message -----

From: "wreicha sharma" &lt;wreicha.tatatruster@gmail.com&gt;

Date: Dec 25, 2015 12:58 PM

Subject: Mid Term Review Report by Prof. Mistry

To: "venita kaul" &lt;vkaul54@gmail.com&gt;, "Devika Sharma" &lt;devika@aud.ac.in&gt;

Cc: "Amrita S Patwardhan" &lt;apatwardhan@tatatrusters.org&gt;, "rumy mistry" &lt;Rumy.j.mistry@gmail.com&gt;

Dear Prof. Kaul and CECED Team,

Please find attached the "Mid Term Review Report by Prof. Mistry". Thank you Prof. Mistry for the valuable insights.

We also thank you and your entire team for all the support during the review.

Look forward to CECED team implementing the recommendations in the coming months and their further plans.

Thanks a lot

Regards

**WREICHA SHARMA**

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**CECED,AUD-Mid term review report by Prof. Veena Mistry\_20151223\_\_Edu-AUD-20130416.zip**

922K

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education (Early Childhood Care and Education)

Name of the Course: Developing Early Childhood Curriculum

Course Code: SES 202 106

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Sunita Singh

Number of students on the course: 30

No of feedback received: 15

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Positive

- *Class discussions:* For the course readings, I often select some focus questions or themes from the readings and ask students to discuss the same in the class and respond to them. Many of the students have responded that they have found this activity helpful.
- *Videos:* In order to explain a concept, I also use short videos because it enables me to present to the students nuances of curriculum and instruction which would be challenging in a lecture mode.
- *Assignments:*
  - I give students an assignment on “Understanding the curriculum” in which they have to write an analysis of the curriculum they have observed at their field sites. Some students have especially commented that they found this particular assignment enabling them to understand the course objectives as well.
  - Students have also found the short in-class discussion based assignments useful.
  - Discussions of assignments in the class and clarification of doubts has been helpful in understanding the assignment and understanding the objectives of the course.
- The course has a unit related to “content areas.” For this unit, I bring in children’s literature—especially non-fiction. Students have enjoyed reading children’s literature.

## Issues/Concerns

- Some students found some readings of the class challenging. Some have also suggested more time for discussion on details of the articles.
- Some students have also indicated that they are not used to reading—hence they found the assignment on „book review“ challenging. In this particular assignment I assign different books related to the course to small groups of students. They read the book over a period of three weeks and then present it to the whole class. Suggestions

## II. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale):

- DECC is a course that I have coordinated and taught for five years now. Every year, I make sure to provide students with the following:
  - i. course syllabus with week-by-week readings, assignment due dates and other details of course modalities,
  - ii. a course packet
  - iii. readings uploaded on the Google drive.

The purpose of this preparedness on my part is to ensure that students understand the expectations of the course. I also make the expectation clear that students should read the assigned readings before the class. However, most students do not read the readings either before or after the class. While, they are able to complete the group assignment, if they have not read the particular article, it would be challenging for them to understand the in-class assignment. I could encourage students to read the assigned readings and include more activities and discussions in class that focus on the readings.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Education (Early Childhood Care and Education)

Name of the Course: Engaging with Families and Communities

Course Code:SES202103

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Monimalika Day

Number of students on the course: 30

No of feedback received: 15

III. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Positive

- Students were introduced to different concepts related to engaging with families and found them to be interesting, some of them gave examples of how they applied the concepts to approach issues in their own families.
- All students enjoyed the visit to the community, and it gave them an opportunity to connect various concepts and issues discussed in class.
- Overall they appreciated the pedagogy of combining lectures and small group discussions.

Concerns

- While most students found the assessment to be helpful, 3 of them reported that it was “too much”.

IV. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Students did not engage with class readings on a regular basis which was challenging and may have added to their stress during midterm and other assignments. I had put all readings on moodle.
- I need to consider giving a hard copy of all class readings as a course packet to further encourage students to engage with assigned readings.
- I need to explore ways to facilitate reading in small groups especially for difficult concepts.
- This is a 2 credit course and there are three assignments. I do not have a midterm or a end term in this class. It may be useful to add a summative assignment to motivate students to engage with the literature.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education and MA Education (ECCE)

Name of the Course: Gender and Education

Course Code: SES201210

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Manish Jain

Number of students on the course: 51

No of feedback received: 29

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Course and teacher are appreciated for interactions, engaging with theories and concepts through examples related to everyday life experiences and struggles, class preparedness and planning and encouraging critical thinking.

Among assessments group presentation on gendered texts and experience was much appreciated. Many students found assessment 3 quite challenging. This assessment asked them to think about gendered and religious dimensions in relation to education of girls and think about other concerns. For several students, question 1 of the end-term assessment which focused on the mid-day meal workers gave them an opportunity to revisit the course, its readings and key concepts.

Some of the key concerns and suggestions pertain to focusing more on boy's education and masculinity, bringing in education of transgender, greater feedback on assignments, use of movies and greater group work for assessments and in class teaching and difficulty of readings. 2-3 students felt that teacher pushed them to speak in the class and was also sarcastic sometimes.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I would plan more group discussions and use of other audio-visual resources next semester. But I also believe that if students do not read and are irregular then this does affect the possibility of discussion around concepts in a large class with 50 plus students.

Education of boys and masculinity is part of the course but could not be taught. I need to review the readings and time spent on each unit to get more time for discussion on these aspects.

I think that assignment 3 was meant to be challenging as otherwise gender tends to be treated as only discussion around personal experiences and one needs to develop a perspective around questions and concerns raised in the course.

I generally use humour and do press students to speak but will be careful that I do not use sarcastic comments.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education (Early Childhood Care and Education)

Name of the Course: Introduction to Educational Research

Course Code: SES201107

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Manasi Thapliyal Navani; co-instructor: Nivedita Sarkar

Number of students on the course: 30

No of feedback received: 16

V. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- Overall, students found that the course helped them in learning key concepts and skills which helped them in articulating their research topics and also recognize problems in the topic
- Students felt that concepts were made clear thorough classroom on interactions and continuous feedback from the teachers was helpful; they found the course transaction interesting, as it helped them to think in creative way
- They appreciated the choice and freedom given to them to choose their topics for assessments
- Students found all the sessions held in the computer lab were very productive as most of the work on the memo, annotated bibliography and proposal was done there
- Some students found concept mapping difficult to understand and apply to their research topic. More practice and worksheet on this could have been useful
- Students appreciated the Group discussion and documentaries screened as part of the course; they feel more visual material could be used as part of course resources
- Some students found the first unit on Methodological Philosophy and Epistemology difficult to comprehend and would prefer if simpler reading material could be provided as alternative for those who could not cope with the recommended texts; while others expressed how this unit eventually helped them in achieving greater clarity about research design.

- Students noted that while feedback on first draft of Memo was useful and they could submit the revised draft the grading on final draft happened late, this could have been avoided.
- Students have requested more personal meetings with course instructors to track progress in research conceptualisation
- Some students noted overlaps across courses; For example, how to do literature review was taught in the IER course and then in their DECC course; they felt it was repetitive
- Still, many felt that the course provided them the tools to read journal articles, summarise/paraphrase and write an annotated bibliography. One student noted, "...enabled me to tread on the unknown and push myself to do better". They also acknowledged that the concept of ethics in research was useful for them and well taught...it helped them to respect and acknowledge the perspectives of the others or the participants or the field of study.

VI. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- We attempted to conduct the course in workshop mode interspersed with lectures; in the initial phase, absenteeism was a major issue and several students either missed the framing lectures or did not attend workshops. I propose to include a tutorial for IER, as it is critical to mentor each student on this course. Clashing time table and schedule made it difficult to accommodate each student outside class.
- I Plan to circulate lecture notes for Unit 1 on methodological philosophy for next cycle as an advance organiser. This could help bridge the gap between academic readiness of students and the assigned texts.
- It may also be useful to not begin with terse texts right away and include some well-defined activities;
- It may be useful to explain to students the purpose of assessments and their context in different courses; many seemed to not appreciate the purpose; Literature Review is taught as part of second module in IER to help them build on their Research Memo and develop the proposal. The focus is on the structure and process and not so much on specific content.
- Due to instructor's ill health, grading on first assignment got delayed; yet students were given one-on-one feedback on the first draft as well as at the time of preparation of annotated bibliography on the research design.
- Some students feel that if a single teacher can focus on the course thoroughly through the semester it would make it easier for students .

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education (Early Childhood Care and Education)

Name of the Course: Introductory statistics in Education

Course Code: SES 201 313

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Nivedita Sarkar

Number of students on the course: 30

No of feedback received: 24

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

- Overall, students found that the course helped them in learning basic concepts of statistics and skills which helped them in identifying certain problems, understanding the methods of solving the same. They further understood what kinds of graphs, basic descriptive statistics are to be used to represent data and interpret empirical results. The students are also able to use some statistical methods (such as measures of central tendencies and dispersions) to solve empirical problems.
- Most of Students felt that concepts were made clear through varied real life examples and classroom interactions. They found the course transaction was very interesting, as it helped them to learn and apply certain skills.
- Majority of the students noted that the feedback provided by the instructor was really helpful.
- Some students suggested that more group discussion and peer review could have made the classroom transaction more effective.
- While a small group of students pointed out that instead of in-class problem solving the instructor could have given some homework, rest of them asserted that the problem/practice sheets (worksheets) given in the class [after introducing the concepts and its intuition and explaining the method] have actually helped them understanding and solving the empirical problems better way.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- I planned to conduct the course in workshop/small project mode interspersed with lectures. However, it was found that most of the students have not pursued mathematics after their 10<sup>th</sup> grade and they do not know the basic concepts of statistics. Therefore, the instructor felt that lectures are essential for this cohort of students to introduce key concepts of statistics, intuition of the same and the methods of derivation. However, a few workshops on EXCEL were organised at the end of each unit.
- I felt that scaffolding is essential for this kind of course where students have least prior knowledge about the subject. Thus practice sheet/ problem solving sheets were developed to help them understand the nature/intuition of the (empirical) problem, techniques to be applied and how to solve the problem by using deductive method.
- In future (depending on the nature of the cohort) the instructor can plan for an optimum balance between class activity, home-work and conceiving a small project and accomplishing it with the help of EXCEL and SPSS.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

**Name of the Programme:** MA Education

**Name of the Course:** Introduction to Teacher Education (Elective)

**Course Code:** SES201205

**Semester (Monsoon/Winter) and Year:** Winter 2019

**Course Coordinator:** Gunjan Sharma (C); Co-taught by Akha Kaihrii Mao

**Number of students on the course:** 49

**No. of feedback received:** 20

**VII. What are the major take-aways from the student feedback (positives/ issues/ concerns/ suggestions)**

- The number of feedback forms received back is too low (less than 50%). The forms that have been received are also not complete. Thus it is difficult to gauge the overall student feedback.
- The students reported in the feedback that the course met its objectives and brought an enhancement in their understanding of history, policy, practice and issues in teacher education.
- The students appreciated the first two modules of the course more than the second two mainly because the difference in the nature of the content.
- The students appreciated the panel session organised with visiting faculty from USA and Germany to compare the teacher education system and challenges in vis-à-vis the Indian context.
- There is feedback on the field-trip organised in the last Unit of the course. While some students found it very beneficial, others thought that one field trip was not sufficient to engage with the problem and have suggested addition of more field trips.

**VIII. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- The feedback is primarily on the pedagogy of the course and is positive overall.
- The nature of the course contents is such that some modules are more engaging (involving debate and discussion on policy-politics in teacher education) and one module is more descriptive (involving study of selected committee reports). Attempts will be made to make this unit more interesting. To facilitate this the course contents need to be updated as the field has changed over a period of time particularly during 2014-19 in the Indian context. These revisions will be

incorporated after due discussions with the programme team and the Dean of the School, and by following due approval processes of the University.

- It is logistically difficult to organise more than one field-trip as a part of this course given time-table constraints and schedules of the field sites. However, an attempt will be made to incorporate one field based assessment and provide students access to one field site where the assessment can be completed.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education (Early Childhood Care and Education)

Name of the Course: **Observing and Assessing Young Children's Learning and Development**

Course Code:SES202105

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Monimalika Day

Number of students on the course: 30

No of feedback received: 9

IX. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Positive

- Overall students appreciated the way in depth discussions were conducted of concepts related to assessment with examples as it helped them to develop a nuanced understanding of complex issues.
- Students liked the opportunity to resubmit one of the assignments for improving grades after feedback
- They enjoyed sharing the assessment processes used in their respective field attachment sites in the classroom.
- The hands on experience of conducting certain assessment tools like ASQ and SRI with young children helped students to connect the course content to the course objectives.
- Students found the lectures as well as group discussions to be helpful. One of the students mentioned “The way the teacher taught this course was really amazing, and helped me to understand it in better way. One to one interaction is my favourite part”

Concerns

- Midterms were stressful for some students
- Some students had difficulty understanding the different types of scores in standardized tests.

- One student reported that the assessment and assignments were stressful.

X. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- The concepts presented in this course are difficult. Therefore I created assignments that require hands on engagement with the assessment process which was appreciated by the students.
- Students did not engage with class readings on a regular basis which was challenging and may have added to their stress during midterm and other assignments. I had put all readings on moodle and took students to the computer lab to motivate them to engage with the readings.
- I need to consider giving a hard copy of all class readings as a course packet to further encourage students to engage with assigned readings.
- I need to explore ways to facilitate reading in small groups especially for difficult concepts.
- Keep the assignments as it is and give students the opportunity to resubmit one assignment. I will consider the opportunity to include peer assessment as a strategy to improve students' ability to critique their written work.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

**Name of the Programme:** MA Education

**Name of the Course:** Curriculum Theory and Practice (Core)

**Course Code:** SES201106

**Semester (Monsoon/Winter) and Year:** Winter 2019

**Course Coordinator:** Gunjan Sharma (C); Co-taught by Rajshree Chanchal

**Number of students on the course:** 37

**No of feedback received:** 36

**XI. What are the major take-aways from the student feedback (positives/ issues/ concerns/ suggestions)**

- Overall the students reported in the feedback that the course met its objectives and brought an enhancement in their understanding about curriculum theory and practice.
- The students appreciated the manner in which the course outline, module wise plans and readings were organised.
- The students also reported that the feedback on assignments was given on time and was useful.
- In terms of challenges faced, it emerges from the feedback that the students found it somewhat difficult to seamlessly transition between the teaching style of the two teachers.
- Some students have suggested incorporation of field trips in the course to some alternative/innovative schools.
- Some students have also given feedback on the use of films and documentaries in the course. Few students think that more of these resources should be included. Few have suggested that these can be better organised.

**XII. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- The feedback is primarily on the pedagogy of the course and overall the feedback is positive.
- The course has been taught individually for several cycles by the course coordinator. This was the first cycle in which it was co-taught with the co-instructor. Both the instructors planned the schedule together and took some joint sessions in the beginning, middle and end of the course. To incorporate student feedback on co-teaching, both the co-instructors have agreed to: a) take 3 tutorial

sessions; b) to teach some themes in the course jointly; and c) to observe each-others" classes more frequently.

- Attempts will be made (subject to approvals and logistical arrangements) to organise a field-trip to an innovative school.
- There is a fairly balanced number of films (1) and media resources (5) included in the course for very specific purposes. While adding more media resources will be difficult given the nature of the themes to be addressed, such additional resources would be identified and suggested to the students. Also, the course instructors will include a brief introductory note on these resources so that the students can understand their organisation in the course better.

**Ambedkar University Delhi**  
**School of Education Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Education

Name of the Course: Experiencing Education: Immersed Reflections

Course Code: SES 201209

Semester (Monsoon/Winter) and Year: Winter semester, 2019

Course Coordinator: Vinod R

Number of students on the course: 36, feedback forms given after the exam to be filled in and submitted by the end of all exams, hence many could not submit but the ones submitted gave a qualitative feedback.

No of feedback received: 17

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Listening empathically to experiences of peers by creating an environment of care helped relate to each other in the classroom.
  - Books, films, discussions helped question and critically analyse experiences of schooling, marginalization, social distancing and psychological concepts.
  - Some students remarked that course duration must be extended but few others mentioned extended classes were stressful.
  - Daily reflections of the class was stressful as experience of writing was new but others said it helped them get back to writing and go over what had transpired in the classroom. However, one of the students wondered if it should be assessed.
  - Some found group presentations challenging as difference of opinion could not be negotiated in the group and speaking in front of the class was difficult. However, some students felt the topic given for group presentations although moderated by the teacher should be undertaken totally by him as they would understand them better.
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  1. The feedback forms would be given and asked for a prompt submission and date prior to the exam.. Would try for online feedback rather than physical feedback of forms from those who could not submit..
  2. The time duration of the class and its special reasons for extension would be discussed prior to the program and the teacher would keep structured time and planning in the lesson.
  3. The teacher would conduct a pre activity task, orient clear parameters of assessment involving students and evolve peer evaluation criteria. Rating scale constructed post learning module to provide extra inputs on some concepts.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education and MA Education (ECCE)

Name of the Course: Gender and Education

Course Code: SES201210

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Manish Jain

Number of students on the course: 51

No of feedback received: 29

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Course and teacher are appreciated for interactions, engaging with theories and concepts through examples related to everyday life experiences and struggles, class preparedness and planning and encouraging critical thinking.

Among assessments group presentation on gendered texts and experience was much appreciated. Many students found assessment 3 quite challenging. This assessment asked them to think about gendered and religious dimensions in relation to education of girls and think about other concerns. For several students, question 1 of the end-term assessment which focused on the mid-day meal workers gave them an opportunity to revisit the course, its readings and key concepts.

Some of the key concerns and suggestions pertain to focusing more on boy's education and masculinity, bringing in education of transgender, greater feedback on assignments, use of movies and greater group work for assessments and in class teaching and difficulty of readings. 2-3 students felt that teacher pushed them to speak in the class and was also sarcastic sometimes.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I would plan more group discussions and use of other audio-visual resources next semester. But I also believe that if students do not read and are irregular then this does affect the possibility of discussion around concepts in a large class with 50 plus students.

Education of boys and masculinity is part of the course but could not be taught. I need to review the readings and time spent on each unit to get more time for discussion on these aspects.

I think that assignment 3 was meant to be challenging as otherwise gender tends to be treated as only discussion around personal experiences and one needs to develop a perspective around questions and concerns raised in the course.

I generally use humour and do press students to speak but will be careful that I do not use sarcastic comments.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Education

Name of the Course: Introduction to Educational Research

Course Code: SES201107

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Prabhat Rai (co-taught with Nivedita Sarkar)

Number of students on the course: 35

No of feedback received: 14

XIII. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

**Positives**

- Students were able to grasp key concepts in research methods and methodological philosophies
- Understanding of research ethics and methods of data collection
- Ability to write research proposal
- Introduced to data collection methods like interviews and observation
- Learnt research skills especially concept mapping, developing annotated bibliography, writing research proposal
- Majority of them found lectures interactive, giving a number of examples also helped them in their learning

**Issues & concerns:**

- Sessions on methodological philosophies were difficult to understand.
- There should be sufficient time for student to master one concept before moving to the next.
- Most of the assignment in the course came towards the end.
- There were overlaps between ISE and IER course.

**Suggestions:**

- One teacher should teach the entire course
- Possible linkages between ISE and IER should be explored.
- Small group could help in mentoring research.
- Possibility of submitting first draft to seek feedback on the assignment would help.



XIV. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Assignment in the IER did start after 1 month of teaching. It is also because student take time in deciding their research interests. Some in-class assessment can be planned around reading of research methodologies. Most of the students have found research methodologies sections challenging. Doing a classroom debate or small presentations on research methodologies by students might be helpful. The short assessment can also help faculty to evaluate student's understanding of the concepts.

It would be helpful if the course is taught by one faculty. This would also help students to get consistent feedback on their developing research proposal.

The possibility of submitting first drafts for feedback on all the assignment will make it very difficult for both the students and faculty. The faculty anyway offer detailed feedback on student's assignment and students get opportunity to incorporate them when they submit final research proposal assignment.

Linkages and overlaps between ISE and IER and their credit load can be considered as part of programme review as this demands more elaborate conversation on how different courses contribute to each other and the larger programme outcomes.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: MA Education

Name of the Course: Introduction to Educational Thought

Course Code:

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Dr Anandini Dar; Course team: Manasi Thapliyal, Rajshree Chanchal, Shivani Nag, Manish Jain, Prabhat Rai

Number of students on the course: 38

No of feedback received: 16

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

This course is run as a guided reading group course, which is transacted in small groups with mentorship from 6 faculty this term. Hence, much of the feedback also received was based on individual group teachers engagements with that particular group of students.

Overall, students reported that small group interactions enabled those who are hesitant to speak publically to eventually voice their own opinions within their own groups. They were also able to develop an interest towards reading and also understanding issues critically. The course was also appreciated as it allowed studes to “think about our human world from many lenses.” Students appreciated the combined classes with all students and teachers on the first day of introducing each new thinker.

Students also found the course assessments overall to be very effective. In line comments and constructive feedback on each paragraph helped in writing and articulating skills for some groups; while one or two students also expressed dissatisfaction with the feedback they receievd on their assignments. Overall, students reported that feedback and revisions enabled them to improving their writing even in other courses.

Students of one or two groups articulated that it was a stresful situation when they did not receive productive feedback and that it was difficult to keep up with the expectations of the teacher. Further, there was a concern and request that teachers need to inform at least two days in advance when they cancel and aim to reschedule a class.

In terms of content of the course, one or two students reported that the number of thinkers we engage with should be reduced, while at the same time some students appreciated the readings. They also suggested that assessments could include presentations. Overall, students expressed an interet in a longer engagement with this course, that is, it should be considered for a 4 credits course spread across two semesters.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

After discussion with the course team, it was decided that while planning for the semester, we must ensure sufficient weeks to engage deeply with 4 thinkers or else we should plan for only 3 thinkers.

The course coordinator will also make effort to request all course team faculty to maintain the schedule assigned for the course (and assessment) and only in unforeseen circumstances inform students at least a day in advance that classes are re-scheduled. All faculty will also be advised to inform students about the re-scheduled date of class in advance.

The course team will reflect about how to incorporate the suggestion of presentations, when students also appreciated the writing skills learned through memo writing assignments and with feedback.

The course team will attempt to meet collectively before providing memo feedback so as to learn from each other and ensure a uniform assessment policy.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education

Name of the Course: Introductory statistics in Education

Course Code: SES 201 313

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Nivedita Sarkar

Number of students on the course: 35

No of feedback received: 25

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

- Overall, students found that the course helped them in learning basic concepts statistics and skills which helped them in identifying the problem, understanding the intuition and what kinds of graphs, descriptive statistics are to be used to represent the data. They are also able to solve the problems of central tendencies and dispersions now.
- Most of Students felt that concepts were made clear through varied real life examples and classroom interactions. They found the course transaction was very interesting, as it helped them to learn and apply certain skills.
- A few students pointed that this course should have more one credit as they were engaged in various in class problem solving activities and assessment.
- Some students suggested that this course should be made project based or there should be more computer lab based activities.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- I planned to conduct the course in workshop/small project mode interspersed with lectures. However, it was found that most of the students have not pursued

mathematics after their 10<sup>th</sup> grade and they do not know the basic concepts of statistics. Therefore, the instructor felt that class room lectures are essential for the students to make them understand the key concepts of foundations of statistics.

- I felt that scaffolding is essential for this kind of course where students have least prior knowledge about the subject. Thus practice sheet/ problem solving sheet were developed to help them understand the nature/intuition of the (empirical) problem, what techniques should be applied, how to solve the problem by using deductive method.
- I still feel some classes could have organised in workshop mode to demonstrate the students how to use EXCEL and SPSS to do empirical data mining and analysis, however, clashing time table and schedule made it difficult to accommodate even a single class in computer lab (which I could conduct or that MA ECCE cohort).
- In future (depending on the nature of the cohort) the instructor can plan for conceiving a small project and accomplishing it with the help of EXCEL and SPSS.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

**Name of the Programme:** MA Education

**Name of the Course:** Introduction to Teacher Education (Elective)

**Course Code:** SES201205

**Semester (Monsoon/Winter) and Year:** Winter 2019

**Course Coordinator:** Gunjan Sharma (C); Co-taught by Akha Kaihrii Mao

**Number of students on the course:** 49

**No. of feedback received:** 20

**XV. What are the major take-aways from the student feedback (positives/ issues/ concerns/ suggestions)**

- The number of feedback forms received back is too low (less than 50%). The forms that have been received are also not complete. Thus it is difficult to gauge the overall student feedback.
- The students reported in the feedback that the course met its objectives and brought an enhancement in their understanding of history, policy, practice and issues in teacher education.
- The students appreciated the first two modules of the course more than the second two mainly because the difference in the nature of the content.
- The students appreciated the panel session organised with visiting faculty from USA and Germany to compare the teacher education system and challenges in vis-à-vis the Indian context.
- There is feedback on the field-trip organised in the last Unit of the course. While some students found it very beneficial, others thought that one field trip was not sufficient to engage with the problem and have suggested addition of more field trips.

**XVI. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- The feedback is primarily on the pedagogy of the course and is positive overall.
- The nature of the course contents is such that some modules are more engaging (involving debate and discussion on policy-politics in teacher education) and one module is more descriptive (involving study of selected committee reports). Attempts will be made to make this unit more interesting. To facilitate this the course contents need to be updated as the field has changed over a period of time particularly during 2014-19 in the Indian context. These revisions will be

incorporated after due discussions with the programme team and the Dean of the School, and by following due approval processes of the University.

- It is logistically difficult to organise more than one field-trip as a part of this course given time-table constraints and schedules of the field sites. However, an attempt will be made to incorporate one field based assessment and provide students access to one field site where the assessment can be completed.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education

Name of the Course: A Philosophical Perspective for Education

Course Code: SES 201 111

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Nivedita Sarkar (Taught by Dr. Jayshree Mathur)

Number of students on the course: 36

**XVII. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)**

- Overall, students found that the course is interesting and helped them in critically reflecting on the meaningfulness of educational concepts through the lens of philosophy.
- Most of Students felt that lectures and examples helped them in recognizing the societal issues and relate those with theories and ideas in philosophy
- Some students pointed out that the suggested reading were a bit difficult. This is probably due to the reason that most of them did not have any formal training in the subject.
- While majority of the students noted the lesser number of assessments (two) helped in reducing the course load, a few others pointed out some more assessments could have been incorporated.

**XVIII. Course Coordinator's Response to Feedback (What are the specific actions  
that you plan to take/not take in response to the feedback and the rationale)**

- It may be useful to explain to students the purpose of assessments and their context in this particular course.
- Most of the students in MA education do not have any formal training in the subject like philosophy, neither they are familiar with the definitions of the key terms and concepts. Therefore, it may also be useful to not begin with heavy texts right away and include some easier texts for concept building and basic understanding for the subject.
- The students are to be advised to engage themselves in group studies and seek frequent feedback from the teacher. Some guided reading and tutorial classes could be organised to clear the doubts.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Education and MA Education (ECCE)

Name of the Course: Multilingual Education in Indian Context (Elective Course)

Course Code: SES201216

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Shivani Nag

Number of students on the course: 8

No of feedback received: 8

XIX. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Positives- The course was found helpful by students to think about the multilingual situation of India, its implication for classrooms and to think collectively about innovative pedagogies that are able to use multilingualism as a classroom resource. The students appreciated the assessment that required them to work together on doing a linguistic survey in the department. They felt it helped them gain an orientation to the course and understand the nature and challenges of multilingualism. The use of videos, audios by the instructor and inviting students to share make and share videos and audios of language use and exploring links between language, culture, experience and cognition were found to be helpful and interesting. The students appreciated organisation of materials on LMS. The sharing of assessment grid for written assessments was reported to be helpful for the students.

Issues/Concerns - For written assessment, expectations from the write up need to be more clearly shared across assessments (it happened for the first written assessment, but the last assessment which was to be an end term submission, the same were not clear to the students). They felt more time was required for the last unit and last assessment. A few students also shared that this elective should be offered in the third semester as it would have helped shaped some of their research questions for the MA dissertation as the process of linguistic survey did help them think of some research questions that they may have wanted to pursue in dissertation.

Suggestions: Inclusion of more time for presentation of students materials on language use, where students also share the reasons for the selections. There were also suggestions regarding which readings were found more useful and which were challenging.

XX. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The suggestions regarding which readings were useful and which were challenging are useful to organise the selection of readings and will be kept in mind while sharing the same in the next semester. The articulation of the need to clearly communicate expectations from long written assignments is also helpful and will be taken care of. The concern regarding there not being sufficient time for the third unit and the assignment, though important requires more cooperation from the end of students, since sometimes it is the request for extension on earlier assignments that also reduces time left for the third assignment. Also late registration to the elective course by the students also delays the start of the course, leaving less time for the last unit. The suggestion regarding when the elective should be offered has implications for the programme structure and needs to be discussed with the larger faculty group and in keeping the relation of this course to other courses, while making any decision on it.

## **Minutes of meeting on Student Feedback**

### **MA Education ECCE**

**May 10<sup>th</sup>, 2019**

Participants: Manansi Thapliyal, Monimalika Day, Nivedita Sarkar, and Sunita Singh

The course instructors of the MA Education 2<sup>nd</sup> semester met and discussed the feedback of students in their respective course.

Overall the 2<sup>nd</sup> semester students demonstrated interest in the course content and approached instructors with request for feedback on various occasions.

#### **Classroom Interactions**

- Students appreciated the opportunity to engage in group discussions in various courses.
- Videos and documentaries used in various courses were helpful for students.
- Students found it helpful when difficult concepts were explained through real life examples.
- Students valued the individual feedback and discussions conducted by some of the faculty members.

#### **Assignments**

- The feedback given by instructors and the opportunity to resubmit some assignments was appreciated by various students.
- Some students noted overlaps across courses; For example, how to do literature review was taught in the IER course and then in their DECC course; they felt it was repetitive
- It is necessary to explain the purpose of the assignments and how it relates to outcomes of the courses in the second year e.g. literature review and dissertation.
- Instructors can explore the possibility of incorporating self assessment and peer assessment in their respective courses, to help students develop their ability to critique written assignments and understand the criteria for assessments.

#### **Readings**

- In most classes, students struggled with the readings especially readings focusing on philosophy or epistemology of research and synthesis of research studies. Focused and guided discussions in class on the assigned text can be helpful;

Course packets may be given to students or made available on Moodle/Google Classroom in the first two weeks of the course

## **Minutes of the Meeting of MA Education Program Faculty**

School of Education Studies

Ambedkar University Delhi

This meeting was held on **15 May 2019**, Tuesday, to discuss the student feedback received by faculty for the courses they taught in the MA Education program during Winter Semester 2019.

Faculty members who attended the meeting were as follows:

- Anandini Dar (MA Education, Program Coordinator)
- Manasi Thapliyal Navani
- Prabhat Rai
- Shivani Nag

The following faculty members teaching MA Education courses could not attend and will be submitting their Student Feedback Report by 18 May 2019:

Gunjan Sharma

Manish Jain

Nivedita Sarkar

Rajshree Chanchal

Vinod R.

The discussion points from the meeting have been documented as follows:

1. All courses of MA Education received feedback from students, except for workshop course (such as, Self-Development Workshop). The current format does not capture the transaction process of the workshop course and it was decided the faculty will work on a more suitable form for workshop based courses.
2. A suggestion was also made to revise the feedback format currently being used by the School of Education Studies. Faculty noted that there was some variation in the format used across two courses this semester. It was also noted that there were two different mediums through which feedback were secured (three courses on Google Forms online and others in paper format). It was decided that next semester there will be an effort to maintain uniformity across all taught courses in the format of student feedback as well as the medium through which we secure the results.
3. It was then decided that we will all collect feedback online (via Google Forms), and after final grades have been submitted. This ensures further anonymity and allows students more time to fill the form.

4. All faculty agreed that at the end of the semester, we must meet to discuss our reflections on our course feedback.
5. During discussion of the results from the student feedback forms, it was noted that in one or two of the course feedbacks (courses: Introduction to Education Thinkers and Introduction to Educational Research) students reported and appreciated the support provided on reading and writing skills, which helped them in assignments in other courses in the program.
6. Some students have appreciated the relation between courses and the pedagogical model being followed in the program.
7. Regarding some electives like Multi-lingual Education In the Indian Context (MLE), the students shared that an early introduction to some of the courses may help in identifying more areas of interest for their dissertation.
8. It was decided that the program faculty needs to meet in Monsoon 2019 to discuss the overlap across courses such as Introduction to Educational Research (IER) and Introductory Statistics in Education (ISE). There was a concern, emerging from the feedbacks that, the credit load and time invested in the course by students was not appropriately calculated/ transacted for Workshop courses (such as ISE) and a larger programmatic evaluation needs to be thought through to accommodate the concerns.
9. The meeting was concluded with the decision that all faculty members will submit their individual course student feedback report forms to the Program Coordinator, no later than 17 May.

**Ambedkar University Delhi**  
**School of Global Affairs**  
**Faculty Report on Student Feedback**

Name of the Programme: This is an SGA elective open to all students irrespective of programme.

Name of the Course: Historio-graphic Novels

Course Code: SGA1EL101

Semester (Monsoon/Winter) and Year: 2<sup>nd</sup> Semester, 1<sup>st</sup> Year

Course Coordinator: Anil Persaud

Number of students on the course: 24

No of feedback received: 23

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions):

The response was overwhelmingly positive to this course. From their feedback, I can say that using graphic novels achieved the goals I set for this course, which was to get students interested in reading and empathizing with what they read. There was positive responses to both the class lectures and the drawing workshop sessions. The out of class activities were specifically commented upon as increasing awareness about the genre of graphic writing and also exposed them to the city in ways they had not known of before.

In addition to the graphic novels, students also commented that they found helpful the supplementary readings provided and lectures based on those readings. Students requested more of these.

Students requested that film also be used in this course. I had considered it in the design of the course but did not get to use film because of various considerations, however I am happy to get this feedback from the students.

Students requested more drawing classes.

Students themselves commented that they should come better prepared to class.

I was very impressed with the thought and quality of the drawing work submitted by the students, it has served an unexpected purpose, i.e., I have gotted to know

our students, their lives and concerns, in a way that I do not think I would have otherwise.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale):

I consider the student feedback to be very positive for this course and I intend to incorporate as much of their suggestions as I can, several of which were anticipated in the course outline. However, this being the first offering of this course, I was particularly concerned with not overwhelming the students. However, from their feedback I am emboldened to push them further, with the use of film and scholarly materials. The integration, in my opinion, of the drawing sessions into the rest of the course could be improved upon, and I intend to work on that with the graphic artist who conducts that aspect of the course. I agree with the students that there should be more drawing sessions and will strive to increase their number. I would like to resist the request from students to 'lecture on the novels' before they read them, in my opinion that would defeat the objective of this course which is to initiate students into reflective classroom discussion.



**Ambedkar University Delhi**  
**School of Global Affairs**  
**Faculty Report on Student Feedback**

Name of the Programme: This is an SGA elective open to all students irrespective of programme.

Name of the Course: Electoral Systems

Course Code: SGA1EL108

Semester (Monsoon/Winter) and Year: 2<sup>nd</sup> Semester, 1<sup>st</sup> Year

Course Coordinator: Anil Persaud and Ekta Singh

Number of students on the course: 36

No of feedback received: 35

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The course was overwhelmingly positively received. Students appreciated the reading materials (considered them very relevant to the topic and easy to comprehend), lectures, and the out of class activities. A very positive response was one student requesting more readings. Also encouraging was a specific mention of the usefulness of Google Classroom as a platform for sharing and organizing course materials.

Without making specific recommendations regarding alternatives or commenting on what they found lacking with the existing organization, some students felt that the course materials could have been organized differently.

Students also responded that some mechanism was necessary to ensure more student attendance and participation.

Students also commented that they would like to do more research on their own as a part of this course.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I intend to reflect on the way the course is organized taking into account the following concerns: 1) How to better organize the syllabus so as to connect with those students who made this suggestion. This being a first year course and the fact that this course is intended to engage first time voters, I consider this an ongoing challenge that will require frequent moderation.

Given the positive response to the out of class activities, I will endeavour to always ensure that these remain as a part of this course.

I also intend to expand my use of the Google Classroom and to find ways to make it a platform that students feel more comfortable with.

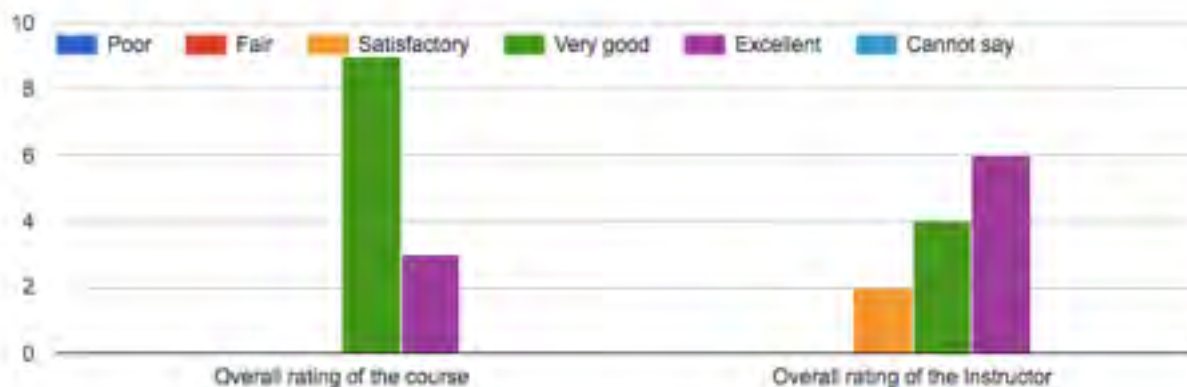
With regards to student attendance and participation: I hope the above help to address this problem, which is otherwise a University wide challenge.

I am encouraged that students have requested more readings and more opportunities to do research of their own. I will ensure that same is addressed in the future.

**Urban Development and Environment  
Monsoon 2017  
Course Feedback Report  
Course Coordinator and Instructor: Dr Rohit Negi**

Total number of students enrolled: 19  
Total responses received: 12

### Overall rating



### Quantitative Feedback

The course was appreciated by most of the students. In terms of contribution to skill/knowledge, 8/12 believed it to be very good, and 4/12 considered the course excellent. Similarly, the instructor and course content feedback was uniformly good. The one exception to this was the question on course workload, which only 3/12 felt was appropriate.

### Qualitative Feedback

Students felt that most modules were interesting and there was clear connection between the different units. For many, that the course was an introduction to a new field of study was appreciated. Films and field visit (Mehrauli) were also listed as useful.

Some students believed that the field visit packed in too much in a short time. Two students wanted refreshments to be provided during/after the fieldtrip. Several felt overburdened with course assessments. This anxiety was later expressed in terms of suggested improvements, where five students suggested a reduction in student workload by reducing the number of written responses and increasing each paper's weightage. Two students wished to do away with the final exam.

### Coordinator Response

1. The course material was uniformly appreciated and would continue in the next iteration barring some minor changes based on the interests of the next cohort.
2. Would plan out the field visit differently and leave out a few places so the walk is less taxing on students.
3. In terms of the final exam, the format is not about 'remembering and putting down on paper', but about synthesizing different kinds of material to answer some analytical questions. It asks students to critically consider the concepts and arguments discussed during the semester and articulate their response. The questions are therefore thought of as provocations rather than demanding exact answers. I hold the skill to consider things in totality and critically assess the

material as important to graduate education, and therefore, the terminal exam, valuable. Moreover, since the examination is 35% of the total weightage, students who do not do well in this format have the chance to make up grades elsewhere.

4. As for assessments, the logic of bi-weekly responses is that they are often the only way to ensure students are keeping up with the material, and engaging with it outside the classroom. In terms of number, they were the same as previous versions of the course. It seems to me that more subjective conditions in Monsoon 2017 had a role to play in why this was considered an exceptionally high workload this time (several breaks in class due to holidays, one out-of-station field visit and GIAN; and many students having signed up for too many courses). Still, I will still reduce the number of assessments in the next iteration since it has perhaps prevented several students from getting the most out of the course.
5. In general, this MA cohort is highly uneven in terms of student interest and engagement. There are a few who see the programme as valuable and engage with classes and activities, but others would rather be elsewhere and this shows in patchy participation and a general lack of interest. It is very difficult to take the class along through the semester.

School of Human Ecology (AUD)  
Winter 2015: Faculty Meeting Minutes

Meeting No. 9

Date: 13 May 2015

A meeting of the faculty members of the School of Human Ecology (SHE) was held at 2 pm, and was attended by Drs Asmita Kabra, Hemlata Oinam, Dr Rohit Negi, Pulak Das, Suresh Babu and Praveen Singh.

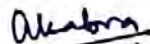
Agenda

- 1. Dissertation grading and TurnItIn software
- 2. Course feedback
- 3. Dissertation workshop course in Monsoon 2015
- 4. Any other matters

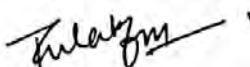
Discussion

- 1. The minutes of the previous meeting were read and confirmed.
- 2. The results of running an anti-plagiarism check on dissertations through the recently acquired software TurnItIn were discussed. It was agreed that for the moment, the faculty will use the software only as an indicator and to familiarise students about plagiarism. It was decided not to formulate any specific rules regarding penalty for plagiarism till the software has been tried extensively in the School for at least a semester.
- 3. Course feedback was discussed for almost all courses, and the faculty who had not conducted feedback till date agreed to finalize it and share the results with colleagues soon.
- 4. For the non-credited Dissertation Workshop course, it was agreed that in addition to following the previous pattern of conducting the course, a 2-day workshop will be held at the end of the Monsoon 2015 semester to help students in finalizing their topics.

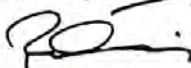
Dr Asmita Kabra



Dr Pulak Das



Dr Rohit Negi



Dr Oinam Hemlata Devi

Dr Suresh Babu



Dr Praveen Singh



Minutes prepared by Asmita Kabra

**School of Human Ecology, Ambedkar University Delhi**  
**Winter Semester 2019: Faculty Meeting Minutes**

Date: 6<sup>th</sup> June 2019

A meeting of the faculty members of the School of Human Ecology (SHE) was held at 3 PM.

**Agenda:**

1. Discussion on Student Evaluations and Faculty Report on Student Feedback

**Faculty Members present**

Prof. Asmita Kabra, Dr. Suresh Babu, Dr. Oinam Hemlata Devi, Dr. Pulak Das, Dr. Budhaditya Das, and Dr. Monica Kaushik (Visiting Faculty)

**Reporting:**

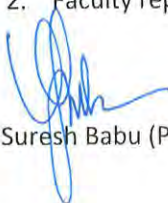
- i. Evaluation forms for courses offered in the Winter Semester 2019 were shared with students by each course coordinator after the course completion and freezing of grades.
- ii. Completed feedback forms were received for the following courses. Each course coordinator prepared a faculty report on student feedback, which was shared and discussed at the meeting.

Course	Course Code	Total Students	Feedback received
Research Methodology II	SHE2ED202	35	22
Social and Political Ecology	SHE2ED104	35	27
Environmental Law, Policies and Governance	SHE2ED105	33	26
Environmental and Ecological Economics	SHE2ED106	41	16
Applied Population Ecology	SHE2ED304	7	6
Displacement, Resettlement and Rehabilitation	SHE2ED309	22	12
Geographic Information Systems II	SHE2ED317	08	05
Ecological Restoration in Practice	SHE2ED310	18	5
Dissertation	SHE2ED204	21	17

- iii. It was noted that most of the overall rating of most courses and all instructors was either 'very good' or 'excellent'. Students found the courses to have satisfactorily enhanced their skills and knowledge and most students found the learning objectives to be clear, and found the materials to be stimulating.
- iv. Common concerns regarding some of the courses were related to promptness of feedback and grading on assessments.
- v. Some of the issues flagged by students are directly related to unfilled faculty positions that can be addressed effectively by timely recruitment of faculty.

**Decisions:**

1. Faculty will try to be more prompt regarding feedback and grading of concurrent assessments.
2. Faculty report on student feedback will be shared with students for all courses.

  
Dr. Suresh Babu (Programme Coordinator)

  
Prof. Asmita Kabra (Dean)

Dean, SHE  
School of Human Ecology  
AMBEDKAR UNIVERSITY, DELHI  
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**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Environment & Development

Name of the Course: Social and Political Ecology

Course Code: SHE2ED104

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Oinam Hemlata (with Asmita Kabra)

Number of students on the course: 35

No of feedback received: 27

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

### **Positives**

Students found the course content stimulating and interesting. They also felt it exposed them to interesting new materials and perspectives.

### **Issues and Concerns**

Several students felt that there was overemphasis on some sections while other topics could not be touched upon adequately. Students emphasised the need to devise a mechanism to improve delivery of the first module of the course.

Many students found that the course was not organized and planned properly. It was also pointed out that for one section of the course, grading was not prompt.

Some students pointed out that in order to cater to the 'lowest common denominator', the instructors reduced the level of complexity of the course and the assigned readings.

### **Suggestions**

Students suggested that the course should be made more interactive, more case study material should be brought in, and more activity-based assessments should be incorporated. They suggested that before the teaching of specific modules is initiated, overall theoretical perspectives and frameworks should be introduced so that the material can be understood in the correct context. Students felt that a specialist teacher should be brought in for the course

*Oinam Hemlata*

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Response**

The instructors would like to thank the students for their detailed and candid feedback. This was the first iteration of the course by the new course team, and we feel that a lot of the suggestions will be easy to take into account in the next iteration.

The course aimed to introduce students to a more political, historical and non-mechanistic way of approaching linked socio-ecological problems and concerns. In doing so, the instructors relied on core theoretical readings, which were then illustrated using case studies from the fields of biodiversity conservation, land management, agrarian studies etc. Case studies from other fields mentioned in the reading list were not used by the instructors. However, we do believe that the core theoretical ideas of the course (discourse analysis, critical thinking, theories of state, theories of power, resistance and other local responses, cultural ecology and its critiques etc.) were covered almost in entirety. The introduction to science-technology studies was left out due to paucity of time and unevenness in the level of understanding of the students in the class.

**Actions**

The instructors will ensure that grades and feedback on assessments is provided promptly. In the next iteration, the instructors will also ensure that the structure and key learning objectives are made clear at the very beginning and that coherence and connectivity between modules is brought out more explicitly.

Oinam Hemlata

  
Asmita Kabra



**Ambedkar University Delhi**  
**School of Human Ecology**  
**Faculty Report on Student Feedback**

Name of the Programme: MA in Environment and Development

Name of the Course: Environmental Law, Policy and Governance

Course Code: SHE2ED105

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Budhaditya Das

Number of students on the course: 33

No of feedback received: 26

1. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

**Positive:**

The course was rated 'Very Good' by a majority of students (61.5%) and the instructor was rated 'Very Good' (38.4%) or 'Excellent' (38.4%) by a majority of the students. The lowest rating received for the course was 'Fair' (7.6%) and the lowest rating received for the instructor was 'Satisfactory' (23%). Nine students (34.6%) found the contribution of the course to their skill/ knowledge to be 'Very Good', four (15.4%) found it to be excellent and eleven (42.3%) found it to be 'Fair'. Students found different aspects of the course useful. For example, some of the aspects that were considered valuable were:

- (a) Linking laws with theories of state, justice power and property
- (b) Learning to read and analyse laws and judgments
- (c) Undertaking an independent legal research as a summative assessment
- (d) Functioning of the state-system and government
- (e) Critically thinking about laws and justice, and the inter-relatedness of laws

**Issues and concerns:**

Only one student (3.8%) disagreed with the assertions that the instructor stimulated student interest and treated students with fairness and dignity. Two students (7.69%) disagreed with the assertion that instructor effectively used time during class periods. Significant numbers of students had concerns related to grading and the scheduling of assessments.

- (a) Seven students (26.9%) strongly disagreed or disagreed with the assertion that grading was prompt and fair.
- (b) Twelve students (46.1%) strongly disagreed or disagreed with the assertion that course workload was appropriate. One student reiterated this point in her qualitative comments.



- (c) In their qualitative comments, four students mentioned that they found the assessment schedule hectic and unevenly distributed in the semester.

Two students commented that the instructor spent too much lecture time on theoretical concepts, many of which the said students were already familiar with from their undergraduate training. Two students remarked that they found some of the lectures to be too simplified and not challenging enough.

### Suggestions:


The suggestions of students (18 qualitative responses in total) vis-à-vis the improvement of the course were significantly related to assessments and grading. One student suggested that the course content needed to be reduced, while another student wanted more cases (judgments) and content to analyse. One student also wanted more in-class activities related to laws for better learning outcomes.

- (a) Seven students (26.9%) suggested that the assessments needed to be more evenly distributed in the semester.
- (b) Three students (11.5%) suggested that the promptness of grading and feedback on assessments needed to be improved.

### II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The major issue, concern and suggestions for the instructor were related to course workload, assessments and grading. In this regard, the instructor/ coordinator proposes to:

- (a) Remove certain theories and concepts from the course transaction that are not essential and elementary to the course design. This will reduce the course workload.
- (b) Distribute the assessments more evenly in the next iteration of the course. In particular, the weightage (30%) of the end-semester exam may be reduced and shifted to other kinds of mid-semester assessments, including in-class activities.
- (c) Continue with the independent case study pertaining to legal research as the summative assessment for the course (40%).
- (d) Improve upon the punctuality of grading and feedback.
- (e) Since this core course is part of an interdisciplinary programme, it is to be expected that some students will be more familiar with key social science concepts while others will be exposed to them for the first time. Hence, the instructor needs to spend adequate time on core concepts (such as state, property and justice) during classroom lectures in order to ensure that all students are able to achieve the required minimum levels of competence and comprehension. However, students who are already familiar with the core concepts will be guided towards additional reading material and an advanced level of discussion in the tutorial sessions.



6<sup>th</sup> June, 2019

DR. BUDHADITYA DAS  
ASSISTANT PROFESSOR  
SCHOOL OF HUMAN ECOLOGY



**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Environment and Development

Name of the Course: Environmental and Ecological Economics

Course Code: SHE2ED106

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Dr. Suresh Babu

Number of students on the course: 40

No of feedback received: 16

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Overall, more than 93% of the students (15/16) expressed satisfaction on the contribution of the course to student learning. Majority of the students, over 75% expressed satisfaction of the instructor skills and responsiveness. Over 87% of the students found the course content satisfactory with clear learning objectives, appropriate workload. Over 90% students were satisfied on the contribution of the course to independent study and critical thinking. Several students have appreciated familiarization of R software platform as a strong value addition in the course, since most of the modeling exercises were practiced in R. Nearly all the students have expressed satisfaction in rating the course and instructors. Some students (2-5 respondents) have suggested that the feedback received on assessments was not adequate and that the connections between sections of the course needs to be clarified.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The course ratings in terms of content and delivery in the feedback has been mostly satisfactory or above. The concerns mentioned by the students on adequate feedback in grading has been noted and the course team would strive to improve this. It was noted that the attendance this year showed wide fluctuations indicating, a proportion of the class being highly irregular. This could affect the learners ability to follow topics and they may have missed on important classes that explicitly make links between sections. As such both suggestions are noted and an attempt would made to further improvements in the transaction of the course.

  
(Course Coordinator)

**Ambedkar University Delhi**  
**School of Human Ecology**  
**Faculty Report on Student Feedback**

Name of the Programme: Environment and Development

Name of the Course: Research Methodology II

Course Code: SHE2ED202

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator and team: Dr Oinam Hemlata and Dr Suresh Balu

Number of students on the course: 45

No of feedback received: 22

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

**Positive:** Over 90% of the students found the course to have satisfactorily enhanced their skills and knowledge, with 50% students rating their learning as very good to excellent. Instructors were found to be well prepared. Most of the students (over 60%) found the learning objectives to be clear, and found the materials to be stimulating.

**Concerns:** Majority felt that grading and feedback was not prompt.

Assessments of qualitative section were done in a repetitive way where, date of presentation assessment was not clearly made without any feedback.

**Suggestions:** Each module of the course should be described in the course structure. More feedback is expected on assessments and progression. More Tutorials for individual topics of interest are required.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

Thank you for your feedback. We will definitely address the issue of grading and feedback in the next iteration. During this semester, some of the assessments in qualitative methods were asked to be revised after providing relevant feedbacks, so that students can improve their understanding and application of the methods under study. Some of the students who missed out classroom discussions and decisions might have felt the confusion/discontinuity. Presentation assessment was asked to repeat after giving a fair amount of feedback and classroom discussion. It was necessary to repeat the presentation session as it covers majority of the aspects discussed in the qualitative section and thus the assessment schedule couldn't maintained in the given timeline of the said section.

Action items have been identified and all the suggestions will be taken care of for the next iteration of this course.

Oinam Hemlata Devi  
6/6/19





**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Environment and Development

Name of the Course: Dissertation

Course Code: SHE2ED204

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Suresh Babu (Course Team: Dr. Asmita Kabra, Dr. Hemlata Oinam, Dr. Pulak Das, Dr. Budhaditya Das and Dr. Monica Kaushik)

Number of students on the course:21

No of feedback received: 17

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Out of the responses received, 70% of the students were able to find the topic of their choice, the rest were moderately satisfied with their topic. About 94% students found the effort put forth by the supervisor in mentoring and guiding to be 'Satisfactory' or above, of which nearly 47% reported 'Excellent' effort from the supervisors. In terms of the contribution of the dissertation to understanding research methods and processes, above 94% found it satisfactory or above. Similar responses were received on the amount of feedback received from faculty on the work of the students. The students found the Pre-Viva process useful and mostly found the comments received from faculty to have helped them improve their final reports. Several students felt that they needed more time in order to do justice to their research topic; some suggestions were made to schedule Dissertation Workshops earlier in the 3<sup>rd</sup> Semester. Some students felt that allocation of supervisor should be based on the interest of the student and not based availability of supervisor based on constraints. Two respondents raised strong concerns of complete non-engagement by supervisor in guiding and mentoring.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The course team felt that despite being severely understaffed, we have received an overwhelmingly positive response from the students, and this reflects the strong emphasis placed by the faculty on MA Dissertation.

Some of the issues flagged by the students are directly related to unfilled faculty positions, that can be addressed effectively by timely recruitment of faculty to fill up the vacancies at the School. This includes issues such as availability of supervisors and timely scheduling of dissertation workshops. The issue of lack of engagement by supervisor was taken up at a



faculty meeting. The circumstances under which these instances were reported, were discussed with concerned faculty. It was resolved that the faculty and the students need to maintain a steady feedback and communication line to prevent such instances in future. Regularity of meetings with students, consistent guidance by way of guided reading, developing a study design, suggestions towards repositories and resources, regular feedback on data analysis and write-up were found to be central to the successful completion of the students meeting their learning objectives from the dissertation.

A handwritten signature in blue ink, consisting of several loops and a long horizontal stroke extending to the right.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: Ma Environment and Development

Name of the Course: Ecological Restoration in Practice

Course Code: SHE 2ED 310

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Dr. Suresh Babu

Number of students on the course: 18

No of feedback received:5

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

All the respondents (100%) rated the course as very good or above, in terms of contribution to learning and contribution to skills and knowledge. All the students rated skill and responsiveness of the instructor from agree to strongly agree. The course content was rated at agree to strongly agree in terms of learning objectives, workload, encouragement for independent study and critical thinking. The field trip associated with the course was appreciated and most students agree on the value of activities for meeting the learning objectives of the course. The students responses in the open ended section on the usefulness of the course strongly appreciated the course, particularly the field projects. One suggestion was received to include more local field trips if possible and another suggestion was received invite more practitioners to the university for interactive sessions.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The overall response for the course has been strongly positive. The suggestion to include smaller local field trips has been noted, although it may be difficult to accommodate this as this is a 4<sup>th</sup> Semester Course, and we aim to wrap up 2 Cr courses by end of February. The suggestion to invite practitioners associated with the field for interactive sessions is noted, and we would like to include this as a part of our Seminar series.

  
(Course Coordinator)



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Feedback**

Name of the Programme: MA Environment & Development

Name of the Course: Applied Population Ecology

Course Code: SHE2ED304

Semester (winter) and year: Winter 2019

Course Coordinator: Monica Kaushik

Number of the students: 7

Number of the feedback received: 6

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)?

**Positive**

Students found the course content stimulating and interesting, and the course was rated very good and excellent by all. 66% of the student felt that the course exposed them to the new material and perspective. Students were very happy to learn new software that they felt were useful and would help them in future research engagement. Students also appreciated learning tools such as species distribution models, distance sampling and Population Viability Analysis.

**Issues and concern**

No major issues and concerns were raised.

**Suggestion**

All students requested for increasing the numbers of hours allocated to course to practice the statistical tools and software taught to them in class.

**Response**

The instructor would like to thank the students for their detailed comments for improvement of the course. The scheduling of the course can be made earlier from the next iteration.

*Monica*

**Monica Kaushik**



**Ambedkar University Delhi**  
**School of Human Ecology**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Environment & Development  
Name of the Course: Displacement, Resettlement & Rehabilitation  
Course Code: SHE2ED309  
Semester (Monsoon/Winter) and Year: Winter 2019  
Course Coordinator: Asmita Kabra  
Number of students on the course: 22  
No of feedback received: 12

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

**Positives**

Students found the course content stimulating and interesting, and most of them (except one) felt that the teaching was very good or excellent. They also felt it exposed them to interesting new materials and perspectives. In-class discussions as a pedagogic tool were appreciated by many students.

**Issues and Concerns**

No major issues or concerns were raised.

**Suggestions**

Students suggested that the course should include a field visit, and that more one-on-one discussions with the course faculty will help students to improve their performance.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Response**

The instructors would like to thank the students for their detailed and very appreciative feedback. While in the past, the course has sometimes included a field visit, this was not possible in the current iteration due to constraints of time on my part.

**Actions**

The instructors will try to include even more time for in-class and one-to-one discussion in the future, and will try to ensure that a field visit, even if a short one, can be included in the next iteration of the course.

  
Asmita Kabra

**Ambedkar University Delhi**

**Name of the School: Human Ecology**

**Faculty Report on Student Feedback**

Name of the Programme: MA in Environment and Development  
Name of the Course: GIS II  
Course Code: SHE2ED316/317  
Semester (Monsoon/Winter) and Year: Winter & 2019  
Course Coordinator: Dr. Pulak Das  
Number of students on the course: Eight  
No of feedback received: Five

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Most of the respondents feel that course contribution to learning was either very good or satisfactory. Overall rating for the course was very good or excellent for most of the students. Most of the students rated instructor as very good, some responded as fair. 80% of students think that exposure to new materials and perspectives are very good to excellent. 80% respondents feel that course content was organised and well planned. Similar percentage also feels that course work load was appropriate, study material was distributed on time, and study material was interesting and stimulating.

One student mentioned that the in-class assessments were too many as instructor was taking assessment for each and every class and were given 50% of grade value.

Major suggestion is that notes for the steps to be performed should also be given as was given in GIS 1;

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In class assessments will not be changed for at least two more iterations. Anyhow, whether these practicals are graded or not, these will remain inseparable part of the course. Grading ensures that everyone in the class take part in these exercises. One of the respondent also felt that "In-class assessments were very helpful in taking off the work-load".

Another suggestion that notes for steps should be provided will be taken care of.

  
Dr. Pulak Das  
6/2/19



# MEMOIRS



AUD  
SCHOOL OF  
HUMAN  
ECOLOGY  
MAED 2015-17

PERSONAL ACCOUNTS  
EXPERIENCES  
RETROSPECTION

# Content

Note from the Editor	1
Personal Account	
Experiences	2-23
Retrospection	

# Note from the Editor

*Our class of MA Environment and Development (MAED) 2015-17 consisted of pupils from various backgrounds of humanities and science. The unknown territory of MAED enforced us to explore the field from all known dimensions. The interdisciplinary nature of the course demanded grasping concepts from varied subjects offered which posed a great challenge for all of us.*

*MAED is a course not about recognizing, fixing and managing environmental problems. But helps in acquiring the skill to critique the existing environmental issues with an insight of finding ways through which interventions can be made. This skill enables students to acquire a multi faceted understanding of the environmental concerns. It encourages and empowers students to question and arrive at a conclusion only after critically analysing and testifying the hypothesis in question. The intertwined relationship between the humans and nature lies at the heart of the course. The various core and the elective subjects are all linked in a nuanced way which a student will be able to decipher after completing a year studying in the course.*

*The continuous assessments and field work in unknown terrains posed a challenging environment that demanded a lot of hard work. The mentoring from the faculty, anecdotes from seniors and help from fellow classmates kept us afloat and alive. By chronicling our experiences, personal accounts and retrospection, we hope to portray the journey that the future entrants in MAED would be undertaking.*



# Kh Reinai Deborah

2



*Studying at Ambedkar University was a wonderful experience for me. The university is quite unique in many ways and I liked it a lot. The environment is very student friendly but one needs to work very hard. Thank you, Ambedkar for moulding me in these two years to become what I am today. And not forgetting my lovely friends, classmates and Professors who helped me stay alive during my stay in Ambedkar.*





# Akashdeep Roy

*This is a fine degree course where you'll get to learn a lot, especially while working in the field. The only office staff, Mr Raj Kumar will be the most cooperative person throughout the course of the study. Every credit and every assessment count, hence try to keep your performance steady. Also, a few courses from other schools might be interesting and could help in the internship and dissertation. Never study for grades. Choose your electives wisely and don't stress out.*

*Goodluck !!!*

# Ratika Kathuria



*Last two years at SHE have been nothing short of a roller coaster ride. I took the decision to join AUD, in haste, just to avoid a gap year and surprisingly it turned out to be a really beautiful experience. Due to my specialization in zoology at the undergraduate level, I struggled with few subjects namely Environmental History, Social and Political Ecology and Urban Development and Environment.*



*I was apprehensive about the prospects of the course and where it would take me professionally with uncertainty around the placements. Nevertheless, by the time the III semester ended, I realised that I had made the right decision.*

*The course (a combination of literature and field experience) did not provide in-depth knowledge about any subject but added layers to my perspective. So now I can choose from the plethora of options I have and start my career in the field that interests me the most.*

*This course is for you if you love learning and travelling and find nature and society intriguing. Kickstart your journey with a bit of interest and a strong self-belief; do not fear to voice your opinion; always aim to out-compete yourself and don't get bogged down by the work load, poor grades or criticism, you'll end up loving the course and yearning for more.*



## Margaret Daimai

*From the stresses of meeting deadline to reading tons of papers (trying so hard to understand even if I really didn't), from having a second thought whether I had chosen the right programme in mid-course to memorable hands-on experiences at various field visits; and of course, friends I have made over the course of time - two academic years of MAED in SHE had given me an opportunity to experience a glimpse of life in a short amount of time.*



*Our school has imparted beyond academic knowledge; it has taught other aspects of life through field works to understand the ground reality which makes this programme worthwhile. I have learned to appreciate nature around me, to be more responsible and have made me think differently than I used to. Well, none of these would have happened without our dedicated faculties who are equipped and smart, each with a different sense of humour.*



# Shreya Korgaonkar

*Pursuing M.A in Environment and Development at SHE has helped me to go beyond fetching marks. The structure of subject panel was such that I could touch upon a wide variety of content. Right from historical background of human life to the social, political and cultural trends of environment and its development had been traced within two years of this programme. The faculty focuses more on improving the public speaking and writing skills of students.*





*Students are also motivated to keep pace with new software and technologies related to academics.*

*Working under pressure, due to various types of assessments such as assignment writing, tests, presentation, field work and workshops held for students, has taught me to stay punctual regarding the deadlines and cope up with any kind of difficulty level in academics. The liberty given to all the students for choosing the topic and study area for the dissertation is something I would appreciate more than anything else. Few senior researchers whom I met at my study area appreciated and admired the level of knowledge I had related to any matter, which I had acquired because of the guidance and teaching that had been given to all the students in the class.*

*Studying in an unbiased and friendly atmosphere is something I found really helpful for me to enhance my way of thinking through listening or reading, analysing, and critically putting forward my view points. This is the best place where a student can think and work freely and can bring out the best in themselves.*





## Mansi Gupta

*My experience in the MAED programme, at Ambedkar University, was full of challenges yet it also helped me grow a lot. It is a very peculiar programme which broadened my horizons and the way I think about the world.*



*There were also a lot of unexpected elements such as strict deadlines, heavy readings and huge syllabus. This was the scary and challenging part of the MAED, but at the same time, these things taught me to work under pressure. I have never been an avid reader and writer. This programme helped me in improving both the skills. The field visits always added an interesting flavour to the learning experience. For me the cherry on the cake was the helpful faculty members who were always available to help me out.*

# Rajoli Ghosh

*M.A. in Environment and Development was one of my best decisions so far. The past two years have been the most fruitful, this course has helped me mold into a proactive, disciplined and a more confident person.*

*Honestly the first semester of this course wasn't easy for me because of my science background and the educational pedagogy shift that I experienced.*





*It was also difficult to understand, what we were being taught in the first semester of this course and why, which finally and amusingly made sense by the end of the fourth semester.*

*However, for me, this course interested me a lot, by and large, because of the variety of subjects that were being taught. Also due to the fact that I was exposed to new learning methods which comprised of reading journals, watching documentary films, videos from Crash Course and various interactive sessions with proficient professors. With all this, the continuous assessment system was very stressful, not to forget to mention the dreadful “deadlines” which when not abided by could cost us grade cuts. Somehow, most of the time I managed to submit the assessments just at the nick of the hour.*

*One of the best parts of this course was the educational field trips we had. These trips helped us recognize the benefits of team spirit and enthusiasm, also different courses and their field trips gave us the different understanding of the environment, which I think is a major take away from such a course like this. Dissertation and Internship field work was the time period in my life where I got to introspect my thoughts and understand my strengths and weaknesses.*

*Over the last two years, I have developed a positive perspective towards life, I have learnt my true inner strength, the importance of time and that working on something passionately yields you the good result and inner peace. Of course, this course has helped me gain all of these and it has been a lifetime experience.*



## Dhritiman Bhuyan

*If I had to tell you that all my days at SHE were exciting and inspiring, it would be an utter lie. Most of the days were spent in questioning if I had taken the right decision. Even though the diversity of approaches was exhilarating, I wondered: Would I be able to find a job? Do I have the confidence to speak about my subject? Do I know anything?*



*These questions might make my classmates laugh in disbelief, for they have had struggles of their own. I hope I was able to help them to the best of my capacity. I certainly wish they would have helped me, too. However, some days made it worth it: a stimulating lecture that kept my mind running for days, a friendly gesture of warmth, and some much-needed laughter. One of the best things about the programme is that you could go to places you would not have gone otherwise and meet people you wouldn't expect to meet.*

*My internship in Ladakh on pastoralism was one such wonderful experience where I could integrate what I had studied in class with ground reality. My stay with three other classmates was a lot of fun. My dissertation made me realise the value of long-term field work, for I wish I could have stayed more with my warm-hearted hosts in Uttarakhand to be able to write better about them.*

*Caring professors and close friends in the department made it much easier. Without them, it would have been just another case of "turn on, tune in, drop out, and drop in again".*

*My best wishes!*

# Camellia Biswas



*The two year journey was a roller coaster ride. It was not easy to cope up at the beginning specially for someone like me who is from an arts background. But with time I got the hinge of how to work along with the subjects and its continuous assignments. At the end all that matters is what we have gained and I believe MAED has made me well versed to face the real world challenges.*





## Harsimran Kaur

*Studying the course like Environment and Development at AUD has broadened my perspective on the world and allowed me to engage with new and interesting ideas. I have taken away with me, a stable grounding and confidence in my academic abilities, alongside an appreciation for the subject.*

*My studies have enabled me to be more sensitive about ethical issues now. It was an amazing experience to gain knowledge under highly qualified faculty who have supported me at every step and encouraged me to complete my master's programme successfully.*



# Saloni Sharma

19



*My time at Ambedkar University has been one of the most fulfilling experiences of my life. The teachers at the School of Human Ecology, the people I met here and everything they taught me will always be a part of me. It was a time where I got to think freely and interact with people who came from different backgrounds than mine, and I completely respect those differences. I have met some amazing people*

*here who inspire me to do better things in the field of environmental studies and made some great friends. The two years went by in the blink of an eye but those memories, those days will live forever in my heart.*

*This course is a blend of social science and science, which makes it unique to experience. Offered subjects in the course provided a broader perception about various issues and gave an analytical perspective by which we were able to see beyond daily environmental news.*

*Environmental field is budding up and is going to require a huge mass of Environmentalists. It provides a bright future, and working for the environment would give an immense satisfaction.*

*Karuna*



# Shipra Maheshwari

21

*This two year MA program comprises of the practical application of the theory and will definitely impart a broader vision to the terminologies like "Environment and Development". Being a transdisciplinary course, it has both scientific as well as social scientific application and would provide you the ability to analyse the data from both the perspectives.*



*The course will provide you the freedom to choose only those papers/disciplines that appeal you the most. The course would also have an important role in enhancing the soft skills of a person, which includes, communication skills, vocabulary, confidence to present yourself to the public, better time management etc. Since there are numerous fields in "Environment and Development" where one can build his/her career, therefore each of the faculties would definitely be of an exceptional help in guiding through the decision making process at each step as well as career choices post this course.*





Abriti Moktan

*With hindsight I can state with conviction that choosing to study MAED has been a turning point in my life. There were only few people who supported me in taking up this course because I was following an unconventional path after having done my bachelors in Chemistry.*

*Initially I had little understanding about the journey that I was undertaking. Nevertheless in due course of time I managed to sustain myself and discovered the beauty of the course.*

*There were times when I was drowning and questioned myself about*

*the course. But fortunately, I was blessed to have a mentor who always provided me with a lifeboat at the crucial moments.*

*I was able to decipher the connections among the interdisciplinary contents of the course only after having studied for a year. The striking feature of the course was the field based learning processes. There were numerous field trips undertaken which were not just about practising and relating to the theories studied in class, but it embodied the dynamics of life that has definitely shaped me as an individual.*

*The experiences become more memorable and worthwhile because of the people who are associated with it. While studying at MAED I have come across some amazing people both from the university as well as my field study areas. Some of them have deeply influenced me and will always be a part of my life.*

*The skill of working under pressure and the confidence to take up any challenge is what I have acquired from the continuous assessments that we were subjected to. Through this course, I was exposed to some subjects that I had not even known about their existence. Thus the horizon of knowledge has expanded which has had a stimulating effect on the mind.*

*As I write this I do not know what kind of path am I going to traverse on after having completed this course. Nevertheless, I am contented with the decision that I took to embark on this journey because I have discovered my passion and I hope this will empower me to sail through the battlefield of life.*

# Minutes:

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Women and Gender Studies & Centre for Women and Development Studies Meeting 1:  
Winter, 2019

Place: Kashmere Gate

Date: 21-01-2019

Time: 2 PM

## Members Present

No	Members Present
1	Anita Ghai
2	Bindu K.C.
3	Bijoya Roy
4	Krishna Menon
5	Lovitoli Jimo
6	Mary E John
7	Neetha Narayana Pillai
8	Rachna Chaudhary
9	Seema Kazi

10	Vandana
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<b>N O</b>	<b>MINUTES</b>
1	<p><b>1. Thanks to Rachna Chaudhary</b></p> <p>Dr. Rachna Chaudhary has been taking up the responsibility of M Phil Ph.D coordinator from September, 2015. The team is grateful to her for her exemplary role. The difficult task of getting a system running smoothly is much appreciated. Dr. Bindu K.C, took over M Phil Ph.D coordinatorship from 7-1-2019.</p> <p><b>1. Beginning of Admission Process for 2019</b></p> <p>a. <b>Constitution of the Committee:</b> Prof. Krishna Menon (Dean, SHS), Dr. Bindu K.C. (Programme Coordinator) and Dr. Rachna Chaudhary (Member) will be part of the admissions committee, M Phil and PhD, WGS, 2019. CWDS members are Bijoya Roy and Seema Kazi.</p> <p>b. Number of seats for M Phil, WGS Women and Gender Studies and CWDS recommended to advertise for 10 M Phil seats (following AUD norms).</p> <p>c. Number of seats for Ph. D Women and Gender Studies and CWDS recommended to advertise for 10 Ph.D seats (following AUD norms) for 2019.</p> <p><b>2. Planning for the Next Semester</b></p> <p>a. <i>Guided Study for 2018 Admissions</i></p> <p>i. Prospective supervisors and student lists have been circulated. This course is for 2 credits.</p> <p>ii. <b>M Phil:</b> M Phil 2018 students have been given an orientation by the programme co-</p>



ordinator on possible electives.

iii. **Ph.D:** The Ph.D students of 2018 have been exempted from having to do any other course.

iv. Ph.D student Vandana (2018, Ph.D batch) is now in touch with Prof. Anita Ghai who is considering the possibility of being her Guided Study supervisor.

### 3. ICSSR fellowships

No: of successful candidates from 2018 Ph.D admissions @ Rs. 20,000/ per month = 5

No	Name
1	Chaitanya Khandelwal
2	Hemantika Singh
3	Jasleen Arora
4	Kunzang Angmo
5	Riya Singh

2

### Reporting of Routine Events

DAC of Ph.D WGS 2013 Batch are given below and presentation for the same were organized on 27<sup>th</sup> of November, 2018.

Name of Student	Supervisor	RAC 1	RAC 2
Nidhi Varma	Prof Mary John	Saugata Bhaduri	Anita Cherian

DAC of Ph.D WGS 2015 Batch are given below and presentation for the same were organized on 27<sup>th</sup> of November, 2018.

Sl.No	Enrollment Number	Student Name	Date of Registration	Supervisor	RAC Member 1	RAC Member 2
1	S155CWG02	Aanchal Dhull	22/01/2015	Neetha N	Rachana Johri	Maitreyee Chaudhuri
2	S155CWG03	Arpita Anand	22/01/2015	Mary John	Shubhra Nagalia	Maitrayee Chaudhuri

DAC of Ph.D WGS 2016 Batch are given below and presentation for the same were organized on 27<sup>th</sup> of November, 2018.

Sl.No	Enrollment Number	Student Name	Date of Registration	Supervisor	RAC Member 1	RAC Member 2
1	S165CWG04	Aastha Dang	13/01/2016	Rachna Chaudhary	Indu Agnihotri	Anshu Malhotra
2	S165CWG07	Anasuya Sreedhar	14/01/2016	Rachna Chaudhary	Bijoya Roy	Annindita Datta
3	S165CWG06	Dona Biswas	13/01/2016	Bindu KC	Dharitry Narzary	Papori Bora
4	S165CWG01	Himani Bajaj	13/01/2016	Rachana Johri	Bijoya Roy	Sadhana Arya
5	S165CWG02	Nancy Yadav	13/01/2016	Rukmini Sen	Sanjay Sharma	Anuja Agrawal
6	S165CWG03	Renu Singh	13/01/2016	Mary John	Bindu KC	Poonam Batra
7	S165CWG05	Sudeshna Sengupta	13/01/2016	Neetha	Sumangala Damodaran	Rajni Palriwala

DAC of Ph.D WGS 2017 Batch are given below and presentation for the same were organized on 28<sup>th</sup> of November, 2018.

The same batch also finished their synopsis presentations and submissions.

Sl.No	Enrollment Number	Student Name	Date of Registration	Supervisor	RAC Member 1	RAC Member 2
1	S175CWG01	Ashika Bhargav	07/12/2016	Renu Addlakha	Anita Ghai	Shubhangi Vaidya
2	S175CWG02	G.S. Mamatha Devi	07/12/2016	Neetha N	Krishna Menon	T.G. Suresh
3	S175CWG03	Sanjana	07/12/2016	Shubhra Nagalia	Mary John	Smita Patil
4	S175CWG04	Shailly	07/12/2016	Krishna Menon	Anandini Dar	Sanjay Srivastava
5	S175CWG05	T Khyochano Ovung	07/12/2016	Shubhra Nagalia	Mary John	Lovitoli Jimo

**Note: The following student was asked to resubmit synopsis incorporating suggestions by March 30th, 2019.**

Sl.No.	Enrollment Number	Student Name	Date of Registration	Supervisor	RAC Member 1	RAC Member 2
1	S175CWG06	Vikas Singh	07/12/2016	Anita Cherian	Bindu KC	Shikha Jhingan

RAC of MPhil WGS 2016 Batch are given below and presentation for the same were organized on 27<sup>th</sup> of November, 2018.

Sl.No	Enrollment Number	Name	Supervisor	RAC Member 1	RAC Member 2
1	S164CWG03	Garima	Mary John	Bindu KC	Navaneetha Mokkal

RAC of MPhil WGS 2017 Batch are given below and presentation for the same were organized on 28<sup>th</sup> of November, 2018.

The same batch also finished their synopsis presentations and submissions.

Sl.No	Enrollment Number	Name	Supervisor	RAC Member 1	RAC Member 2
1	S174CWG01	Aakanksha Dcruz	Krishna Menon (Professor, AUD)	Meenakshi Gopinath (Director, WISCOMP)	Rachna Chaudhary (Associate Professor, AUD)
2	S174CWG02	Avni Agarwal	Rachna Chaudhary (Associate Professor, AUD)	Shilpa Khatri Babbar (Professor, VIPS (GGSIPU))	Divya Chopra (Assistant Professor (AUD))
3	S174CWG03	Bhanu Priya Gupta	Rachana Johri (Professor, ADU)	Renu Addlakha (Professor, CWDS)	Rukmini Sen (Assistant Professor, AUD)
4	S174CWG04	Chitra Anand	Mary John (Professor, AUD)	Shivani Kapoor (Assistant Professor, Jindal)	Vandana (Assistant Professor, CWDS)
5	S174CWG05	Isha Yadav	Bindu KC (Assistant Professor, AUD)	Vebhuti Duggal (Assistant Professor, AUD)	Bindu Menon (Assistant Professor, LSR)
6	S174CWG06	Kanika Tyagi	N. Neetha (Professor, CWDS)	Deepita Chakraborty (Professor, AUD)	Rukmini Sen (Assistant Professor, AUD)
7	S174CWG07	Ridhi Anupriya Tirkey	Rachna Chaudhary (Associate Professor, AUD) & Lovitoli Jimo (Assistant Professor, AUD)	N. Neetha (Professor, CWDS)	Deepita Chakraborty (Professor, AUD)
8	S174CWG08	Shambhavi Sharma	Rukmini Sen (Assistant Professor, AUD)	Mrinal Satish (Professor, NLU, Delhi)	Niharika Banerjee (Associate Professor, AUD)
9	S174CWG09	Shrutika Lakshmi	Krishna Menon (Professor, AUD)	Sumangala Damodaran (Professor, AUD)	Rachana Johri (Professor, AUD)



**Course work Results Given for Publication in ERP**

**M Phil 2018 Admissions:** Out of 9 students all students successfully completed the course work for semester 1. (One student, Abhishek, though successful in RMEW had missed one of the assessments due to. WGS reviewed his request favourably for a second chance to attempt the assessment he missed and requested AES for extension . AES has given the date of 14-2-2019 to submit his revised grades.

**Ph.D 2018 Admissions:** Out of 9 students all students successfully completed the course work for semester 1.

From: **Vikas Deepak** <[vikasdeepak@aud.ac.in](mailto:vikasdeepak@aud.ac.in)>  
Date: Tue, 16 Apr, 2019, 15:14  
Subject: SFC Meeting Report  
To: <[deanshs@aud.ac.in](mailto:deanshs@aud.ac.in)>  
Cc: Rachana Johri <[rachana@aud.ac.in](mailto:rachana@aud.ac.in)>

Prof. Krishna Menon,  
The Dean,  
School of Human Studies,  
Ambedkar University Delhi

Prof. Rachana Johri  
The Programme Coordinator  
PhD Psychology 2017

Dear Ma'am

The SFC meeting was held on April 11, 2019. All candidates (8 in number) participated. The following points summarise the proceedings:

- the candidates do not have any specific issue to report
- it was felt that the workshop with Prof. Jayanti Basu was helpful.
- there is a suggestion to organise similar workshops regularly - at least one each semester
- there is a suggestion from one candidate that it would be helpful if we are a part of an ongoing seminar or lecture series in SHS/AUD as this would facilitate thinking and participation in each other's work.
- there's a suggestion by one candidate for a workshop dedicated to qualitative research methods.

With thanks and regards,  
Vikas Deepak  
SFC

**Vikas Deepak**

Fri, Sep 20,  
11:56 AM (8  
days ago)

to me, DEAN

Prof. Rachana Johri  
The Programme Coordinator  
PhD Psychology 2017

Dear Ma'am

The SFC meeting was held on September 17, 2019. All candidates (8 in number) participated. The following points summarise the proceedings:

- the candidates do not have any specific issue to report
- two candidates have expressed that it would be very helpful if a series of seminars or workshops can be organised related to ---- research methods and their application, psychoanalytic research methods, ontological and epistemological questions, subjective and objective in qualitative research.

With regards,  
Vikas Deepak  
SFC

Copy to: Dean, SHS

## Centre for Development Practice (CDP), Ambedkar University Delhi Report: October 2018 – March 2019

### *Project Synopsis (In a short paragraph)*

The CDP is expected to fulfill the aims of bridging the divide between theory and practice, natural and social science, self-perspective and group perspective, individual research and collaborative research. This is also a movement towards a repositioning of the social sciences in terms of its direct conversation with the society as well as a move towards ‘problem solving’ modes of research and knowledge production that is tuned to the needs of the contemporary social. The first grant from SD’IT focused on the development of an MPhil in Development Practice conducted by AUD, in collaboration with the development sector agent, PRADAN. The MPhil was a first step in the journey **to institutionalize, in a university setting, the professionalization of rural development practice.**

The second phase, the current phase, is critically required in order to create an ecosystem to sustain the gains of what the first phase grant from the Trusts had started. Building a profession called Development Practice has a longer gestation than initiating a single course. It entails painstakingly building a body of knowledge, articulating new pedagogic practice and methodologies, and educating and ushering in quality human resources. The second phase is proposed, thus, to focus on firmly establishing the newly set up Centre for Development Practice (CDP) with the MPhil in Development Practice being a subset of the second phase.

**Goal :**The Centre for Development Practice and its offerings (MPhil, Post Graduate Diploma, doctoral programme, Faculty Development programmes<sup>1</sup> etc) are envisioned to strengthen the quality of human resources; articulate new pedagogic practices; explore new methodologies, such as field immersion; and, build a body of knowledge mapping marginalization and exclusion in the country. This builds on AUD’s experience over the past three years.

### Key Outputs:

1. 63 trained students/ action researchers (trained in new methodologies such as field immersion and have developed and will continually build a body of knowledge on mapping marginalization in India)
2. 63 Student Dissertations/ Research
3. Incubating graduated MPhil students back into the sector every year for long-term engagement
4. Post Graduate Diploma in Development Practice
5. Faculty Development

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<sup>1</sup>The faculty development programme entails classroom courses during summer and winter break, online webinars and classes in between. These courses would include: Philosophy of development practice, Gender and development, Experiencing the self: relating with self and others, Research and Methodology, Politics and transformation, Reflection on justice, Equality Discrimination Marginalisation and Development and Action research. The emphasis is that the faculty would work on an action research of their own on issues that has come from their field and has raised critical development question.

6. Curriculum for an integrated undergraduate programme in Development Practice
7. Creation of an online platform, a Virtual Hub used by practitioners, action researchers and academics
8. Contracted research outputs
9. Monographs and occasional papers
10. Edited volume on development practice
11. Conferences/workshops

Intended Outcomes:

1. Demonstrate possible paths towards transforming human lives, to affected communities, practitioners and relevant organisations
2. Pioneer new and innovative directions and ways of practice in the rural and amongst deprived and excluded communities
3. Generate discussion in the sector on action research, and new approaches in specific contexts and themes
4. Strengthen university-level work (at BA/MA, MPhil and Phd) and research relevant to the needs of the rural, and especially adivasi poor
5. Build ‘capacities’ in terms of developing and increasing the pool of quality human resource, especially marginalized groups such as adivasis in the development sector.

*Context – process followed. (A brief paragraph). /*

Three key engagements that supports the larger purpose are, one is the MPhil in Development Practice program, second is the Faculty Development Program which is now going to be converted into PG Diploma in Development Practice for experienced field practitioners and/or field faculty of the students, and third are a set of social entrepreneurs and action researchers who are graduated students of the MPhil Development Practice course.

Central to the MPhil programme is the **action research component**, wherein the students are placed for 1 year in adivasi villages where they work with adivasi women and men to address the challenges confronting them with an aim to transform human lives and social structures. During this reporting period students of two cohorts, cohort 6 and cohort 7 have spent time in Adivasi villages doing their Field immersion 3 and Field immersion 1 respectively. List of viva voce of submitted action research dissertation, action research dissertation being undertaken by Cohort 5 & 6 and field immersion sites of Cohort 7 during October 2018 to March 2019 are given in the Annexure 1:

The cohort 6 students are currently doing their third immersion and are undertaking their action research in respective villages. This phase helps them build on real experience of staying in rural

area with a family, building relationship with the community, to understand their real problems, both explicit and implicit, and undertake transformatory social action.

We have been able to conduct one Action Research workshop with the field faculties and experienced field practitioners on action research. It is being seen as building the foundation for applying for the PGDDP in the coming months. The action research work taken by them was presented and plan prepared for further work. The aim is to have publications in form of monographs of these action researches done by them and convert them into knowledge material for the sector.

The third set of actors is, the Action Researcher and Social entrepreneurs. We have existing two action researchers and three Social Entrepreneurs. These are graduates of the MPhil course who pursued their line of query around transformation in their continued action research work. Details are captured below:

1. **Bhavya Chitranshi** has continued her work around questions of 'Singleness and Sangathan' in Raygada district of South Odisha, engaging primarily with 'single' women among the Kondha tribe. Her work is supported by the Rohini Ghadiok Foundation. The project initially began in the village of Emaliguda (i.e. during her MPhil dissertation) and has been carried forward Eka Nari Sangathan – single women's collective that has emerged course of this work.
2. **Ashutosh Kumar** has completed his MPhil and joined as an action research fellow in Raygada to work to explore possibilities of indigenous forms of collective agriculture. Her work is supported by the Rohini Ghadiok Foundation. The project initially began in the village of Emaliguda
3. **Nishant Chaudhury**, has created the project 'Kinare' and taken up the challenge of attending to collective agricultural work in the urban space of the capital city. He is working with farmers practicing agriculture along the river Yamuna in Delhi and terrace garden under "Urban Kiyari".
4. **Neeraj Kapoor** is expanding his action research work in building and put in action the concept of Gram Swaraj and 'learning and doing' will happen simultaneously. The first project undertaken was the building of a locally sources check-dam rooted on the grounds of 'own-contribution model' and 'shram-daan' especially.
5. **Mudit Mishra** has focus on youth development, understanding their aspirations and developing collaborative plan. His work is a joint venture with the Gumla team of demonstrating youth development in few villages in Raidih block. Mudit's work is to explore and understand this evolving development problem and make some way forward. In the initial phase he is mobilizing youth around their aspirations, needs, concerns and situations under the umbrella of youth club.
6. **Sindhunil Chatterjee** and **Aurnopol Seal** from CDP in collaboration with Lakshmi Murmu Primary School have started a foundation for Santhali Education called Sahajia, in West Bengal. They are currently collaborating with Prof. Sujit Sinha of

Ajim Premji University on developing alternative curriculum and pedagogy rooted in Santhali culture.

7. **Gautam Bisht** along with PRADAN has initiated Adivasi Lanhati Club, another education initiative for santhali education. This work has involved training teacher from the community to improve linguistic and thereby cultural situated of school education in South Bihar.
8. **Bishakha**, the third Rohini Ghadiok Foundation fellow is working on her project Pahadi Padhai in the Kullu region of Himachal Pradesh where she is focusing on transforming lives through education in the form of co-learning that takes into account the existing life of the village and inner life of people. Her project seeks to develop the skill of practical usage of English language with a focus on lived life and its practices and by shifting the site of learning from the school to the household, garden, fields and forest. The idea is to co-create new knowledge organically rather than imparting it.
9. **Swarnima**

*Key accomplishments: (not more than 5 crisp bullet points)*

- i. MPhil Thesis submission of 12 students from cohort 3, 4 and 5. Viva voce of 16 students have been completed and degree would be awarded in coming convocation.
- ii. Centre for Development Practice, in collaboration with PRADAN is conducting a research study on 'Unlocking the value potential of Non-timber forest produce' to contribute to the improvement of the lives of the rearers, collectors and gatherers of Non-timber forest produce.
- iii. 17 students have presented Academic Papers at various National and International conferences and few are already in the pipeline with acceptance of abstract. Details in annexure 1.
- iv. 12 students from MPhil were published their works during the same period.

*Plans for next year (2-3 bullet points) (if applicable)*

- i. Smooth operation of the MPhil course and adding more diverse pool of students in the coming year.
- ii. The centre plans to expand collaborations with other organizations and Partners.
- iii. Launch new programmes in the discipline of Development Practice as Bachelors/Masters/Phd level
- iv. Initiating the PGDDP program for experienced development sector professionals

1. Some good and recent case stories, *ideally* featuring beneficiaries; you could share at least **TWO** (with relevant photos and beneficiary quotes). Size of the case study should be around 400-500 words. ENS

Eka Nari Sanghathan (ENS) is an adivasi single women's collective in Rayagada district of South Odisha, formed by single women of Emaliguda village in August 2013. Its members have since been working autonomously towards understanding and transforming the nature of gender(ed) relations and opposing, 'gender oppression' and discrimination in Kondha adivasi spaces through non-violence. Rohini Ghadiok Foundation has been instrumental in building the sanghathan. The foundation has provided financial assistance to Bhavya Chitranshi, who worked as a Rohini Ghadiok fellow from 2016-2018 and Ashutosh Kumar, who is working as a Rohini Ghadiok fellow since 2017.

ENS has been engaged in agriculture since 2017. Over the past 50 years, the results of green revolution are evident through many successes and failures. The failure seems more dreadful with longer term consequences. Rethinking agricultural knowledge and processes is vital. Many efforts in India and across the world to rethink practices is activating the agency of small farmers with an emphasis on local knowledge resonating with ecologically sensitive agriculture that safeguards the survival of small farms.

The sanghathan leases 3 acres of land for agriculture, where collective production and distribution occurs, attempting to move from high yielding seed varieties to sowing folk seed varieties namely, kala shankar and paakhdi. The folk seed varieties were cultivated by women using natural fertilizers and pesticides instead of chemical fertilizers to ensure healthy food and ecologically sensitive agriculture and enable dialogue between the human and beyond, driven by care of the fellow being, soil, water, microorganisms that live in the soil, birds and insects snakes and frogs, crabs and fish, and everything else constituting the complex ecosystem, which helps nurture and sustain every other life form within it.

A new process in Sikarpai block, Rayagada district has been initiated involving Kandulo (pigeon pea lentil) that has been procured from various regional farmers. This production is done on kudri land, cultivated by clearing shrubs on hill slopes in a method called podu chaas or slash and burn cultivation. Kondhas do not use organic or inorganic fertilizers, pesticides or herbicides to grow their crops in these fields. This marks a departure from cash crop cultivation, which had previously been introduced in the region to enhance the income of the farmers without an eco-systemic consideration.





**Annexure 1:****Degree awarded in convocation 2019 (21 students)**

<b>Dissertation Submitted and Viva Dane waiting award in 2019</b>	
Grace Tungoe	Youth and Development: Coming together and exploring spaces for self-expression for transformatory learning.
Samom Beerjurekha Devi	Working with the Young life of Lalpur's village; Shifting the discourse of Youth and Development by : Rethinking the value of our existence
Anushka Rose	Disavowing Differences: Viikas as Performative in Kuraili
Mahesh Kumar	Transferring (with ) disabled lives of PWD (Persons with Disabilities ) In Hatikund village of Madhya Pradesh .
Valleri Sharma	Aspirations and Ambitious of young women . A group of young women inaugurating collective thought
Arpit Gaid	Becoming of HO (Adivasi): Remembering , Repeating and working through -community film making around cultural practice of " HO" in Turibasa
Monica Antal	Reviveing the culture of drinking Hadiya among the Adivasi community : transforming the family environment for the children
Nikita Khanna	Scripting dehaat: An autobiography of Rukrum - what is it to write our own story and to own that story and to perform it (theater as a modality)
Sindhunil Chatterjee	Bridging Conflicts through music and dance bringing a sense of healing with Christian and Sarna families in the village
Vijeta	Understanding Oraon child life-world and incorporating into pedagogy in the Anganwadai
Himalaya Ahuja	Decolonizing Methodology: Politics of Infrastructure in Khannat
Sanjeev Kumar	Jackfruit: The question of Communication, Dissent and Democracy with Food Sovereignty
Raphaele	Once upon a different Life,Migration of Santal Tribal Girls for Domestic Work in India Metropoles
Shaina	
Saurabh Chanda	Negotitating food security : rediscovering the food regime in Chakai

<b>Current Action Research Project in CDP</b>	
John Bonon Nayak	Accessbility to water through mobilizing youth
Priyanka Prakashan N P	Collective understanding of care. Building a care group for birthing women beyond the traditional and modern health care institutions
Sohail Gupta	Cultivating Ethics: from Conversion to Parivartan
Prateek	Rethinking the language of Protest: working from psychic to social

Dhiraj Kumar	Inter-caste / Inter-community marriage in Adivasi LifeWorld
Deepika Pandey	Ways of relating among young women: moving from loneliness to aloneness
Kritika Goel	Breaking the Monolith: working through planes is difference
Sam Jacob	Imagin-ing Anganwadi beyond give and take relationship: Embarking towards criticality and creativity.
Neha Narayanan	Crossing Borders: Reconstructing language to transcend 'space' in Kirkalpadu, Odisha
Sanjana Sanjay Kumar Kumari	Rethinking dependence from perspective of old(aged): Thinking through the practice of Anki Hendanu ("looking after") with older, old and new
Roshan Raju	Re-cultivating agricultural imagination 'with' cotton cultivators

<b>6<sup>th</sup> Cohort Dissertation Details</b>	
Aarshi Jahan	The work looks into the adivasi practices of Dhuku, and its stigmatization for women in Gumla Jharkhand. Its attempts to works collective sensibilities amongst women about the exclusion and marginalization the lay in the process.
Abhik Sengupta	The action research hopes to revive and sustain traditional knowledge amongst diverse tribal communities of Uttar Bastar Kanker district of Chhattisgarh. It hopes to identify and revive practices through booklet prepared by senior secondary students in the region.
Chichuan Naik	The works looks at issues of Health and Nutrition in South Bihar. Linking concerns of nutrition to changing dietary patterns as a result of changing agricultural practices, the works attempt revival of indigenous food cultivation for consumption to deal with serious consequences for health by commercial agriculture
Devanshi Jain	The work is with dalit and adivasi community dwelling and their difficult experience in relation with upper caste Hindus in the same village as well as eruption of violence. Using pedagogic tools in collective settings for children, the action research hope to explore ways of dealing with these experiences in the daily lives of the people.
Dhiraj Singha	The work looks at the normalization of violence among women and how it challenges the path to justice in social governance. By working on the inclusion and participation of women in School management Committee, an attempt is to generate agency to engage with other concern of village governance to finally engage with issues of normalized violence and the injustice that lies therein.
Padma Rigzin	The work looks at education and hopes to develop a text book that reflects the one of the Lodhas with Nature in collaboration with teenagers from the community.
Pramod Singh Negi	The work explores the idea of santushti in the practices of Kabirpanthi and its linkages with the commercial agricultural practices and the idea of Natural Farming.
Pranamika Doimary	The works looks at implementation of the promised governmental

	agendas of Bijli, Sdack, aur Paani, and the frustration and disappointment in the community that results from it. While the community, in its collective deliberation, constantly demands these provisions and entitlements, they have not been able to make collective claims in the process of implementation and use of these infrastructure. The action research hopes to bring a collective of women together in the implementation and governance/user management of a road in the village of Mohgaon in Dindori Madhya Pradesh.
Praveena Mahala	The work explores the relationships that the baiga community has with nature and the struggles of such selfhood in the onslaught of commercial and scientific-utilitarian management of forest. The attempt is to recover the cultural knowledge systems and folk practice to facilitate a community centric and relation rather than utilitarian management of forests.
Premalatha V	The work engages with widows of Morpani, in Madhya Pradesh from two different communities and their collective struggles in the personal and public lives. By coming together as a collective over the course of this action research, these women hope to work through the demands and desires of their everyday life.
Sanjana Biswas	The action research is on forging a collective of lodha, in a collaborative manner to work through mistrust. Engaging with larger question subjectivities, well-being and development and their relation with historically unjust past,, the action research will work with existing modalities of collective auctioning being taken up in the village.
Seikhongam Haokip	The works looks at <i>sarna</i> as a socialization process in the form of religion and how situation of tragedy in people's lives manifests it. In an attempt to recover and collate ritualized practice against an onslaught by global forces that seek to represent it mainstream religious dimension of Christianity v/s Hinduism amongst Santhal of South.
Suneet Kumar	This action research project works on transformation in livelihood and its linkages with the shifts in development discourse and its policy for poverty reduction in the rural agrarian context. By working with a group of landless farmers, the work highlights the linkage of Kondha life world between land forest and livelihood.

<b>7<sup>th</sup> Cohort Placement Sites</b>	
Ankita Sanyal	Chachannpur, Banbkura, West Bengal
Arzoo Antal	Samunapur, Dindori, Madhya Pradesh
Atul Purty	Chakai, Jamui, Bihar
Carol Wilson	Karanjia, Dindori, Madhya Pradesh
Chinamayi Ramiyah	Samunapur, Dindori, Madhya Pradesh
Dhanpal Singh	Chakai, Jamui, Bihar
Ekta Natrajan	Emaliguda, Rayagada, Odisha
Kuldeep Singh	Gumla, Gumla, Jharkhand
Memeenao	Raideh, Gumla, Jharkhand
Manju Verma	Karanjia, Dindori, Madhya Pradesh
Prachi Das	Ambuguda, Rayagada, Odisha

Rahul Tiwari	Kanker, Bhanupratapur, Chhattisgarh
Ravi Kumar	Chakai, Jamui, Bihar
Sampurna Goswami	Nayagram, Jhargram, West Bengal
Shivam Sagar	Kanker, Bhanupratapur, Chhattisgarh
Swati Tirkey	Nayagram, Jhargram, West Bengal

### International/National conferences (Oct 2018-March 2019)

1. Kumari, Sanjana. "Coming together in abandonment, abuse, illness and death: Towards generating a philosophy of care-practice beyond 'development' *with the wrinkled*" at International Conference on *Rethinking Development in South Asia*. Held at the University of Chittagong. Chittagong. Bangladesh. October 7-8, 2018.
2. Kumari, Sanjana. "Working towards alternative to 'development' *with the (abandoned) wrinkled: Coming together in abuse, illness and death*" at Collaborative Action Research Network (CARN) Conference themed *Voicing and Valuing: Daring and Doing*. Held at Manchester. UK. October 25-27, 2018. Presented via Skype on October 26, 2018.
3. Narayanan, Neha. "Gendered Reconstruction of Language: An Action Research to Transcend Space" at Collaborative Action Research Network (CARN) Conference themed *Voicing and Valuing: Daring and Doing*. Held at Manchester. UK. October 25-27, 2018.
4. Raju, Roshan. "Ecology, Cotton and the Agriculture" at Collaborative Action Research Network (CARN) Conference themed *Voicing and Valuing: Daring and Doing*. Held at Manchester. UK. October 25-27, 2018. Presented via Skype on October 26, 2018.
5. Bisht, Gautam. "An Education in Inclusion". 5<sup>th</sup> International Conference on Inclusive Education, New Delhi. November 28, 2018.
6. Gaid, Arpit. "On Becoming Ho: It's not just a film" at the The Ninth International Conference on The Image at the Hong Kong Baptist University, Hong Kong. November 3-4, 2018.
7. Kumari, Sanjana. "Coming together in abandonment, abuse, illness and death: Towards generating a philosophy of care-practice beyond 'development' *with the wrinkled*" at International Conference on *Rethinking Development in South Asia*. Held at the University of Chittagong. Chittagong. Bangladesh. October 7-8, 2018.
8. Kumari, Sanjana. "Working towards alternative to 'development' *with the (abandoned) wrinkled: Coming together in abuse, illness and death*" at Collaborative Action Research Network (CARN) Conference themed *Voicing and Valuing: Daring and Doing*. Held at Manchester. UK. October 25-27, 2018. Presented via Skype on October 26, 2018.
9. Narayanan, Neha. "Gendered Reconstruction of Language: An Action Research to Transcend Space" at Collaborative Action Research Network (CARN) Conference themed *Voicing and Valuing: Daring and Doing*. Held at Manchester. UK. October 25-27, 2018.
10. Basnet, Vinisha Singh. "From Policy to Praxis: Unpacking state-society relations in the Uplands of Madhya Pradesh". Presentation at 2nd Annual Conference of the India Public Policy Network (IPPN), New Delhi. February 4-6, 2019.

11. Basnet, Vinisha Singh. “Nurturing Species Interaction for Conservation and Livelihood: An Experiment with Living Brood Lac Bank”. Presented as Entangle Natures: A Conference on Human Ecology. Held at Ambedkar University Delhi, Delhi. February 14-16, 2019.

### Publications (March–October 2018)

1. Kriti, Swarnima. What Lies Behind: Madai in Bastar, Chhattisgarh in Madai of Chhattisgarh.
2. <https://www.sahapedia.org/what-lies-behind-madai-bastar-chhattisgarh>
3. Kriti, Swarnima. BastariaDussehra: A Coming Together of Dieties in BastarDussehra.
4. <https://www.sahapedia.org/bastaria-dussehra-coming-together-of-deities>
5. Rose, Anushka. Dancing with the Deos: The Pen Madais of Bastar in Madai of Chhattisgarh.<https://www.sahapedia.org/dancing-the-deos-the-pen-madais-of-bastar>
6. Rose, Anushka. The Sugarcane Harvesters of South Gujarat.<https://thewire.in/labour/south-gujarat-sugarcane-harvest-bonded-labour>
7. Rose, Anushka. Sugarcane Harvesters in South Gujarat are Trapped in Bondage, one Generation after Another.<https://www.newsclick.in/sugarcane-harvesters-south-gujarat-are-trapped-bondage-one-generation-after-another>
8. Seal, Arunopol. “Truck, Barter and Exchange: Moments of Transition in the Madais of Gondwana in Madai of Chhattisgarh. <https://www.sahapedia.org/truck-barter-and-exchange-moments-of-transition-the-madais-of-gondwana>
9. Seal, Arunopol& Rose, Anushka. Doli, Dang and Danteshwari of Geedam in Madai of Chhattisgarh<https://www.sahapedia.org/doli-dang-and-danteshwari-of-geedam>
10. Sinha, Anubha.Nacha: Dancing Troupes of Madais in Madai of Chhattisgarh.<https://www.sahapedia.org/nacha-dancing-troupes-of-madais>
11. Vijeta. Celebration of ‘labouring’: The Agricultural Festivals of Hareli and Pola in Monsoon Festivals of Chhattisgarh.<https://www.sahapedia.org/celebration-of-labouring-the-agricultural-festivals-of-hareli-and-pola>
12. Chitranshi, B. (2018). Rethinking Gender Exclusions: Between Practice of Poverty and Poverty of Practice. Presented at the National Seminar on Poverty and Social Exclusion: A Life Course Perspective. Organized by TERI School of Advanced Studies, Indian Institute of Public Administration (IIPA) and Lokashraya Foundation. Held at IIPA, Delhi (April 12th - April 13th, 2018).

### **Edited Book:**

1. (2019): *Philosophy, Psychoanalysis, Feminism – Kolkata: The Asiatic Society* (forthcoming 2019).
2. Dhar, Anup & Chitranshi, Bhavya. (2018) *Psychoanalysis in the Indian Terroir: Emerging Themes in Culture, Family, and Childhood*. Co-edited with Manasi Kumar and Anurag Misra. (Lexington Book's [Rowman & Littlefield Publishing Group] *Psychoanalytic Studies: Clinical, Social, and Cultural Contexts Series*).
3. Khanna, Nikita. (2018) "Engendering the informal economy: A case of double informality". In *Sustainable Development of Women*, edited by S. Tikoo, 154-167. Delhi: Mark Books, 2.

### **Publications in Edited Volumes:**

1. Dhar, Anup. (2018) "Rethinking Development Communication" in *Oxford Research Encyclopedia of Communication*. Ed. Retrieved 29 Dec. 2018, from <http://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-618>.
2. Dhar, Anup. (2018) "Melancholy Philosophy: Polis-Praxis-Phronesis and the Slave's Know-How" in *Abandonment and Abjection: Melancholy in Philosophy and Art*. Ed. Satya Brata Das. Aakar Books: New Delhi.
3. Dhar, Anup. (2018) "What if the University is a Parrot's Training" in *The University Unthought: Notes for a Future*. Ed. Debaditya Bhattacharya. Routledge: New York and London.
4. Dhar, Anup. (2018) "Genealogies of Aboriginalization: Psychoanalysis and Sexuation in Cultural Crucible" in *Psychoanalysis in Indian Terroir: Emerging Themes in Culture, Family, and Childhood*. Ed. by Manasi Kumar, Anup Dhar and Anurag Misra. (Lexington Book's [Rowman & Littlefield Publishing Group] *Psychoanalytic Studies: Clinical, Social, and Cultural Contexts Series*).

### **Journal articles:**

1. Dhar, Anup. (2018) "Girindrasekhar Bose and the History of Psychoanalysis in India" in *Indian Journal of History of Science*, 53.4 T198-T204 DOI: 10.16943/ijhs/2018/v53i4/49545.

### **Book Reviews:**

1. Dhar, Anup. (2018) *Violence and the Burden of Memory: Remembrance and Erasure in Sinhala Consciousness* by Sasanka Perera. 2016. New Delhi: Orient Blackswan. xvii + 322 pp. in *Contributions to Indian Sociology* 52(2): 245-247. DOI: 10.1177/0069966717751937

### **Books and Edited Books:**

1. Dhar, Anup. (2019): *Philosophy, Psychoanalysis, Feminism – Kolkata: The Asiatic Society* (forthcoming 2019).
2. Dhar, Anup (Ed.) (2018) *Psychoanalysis in the Indian Terroir: Emerging Themes in Culture, Family, and Childhood*. Co-edited with Manasi Kumar and Anurag Misra. (Lexington Book's [Rowman & Littlefield Publishing Group] *Psychoanalytic Studies: Clinical, Social, and Cultural Contexts Series*).

### **Publications in Edited Volumes:**

1. Chitranshi, Bhavya and Dhar, Anup. (2018) "Rethinking Development Communication" in *Oxford Research Encyclopedia of Communication*. Ed. Retrieved 29 Dec. 2018, from <http://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-618>.
2. Dhar, Anup. (2018) "Melancholy Philosophy: Polis-Praxis-Phronesis and the Slave's Know-How" in *Abandonment and Abjection: Melancholy in Philosophy and Art*. Ed. Satya Brata Das. Aakar Books: New Delhi.
3. Dhar, Anup. (2018) "What if the University is a Parrot's Training" in *The University Unthought: Notes for a Future*. Ed. Debaditya Bhattacharya. Routledge: New York and London.
4. Dhar, Anup. (2018) "Genealogies of Aboriginalization: Psychoanalysis and Sexuation in Cultural Crucible" in *Psychoanalysis in Indian Terroir: Emerging Themes in Culture, Family, and Childhood*. Ed. by Manasi Kumar, AnupDhar and Anurag Misra. (Lexington Book's [Rowman & Littlefield Publishing Group] *Psychoanalytic Studies: Clinical, Social, and Cultural Contexts Series*).
5. Khanna, Nikita. (2018) "Engendering the informal economy: A case of double informality". In *Sustainable Development of Women*, edited by S. Tikoo, 154-167. Delhi: Mark Books, 2.

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Dhar, Anup. (2018) "Girindrasekhar Bose and the History of Psychoanalysis in India" in *Indian Journal of History of Science*, 53.4 T198-T204 DOI: 10.16943/ijhs/2018/v53i4/49545.

### **Book Reviews:**

Dhar, Anup. (2018) *Violence and the Burden of Memory: Remembrance and Erasure in Sinhala Consciousness* by Sasanka Perera. 2016. New Delhi: Orient Blackswan. xvii + 322 pp. in *Contributions to Indian Sociology* 52(2): 245-247. DOI: 10.1177/0069966717751937



Ambedkar University

# The M.Phil. in Development Practice

*A Mid-Term Assessment*



Apoorva Oza and Vivek Bhandari  
April 20<sup>th</sup>, 2015



## TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
INTRODUCTION: <i>Terms of Reference, Guiding Principles, Methods</i>	11
THE REVIEW: <i>As per the Terms of Reference</i>	14
CONCLUDING REMARKS	36
ANNEXURE 1: Detailed Terms of Reference	40
ANNEXURE 2: Meetings at Ambedkar University	41
ANNEXURE 3: List of interviews outside Ambedkar University	42

## EXECUTIVE SUMMARY

### Introduction

- The M.Phil. Development Practice (MPDP) is the product of a rare synergy between two like-minded institutions. PRADAN's commitment to preparing a cadre of rural development workers has allowed it to acquire a remarkable understanding of the field of development practice, even as it has evolved its own teaching/training program (the "development apprentice program") as a viable alternative to those in the academic mainstream such as the programs at TISS, IRMA, etc. At this stage in its journey, as it seeks to formalize and institutionalize the field of development practice as a "discipline," the organization has found a wonderful ally in AUD, which shares its commitment to advancing the "engaged social sciences," and "disruptive transformation." The result of this synergy is a learning environment in which difficult questions about development work are subjected to critical scrutiny in wonderful ways. This learning environment is palpable to any visitor, and meetings with different members of AUD's institutional community confirmed this.
- As with any new initiative that aspires to push against the confines of received orthodoxy and entrenched "ways of doing," the MPDP is facing some teething troubles, and will continue to face challenges, both organizational and conceptual as it strives forward. These can be overcome if appropriate measures are taken expeditiously.

### Main Findings

#### On the overall achievements of the program

- The achievements of this program, which is now only in its third year with only one batch placed, cannot be judged from its quantitative outputs, the profile of its graduates, etc. Any success should be measured by the change in the mindset of the faculty in AUD as well as the leadership there, and the acceptance of an outside agent like PRADAN as a partner in the change process. A second criterion would be the gradual standardization of an academic program that ensures a high-quality praxis-based education for students to build-up as they pursue careers in rural development and research.
- On both these counts, the program has clearly been a success. Of course, since only one batch has graduated, any discussion on the program's success at generating quality manpower for the development sector is, at best, premature.

#### On the vision at the heart of the program, and its capacity to connect with larger societal and human questions

- The MPDP (as well as the Center for Development Practice, henceforth CDP) are animated by a vision that seeks to usher in a fresh imagination that blurs the

- perceived distinction between many of the dualisms at the heart of the development, and more generally, modernist imagination. One is speaking, of course, about dualisms such as theory and practice, natural and social sciences, self and group, individual and collaborative research, and so on.
- The repeated use of the word “transformative” in virtually all the major programmatic initiatives contained within the MPDP reveals that the core team of faculty and practitioners from PRADAN has a deep and abiding commitment to pushing at the outer boundaries of traditionally entrenched definitions of “development work.” And this “pushing” has to be a constant struggle, almost an existential state...
  - The assumption at the heart of the MPDP is that for development work to be truly meaningful for all concerned, rural communities must experience a level of “well-being” partly captured by, but far greater than the normative indices adopted by development thinkers wedded to the developmental models rooted in modernization theory. This sense of “well-being” must also be understood as shifting, contextually embedded, and contingent.
  - It is clear that all of core constituencies associated with the program share a commitment to ensuring that the MPDP does not lose sight of the core commitment to newer, more complex engagement with issues of development practice than has been attempted by other programs (such as those at IRMA and TISS) thus far.
  - *It would therefore be correct to say that teaching in the program has indeed been able to connect with larger societal and human questions related to the understanding and alleviation of social suffering, and is indeed attempting to usher a new imagination of social sciences and humanities.*
  - The MPDP is attempting to create a “set of professionals trained in rural development/transformational skills” that are “needed to fulfill the *bottom-up version* of the Indian *developmental dream*.” The program seeks to do this by linking “transformation of self” to the larger goals of *social justice* and *collective transformation*—issues that are clearly stated in the proposal submitted to the SDTT.
  - Through this sort of outlook and academic orientation, the MPDP and CDP are seeking to foreground the conception of “engaged social sciences,” a vision that these programs share with Ambedkar University. And with the support of the School of Human Sciences (and to a lesser degree, the School of Development Studies), these initiatives are part of a supportive environment.
  - Since the MPDP is part of larger emerging ecosystem at AUD that is committed to the “engaged social sciences,” it is critical that the volume and depth of scholarly work (through publications, public lectures and seminars, etc.) be showcased on a regular basis.
  - The issue of establishing the legitimacy of the field of development practice (as imagined by the MPDP and its founders) should be made central to the CDP’s core activities with a sense of urgency. This sort of legitimacy can be enhanced through the CDP’s direct engagement with the mainstream public (through articles in the press), and indeed, strategic alliances with “alternative” publics.

- Having weathered the first phase in its journey (by successfully graduating a batch), the CDP/MPDP now needs to grow through the infusion of new faculty, cutting-edge research of the sort that brings faculty members, students, and communities together, and an aggressive roadmap for showcasing all of this wonderful work through outreach activities.
- It is clear that PRADAN has played a vital role in shaping the broad contours of the academic imagination of the MPDP. As the program looks to the future, this foundational work needs to draw upon the rich debates taking place on similar issues in other development organizations and universities, in India and abroad. The organizational base and network that sustain the MPDP need to become more diverse, so that they are able to capture, in a textured manner, the diversity of ideas and practices that sustain the idea of development practice.

On the program's capacity to generate a pool of quality practitioners for the development sector

- Since only one batch has been placed so far, it is too early to assess this.
- While this is understandable as the MPDP is a new experiment which PRADAN and AUD have conceptualized together, and this collaboration will need time to stabilize before it is shared with others, we think the best way to get other NGOs and development sector organizations to get involved is by including them in the summer school organized by the CDP, and then gradually in the more complex field immersion components of the MPDP.
- New organizations should be brought in soon. Involving them once everything has been standardized may not be as effective a way of moving forward if getting broad-based ownership of this experiment in the development sector is a key objective. The sooner newer organizations participate in the inner life of the MPDP, the better for the long-term sectoral acceptance of the program and its graduates.
- Having said this, it is important to stress that unless a partnering organization is open to its own “transformation” of the kind the MPDP seeks to push, it is unlikely to be a good fit for the MPDP/CDP. This has to be borne in mind even as the CDP aggressively searches for new collaborators.
- The challenge before the program is to prepare students who can go further by bringing its own, fresh perspective on development praxis, action research, and community engagement.
- At the risk of sounding glib, one could argue that the MPDP has started to do this by “inverting” the TISS/IRMA paradigm: *In these established programs, students “learn” on campus and “do” or “practice” in the field. The MPDP's structure, in its present form, encourages students to “do” and engage with “practice” while they are on campus; and “learn” when they are in the field.*

### On the impact of the MPDP in the world of academia

- Issues of “impact” are clearly the hardest to assess when the program under review is barely three years old. Having said this, the CDP—because of its core research and outreach obligations—does have a symbiotic relationship with MPDP since at their core, both initiatives seek to bring students, faculty members, rural communities, and the public together in the production of knowledge and practice.
- An assessment of the excitement among the faculty members and students, we would argue that after the graduation of a few more batches, and evidence of meaningful contributions by graduates and researchers in the field of development practice—this program will indeed emerge as an important prototype, indeed, pioneer for the field of development practice.
- As it looks to the future, the MPDP’s academic contribution must be pertinent to today’s challenges, not dictated by preconceived notions that have traditionally governed the development sector. This, indeed, is one of the biggest advantages that a new program enjoys; and the MPDP/CDP must leverage this advantage to the hilt.
- It follows from the above that any discussion of the transformative potential of the MPDP must also contain a vigorous debate on what “transformation” really means in the here and now, looking forward. Here, students (especially those in their third years) must be encouraged to take the lead in taking this discussion forward. Much of this is already happening, and this is very gratifying.

### On the profile of students joining the program

- For the first batch, many students joined because of their knowledge of PRADAN and also of AUD. The fact that a stipend was available also helped. Many students, especially girls, mentioned that the stipend allowed them to “sell” this new M.Phil. to their parents as the financial burden on the parents was reduced.
- A large number of students in the program are from Delhi, but since many of them have origins in other parts of India, the profile is diverse. The program has also changed the norms for admission to ensure diversity; only 50% of the applicants need to be Delhi domiciles; the rest can come from any part of the country.
- India’s southern and western regions are under-represented in the overall student profiles, which may be because PRADAN does not have a field presence in these regions. Partnerships with other organizations, and greater publicity with other universities teaching development theory and social work may help create a more diverse student profile.
- So far the ratio of the number of seats available to the number of applicants for the course has been in the range of 1: 8 to 1: 10. These ratios are reassuring since this ensures the sustainability of the program at the point of intake. In addition, the number of students who have taken admission from the ‘first list’ has been growing, clearly a healthy sign.

### On the program's research outputs

- The MPDP is fundamentally a teaching program, and its “output” is the graduates of the program. The fact that these students produce knowledge through their theses and field-based engagement is a wonderful thing, but whether this knowledge makes its way into the “research” imagination will only become clearer with time.
- The CDP itself is clearly committed to research, and a perusal of its activities reveals a vibrant culture of intellectual ferment, nurtured—no doubt—by the heady ecosystem of Ambedkar University. The fact that the Center will be expanding in the years to come (through the arrival of newer faculty members) harbors well for the anticipated research output of the CDP.

### Notes on the MPDP's curriculum

- The M.Phil. program in Development Practice is a well-conceived, and designed course. The course curriculum, as well as the pedagogy that is employed to deliver it, enjoy a healthy creative tension.
- The pedagogic attempt to connect the “inner” and external facets of the learning experience through a blend of experiential immersion, and classroom engagement—all in the service of the creation of a “learning community” is entirely appropriate to the task that the curriculum has embraced.
- It is clear that the pedagogic elements employed by the MPDP, while not entirely new or unique (since many of these are to be found at comparable programs at TISS and IRMA), are different in the rigor and depth they bring to these issues.
- Based on a perusal of the course outline, and the way that the “immersion” segments are interwoven with classroom terms, it appears that the program has struck a good balance.
- As the MPDP evolves, it must find new partners to supplement learnings from PRADAN, so that the diversity, tensions, contradictions, and opportunities that characterize the world of development practice are made manifest to students on their own learning journeys while they are in the program.
- Some students felt that they needed more action research skills at an earlier stage of the program, so that when they conducted their own action research, they would be better equipped to produce quality work. Many of them also felt that the field partners from PRADAN, while very adept in their own professional domains, were not as adequately prepared to guide them in their research. For these reasons, it was gratifying to learn that the CDP had organized an “Action Research Workshop” for the field staff of PRADAN.
- Faculty supervisors at AUD are not able to visit the field sites where the students are located for their action research. This needs to be addressed.
- It was striking that for a program committed to producing engaged professionals, the number of courses drawn from the traditional “management” fields is limited. Other than the course on “project management” in the third semester, there are no

courses from the management sciences. Basic skills in finance, accounting, planning, strategy, etc., if they were to supplement the core curriculum as it exists today, could go a long way in addressing this gap.

- For a curriculum that requires sustained contact between students, faculty, and rural communities, and often entails the collection of data about “human subjects,” it is critical that an “ethics committee,” or what gets called an “internal review board” (IRB) that reviews and approves research projects, be constituted at the earliest.
- Migration is clearly an integral determinant of poverty in India today, how it is reconfiguring labor relations and the exploitation of human capital; and this calls for a vigorous response from academia. In this context, the MPDP/CDP are admirably placed to bring this issue into their canvas in a way that—from what we have seen—has not happened thus far.

#### Notes on the economic sustainability of the program

- The M.Phil. Development Practice initiative has received a grant of Rs 3.46 crores from the SDTT. This grant pays for faculty members (who are not on AUD’s payrolls), a part of the student stipends, the travel and stay components, and program administration costs. A substantial part of the stipend is paid by the university and it also now pays a part of students’ travel costs.
- PRADAN and AUD have prepared a draft budget to run this program. At the minimum, the cost is ₹1.2 crore per annum (although ideally, if the CDP were to grow as a knowledge center with research, outreach, and dissemination activities, then the costs would go up to approximately ₹2.0 crore per annum). AUD currently bears ₹45 lakhs (both direct and imputed costs).
- Overall though, *if the SDTT could provide a grant of ₹.8 to ₹1.2 crore per annum over a minimum of 5 years to stabilize it, this would be an invaluable investment for the future of the development sector as a whole.*
- In the times to come, the program may wish to seek funds from other stakeholders. These include, but are not limited to, NGOs, the government, or other trusts. AUD should also ideally contribute more so as to take ownership of the program.

#### On the need for a stable, core faculty cadre

- Dedicated faculty members at AUD will need to serve as the backbone of the MPDP. This would be true of any academic program, but in view of the distinctiveness of the MPDP and CDP, this issue is critically important. It is clear that *the MPDP cannot be run successfully in the long run unless AUD is able to create a stable cadre of full-time faculty and staff to sustain this exciting program.* Based on the successes of the program thus far, it must recruit more people expeditiously.
- The fact that two new faculty members committed to development practice (to be housed in the Schools of Development Studies, and Human Studies) will be recruited later this month (April 2015) is very gratifying.

- As the University plans ahead, it will need to create more robust systems for the management of faculty time. Faculty members associated with the MPDP will need to be able to go the field, develop skills in action research, and guide student research rigorously. They need to be supported in their endeavors through institutional support and financial resources. Happily, some of this is already happening.

**Having established that the program has had a good beginning, the key takeaways of this review are as follows:**

1. **On the long-term role of PRADAN in the MPDP:** It is clear that PRADAN’s team has played a critical role in shaping the MPDP at every stage of its journey thus far. Looking ahead, the MPDP must work harder to gain legitimacy in the eyes of other universities, NGOs, and like-minded organizations committed to rural transformation. Also, AUD will need to invest in at least two key areas: faculty recruitment, and faculty development. The former is necessary for the creation of a critical mass of people with a shared commitment to the domain of “development practice”; and faculty development resources will allow these faculty members to spend time in the rural areas developing a deeper understanding of development praxis, while also becoming better equipped to guide students through their action research and thesis writing.
2. **On the need for more management courses:** While the MPDP continues to inspire students to feel invested—emotionally and professionally—in development praxis and rural transformation, it must make room for the development of students’ management skills to add value to the roles they take up after they graduate. This is especially true since most students have so far taken up jobs in middle management, which requires them to “hit the ground running” in the workplace. *The critical caveat, of course, is that the management components should not overwhelm the transformational components, which clearly serve as the MPDP’s backbone*
3. **On the need for AUD to take control of the finances in the long run:** While the AUD-PRADAN collaboration has worked very well so far, if no planning is done to meet the overall costs in the years ahead, then this program will collapse once external funds stop. The present phase of the program, in which external funding and PRADAN’s manpower are sustaining it, must be used to develop a revenue model that makes the program self-sufficient in the not-too-distant future.

### **Final Recommendation**

In view of the long gestation that programs like the MPDP need to gain recognition, credibility, and legitimacy—mainly because it takes their alumni and faculty some years to make their mark in the world, a period of guaranteed funding from the SDTT (or any comparable agency) would be very desirable at this stage. Because of its pedigree, commitment to nurturing transformative ideas, and distinguished history as an institution builder, members of the MPDP institutional community view the SDTT as a “partner” rather than a donor. For these reasons, *a five-year grant from the SDTT (in addition to the*



*support it has committed thus far) is the recommended course of action at this stage in this experiment's journey.*

Based on a review of the work done thus far, and an assessment of the excitement among the faculty members and students that we met, we would argue that after the graduation of a few more batches, and evidence of meaningful contributions by graduates and researchers in the field of development practice—the MPDP will indeed emerge as an important prototype, indeed as a pioneer, for the field of development practice.

## INTRODUCTION

### *Terms of Reference, Guiding Principles, Methods*

The M.Phil. Development Practice (MPDP) was started at Ambedkar University in 2012. Ambedkar University Delhi (AUD) and Professional Assistance for Development Action (PRADAN) have collaborated in the design and implementation of this degree program. The MPDP was started with the aim of fulfilling the felt need for trained rural development professionals who could ground themselves in the everyday rural realities of poverty (which is often characterized by the lack of basic services and an inability to influence larger societal processes), and work towards a positive transformation by building on local traditions of sharing and collectivization.

Ambedkar University, Delhi (AUD), which houses the MPDP, as well as the Center for Development Practice (CDP)—a critical organizational entity set up in 2012 because of the role it plays in nurturing the MPDP—was established in the year 2008 by the Government of the NCT of Delhi. Following the broad guidelines of the University Act and drawing inspiration from the life and ideas of Dr. BR Ambedkar, the University has taken up the mission to bridge concerns for excellence with those for equity and social justice, and to focus on issues of progressive social transformation. It has been AUD's attempt through its programs not merely to respond to the demands of the market, but to work for the creation of leadership for public systems, and facilitate social change through constitutional means by developing professional capacities for citizens who locate themselves in the interface between civil society and the state. PRADAN, of course, is well known for its relentless commitment to developing approaches that can best help the rural poor enrich their lives. Because they share similar goals, AUD, PRADAN, and therefore the MPDP are a marvelous fit.

In 2012, the Sir Dorabji Tata Trust made a commitment of Rs. 3.46 crores as a program grant to the AUD. A part of the agreement between the SDTT and the AUD stipulated that a mid-term review of the MPDP be conducted in 2014-15. Pursuant to this, detailed Terms of Reference (ToR) were drawn-up (see Annexure 1), which form the basis for this report.

While the detailed Terms of Reference can be found in the annexures, the overall objectives of the Mid-Term Review are:

- To assess the progress towards achievement of the stated objectives of the program
- To provide recommendations for mid-course corrections and adjustment
- To provide recommendations about the economic sustainability of the program

- To provide recommendations about the feasibility of running the program on the support of faculty whose primary teaching commitment is elsewhere

The Mid-term review invitation further goes on to say:

*“What the Mid-Term Review can do*

To focus primarily on the following aspects: the structure of the program, curriculum, faculty profile, student intake, student satisfaction, outputs from the program, knowledge production, economic sustainability of the program and its transformative potential.

*What the Mid-Term Review cannot do*

After merely two years of its commencement, such a review clearly cannot be expected to address the following: 1. Commenting on whether the program in the two years of its existence has been able to make University level work relevant to the needs of the rural community, 2. Commenting on whether Development Practice has established itself as a legitimate area of work, and as a discipline”

These comments set the parameters of this review clearly. The following report has taken shape over the past three and a half months, and its findings grow out of the consultants’

- Extensive interactions with the director of the Center for Development Practice (CDP), faculty members, staff members, and students of MPDP on campus.
- Analysis of the character, scale, and research orientation of MPDP as described to us in the above meetings
- Detailed assessment of the course curriculum of the MPDP, and how the students experienced this curriculum in the classroom, as well as the field
- Visit to meet students and their field guides (from PRADAN) in Jharkhand
- Detailed perusal of documentation related to the program provided by AUD (including narrative reports submitted to the SDTT, course outlines, and documents related to the CDP’s activities)
- Interactions with some of the key institutional stakeholders (such as the VC, deans, and administrators at AUD),
- Discussions with select individuals outside AUD (See Annexure ~)
- Feedback from members of AUD and PRADAN’s institutional communities after we presented them our findings based on our review (in a meeting held at the India International Center on April 6<sup>th</sup>, 2015)

Based on all of the above, this report evaluates the overall design, execution, and performance of the MPDP. It also provides an assessment of the MPDP’s institutional strengths, and the strategies that can be adopted to sustain its long-term growth and success.

The analysis is based, broadly, on two guiding principles, i.e.:

- The Consultants' interpretation of the MPDP's design and performance as these measure up against the program's goals and objectives.
- How the attributes of other programs and experiments in the field of development practice/management/studies compare with those of the MPDP.

The report is divided into two parts. The first part looks at the present state of the MPDP as per the themes and issues flagged in the terms of reference. This section also makes some suggestions for the program management to consider as they plan ahead. The second part flags some of key big-picture issues that need to be addressed by all members of the institutional community as the program looks to the future.

## THE REVIEW

*As per the specific Terms of Reference*

### Introductory Remarks

A visit to the AUD campus, and within it, the corner occupied by the energetic faculty members, staff members, and students of the MPDP, is to enter a microcosm with its own internal rhythms, discursive vibe, and energy. For reviewers being asked to assess this fledgling program (for how else might one characterize a program that has just graduated its first batch), deciphering these rhythms and vibe are a necessary condition if one is to get anywhere. For us, therefore, the first few interactions were profoundly instructive on both the lineage of the MPDP, its present terms of engagement, and its organizational culture. These were important interactions, and opened the door to deeper insights about the overall character of this marvelous experiment that has been crafted collaboratively between AUD, PRADAN, and the countless communities that the latter has served for many decades.

In this regard, a few things stand out, especially with regard to the genealogy of the program.

- i.** Ambedkar University is indeed a natural home for the MPDP. Its core mandate is to give shape to *praxis-oriented programs* that heal or transform lives. (For instance, AUD's M.Phil. in *Psychotherapy and Clinical Thinking*, introduced by the School of Human Studies in September 2011 is geared towards developing mental health practitioners who are equipped to attend to mental suffering and contribute to healing.) In this sense, the MPDP with its goal of preparing young post-graduates into becoming development sector professionals who can transform lives in rural India while also experiencing a meaningful personal transformation—is clearly a natural fit for the University.
- ii.** In addition to the active involvement of AUD's faculty members who have a long history of engagement with transformative social work and who feel strongly about the need for setting up a connection between academic activity and social action, the MPDP has found an excellent collaborator in Professional Assistance for Development Action, better known as PRADAN. This pioneering organization has already demonstrated, over a period of over three decades during which it has trained countless development practitioners, that it possess the depth of vision and experience necessary to sustain the ambitious goals of the MPDP.
- iii.** The MPDP is therefore the product of a rare synergy: PRADAN's commitment to preparing a cadre of rural development practitioners for over three decades has allowed it to acquire a remarkable understanding of the field of development practice, even as it has evolved its own teaching/training program (the "development apprentice program") as a viable alternative to those in the academic mainstream (such as the programs at TISS, IRMA, etc.) for young men and women aspiring for a career in rural development. At this stage in its journey, as it seeks to

formalize and institutionalize the field of development practice as a “discipline,” the organization has found a wonderful ally in AUD, which shares its commitment to advancing the “engaged social sciences” and “disruptive transformation.” The result of this synergy, not surprising, is a learning environment in which difficult questions about development work are subjected to critical scrutiny in wonderful ways. This learning environment is palpable to any visitor, and meetings with different members of AUD’s institutional community confirmed this.

The creation of a new paradigm (even just a “prototype” for such a paradigm) of engaged learning, is a daunting task, but in view of the general environment of institutional disintegration all around us, in our view, a critically important one. As with any new initiative that aspires to push against the confines of received orthodoxy and entrenched “ways of doing,” the MPDP is facing some teething troubles, and will continue to face challenges, both organizational and conceptual as it strives forward. These can be overcome if appropriate measures are taken expeditiously. The fact that AUD and PRADAN have found each other is, in many ways, a gift. This relationship needs to be nurtured.

#### Findings and suggestions for the future, as per the Terms of Reference

*This section presents the reviewers’ analysis of what they learnt through their multifarious interactions with people associated with the MPDP, as well as their perusal of a variety of documents related to the program. The structure of the analysis follows, broadly, the questions outlined in the Terms of Reference.*

#### **What are the significant programmatic achievements in terms of key outputs/outcomes of the program?**

To assess the outcomes of the program thus far, one must begin with an understanding of the broad goals that it seeks to achieve. In the MPDP literature, these goals have been framed in terms of contemporary India’s rural realities. In the proposal submitted to the SDTT, these realities are described in terms of “three contradictory impulses” which are as follows:

“One is the story of the *neglect* of the rural. The other is the story of the denigration and *devaluation* of the rural. The third is the story of the gradual *annihilation* of rural life. However, in spite of the above three, the nation remains divided between India and Bharat – one is a growth-obsessed urbanity, the other is a “dark continent”. Going by present trends, by 2030, at least 60 per cent of the population in India is likely to live in rural settings (UN, 2007)<sup>1</sup>. ...After 60 years of independence, there remains a huge deficit in the availability of quality human resources to work in the villages, along with communities. In order to transform

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<sup>1</sup> United Nations. 2007. *State of the World Population 2007 Report*. New York (as cited in the AUD’s proposal to the SDTT).

such mainstream perspectives, there is an immense need to institutionalize, legitimize, and bring rigor to the field of rural development practice, research and policy. This requires a new thinking about development that is grounded in everyday rural realities of poverty, lack of basic services and inability to influence larger societal processes and build on strong local traditions of equality and justice.

The achievements of this program, which is now only in its third year with only one batch placed, cannot be judged from its quantitative outputs etc. At this stage in its journey, one should judge this program as one would assess an experiment or pilot that seeks to change the way academic institutions look at their role and pedagogy, and the way students perceive the process of learning about development praxis. Any success should, at this stage, be measured by the change in the mindset of the faculty in AUD as well as the leadership there, and the acceptance of an outside agent like PRADAN as a partner in the change process. A second criterion would be the gradual standardization of an academic program that ensures a high-quality praxis-based education for students to build-up as they pursue careers in rural development and research.

On both these counts, the program has clearly been a success. Of course, since only one batch has graduated, any discussion on the program's success at generating quality manpower for the development sector is, at best, premature.

**To what extent has the teaching and research in the program been able to connect with larger societal and human questions geared towards the understanding and alleviation of social suffering? To what extent has teaching and research in the program been able to usher a new imagination of social sciences and humanities?**

The MPDP (as well as the CDP) are animated by a vision that seeks to usher in a fresh imagination that blurs the perceived distinction between many of the dualisms at the heart of the modernist imagination. One is speaking, of course, about dualisms such as theory and practice, natural and social sciences, self and group, individual and collaborative research, and so on.

The original proposal submitted to the SDTT in 2011 states the following two broad goals for the MPDP:

- i. (a) To institutionalize in a University setting the professionalizing of rural development practice (where developmental practice is seen as a socially meaningful and legitimate arena of work) that the AUD partner, PRADAN has been doing for a number of years, as also
- (b) To de-institutionalize the existing imagination of the University (which is largely academic, urban and elite) through its partnership with a grassroots level developmental sector agent of change (here PRADAN) and take it to the rural sector, make its University-level work relevant to the needs of the rural poor and

- ii. To build ‘capacities’ in terms of developing and increasing the pool of quality human resource in the developmental sector

Within these broad goals, the MPDP is attempting to meet the following two objectives (both of which are clearly stated in the proposal submitted to the SDTT).

- i. To develop a prototype/model of education to enrich grassroots practices of development and transformative social change, co-trained by a University with a social justice mandate and a long-term developmental actor, PRADAN.
- ii. To educate and infuse a new set of professionals who would engage directly with rural communities in a process of transformative change through public and civil society initiatives.

Some observations on these goals, and their place in the MPDP:

1. A close reading of these broad goals and objectives reveals that the MPDP has been conceived as an ambitious, indeed audacious experiment that seeks to bridge the stodgy world of academic research with the rough and tumble of development work on the ground.
2. The repeated use of the word “transformative” in virtually all the major programmatic initiatives contained within the MPDP reveals that the core team of faculty and practitioners from PRADAN has a deep and abiding commitment to pushing at the outer boundaries of traditionally entrenched definitions of “development work.” The assumption, it would seem, is that for development work to be truly meaningful for all concerned, rural communities must experience a level of “well-being” partly captured by, but far greater than the normative indices adopted by development thinkers wedded to the developmental models rooted in modernization theory.
3. A fundamental attribute of this commitment to transformative praxis is the program’s reliance on “depth psychology. To quote from the proposal to the SDTT: “Facilitating rural transformation requires intellectual resources alongside personal maturity. The program envisages coalescing theory, research and practice, self-reflection and community engagement as well as epistemological openness to different knowledge systems/streams. It is fundamentally interdisciplinary in its approach, combining a mix of methods for transacting the curriculum, and strengthening the balance between knowledge, conceptual clarity and reflection. The program shall also be informed by the long history of work in ‘depth psychology’, so as to attend to the psychic processes of students and the rural community. This will help students cope with the stress and the hope/despair dyad of transformative work in the rural.”
4. From a the range of conversations with the faculty, students, and field staff associated with the program, it is clear that all of these constituencies share a



- commitment to ensuring that the MPDP does not lose sight of the core commitment to newer, more complex engagement with issues of development practice than has been attempted by other programs (such as those at IRMA and TISS) thus far.
5. For this reason, it is fair to argue that the program is indeed making a conscious and rigorous attempt to connect with deeper questions about the nature of human suffering, and how to alleviate it in ways that are transformative for all concerned; especially development practitioners, and the communities being affected.
  6. *It would therefore be correct to say that teaching in the program has indeed been able to connect with larger societal and human questions related to the understanding and alleviation of social suffering, and is indeed attempting to usher a new imagination of social sciences and humanities.*
  7. *Indeed, one could further argue that the AUD-PRADAN collaboration's attempt to legitimize the discipline of "development practice" is part of a larger churn in universities around the world that have, over the past decades, witnessed the emergence of exciting "hybrid," "hyphenated" and multivalent disciplines that did not find a place in university curricula until some decades ago. (Indeed, the field of Environmental Studies—a permanent fixture in most university curricula—emerged out of the active collaboration between natural scientists, economists, historians, geographers, and a plethora of other disciplines barely three decades ago.) In this sense, the creation of a space for the field of "development practice" as a serious disciplinary intervention (with paraphernalia that such an intervention entails) at AUD is in line with this large set of global conversations about knowledge and power.*
  8. The newness of the MPDP's imagination (and indeed the sorts of issues that excite faculty members associated with the Center for Development Practice) stems from its attempt to move beyond the technocratic imagination of modernization theorists, as well as the rights-based activism that occupies such a large part of development discourse. Instead, the MPDP is attempting to create a "set of professionals trained in rural development/transformational skills" that are "needed to fulfil the *bottom-up* version of the Indian *developmental dream*." The program seeks to do this by linking "transformation of self" to the larger goals of *social justice* and *collective transformation*"—issues that are clearly stated in the proposal submitted to the SDTT.
  9. Through this sort of outlook and academic orientation, the MPDP and CDP are seeking to foreground the conception of "engaged social sciences," a vision that these programs share with Ambedkar University. And with the support of the School of Human Sciences (and to a lesser degree, the School of Development Studies), these initiatives are part of a supportive environment.

Suggestions for the Future:

- (a) Since the MPDP is part of larger emerging ecosystem at AUD that is committed to the "engaged social sciences," it is critical that the volume and depth of scholarly work (through publications, public lectures and seminars, etc.) be showcased on a regular basis. This will be necessary for the emerging credibility of the MPDP's as a

- serious intervention, and the legitimacy of the field of development practice as “discipline” (or very least, as a “proto-discipline” at this stage!). We saw evidence of this, but the program’s lofty goals will demand more such activity in the future.
- (b) The issue of establishing the legitimacy of the field of development practice (as imagined by the MPDP and its founders) should be made central to the CDP’s core activities with a sense of urgency. This sort of legitimacy can be enhanced through the CDP’s direct engagement with the mainstream public (through articles in the press), and indeed, strategic alliances with “alternative” publics. It would also be wise to position the CDP as a hotbed of activism on matters related to development work, and the Center may wish to systematically network with organizations in the development sector, and when strategically necessary, the corporate sector and with the state.
  - (c) Having weathered the first phase in its journey (by successfully graduating a batch), the CDP/MPDP now needs to grow through the infusion of new faculty, cutting-edge research of the sort that brings faculty members, students, and communities together, and an aggressive roadmap for showcasing all of this wonderful work through outreach activities.
  - (d) All the faculty members we met displayed an unwavering commitment to the goal of engaged scholarship leading to a repositioning of the social sciences not just at Ambedkar University, but beyond. This is admirable, but it is critical that this commitment is reinforced on a regular basis, and re-iterated in various ways (such as discussion forums, review forums, other university forums). It often happens that when people get involved in the specifics of their domain as teachers or students, the overarching purpose for which they are associated with the MPDP begins to lose its focus.
  - (e) It is clear that PRADAN has played a vital role in shaping the broad contours of the academic imagination contained in the MPDP’s formulation of the idea of development practice. As the program looks to the future, this foundational work needs to draw upon the rich debates taking place on similar issues in other development organizations and universities, in India and abroad. Some of this is already in the works, but more needs to be done. The organizational base and network that sustain the MPDP need to become more diverse, so that they are able to capture, in a textured manner, the diversity of ideas and practices that sustain the idea of development practice. This will be necessary for the CDP/MPDP to emerge as a formidable programmatic and epistemological experiment with transformational potential.

As the CDP and MPDP forge new partnerships and collaborators, the latter will inevitably bring new challenges, new perspectives of development practice, research possibilities, as well as a heady culture of debate and shared learning. These challenges are to be welcomed because they will energize the field of development practice as a serious academic enterprise. Two quick points:

- (f) In view of the distinctive orientation of the MPDP/CDP, it is clear that the search for partnerships must be conducted in a nuanced manner. Both the MPDP, and the activities of the CDP are built around a core commitment to societal as well as “inner” transformation. (Indeed, AUD as a whole is energized by the idea of interrogating the idea of the “university” itself!) Not all partners may share this critical perspective, and an alliance with such organizations is, for obvious reasons, likely to generate difficulties for all concerned.
- (g) Put differently, unless a partnering organization is open to its own transformation, it is unlikely to be a good fit for the MPDP/CDP. Such organizations should, ideally, be kept at arms length for the time being. This has to be borne in mind even as the CDP aggressively searches for new collaborators.

**To what extent has the program managed to increase the pool of quality human resource in the development sector both through supply of new trained professionals and also by capacity building of people already working in the development sector?**

Till date 1 batch of 21 students has been placed, so it is too early to provide a meaningful response to this question. Capacity building of people already working in the development sector has only happened for PRADAN professionals through the summer school approach where they spend 4 weeks at AUD and understand development theory. 19 such professionals have been trained so far.

Let us understand what we can derive from the limited students placed in the development sector. As can be seen from the table below, 75% of the students in this batch have been placed; 2 are undecided and 2 have yet to be placed as they seek location specific work. 4 of them have decided to be part of the academic world, taking up research work or pursuing higher studies. The 13 who have joined the development sector have chosen to work in 7 organizations, with 3 joining PRADAN and 2 each in SEWA, Azad Foundation and Rajiv Gandhi Pariyojana. This profile of organizations is interesting, and covers the range from rural and urban, constructive to rights-based and even a funding organization is included.

The salaries range from Rs. 25k-30k, which in most non-profit organizations (except PRADAN and a few others) would put them in the mid-management category, one level above the field worker. This would mean that there is a need for them to possess some management skills/knowledge to play their roles effectively. While it would not be advisable to make this a “management” school and replicate IRMA, and there is a lot of value in focusing on the reflective nature of development practice, there is also a danger of the MPDP supplying professionals who, by the nature of their qualifications would fit into supervisory roles, and yet not be prepared to perform them adequately.

In the year ahead, it would be useful for AUD-PRADAN to take feedback from the current employers, seek their views on the placed students, so as to find out whether employers are

satisfied with the quality of the students and whether they would like any changes in the curriculum.

	Categories	No's	Remarks
1	NGOs	11	3 PRADAN, 2 SEWA, 2 AZAD FOUNDATION; overall 7 organisations
	Government	2	Govt. Supported NGO
2	Research /Higher studies	4	1 of them is with CDP
3	Undecided	2	Have not made up their mind
4	Not placed	2	Students need location specific placement
	<b>Total</b>	<b>21</b>	

We met some of the PRADAN professionals who had been through the summer school. They all testified that their understanding of development theory was useful to them, not only in addressing the difficult questions some of the MPDP students posed during field immersion, but also in understanding their own work within a conceptual framework. Many shared that as practitioners, they had been "anti-theory," and felt that theorists did not understand practice. This summer school has helped them understand the link between theory and practice—a wonderful thing.

For PRADAN staff, the presence of the MPDP students also helps them to look at their own communities differently as the students research issues that PRADAN does not work on (issues like education, human trafficking, health, etc.). This fits into PRADANs own internal change process and builds its capacity to understand the communities better.

Suggestions for the future:

- One limitation of this program so far is that PRADAN is the only organization engaged in development practice that AUD partners with for the MPDP. This means that the full potential of both the placement and the summer school is not being addressed. It also makes it difficult to answer questions related to impact /potential impact on the development sector, since currently only 1 NGO is involved.
- While this is understandable as the MPDP is a new experiment which PRADAN and AUD have conceptualized together, and this collaboration will need time to

stabilize before it is shared with others, we think the best way to get other NGOs and development sector organizations to get involved is by including them in the summer school, and then gradually in the more complex field immersion component of the MPDP. Other organizations may also like to be involved in the evolution of this program. In fact, involving them once everything has been standardized may not be as effective a way of moving forward if getting broad-based ownership of this experiment in the development sector is a key objective. The sooner newer organizations participate in the inner life of the MPDP, the better for the long-term sectoral acceptance of the program and its graduates.

- Based on past experiences and the steady demand for IRMA and TISS graduates, it is clear that the MPDP can also meet a critical need in the development sector. Indeed, it has already begun to do so. The challenge before the program is to prepare students who can go further by bringing their own, fresh perspective on development praxis, action research, and community engagement into the sector. At the risk of sounding glib, one could argue that the MPDP has started to do this by “inverting” the TISS/IRMA paradigm: In these established programs, students “learn” on campus and “do” or “practice” in the field. The MPDP’s structure, in its present form, encourages students to “do” and engage with “practice” while they are on campus; and “learn” when they are in the field!
- As it looks ahead, the the MPDP must find a way to place its graduates where they can make the maximum impact, i.e., not in middle management necessarily (which is presently the case), but on the front lines where issues of poverty alleviation are addressed directly.

Now that the MPDP has graduated its first batch, the issue of career planning and guidance for alumni/students can be addressed. Some steps may be taken at the earliest:

- It would be very useful for the CDP to closely monitor the professional trajectories of the MPDP’s graduates. The Center should do this with the intention of gauging how well the students have fit into their new roles; what strengths (attitudinal, skills-based, perspectival) they bring to their work; whether there are gaps in their learning; and how they are managing the emotional toll of working in development practice. The CDP should also consciously monitor the impact of the alumni’s work.
- Simultaneously, the CDP should engage with the students presently enrolled in the MPDP to better grasp their concrete aspirations, the kinds of work they would like to do, and so on. Generating a conversation on these issues will help both the students and the CDP staff better handle the placement process. It may be useful to use new technologies, blogs, social networking platforms, etc., to connect present students with the alumni to take these conversations forward.
- And now that a network of organizations that have willingly absorbed graduates of the MPDP is being created, it is critical that these employers be treated as a critical stakeholder shaping the destiny of the MPDP. In other words, the issue of career planning for students should involve ongoing conversations with the

“demand side,” i.e., those organizations that trust the AUD to graduate students who can hit the ground running, and meet their needs.

**What has been the impact of the MPhil Development Practice program in the academic sector? To what extent has the program been a prototype of education designed to enrich grassroots practices of development and transformative social change? What has been the ‘capacity building’ capability of the program? How many field professionals have been trained?**

Issues of “impact” are clearly the hardest to assess when the program under review is barely three years old. Since this review is not assessing the impact of the Center of Development Practice that, after all, furnishes some part of the institutional scaffolding (within Ambedkar University, together with the School of Human Studies) of the ideas at the core of MPDP, our comments will be limited to the impact of the M.Phil. program. Having said this, the CDP—because of its core research and outreach obligations—does have a symbiotic relationship with MPDP since at their core, both initiatives seek to bring students, faculty members, rural communities, and the public together in the production of knowledge and practice.

In order to assess the impact of the MPDP in the academic sector, let us therefore start with an analysis of the relevance of the CDP for the MPDP. Based on the information shared with us, the CDP has created research collectives around the following themes:

- Caste and Class: Need for a Theoretical and Empirical Re-examination
- Gender, Health and Development
- Discourses of Empowerment: Processes of Change, Resistance in Rural India
- Mapping the Development Sector
- Food security and Resilient Environment. (Symposium planned in collaboration with CSU, UWS and PRADAN.)

Clearly, these themes provide the CDP with strategic direction, and it has already organized a series of lectures and seminars on some of these, and related themes. Documents shared also reveal that new themes and collaborations are also if the offing. The MPDP/CDP community has also hosted two workshops, one on “Action Research,” and the other on the “Rural Through Art, Literature, and Film,” both of which have drawn diverse constituencies. Since the Action Research Workshop involved the active participation of field faculty and practitioners from PRADAN, it succeeded in animating much needed discussions on the relationship between theory and practice, the classroom, and field based learning (as described above).

The Center also has plans to recruit more people (as faculty members and research associates)—and by all accounts, the University is keen to support these plans. As the center grows in size and expands the scope of its activities, and therefore, output, one

imagines that the MPDP will find a fertile institutional space to blossom in as students bring back insights and research findings for further academic excavation.

At its core, therefore, the MPDP's potential in furthering research stems from the central role that students, working with faculty members at AUD, field staff and faculty members from PRADAN, and perhaps most importantly, rural communities, play in the production of useful knowledge that can transform the way that development practice is conducted. By putting methodologies drawn from the social sciences and humanities, community-based knowledge, and faculty expertise on par with student learning, the CDP and MPDP together have the potential to play a pioneering role in building a new kind of "capacity" for the development sector.

Purely in numerical terms, the number of graduates entering the development sector has been analyzed in the different part of this report. The critical issue, of course, is whether the MPDP is creating a new kind of development practitioner, a thoughtful, skilled, committed individual who is able to walk the path towards a rural transformation in a meaningful manner. From what we have seen, the MPDP largely gets this right, in part because of the generosity of its vision, and the breadth and depth that characterize its pedagogy and experiential learning experiments.

Does the MPDP serve as a "prototype of education designed to enrich grassroots practices of development and transformative social change?" From the work done thus far, and an assessment of the excitement among the faculty members and students, we would argue that *after the graduation of a few more batches, and evidence of meaningful contributions by graduates and researchers in the field of development practice—this program will indeed emerge as an important prototype, indeed, pioneer for the field of development practice. The story thus far inspires a great deal of confidence that this will come to pass.*

Suggestions for the future:

- (a) Since students play a critical role in bringing vitality to the program, it would be useful to find ways of showcasing, and amplifying the visibility of student-faculty-community collaborations. While many traditional development management/studies program rely—to varying degrees—on these three constituencies to generate research, the MPDP's approach is richer and deeper. Generating buzz around this is critical for the future.
- (b) Since one of the objectives of the MPDP experiment is to present the development sector, and more specifically, the university, with a new paradigm that transcends many of the normative dualisms inherent in mainstream education, it would be useful for the CDP to hasten its engagement with sectors that are not traditionally a part of what gets called the "development" sector. The reconfiguration of the relationship between the state, private sector, and civil society since the 1990s in India has also recast the role of the development sector. For a program like the MPDP which is new, it is important that it is not weighed down by past orthodoxies, and makes strategic decisions that best impact the rural poor in ways that the realignment between these three sectors demands. In other words, *the*

*MPDP's academic contribution must be pertinent to today's challenges, not dictated by preconceived notions that have traditionally governed the development sector. This, indeed, is one of the biggest advantages that a new program enjoys; and the MPDP/CDP must leverage this advantage to the hilt.*

- (c) It follows from the above that any discussion of the transformative potential of the MPDP must also contain a vigorous debate on what “transformation” really means in the here and now, looking forward. Here, students (especially those in their third years) must be encouraged to take the lead in taking this discussion forward. Much of this is already happening, and this is very gratifying.

**What is the profile of people who join the MPhil program? Where do they come from, where do they go? What is their imagination of development?**

The tables below provide a profile of the people who join this M.Phil. program. For the first batch, this was an experiment, prompted by their knowledge of PRADAN and also of AUD; the fact that a stipend was available also helped. Many students, especially girls, mentioned that the stipend allowed them to “sell” this new M.Phil. to their parents as the financial burden on the parents was reduced.

A large number are students from Delhi, but since many of them have origins in other parts of India, the profile is diverse. This came through in our interactions with them. This program has also changed the norms for admission to ensure diversity; only 50% of the applicants need to be Delhi domiciles; the rest can come from any part of the country.

**Background Profile of AUF – DP students**

**Work Experience**

Profile	2013 batch		2014 batch		Total	
	No's	Percentage	No's	Percentage	No's	Percentage
With work experience	05	25%	05	28%	10	26%
Fresher	15	75%	13	72%	28	74%
Total	20		18	100%	38	100%



### Academic Background of Students

Academic Background	2013 Batch		2014 Batch		Total	
	No's	Percentage	No's	Percentage	No's	Percentage
Social Science <sup>2</sup>	08	40%	08	45%	16	42%
Development Studies / Social work	06	30%	06	33%	12	32%
Management	0	0	02	11%	02	5%
Technology / science	04	20%	01	5.5%	05	13%
Literature	02	10%	01	5.5%	03	8%
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>38</b>	<b>100%</b>

Why do these young men and women join the MPDP? There is a range of reasons for this. Those who have studied development theory/sociology or even social work feel that their studies do not help them to understand rural reality in depth; these students wish to remedy this gap. Some who have worked in NGOs, but not in reflective roles that offer field learning or action have joined to get a more in-depth understanding of the combination of theory and practice. For some, it is also a chance to engage with challenging questions intellectually. Overall there is a great awareness among the students that what they learn (or have learnt) in classrooms from textbooks about poverty is inadequate; and that the frameworks adopted by the MPDP, with its substantial fieldwork in components in poor areas, and reflective learning modules, will.

Clearly, the students' "imagination of development" is varied, with some focusing on entitlements as a path for the poor; and others believing that enterprise and agriculture development or skills are the answer. Based on what they shared, it is clear that their learning, and the changes they underwent after the first year of field immersion, were substantial and transformative.

Suggestions for future: India's southern and western regions are under-represented in the overall student profiles, which may be because PRADAN does not have a field presence in these regions. Partnerships with other organizations, and greater publicity with other universities teaching development theory and social work may help create a more diverse

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<sup>2</sup> This includes training in sociology, economics, political science, etc.

student profile. The greater presence of candidates from SC/ST/minority backgrounds should also help in creating a more vibrant student profile.

**Has there been any research output from the program?**

First, it is important to appreciate the MPDP is fundamentally a teaching program, and its “output” (which admittedly, sounds somewhat patronizing) are the graduates of the program. The fact that these students produce knowledge through their theses and field-based engagement is a wonderful thing, but whether this knowledge makes its way into the “research” imagination will only become clearer with time. Thus far, the number of theses produced is small, but it is gratifying from discussions with the graduating students that many of them are excited about pursuing their research further. One hopes that this research finds its way back to the University, and animates the life of the CDP, and other Schools at AUD.

Secondly, the CDP itself is clearly committed to research, and a perusal of its activities reveals a vibrant culture of intellectual ferment, nurtured—no doubt—by the heady ecosystem of Ambedkar University. The fact that the Center will be expanding in the years to come (through the arrival of newer faculty members) harbors well for the anticipated research output of the CDP.

On a more general note, we would like to express our satisfaction at the rigor and depth displayed by the students in their engagement with the core issues that lie at the heart of the MPDP curriculum. Watching the students grapple with difficult questions of the self while living with Adivasi communities in Jharkhand left us convinced that the program is opening-up a variety of exciting research areas for the students, faculty, and communities to pursue in the times to come. This is all very exciting!

**Is the program structure adequate, feasible in terms of the a. theoretical inputs, b. duration of immersion and the consequent burden of a. and b. on the student?**

The M.Phil. program in Development Practice is a well-conceived, and designed course. The course curriculum, as well as the pedagogy that is employed to deliver it, enjoy a healthy creative tension. This creative tension between the long list of conceptual dualisms (such as theory and practice, natural and social sciences, self and group, individual and collaborative research) is what makes the MPDP such an innovative intervention not just for the field of development studies, but for the University as a whole.

Furthermore, the program is profoundly relevant for the University in view of its mission as outlined above. In our interactions, many members of the University’s institutional community emphasized that AUD views itself as an “incomplete project,” as an attempt to pursue an epistemological project in which a diversity of ideas are pursued so as to produce a coherent intermixing of multiple strands. This comingling of multiple strands and disciplines is being attempted at AUD so as to create an engaged academic culture that is constantly bringing in knowledge from “outside” the ivory tower of academia. In this

regard, the MPDP shares the same theoretical and pedagogic orientation that animate life at AUD as a whole.

On the MPDP's Pedagogy: Documentation shared with us captures the essence of the program's methods and practices of teaching admirably:

“The pedagogy of the program comprises of two integral aspects - experiential learning and learner support and reinforcement systems. *Experiential learning* premises itself on the *immersion* of the learner in actual life experience and engaging with the milieu of practice; the opportunity to reflect by herself/himself as well as receive observations and feedback from peers, mentors, supervisors and members of the milieu itself. Building a cognitive map supported by existing or evolving theory ties the experience of the learner in an attempt to help her/him make meaning of her/his experience. Drawing up fresh hypothesis, evolving new ones to experiment with and learn from becomes the next step. *Learner support groups and reinforcement systems* are meant to create a learning community. To build consonance between experience ‘out-there’ and experience and learning ‘in-here’ in the classroom, group-centered pedagogy will focus on the learners sharing, critiquing and helping each other examine stances, approaches and methods that they have used in practice. Over a period of time it is envisaged that a vibrant learning community will emerge in charge of their own learning and deriving joy through contribution towards each other's learning and growth.”

The pedagogic attempt to connect the “inner” and external facets of the learning experience through a blend of experiential immersion, and classroom engagement—all in the service of the creation of a “learning community” is entirely appropriate to the task that the curriculum has embraced. It is clear that an engagement with questions of the self, interrogated through reflexive exercises and communal engagement (both in the field and on-campus, with other students, practitioners, and faculty)—can go a long way in preparing budding development practitioners to serve as change-agents. Indeed, when framed this way, the type of “change” they pursue is likely to be durable and meaningful in wonderful ways.

It is clear that the pedagogic elements employed by the MPDP, while not entirely new or unique (since many of these are to be found at comparable programs at TISS and IRMA), are different in the rigor and depth they bring to these issues. The location of the program in the School of Human Studies may have a great deal to do with this. PRADAN's own pioneering role in this critical space has also done a great deal to distinguish the MPDP from its more established peers at other institutions, undoubtedly a step in the right direction.

On the MPDP's Curriculum: Based on a perusal of the course outline, and the way that the “immersion” segments are interwoven with classroom terms, it appears that the program has struck a good balance. The blend of courses in the social sciences and humanities is very good, and it is clear (to the extent that we could gauge, within the parameters of our own academic and practical experiences) that the curriculum is rigorous,

challenging, and appropriate to the goals of the program overall. Indeed, the distinctiveness of the program is very clear in the way that it balances experiential and theoretical learning with psychosocial experiments that deepen the engagement of students with their development practices.

Some observations:

- In design, the three “immersions” follow a logical progression, from the “village stay” which grounds students in rural life and forces them to interrogate their own place in relation to the communities they wish to work with; to an immersion that develops “competencies”; to finally, an action research oriented immersion. The sequence clearly works reasonably well, a fact confirmed by the students.
- In practice, there were some quibbles. Some students felt that they needed more action research skills at an earlier stage of the program, so that when they conducted their own action research, they would be better equipped to produce quality work. Many of them also felt that the field partners from PRADAN, while very adept in their own professional domains, were not as adequately prepared to guide them in their research. This matter is further complicated by the fact that many of the faculty supervisors at AUD are not able to visit the field sites where the students are located for their action research. For these reasons, it was gratifying to learn that the CDP had organized an “Action Research Workshop” for the field staff of PRADAN.
- The stress on an “internal” transformation for students as they traverse the journey through the MPDP is a critical distinguishing feature of the program. Other programs in the development sector have tried to introduce this element, but never with the kind of depth and complexity that one sees in the MPDP. This does, of course, pose challenges, especially those associated with the availability of dedicated faculty members equipped to raise such issues and deal with them rigorously. At AUD, faculty members from the School of Human Studies clearly occupy this space, together with visiting faculty from PRADAN, which—in its “Development Apprentice” program, has experimented with these ideas over the years. Indeed, PRADAN’s program has graduated over fifteen hundred development practitioners thus far.
- It was striking that for a program committed to producing engaged professionals, the number of courses drawn from the traditional “management” fields is limited. Other than the course on “project management” in the third semester, there are no courses from the management sciences. While this may make sense in terms of the philosophical thrust of the course overall, this lacuna could create difficulties for graduates of the program who are expected to hit the ground running in middle- or upper-management positions once they enter the workplace. Basic skills in finance, accounting, planning, strategy, etc., if they were to supplement the core curriculum as it exists today, could go a long way in addressing this gap.
- It is clear that one of key areas where work needs to be done is in the creation of solid, stable faculty cadre for the MPDP. More on this later.

- Overall, the balance between theoretical inputs provided by the teaching staff (both on campus and in the field) appears to be sound. And the amount of time that the students are spending “immersed” in the field is entirely appropriate.

Some issues and suggestions:

- An urgent issue: For a curriculum that requires sustained contact between students, faculty, and rural communities, and often entails the collection of data about “human subjects,” it is critical that an “ethics committee,” or what gets called an “internal review board” (IRB) that reviews and approves research projects, be constituted at the earliest. We did not find evidence of an IRB for the MPDP.
- Since the MPDP inhabits an ecosystem that contains the School of Human Studies, the CDP, and within the larger AUD environment, the Schools of Development Studies and Management, it is important that the program leverages the resources available in the latter two Schools. The School of Development Studies is a natural ally of the MPDP, and its faculty members should be encouraged to play a more active role shaping the critical perspectives at the heart of the latter’s curriculum. Similarly, the School of Management can contribute by filling gaps related to the students’ acquisition of normative “managerial” skills (which we have mentioned above).
- Related to the above point, courses that provide an “organizational” perspective on rural development may better prepare students to facilitate the creation of concrete and durable structures to address the needs of rural communities. For instance, students should ideally have a rigorous understanding of the diverse organizational forms available to the community in their work—from cooperatives and producer companies, to self-help groups and NGOs. Such knowledge will allow the MPDP’s students to develop more robust rural interventions. Courses on these themes may be worth investing in.
- The launch of a Social Entrepreneurship Program provides the MPDP an opportunity to sharpen its engagement with a burgeoning sector, i.e., that of social enterprises that—for better or worse—are mushrooming everywhere. Indeed, in view of India’s political economy, which has chosen to embrace the policy of liberalization, it is important that students are aware of the ways in which they can leverage some of the benefits, and avoid the pitfalls associated with privatization, agri-business, and rural entrepreneurship.
- It is clear that the MPDP’s field immersion segments in their present form are built around PRADAN’s institutional network. This is an invaluable network, and has already played a vital part in launching and supporting the MPDP. Indeed, PRADAN’s contribution is so much greater since PRADAN has provided critical human resources to AUD to sustain the MPDP. Not surprisingly however, this has also meant that the field based learning experiences of the students are constructed around the philosophical assumptions and organizational culture of PRADAN, what some of the people we met described as the “PRADAN Way.” This is not a limitation per se, but as the MPDP evolves, it must find new partners to supplement learnings from PRADAN, so that the diversity, tensions,

contradictions, and opportunities that characterize the world of development practice are made manifest to students on their own learning journeys while they are in the program.

- With regard to the place of action research in the curriculum, two observations:
  - The process that students go through when they conduct action research brings them into contact with rural communities for extended periods of time. This often leads to close relationships between them and members of the communities, and can also lead to “expectations” of an instrumental nature among the latter. This issue, which came up in conversations with some of the alumni, needs to be handled sensitively. (The creation of the IRB, mentioned above, will help to address this effectively.)
  - There is a conceptual tension at the heart of a learning paradigm that combines a commitment to “action research” with the goal of “transformation.” The former signals detached, rigorous, engaged, and honest inquiry; the latter, the fulfillment of a moral, often political imperative. The two can co-exist, but also contradict each other on occasion. It was clear that all members of the MPDP community are aware of these tensions and willing to engage with them. It would seem that these tensions are an integral part of the DNA of the program.
  
- One curricular suggestion: Most social science engagement with issues of development continues to display what may perhaps be called a “place-centric” bias, i.e., a tendency to think of social and economic issues as geographically bounded, or at the very least, located around specific ecosystems and cultural spaces. This bias has increasingly come to be challenged by the increasing movements of people, cultures, ideas, and labor within, and across national boundaries. Policy makers do not always grasp the effects of these migrations. Indeed, this could also be said for the larger institutional apparatus of the state, which has failed to truly grasp the changing character of India’s informal sector, partly because of the latter’s mobility. Migration is clearly an integral determinant of poverty in India today, how it is reconfiguring labor relations and the exploitation of human capital; and this calls for a vigorous response from academia. In this context, the MPDP/CDP are admirably placed to bring this issue into their canvas in a way that—from what we have seen—has not happened thus far.

### **Has the program been able to find a niche in terms of student interest?**

Again, this is too early to say, but as mentioned in the response to the above questions, the MPDP has definitely come to inhabit a distinct space as a program that provides a first hand understanding of rural poverty. To create a niche for itself in the long run, we think this program needs to become better known, and become less Delhi-centric. Again, having a greater diversity of NGO partners is clearly the way ahead as there will be more

stakeholders who will demand a greater degree of complexity in the way the program prepares its graduates.

Information from the narrative reports shared with us states the following with regard to admissions, and the following paragraph is clearly a good summation of the kind of interest the program has been able to generate among prospective students:

“The MPhil program in Development Practice is in its third year. So far the ratio of the number of seats available to the number of applicants for the course has been in the range of 1: 8 to 1: 10. These ratios are reassuring since this ensures the sustainability of the program at the point of intake. In addition, the number of students who have taken admission from the ‘first list’ has been growing, and was 16 of 22 in the new (i.e. third) batch. This does indicate that there are interested students out there who wish to pursue the MPhil in Development Practice. The retention of students in this somewhat difficult program (with 8-10 months of rural immersion and high cost to the student) has also been good; we have till date 2 dropouts, both for health reasons and not for anything to do with the program directly”

#### **Notes on the economic sustainability of the program**

The M.Phil. Development Practice initiative has received a grant of Rs 3.46 crores from the SDTT. This grant pays for faculty members (who are not on AUD’s payrolls), a part of the student stipends, the travel and stay components, and program administration costs. A substantial part of the stipend (Rs 12000/month) is paid by the university and it also now pays Rs 3000/month for the travel costs; i.e., overall Rs 15000/student. These contributions are largely the result of is substantial lobbying by PRADAN and the internal champions of this program. The critical question, of course, is whether this program can continue without donor support over time. *If the program has no donor, it is conceivable that the costs that the donor bears may be borne by the following stakeholders:*

- 1) NGOs: PRADAN currently incurs costs, which it does not charge to the project. Other NGOs who join may be required to contribute. (In any case, as we have said above, getting more NGO partners is essential for the evolution of this program at a variety of levels.)
- 2) AUD: The changes AUD has made to accommodate the unique requirements of this program have been major, from allowing national students to enroll, to providing an overall stipend of Rs. 15000 per student. This should make us hopeful that it would do more in the times to come.
- 3) Other donors: If the CDP is formally registered as a society, independent but linked to AUD, then it can attract funding of its own for undertaking research, field immersion, summer school, etc.

4) Students: In many interactions with them, we found that the students were complaining about the costs of this unique project. They have 2 problems with the current system:

a) Because of their field immersion, they end up incurring costs *twice*. This is because their homes in Delhi still incur rent though they are absent during immersion segments; while additional costs have to be incurred during their field immersion period.

b) Some of them could earn money by taking on assignments/projects in a typical M.Phil., but since this course involves travel and substantially more work, they cannot earn while they learn.

Overall, one feels that these students get paid reasonably well, and over time will attract better salaries, but since this course does not operate on the cost-benefit ratios of most management colleges (which have higher fees leading to higher salaries), and is part of the larger AUD system, it may be difficult to charge higher fees.

5) Government: PRADAN did have plans for raising funds from the Rural Development Ministry/NRLM since this program does provide trained staff for the rural development sector, but this has not really worked out—and with the change in government it is not likely to. Over time of course, government aid may become an option, but this is too uncertain to be part of the program's medium-term planning.

From what we have learnt through conversations, PRADAN and AUD have prepared a draft budget to run this program. At the minimum, the cost is Rs1.2 crore per annum (although ideally, if the CDP were to grow as a knowledge center with research, outreach, and dissemination activities, then the costs would go up to approximately ₹2.0 crore per annum). AUD currently bears ₹ 45 lakhs (both direct and imputed costs).

The MPDP/CDP's sustainability plan should clearly involve proactive measure to raise funds through grants from a wider variety of donors to meet these expenses. Overall though, *if the SDTT could provide a grant of ₹.8 to ₹1.2 crore per annum over a minimum of 5 years to stabilize it, this would be an invaluable investment for the future of the development sector as a whole.*

### **What is the feasibility of running the program on the support of faculty whose primary teaching commitments are elsewhere?**

Dedicated faculty members at AUD will need to serve as the backbone of the MPDP. This would be true of any academic program, but in view of the distinctiveness of the MPDP and CDP, this issue is critically important. It is clear that the MPDP is an audacious experiment, and AUD has shown courage and an admirable spirit of experimentation in nurturing it. Indeed, the Center for Development Practice (like other "Centers" at the



University)—which sustains the larger ecosystem required by the MPDP—should be able to play the role of a “Trojan Horse” in the way that it carves out a distinctive space for the evolving field of “development practice” within AUD.

Clearly, the “experimental” quality of the MPDP/CDP makes it somewhat unstable, especially in its dependence on “soft money” from donors like the SDTT within the larger churn that presently characterizes Ambedkar University, a relatively new institution. This creates structural and personal strain on those who “champion” the program at the University. Some points:

- In conversations with the VC, and other members of the top management at the University, we were gratified to see that there is a strong push to support the program through faculty recruitment, and the identification of new partners (faculty and organizations) that share the commitment to “transformation” which is so central to the MPDP. The fact that two new faculty members committed to development practice (to be housed in the Schools of Development Studies, and Human Studies) will be recruited later this month (April 2015) is very gratifying.
- As the University plans ahead, it will need to create more robust systems for the management of faculty time. Faculty members associated with the MPDP will need to be able to go the field, develop skills in action research, and guide student research rigorously. They need to be supported in their endeavors through institutional support and financial resources. Happily, some of this is already happening.
- Related to the above point, it is important the newly recruited faculty members share AUD’s overall orientation, and more specifically, have an appreciation for the distinctiveness of the MPDP. These issues need to be communicated to faculty members at the time of their recruitment itself.
- The University has already found ways to support students through stipends; and must find new sources of funding for faculty development.
- Efforts are also under way to network aggressively on behalf of the MPDP/CDP with multiple agencies, governmental bodies, and other academic institutions. It is hoped that some of these bodies (especially the government) may be able provide financial resources to sustain the program in the years to come. Indeed, it is very clear that the AUD is keen to build a more stable organizational architecture for the program through outreach and resource mobilization.
- There is a strong commitment at the University to build on the research being conducted by students in the field, and to explore the possibility of moving towards the launch of a doctoral program in development practice.
- It is strongly recommended that public events, such as an “open house,” or even a seminar could be organized at the earliest to showcase the findings contained the students’ dissertations. All of these form a critical part of the outreach and networking activities that will need to be done in the times to come.

Key observations that emerge from the above:

- It is clear that this unique program—in which praxis and theory are combined—cannot be taught by any staff member who have themselves not spent time in the field and visited the regions where the students undertake the research. In other words, the best faculty members for the program ideally need to have experienced the challenges of blending theory and praxis in their own engagement within the field of development practice. Clearly, there is a need for dedicated faculty to run this program. In our conversations with the VC and Dean of various schools, they have agreed to this.
- It is very clear that the core AUD faculty members who are doing the bulk of the classroom teaching are very good in all respects. Their commitment to the domain of development practice, and desire to expand their own learning in collaboration with students has been exemplary. Some of them did, however, admit that due to institutional constraints (the academic calendar, other teaching commitments, etc.) they were not able to do as much as they would have liked. This issue needs to be tackled at the earliest.
- The issue of how to work with students on their “internal” journeys and transformation requires a core faculty group that is equipped with the skills needed to work closely with students on a long-term basis. Visiting faculty from PRADAN or elsewhere can fill this role for a while, but this cannot be a long-term arrangement.
- The CDP is a critical piece of the puzzle here, since it has the potential to emerge as major point of convergence for faculty members who share the MPDP’s goals. Some of this is already happening, and assurances from the Pro-VC indicate the likelihood of a larger critical mass emerging in and around the CDP and the Schools that nurture it. Such moves will also help to sustain the MPDP in the long run.
- PRADAN’s staff members (in the field, and on-campus) are vitally important for the future of this program, but their functional commitments are elsewhere. AUD must find a way to create a permanent cadre of faculty and staff for the MPDP, so as to lessen the burden on PRADAN in the years to come. Indeed, it must find way to engage a larger cluster of organizations that share the program’s goals, so as to enrich the learning experience for all concerned.

Overall then, it is clear that *the MPDP cannot be run successfully in the long run unless AUD is able to create a stable cadre of full-time faculty and staff to sustain this exciting program.*

Based on the successes of the program thus far, it must recruit more people expeditiously.

## CONCLUDING REMARKS

This review reveals that the MPDP is an exciting initiative which has set itself ambitious objectives that, given the state of the development sector in India today, must be met for the greater common good. The program's journey thus far reveals that the fundamentals are in place for it to succeed in achieving its long-term goals. For this to happen, however, some key challenges will need to be confronted through robust institutional calibrations among all of the stakeholders of this promising initiative. While the review as a whole has listed these at various points in the preceding narratives, the key thrust areas are listed below:

**A) On the long-term role of PRADAN in the MPDP:** It is clear that PRADAN's team has played a critical role in shaping the MPDP at every stage of its journey thus far. This is a testimony to PRADAN's tenacity and commitment towards the program's core objectives. The active involvement of PRADAN's core members and field staff in shepherding students at every stage of their learning has been responsible for many of the MPDP's achievements thus far. And by giving PRADAN an opportunity to play this role, AUD has provided the much needed institutional direction and support that a fledgling initiative like this one needs in a university setting.

Looking ahead, the MPDP must broaden its institutional base, and work harder to gain legitimacy in the eyes of other universities, NGOs, and like-minded organizations committed to rural transformation. For this happen, it is critical that two things happen simultaneously:

- Firstly, the fertile soil nurtured by the AUD-PRADAN collaboration must, in the future, be energized through the sustained involvement of a diversity of other organizations so that the latter's experiences can enrich the theoretical and practical orientation of the program. Such collaborations will not only bring greater dynamism to the core curriculum (in both the classroom and the field), but also expand the program's network. Furthermore, an expanding network of institutional partners will broaden the catchment area for students to seek placement after graduation from the program. *The "PRADAN Way" has served as a bulwark of the experiential learning components thus far; it should be supplemented with other pathways, and the exploration of other developmental paradigms, organizational forms, communitarian experiments, economic models, and cultural constructs, so that the MPDP can go the full distance.*
- Secondly, AUD will need to invest in at least two key areas: *faculty recruitment, and faculty development.* The former is necessary for the creation of a critical mass of people with a shared commitment to the domain of "development practice" within the University; and faculty development resources will allow these faculty members to spend time in the rural areas developing a deeper understanding of development

praxis, while also becoming better equipped to guide students through their action research and thesis writing. Taken together, these two moves will not only energize the CDP in exciting ways, they will also open the doors to the active involvement of colleagues from the School of Development Studies and School of Management within AUD. In fact, these moves should also energize the CDP and the MPDP's graduates to shake other established academic programs out of what, it would seem, is their detachment from the field of development practice.

For the MPDP to emerge as a “prototype” for the development sector as a whole, it needs to plumb deeper and explore a wider set of networks. What the program has achieved thus far demonstrates that it has the bandwidth and capacity to pull this off without any difficulty.

**B) On the need for more management courses:** There are, broadly, two reasons for increasing the number of courses from mainstream management disciplines:

- Currently MPDP graduates join NGOs and organizations in the Rs. 25-30 thousand per month salary bracket. For most NGOs this is above the “field-worker” salary bracket, and matches the supervisory/managerial salary bracket. In the latter, their peers are from institutes like IIFM, TATA-DHAN Academy, IRMA, and a plethora of “rural management programs—all of whom have some management training.
- Also given that the MPDP is perceived to be a pre-doctoral degree (in some ways, superior to a normal masters degree), graduates will be seen to fit in with supervisory/leadership/strategic positions in most organizations. This means that they will, for day one in the workplace, need to be prepared to exercise skills in financial management, project management, information processing, and the supervision of staff. Much of what causes poor governance in this country stems from sub-standard planning and inappropriate measurement tools (which tend to focus too much on amounts expended rather than results achieved).

For these reasons, while the MPDP continues to inspire students to feel invested—emotionally and professionally—in development work, it must make room for the development of students’ management skills to add value to the roles they take up after they graduate. *The critical caveat, of course, is that the management components should not overwhelm the transformational components, which clearly serve as the MPDP’s backbone.*

**C) On the need for AUD to take control of the finances in the long run:** All ideas that seek to transform individuals away from the mainstream, of the sort that the AUD-PRADAN collaboration are trying to generate, need support which is not routinely available. There is however a danger that if no planning is done to meet the overall costs, then this program will collapse once external funds stop. The present phase of the program, in which external funding and PRADAN’s manpower are sustaining it, must be used to develop a revenue model that makes the program self-sufficient in the not-too-distant future. One constraint to the eventual self-sufficiency of the MPDP is that students’

fees cannot be raised (perhaps because these have to be on par with other courses), and increased fees also lead to a "high fees-high salaried jobs only syndrome" of the kind that characterizes most management institutes. Some increased fees may, however, need to be considered for the overall viability of the program. (It is worth noting that many "professional" degrees do indeed charge higher fees in public educational institutions. Ambedkar University may wish to consider going in this direction for the MPDP.) Clearly, the other option is for the university to meet the MPDP's costs on their own; either through grants for the program (and the CDP), or through greater outlays by the university.

### **Last, but not the least...**

It is clear that Ambedkar University's collaboration with PRADAN has thus far been a success, and the imaginatively conceived M.Phil. Development Practice at the University has had a strong beginning. There are some teething troubles, but these were to be expected, and none of them are insurmountable or particularly onerous. This review has flagged these, and tried to suggest ways around them.

Another thing: The core conceptualization of the MPDP has, at its heart, an audacious commitment to something much larger than "development" practice. The program is inspired by the ideals of progressive societal change, indeed, a commitment to the making of a new society that is just, equitable, and free. In several meetings, people spoke of the program being dedicated to "practice for social transformation" (i.e., not just "development practice," but a larger goal.). This is exciting, inspiring, and in view of the challenges facing the world, entirely in the fitness of things.

**In view of the long gestation that programs like the MPDP need to gain recognition, credibility, and legitimacy—mainly because it takes their alumni and faculty some years to make their mark—a period of guaranteed funding from the SDTT (or any comparable agency) would be very desirable at this stage.** Funds to sustain revenue expenditure for five years (in addition to the support it has committed thus far), with a commitment from the Ambedkar University that it will fully support the program thereafter, should ensure the long-term success of the MPDP. In many ways, this is the kind of support that IRMA enjoyed when it was being set up by the NDDDB. At that time, the institute benefitted from the NDDDB's largesse for a lot longer.

Because of its pedigree, commitment to nurturing transformative ideas, and distinguished history as an institution builder, members of the MPDP institutional community view the SDTT as a "partner" rather than a donor. **For these reasons, a five-year grant from the SDTT (in addition to the support it has committed thus far) is the recommended course of action at this stage in this experiment's journey.**

Based on a review of the work done thus far, and an assessment of the excitement among the faculty members and students that we met, we would argue that **after the graduation of a few more batches, and evidence of meaningful contributions by graduates and**

researchers in the field of development practice—this program will indeed emerge as an important prototype, indeed as a pioneer, for the field of development practice. The story thus far inspires a great deal of confidence that this will come to pass should the program continue to receive the kind of (financial and institutional) support that it has received thus far.



## Annexure 1

### Detailed Terms of Reference

In addition to the overall objectives of the Mid-Term Review mentioned in the Introduction, the specific objectives of the Review are to understand and assess:

- The significant programmatic achievements in terms of key outputs/ outcomes of the program
- The extent to which teaching and research in the program been able to connect with larger societal and human questions and geared towards understanding and alleviation of social suffering
- To what extent has teaching and research in the program been able to usher a new imagination of social sciences and humanities
- To what extent has the program managed to increase the pool of quality human resource in the development sector both through supply of new trained professionals and also by capacity building of people already working in the development sector
- What has been the impact of the MPhil Development Practice program in the academic sector? To what extent has the program been a prototype of education designed to enrich grassroots practices of development and transformative social change?
- What has been the ‘capacity building’ capability of the program? How many field professionals have been trained?
- What is the profile of people who join the MPhil program? Where do they come from, where do they go? What is their imagination of development?
- Has there been any research output from the program?
- Is the program structure adequate, feasible in terms of the a. theoretical inputs, b. duration of immersion and the consequent burden of a. and b. on the student
- Has the program been able to find a niche in terms of student interest?
- The economic sustainability of the program
- The feasibility of running the program on the support of faculty whose primary teaching commitment is elsewhere

## Annexure 2

### Meetings at Ambedkar University

Date	People met	Designation
<b>4th December</b>	Anup Dhar	Project Director
	Kuntalika Kumbhakar	Fellow, Development Practice, , PRADAN
	Shyamolima Ghosh	Project Manager
	Nandini Nayak	Associate Professor, School of Development Studies
<b>5th December</b>	Students Batch 2013	
	Students Batch 2014	
	Alumni	
	Chandan Mukherji	Pro-VC, Dean, School of Development Studies
	Deepankar Roy	Independent Consultant
	Barsha Mishra	PRADAN
	Smita Mohanty	PRADAN
	Ajay Samal	PRADAN
	Kuntalika Kumbhakar	Fellow, Development Practice, , PRADAN
	Rukmini Sen	Associate Professor, School of Liberal Studies
	Imran Amin	Asst. Professor, School of Development Studies
	Nivedita Narain	Anchor of Project from PRADAN end
	Shyamolima Ghosh	Proejct Manager
	<b>6th December</b>	Nivedita Narain
Prof. Shyam Menon		Vice Chancellor, AUD
Prof. Vijaya S. Varma		Director, Planning, AUD
Dr Praveen Singh		Assistant Professor, School of Development Studies
Prof. Honey Oberoi		Dean, School of Human Studies
Dr Anup Dhar		Project Director



### Annexure 3

#### Meetings outside Ambedkar University

Ved Arya, SRIJAN

Zulfiqar Haidar, CEO, Bharat Rural Livelihoods Foundations

Tushaar Shah, Former director, IRMA

Varad Pande, Former Officer on Special Duty (OSD), Minister of Rural Development  
(Jairam Ramesh)

Manas Satpathy, PRADAN (telephonic discussion)

Deep Joshi, Chairman, IRMA

Ajay Dandekar, Shiv Nadar University

## Minutes of the Advisory Committee Meeting, 27 February 2017

Members present: Prof. Anup Dhar , Prof. Ashok Nagpal , Dr. Chiramjib Sen , Prof. Chandan Mukherjee , Mr. Deep Joshi , Mr. Manas Satpathy , Dr. Mihir Shah , Dr. Nandini Nayak , Ms. Nivedita Narain , Mr. Sandeep Dikshit , Dr. Sanjiv Phansalkar , Dr. Sumangala Damodaran , Ms. Kuntalika Kumbhakar .

Mr. Deep Joshi, Chair to the Advisory Committee Meeting requested Prof. Anup Dhar, Director, CDP to introduce the agenda items.

Prof. Anup Dhar, Director, CDP introduced briefly the six agenda items and presented a detailed report on Agenda 1 – MPhil in Development Practice.

He shared in detail about how the programme has evolved over the past five years (since 2012). The MPhil programme is currently supported by AUD, SDTT, Rohini Ghadiok Foundation, Bharti Ramola and NDSL E-Governance. The course has managed to generate interest among students across disciplines (History, Development Studies, Economics and others) and students across regions have joined this immersion based curriculum. This rural immersion based curriculum is co-supervised by Field faculty appointed by PRADAN and AUD faculty drawn from CDP, SHS, SDS and SLS. The taught courses are primarily shared with faculty from SDS, SHS and faculty in CDP (since July 2016) along with visiting faculty. The advisory board members were also appraised about the course outline, nature of the research work students have undertaken, dissertations submitted and awarded. It was also shared that students can opt for placements. However, in some cases students have found it difficult to adjust to their work places as they get tied up with desk jobs. Two former students- Nishant Chowdhary and Bhavya Chitranshi have expanded their collective action work into newer areas. Nishant has formed an organization called *Kinare* which works with displaced farmers. Bhavya Chitranshi works on the idea of *singleness* with women who have come together to form the *Eka Nari Sanghathan*. It was also reported that CDP has introduced several new components into the MPhil programme such as Pre-Submission MPhil seminars and annual exhibition showcasing the work of the students who have submitted their dissertations.

### Discussion on the set Agendas

- It was suggested that the exhibition should be made available to a wider audience through a virtual presence. It was also suggested that the exhibition should be taken to other places/sites to understand and engage with inter disciplinary modes of doing and learning.



- It was felt that taking knowledge to the field has several challenges: challenge of facing with resistance from local people and there needs to be an outreach programme to meet this gap. Several advisory board members expressed that it would be important to meet community of organisations and deepening the dialogue about their requirements. The issue of not finding a role that keeps connected to the field was discussed extensively. It was suggested that one must continue the dialogue with organisations and most importantly graduates need to demonstrate through engagement in their respective organisations that they want to work in the field. It was also pointed out that the needs of the organization should not be overlooked. However, a graduate student who has the advantage of being trained and has worked in the field should shoulder the responsibility of showing interest in **staying connected to the field post-MPhil** and that was considered to be an important *outcome* of the course. The commitment that the students have shown in taking on independent projects was appreciated.

It was suggested that the university is not a placement agency. The role of a university is to teach a subject and the university should decide whether or not you want to produce leaders for thirty years or managers for few years. The emphasis should be on training students in a discipline. One of the core components of the course is the emphasis on *feeling*. From feeling to field is a long journey and hence one should be prepared.

Drawing from the mid-term review report it was suggested that **CDP should make efforts to diversify the programme beyond PRADAN**. It was felt that there needs to be a **broader footprint**, particularly in North Eastern India and the South. This process needs deeper engagement with organisations and the establishment of **partnerships** so that they could host students in their field sites. All partners, need not play the same role as PRADAN in terms of fund raising but they can play a critical **role in offering sites for Immersion**. It was suggested that CDP should organize a consultative meeting not only with development sector organisations but also with educational institutions so that the idea and essence of the course is disseminated. Expansion however should not be at the cost of losing the integral components of the programme.

One of the concerns that was raised was possibilities of working in urban issues. It was felt that with the impending post graduate urban studies programme, AUD will have in-house expertise to work with MPhil students in urban areas. One of the suggestions was to work with trade union collectives and explore opportunities of finding a future partner in urban collectives as well. The Director shared that a number of 1<sup>st</sup> batch students were already working in urban areas post their MPhil in rural sites. The need to work in the urban was however contested by some of the members and it was suggested that the MPhil course should focus on the rural; work in urban sites need perhaps a special kind of expertise.



The discussion also focused on the difficulties of external evaluation. It was discussed that students are expected to present review of action as well as review of literature. The emphasis is on the transformative angle. It was pointed out that the dissertations need to reflect on issues of transformation in their writing. The link between reflection and action needs to be tightened which will enhance the quality of the dissertations.

The Director presented Agenda item 2: Future educational programmes. He shared the need of introducing a **PhD programme in Development Practice for students who wished to continue their action research work**. It was reported that SHS, RSC has taken note of and has approved of the PhD programme in Development Practice; SDS, RSC will be discussing the programme soon.

One of the suggestions that came in was if the Centre for Development Practice could put together a curriculum for the Professional Development of AUD Faculty. It was felt that the AUD faculty needs to be sensitized about the programme and methodology of action research through this programme. The suggestion was well received.

Dr. Imran Amin reported on initiating a **Postgraduate Diploma programme for development sector professionals** where the thrust of the programme would be on practice. It was agreed that there is a need to run a baseline and review the needs of the practitioners of the sector to design a programme.

Due to time constraints the discussion moved to Agenda 6 – Discussion on sustainability and support required.

It was reported that the MPhil Programme in Development Practice was started with the support of the Tata Trusts. Over a period of time, the support from Tata Trust has decreased and AUD's contribution has increased.

Infrastructure - As far as infrastructure was concerned, it was reported that the University has space constraint at present.

Support towards faculty travel to supervise the field work of MPhil students: CDP can apply to AUD with a proposal for supporting faculty travel for field work related purposes.

**Dedicated Permanent Faculty Support** to the MPhil and other upcoming educational programmes – Though the initial plan was to recruit 1 Associate Professor for Development Practice in SDS and 1 Associate Professor for Development Practice in SHS, currently CDP has two contractual (under the 3+2 and 1+1+1 scheme) appointments. The MPhil is a **64 credit course; per batch**, the strength of MPhil intake has remained **15-20 students** (the MPhil programme has up to now taken care of **98 students**). Since the course requires

- (i) difficult forms of **classroom teaching** bring theory and practice to dialogue
- (ii) **extensive field supervision in remote and inaccessible locations**
- (iii) **collaboration with PRADAN Field Faculty**
- (iv) **direct faculty engagement with rural adivasi and dalit communities**

it was felt that it would be good if arrangements could be made at the University level to **hire dedicated permanent faculty for Development Practice**. The other option was to approach the Government for long term support of praxis-based programmes like Development Practice. CDP could also look for an endowment fund/grant, which could in turn fund research positions and Chair Professors. CDP could possibly look for funding organisations among PSUs such as the State Bank of India and probably stand a chance as the programme has an orientation which could match the agenda of SBI, i.e., rural outreach. Other organisations where CDP can make a comprehensive proposal were NABARD and ICICI. There is a need to apply for grants which could be used *for* CDP and not for particular activities. **It was suggested that CDP make a comprehensive proposal for dedicated permanent faculty (the Director reported that Proposal for dedicated permanent faculty has already been submitted to Dean, Academic Services and Dean, Planning through Dean, SHS).**



## Centre for Development Practice, Ambedkar University Delhi Report: October 2017 to March 2018

1. *A brief summary of the programme, its intended objectives, key beneficiaries, the problem statement addressed by the programme (In a short paragraph)*

The CDP is expected to fulfill the aims of bridging the divide between theory and practice, natural and social science, self-perspective and group perspective, individual research and collaborative research. This is also a movement towards a repositioning of the social sciences in terms of its direct conversation with the society as well as a move towards „problem solving“ modes of research and knowledge production that is tuned to the needs of the contemporary social.

The first grant from SDTT focused on the development of an MPhil in Development Practice conducted by AUD, in collaboration with the development sector agent, PRADAN. The MPhil was a first step in the journey **to institutionalize, in a university setting, the professionalization of rural development practice.**

The second phase, the current phase, is critically required in order to create an ecosystem to sustain the gains of what the first phase grant from the Trusts had started. Building a profession called Development Practice has a longer gestation than initiating a single course. It entails painstakingly building a body of knowledge, articulating new pedagogic practice and methodologies, and educating and ushering in quality human resources. The second phase is proposed, thus, to focus on firmly establishing the newly set up Centre for Development Practice (CDP) with the MPhil in Development Practice being a subset of the second phase.

**Goal :** The Centre for Development Practice and its offerings (MPhil, Post Graduate Diploma, doctoral programme, Faculty Development<sup>1</sup> programmes etc) are envisioned to strengthen the quality of human resources; articulate new pedagogic practices; explore new methodologies, such as field immersion; and, build a body of knowledge mapping marginalization and exclusion in the country. This builds on AUD’s experience over the past three years.

### Key Outputs:

1. 60 trained students/ action researchers (trained in new methodologies such as field immersion and have developed and will continually build a body of knowledge on mapping marginalization in India
2. 60 Student Dissertations/ Research
3. Incubating graduated MPhil students back into the sector every year for long-term engagement
4. Post Graduate Diploma in Rural Development

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<sup>1</sup> The faculty development programme entails classroom courses during summer and winter break, online webinars and classes in between. These courses would include: Philosophy of development practice, Gender and development, Experiencing the self: relating with self and others, Research and Methodology, Politics and transformation, Reflection on justice, Equality Discrimination Marginalisation and Development and Action research. The emphasis is that the faculty would work on an action research of their own on issues that has come from their field and has raised critical development question.

5. Faculty Development
6. Curriculum for an integrated undergraduate programme in Development Practice
7. Creation of an online platform, a Virtual Hub used by practitioners, action researchers and academics
8. Contracted research outputs
9. Monographs and occasional papers 12
10. Edited volume on development practice
11. Conferences/workshops 6

Intended Outcomes:

1. Demonstrate possible paths towards transforming human lives, to affected communities, practitioners and relevant organisations
  2. Pioneer new and innovative directions and ways of practice in the rural and amongst deprived and excluded communities
  3. Generate discussion in the sector on action research, and new approaches in specific contexts and themes
  4. Strengthen university-level work (at BA/MA, MPhil and Phd) and research relevant to the needs of the rural, and especially adivasi poor
  5. Build „capacities“ in terms of developing and increasing the pool of quality human resource, especially marginalized groups such as adivasis in the development sector.
2. *Context – process followed. (A brief paragraph). A table with details of grants sanctioned /disbursed can be included.*

Three key engagements that supports the larger purpose are, one is the MPhil in Development Practice program, second is the Faculty Development Program which is now going to be converted into PG Diploma in Development Practice for experienced field practitioners and/or field faculty of the students, and third are a set of social entrepreneurs and action researchers who are graduated students of the MPhil Development Practice course.

Central to the MPhil programme is the **action research component**, wherein the students are placed for 1 year in adivasi villages where they work with adivasi women and men to address the challenges confronting them with an aim to transform human lives and social structures. During this period students of two cohorts, cohort 5 and cohort 6 have spent time in Adivasi villages doing their Field immersion 3 and Field immersion 1. The cohort 5 has already taken up action research work in their respective villages. Below is a glimpse of the action research ideas they are working on:

S.N.	Name	Title	District	Block	Village
1	Sohail Gupta	Cultivating Ethics: from Conversion to Parivartan	Uttar Bastar Kanker	Bhanupratapur	Ghota
2	Prateek	Rethinking the language of Protest: working from psychic to social	Uttar Bastar Kanker	Bhanupratapur	Kuwapani
3	Dhiraj Kumar	Inter-caste / Inter-community marriage in Adivasi LifeWorld	Uttar Bastar Kanker	Bhanupratapur	Bansla
4	Deepika Pandey	Ways of relating among young women: moving from loneliness to aloneness	Dhamtari	Nagri	Raipara
5	Kritika Goel	Breaking the Monolith: working through planes is difference	Dhamtari	Magarlod	Palwadi
6	Yueripam Shadang	Parental involvement in child's education	Dindori	Amarpur	Rampuri
7	Leiyaton C	Revealing, Reliving, and Relieving Pain	Dindori	Amarpur	Lutgaon
8	Himalaya Ahuja	Decolonizing Methodology: Politics of Infrastructure in Khannat	Dindori	Karanjia	Khannat
9	Sam Jacob	Imagin-ing Anganwadi beyond give and take relationship: Embarking towards criticality and creativity.	Dindori	Karanjia	Kirangi
10	Neha Narayanan	Crossing Borders: Reconstructing language to transcend 'space' in Kirkalpadu, Odisha	Rayagada	Kalyansinghpur	Kirkilpadu
11	Sanjana Sanjay Kumar Kumari	Rethinking dependence from perspective of old(aged): Thinking through the practice of Anki Hendanu ("looking after") with older, old and new	Rayagada	Kolnara	Emaliguda



12	Roshan Raju	Re-cultivating agricultural imagination 'with' cotton cultivators	Rayagada	Kalyansinghpur	Mahendrapur
13	Sanjeev Kumar	Jackfruit: The question of Communication, Dissent and Democracy with Food Sovereignty	Jamui	Chakai	Jabardaha
14	Thanmayaon	*leave of absence on health grounds	Jamui	Chakai	Gobindpur

The cohort 6 has done field immersion 1 and spent two months in respective villages. This phase helps them to get a real experience of rural. Staying in the village with a family is a transforming experience for the students and also a first step in building a trusting relationship with the community, to understand their real problems, both explicit and implicit.

We have been able to conduct one Action Research workshop with the field faculties and experienced field practitioners on action research. It is being seen as building the foundation for applying for the PGDDP in the coming months. The action research work taken by them was presented and plan prepared for further work. The aim is to have publications in form of monographs of these action researches done by them and convert them into knowledge material for the sector.

The third set of actors is, the Action Researcher and Social entrepreneurs. We have existing two action researchers and three Social Entrepreneurs. These are graduates of the MPhil course who pursued their line of query around transformation in their continued action research work. Details are captured below:

1. **Bhavya Chitranshi** has continued her work around questions of „Singleness and Sangathan“ in Raygada district of South Odisha, engaging primarily with „single“ women among the Kondha tribe. Her work is supported by the Rohini Ghadiok Foundation. The project initially began in the village of Emaliguda (i.e. during her MPhil dissertation) and has been carried forward Ekla Nari Sangathan – single women’s collective that has emerged course of this work.
2. **Ashutosh Kumar** has completed his MPhil and joined as an action research fellow in Raygada to work to explore possibilities of alternative forms of agriculture.
3. **Nishant Chaudhury**, has created the project „Kinare“ and taken up the challenge of attending to collective agricultural work in the urban space of the capital city. He is working with farmers practicing agriculture along the river Yamuna in Delhi and terrace garden under “Urban Kiyari”.
4. **Neeraj Kumar** is expanding his action research work in building and put in action the concept of Gram Swaraj. He is engaged with the belief that one can learn the philosophy while doing itself meaning „learning and doing“ will happen simultaneously. That is why he is working simultaneously on the multiple projects in different villages along with tribal community. These projects are helping

community to understand the philosophy of collective action rooted on the grounds of „own-contribution model“ and „shram-daan“ especially. He has taken up irrigation management and agriculture development as an action to practice this philosophy and establish it through this action. Already one check dam has been built two more in pipeline and renovation of check dam also has been planned. The action espouses collective action with underpinning of Gram Swaraj principle. Actions have been also designed around natural farming to conserve ecology and environment. He has also initiated dialogue with community to understand gender discrimination in agriculture and food (within family and within community).

5. **Mudit Mishra** has focus on youth development, understanding their aspirations and developing collaborative plan. His work is a joint venture with the Gumla team of demonstrating youth development in few villages in Raidih block. This is developed from experiences in the community whereby people shared how the youth are not inclined to agriculture, there is increased level of migration among the youth and the community is breaking down. Such discussions were frequent and an evolving development challenge seems to be emerging. Mudit’s work is to explore and understand this evolving development problem and make some way forward. In the initial phase he is mobilizing youth around their aspirations, needs, concerns and situations under the umbrella of youth club. A part of the work is to develop linkage with various other stakeholders around youth development. Plan is to develop end to end strategy around youth aspiration, culture, livelihood and other well-being issues.

The grant sanctioned, received and expenditure:

**The grant sanctioned** for the total project is: **2,98,81,396 INR**

**The grant received** till now: **40,00,000 INR**

<b>Activities/ line items</b>	<b>Amount spent (INR)</b>
Stipend for 27 students of two cohorts	7,53,000
Centralised field courses	4,41,100
<b>Total</b>	<b>11,94,100</b>

*Key accomplishments: (not more than 5 crisp bullet points)*

- i. MPhil Thesis submission of 4 students from the 4th Cohort during last 6 months. Viva voce of 16 students have been completed and degree would be awarded in coming convocation.
- ii. Centre for Development Practice, in collaboration with PRADAN is conducting a research study on „Unlocking the value potential of Non-timber forest produce“

to contribute to the improvement of the lives of the rearers, collectors and gatherers of Non-timber forest produce. With a deepening of interest in multi-species in the social sciences, this web platform is aimed to bring in people across diverse backgrounds who are interested in working at the intersection of inter-species. This research is setting an example of transdisciplinarity and partnerships between academia and professional practitioners in its research work.

- iii. 11 students have presented Academic Papers at various National and International conferences and few are already in the pipeline with acceptance of abstract. Details in annexure 1.
- iv. 5 students from MPhil were part of Conference Proceedings during last 6 months

*Plans for next year (2-3 bullet points) (if applicable)*

- i. Smooth operation of the MPhil course and adding more diverse pool of students in the coming year.
  - ii. Publishing couple more monographs on students action research works
  - iii. The centre plans to expand collaborations with other organizations and Partners.
  - iv. Launch new programmes in the discipline of Development Practice as Bachelors/Masters/Phd level
  - v. Initiating the PGDDP program for experienced development sector professionals
3. Some good and recent case stories, *ideally* featuring beneficiaries; you could share at least **TWO** (with relevant photos and beneficiary quotes). Size of the case study should be around 400-500 words.

4. Images

Please include 2-4 good, relevant and recent (captured during the financial year under reporting) photographs. Photos should include the beneficiaries involved in a particular activity, rather than merely posing for the photo. Please share (email) a high resolution jpeg image that is appropriate for print purposes (ideally 300 dpi). As a thumb-rule, please do not re-size photos, whilst sending

them over email or paste them on a word doc or ppt. Please retain the original resolution and share as attachments – files upto 25 MB can be shared over tatatrusters.org IDs. If the file size is larger, you can share them via any file sharing site). Do remember to send us the description for each image.

#### Annexure 1:

1. Chitranshi, Bhavya. “Desiring Transformation: Transforming Desire” at the conference on *Aesthetics and the Political in Contemporary India: Deleuzian Explorations*. Organized by Deleuze and Guattari Studies in India Collective at Tata Institute of Social Sciences, Mumbai. February 16-17, 2017.
2. Chitranshi, Bhavya. “Single Beings and Collective Becomings: Reflections from Eka Nari Sanghathan” at the conference on *Praxis, Politics and Possibilities*. Organized by Sappho for Equality at Jadhavpur University, Kolkata. September 15-17, 2017.
3. Chitranshi, Bhavya. “Living (in) Singleness: Darkness, Deadness and Screams of Silence” at the Fifth International Psychoanalytic Conference titled *Psychoanalytic Explorations of Darkness in Culture and Clinic: An Indo-Italian Conversation*. Organized by Centre of Psychotherapy and Clinical Research and School of Human Studies, Ambedkar University, Delhi in collaboration with the Italian Psychoanalytic Society held at India International Centre, New Delhi. January 12-15, 2018.
4. Mishra, Arunima. “(In)Between” to be presented at 4th World Conference on Women Studies, Colombo. May 3-5, 2018.
5. Mishra, Arunima. “Health and Nutrition: A Dialogue between Adivasi World View and Modern Medicine” at International Conference of Indigenous People, Human Security and Sustainable Development titled *Emerging Challenges in the present Global Context* held at Barasat University, Kolkata. January 19-21, 2018.
6. Khanna, Nikita. “The body in dehaat: a theatrical becoming – From applied philosophy to practical philosophy” at the Deleuze and Guattari International Camp and Conference held in Chennai titled *Contemporary Communication Cultures, Controls and Becomings*. Organized by University of Madras in Chennai. February 14-17, 2018.
7. Khanna, Nikita. Upcoming paper at the International Conference on Women's Work and Occupational Health-Emerging Issues, Challenges and Policy Measures in the Unorganized Sector. 24-25 March, 2018.
8. Gaiind, Arpit. “On becoming Ho: Not just a film” at the Deleuze and Guattari International Camp and Conference titled „Contemporary Communication Cultures, Controls and Becomings“, University of Madras in Chennai. February 14-17, 2018.

9. Gaind, Arpit. "On Becoming Ho" at the Philosophy association of Phillipines (PAP) Deluze and Guattari conference in Phillipines. July 2-7, 2018.
10. Kriti, Swarnima. "Co-Learning Gender – Finding Possibilities of Co-Performance in Madrapoti" at the CORO workshop titled *Collabotative Knowledge Creation: Processes and Patterns* held at Tata Institute of Social Sciences, Mumbai. February 26-27, 2018.
11. Mishra, Bishakha; Shikha, Shashi. "Immersive Research: Building a Perspective towards the process of Relating-Knowing-Doing" at the CORO workshop titled *Collabotative Knowledge Creation: Processes and Patterns* held at Tata Institute of Social Sciences, Mumbai. February 26-27, 2018
12. Kriti, Swarnima. "Deconstructing Theory-Practice: Re-thinking Methodology" to be presented at 4<sup>th</sup> World Women Studies Conference, Sri Lanka. May 3-5, 2018.
13. Kumari, Sanjana. Upcoming paper at the Conference on Breaking the Eurocentric Model in the Humanities. Organized by the University of Minnesota Twin cities campus, Minneapolis. April 13-14, 2018.
14. Gupta, Sohail. "Cultivating Ethics: Preliminary Thoughts on Conversion and Caste" at the Deleuze and Guattari International Camp and Conference titled *Contemporary Communication Cultures, Controls and Becomings*. Held at the University of Madras, Chennai. February 14-17, 2018.
15. Prateek. "Niti Samvad, Rethinking politics: from guarantees to ambivalence" at St. Xavier's college, Mumbai. 2018.
16. Prateek. "Transactions between personal and political: protest against nasha in an adivasi village" at the Deleuze and Guattari International Camp and Conference titled *Contemporary Communication Cultures, Controls and Becomings*". Held at the University of Madras, Chennai. February 14-17, 2018.
17. Prateek. Upcoming paper at the 6th Deleuze and Guattari Studies in Asia International conference. Organized by Philosophical association of Philippines. July 2-7, 2018.

## **MA GENDER STUDIES**

Find below the collated document of Course evaluation and student feedback on courses taught in the MA GS programme in the Winter semester 2019.

Prof. Krishna Menon

### **Feminist Movements in South Asia Course CodeSHS202831**

The course instructor, Professor Krishna Menon shared the course evaluation form towards the end of the winter semester 2018-19. A total of 26 students opted for the course that is offered as an elective within the programme. Of the 26, three students were from the Sociology Master's programme.

The course evaluation form as designed by the university and in current use was handed over to the class representatives with a request to respond to the questions in the evaluation form.

Most students returned the form via the class representative very promptly. Some needed reminding.

#### **Appreciation:**

The responses were uniformly appreciative of the course design.

Students observed that the readings were very useful and thought provoking and covered a wide arena of concerns and literature.

Students observed that the elective pedagogy employed in the class helped them shed their inhibitions and goaded them into thinking independently enabling them to articulate their concerns and doubts.

The free and open atmosphere in the classroom was appreciated by one and all.

The degree of difficulty was acceptable to the students, with regard to the nature of the readings suggested.

Students enjoyed the documentaries, youtube links and images shared by the instructor.

There was overall satisfaction with the conduct of the classes in terms of regularity, punctuality.

Students reported satisfaction with the spacing and conduct of the assessment and the sharing of feedback on written work.

#### **Concern:**

The students however, pointed that some of the readings were not easily available.

#### **Action Taken:**

The instructor lent her own copy of the books that were not available either in the AUD library or on the various websites.

#### **Overall experience:**

The overall experience of the course, for both the instructor and the students was very positive and satisfying.

### **Course: MA DISSERTATION**

Course Code: SHS202824

Credits: 4 (Four)

Course Type: Compulsory

Course Coordinator: Dr. Lovitoli Jimo

The course evaluation form was shared by the course instructor DrLovitoli Jimo towards the end of the winter semester 2019. Dissertation is a compulsory course for MA Gender Studies to get MA degree. A total of 39 students registered for the course

The course evaluation form which is designed by the university is used by Gender Studies programme. It was given to the students during the time of Dissertation submission they were requested to return the filled form at the end of the day in SHS office.

#### **Appreciation:**

The students appreciated dissertation process and the readings and other study material provided by different supervisors to help them shape their ideas and thought process. The most valuable aspect was in conceptualizing and organizing the topic the students were contemplating in their mind at the start of the course. It provided them with clarity on the direction they should take with their dissertation topic.

#### **Concern:**

One major concern raised by the students was the distribution of course credits in the last semester. With the dissertation being the most significant part of our Masters degree, they feel that there should be more focus and importance given to that course and a reduction in the number of credits for other courses or a reduction in the number of courses itself in the semester. The students feel that along with writing dissertation they were also dealing with three other courses and the assessment situation of these courses which was putting a lot of pressure on them.

#### **Action Taken:**

The course structure of MA Gender Studies has been rearranged and passed by the Board of Studies which was sent to Standing Committee of Academic Programme (SCAP) and approved by Academic council of the University. In the new course structure there is only one 2 credits internal elective course and one 4 credits open electives course work which is expected from the students in semester 4 along with 8 credits Dissertation. Dissertation process has been given more weightage which will give them enough time for research and to engage with dissertation process. This structure is applicable to batches from 2018-20 onwards.

## **Course: Gendered World: Politics and Memory in Northeast India (GWNEI)**

Course Code: SHS202842

Credits: 4 (Four)

Course Type: Open Elective

Course Coordinator: Dr. Lovitoli Jimo

The course evaluation form was shared by the course instructor Dr. Lovitoli Jimo towards the end of the winter semester 2019. The course is an open elective course and a total of 21 students registered for the course. The course has students from Gender Studies, History, Sociology, Development Studies and English. There were some students from school of creative expressions and sociology who opt out of the course because they could not adjust with their timetable but they did attend the lecture from time to time. It may be noted that the students enrolled for the course were both from other parts of India as well as from Northeast India

The course evaluation form which is designed by the university is used by Gender Studies programme. It was given to the students on the last day of the class and they were requested to return the filled form at the end of the day.

### **Appreciation:**

The students were uniformly in appreciation of the course. Some of the students wrote that the course should be made to all the students in the university as in many cases absence of the knowledge of the region by the majority creates conflicts and discomfort leading to marginalization, stereotyping and harassments.

Students observed that the course and readings were very useful as it takes them to the world of northeast India which they were not aware of. The complexities of the region's history, politics and culture which were thought provoking which they have not been exposed to earlier either as an insider or as an outsider.

The students appreciated the way in which the course was structured starting with historicizing the region, and looking at the socio cultural and political aspects of the region through the gendered lens. Students appreciated different varieties of materials provided to them for the course and enjoyed the documentaries, short clippings, newspaper reports, excerpt from the novel and images shared by the instructor. Both the soft copy as well as hard copy of the reading materials were made available based on their choice and preferences.

The students were overall satisfied with the course and the way in which it was transacted. It was pleasant experience for both the students and the teacher.

### **Concern:**

The students feel that there should be some field based activities for them to understand the region and the complexities associated with it. They also wanted to have invited speakers form the region to talk to them about different aspects of the region.

### **Action Taken:**



The field based activities could not be delivered which will be incorporated as a part of the assessment situation when the course is offered again the Winter Semester of 2010. With regards to invited speakers from the region, one guest lecture was arranged on customary laws and gender which the students really appreciated. 2-4 lectures can be planned on different thematic for the course in the coming year.

### **Dr. Bindu KC**

#### **Ways of Humans: Course Code SHS201703**

The course instructor, Dr, Bindu K.C. Krishna Menon shared the course evaluation form towards the end of the winter semester 2018-19. A total of 42 students, both from Gender Studies and Psychoanalytic Psychotherapy opted for the course that is offered as an elective within the programme. This is a Foundation course for SHS.

The course evaluation form as designed by the university and in current use was handed over to the class representatives with a request to respond to the questions in the evaluation form.

Most students returned the form via the class representative very promptly. Some needed reminding.

#### **Appreciation:**

The responses were mostly appreciative of the course.

Many students observed that the readings were useful and thought provoking and covered a wide arena of concerns and literature.

Students observed that the pedagogy employed encouraged discussions in the class.

One part of the assessment, working on a blog, was appreciated by the students. It was recognized as innovative.

#### **Concern:**

The most important concern was the division that seems to have happened in class between the feminist theory oriented Gender Studies students and the Psychology students. The latter found most of the reading Gender oriented and pointed this out.

#### **Action Taken:**

Since it is a Foundation course, the instructor was not capable to handling this in this semester but this concern can be raised in the future classes.

#### **Overall experience:**

The overall experience of the course, for both the instructor and the students was very positive and satisfying.

**Dr. RachnaChaudhary**

**Global Feminism: Course Code SHS202832**

Credits 4

Type of Course: Internal Elective

**Appreciation:**

The students appreciated this course for the readings that helped in contextualising the salient of this course.

The readings were also supplemented by films, documentaries and online links giving details of key movements, events, personalities associated with the idea of Global feminism.

The class discussions helped them in developing their analytical skills and the assessments were well structured, interesting and planned in consultation with the students.

**Concern:**

The students merely appreciated the course and no input regarding any lack or gap was received.

**Action Taken:**

The course has been much appreciated so the outline and the readings can be repeated for the next semester.

**Overall experience:**

The overall experience of the course, for both the instructor and the students was very encouraging and enriching.

**Dr. RachnaChaudhary**

**Introduction to Research Methods (IRM): Course Code: SHS202821**

Credits: 2 (Two)

Type of Course: Compulsory

**Appreciation:**

The students appreciated this course that introduced them to the fundamentals of research in the social sciences and humanities.

The selection of readings was appreciated as these facilitated a multi-layered approach to learn around the concept and processes of research.

The mixed method approach was appreciated as the instructor used lecture mode, class discussions and close readings to help the students navigate the suggested texts.

**Concern:**

Two important inputs received included the following:

1. The students requested more readings and sessions focussing on Qualitative Research Methods.
2. The students also requested to incorporate more class based activities.

**Action Taken:**

1. As part of efforts to address the concern regarding Qualitative Research Methods, the course instructor, Rachna Chaudhary requested the Dissertation Workshop coordinator, Dr.Lovitoli Jimo to conduct special sessions and guest lectures for the same. The same have been organised as a follow up in Monsoon semester 2019 and the students have enthusiastically participated.
2. The instructor is following up on the suggestion to incorporate more in-class activities in the present semester that is Monsoon 2019 in the course called Feminist Research Methods.

**Overall experience:**

The overall experience of the course, for both the instructor and the students was very positive and satisfying.

## **Dr. DhruvPande**

**Bodies; Course Code: SHS202809, 2 Credits**

### **Appreciation**

Certain activities like visit to the National Gallery of Modern Art, were very well appreciated by the students; as well as they participated for the same in a large number. Special Talks by Speakers, especially by NavtejJohar&Aakash Singh Rathore, were well attended as well as well taken note of by the students.

### **Concern**

The only matter of concern that emerged was a “lack of theory” in the course outline, and the presence of a large number of modules in the curriculum for this course. The teaching style & pedagogy was well-appreciated.

### **Action taken:**

These inputs may be put forth in our next Program Meeting(s). The course outline may be revised keeping the students’ concerns in mind. Some more pedagogies on articulation of visits to the galleries, as well as lecture-demonstrations may be enhanced further, so as an enriched facilitation of this course may be feasible. The relation of this course with students’ dissertation themes may also be added as a sub-module.

## **Dr. DhruvPande**

**State, Nation, Citizenship, Law: Course Code SHS202821**

### **Appreciation**

Certain activities like Special Talks by speakers were well attended as well as well taken note of by the students. However, the teaching style & pedagogy was well-appreciated. Students required some more time to go in-depth into the debates, but felt cut-short due to the four modules, each of which were quite comprehensive-enough.

### **Concern:**

The only matter of concern that emerged was an “emphasis on theory” in the course outline (especially for those who didn’t have any background in Political Science/Theory), and the presence of a large number of readings in the curriculum for this course.

**Response/Action Taken:**

These inputs may be put forth in our next Program Meeting(s). The course outline may be revised keeping the students' concerns in mind, especially with the number of readings for each module. Some more pedagogies on introducing practical exercises for explaining theoretical arguments may be enhanced further, so as an enriched facilitation of this course may be feasible. The significance of theory as a necessity in State & GS may also be added as sub-module.

**Dr. Shelly Pandey****Reading Feminist Text: Course Code SHS202807**

The course instructor, Dr. Shelly Pandey shared the course evaluation form towards the end of the winter semester 2018-19. Total 40 students attended this core course.

The course evaluation form as designed by the university and in current use was handed over to the class representatives with a request to respond to the questions in the evaluation form.

Most students filled the form in the class itself however some of them returned the form via the class representative.

**Appreciation**

The analysis of the feedback forms indicates that the students were quite satisfied with the way course was conducted with lots of variety of materials and contexts. By making the course a reading of many feminist texts and many contexts from a feminist perspective, the course got many warm words of praise by the students for the course as well as for the teacher.

**Concern**

Some of the students pointed towards more intense discussion on the issues such as War, Conflict and Peace.

**Action Taken**

The course coordinator took a note of the concern to include it in the subsequent semesters and in the current semester this topic has been incorporated in a detailed manner. A panel discussion has also been included as part of the course to have an intense discussion on the issue of Women and Conflict.

**Overall experience:**

The overall experience of the course, for both the instructor and the students was very satisfying and students specifically highlighted that their assignments were a major positive part of the pedagogy.

**Dr. Shelly Pandey**

**Gender, Work and Labour: Course Code SHS202803**

The course instructor, Dr. Shelly Pandey shared the course evaluation form towards the end of the winter semester 2018-19. Total 32 students attended this core course.

The course evaluation form as designed by the university and in current use was handed over to the class representatives with a request to respond to the questions in the evaluation form.

Most students filled the form in the class itself however some of them returned the form via the class representative.

**Appreciation:**

The students found the course quite engaging by having the course at two levels - the theoretical level followed by its implication in the Indian context. The section of classical thinker on labour was specifically appreciated by the students.

**Concern**

However, some of the students pointed out that it could have been better if more reading on the critique of Marxist Feminism was included. Students were also keen to have more readings to be included on the variety of sectors of employment in India and its analysis from gender perspective.

**Action taken-**

The suggestions of the students would be incorporated in the course by adding more readings in the suggested areas, so that it can provide a better understanding to the students.

**Overall experience:**

The overall experience of the course, for both the instructor and the students was very positive and satisfying.



Ambedkar University, Delhi  
School of Human Studies  
Course/Instructor Evaluation Form

Course Title: \_\_\_\_\_

Course Instructor(s): \_\_\_\_\_

Date of evaluation: \_\_\_\_\_

Clearly mark by checking (  ) appropriate boxes below.

(1) How well were the *objectives or purposes* of the course explained?

Very well.       Moderately well.       Not very well.

(2) Were *student responsibilities* (e.g., assignments) for the course made clear?

Yes.       No.

(3) How well were *teaching modules and course material* organized?

Very well.       Moderately well.       Not very well.

(4) Teacher(s) was/were generally . . .

well prepared.       adequately prepared.       not well prepared.

(5) How were readings, study materials and assignments *related* to course lectures and other learning situations? They were . . .

closely related.       somewhat related.       not closely related.

(6) Did the teachers make themselves accessible and available to students?

Yes.       No.

(7) How would you rate—overall—the quality of this course?

Excellent.       Good.       Fair.       Poor.

(8) How would you rate—overall—the quality of *teaching and guidance* in this course?  
(With reference to a team-taught course, observations about *individual* teachers, modules, topics etc. can be given in items 12 + 13 below.)

Excellent.       Good.       Fair.       Poor.

[Please turn over page.]



(9) Estimate your actual class attendance and participation level in required learning activities of this course.

90 - 100%

70 - 90%

40 - 70%

<40%

Don't know; can't say!

(10) How many hours did you spend outside of scheduled class time (or supervised lab time, etc.) preparing for and doing the work of this course?

Average 0-2 hours per week.

Average 3-4 hours per week.

Av. 5-6 hours per week.

Av. 7-8 hours per week.

Av. >9 hours per week.

(11) Do you feel that the grades you have received on assignments and assessment exercises reflect your effort and understanding of what was taught?

Yes: my grades in the course accurately reflect my efforts.

My grades in the course reflect to some extent my own efforts.

No: I see no relationship between my grades and my efforts.

(12) Which aspects of the course did you find especially interesting, useful or valuable? (Please identify specific readings/study materials, presentations/lectures, assessment exercises, course activities, etc.)

(13) What would you do to improve this course? (Be specific and offer constructive criticism and suggestions that course instructors can act upon.)



**Ambedkar University, Delhi**  
**School of Human Studies**  
**Course/Instructor Evaluation Form**

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Course Instructor(s): \_\_\_\_\_

Date of evaluation: \_\_\_\_\_

Clearly mark by checking (  ) appropriate boxes below.

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Very well.       Moderately well.       Not very well.

(2) Were *student responsibilities* (e.g., assignments) for the course made clear?

Yes.       No.

(3) How well were *teaching modules and course material* organized?

Very well.       Moderately well.       Not very well.

(4) Teacher(s) was/were generally . . .

well prepared.       adequately prepared.       not well prepared.

(5) How were readings, study materials and assignments *related* to course lectures and other learning situations? They were . . .

closely related.       somewhat related.       not closely related.

(6) Did the teachers make themselves accessible and available to students?

Yes.       No.

(7) How would you rate—overall—the quality of this course?

Excellent.       Good.       Fair.       Poor.

(8) How would you rate—overall—the quality of *teaching and guidance* in this course?  
(With reference to a team-taught course, observations about *individual* teachers, modules, topics etc. can be given in items 12 + 13 below.)

Excellent.       Good.       Fair.       Poor.

[Please turn over page.]



(9) Estimate your actual class attendance and participation level in required learning activities of this course.

90 - 100%

70 - 90%

40 - 70%

<40%

Don't know; can't say!

(10) How many hours did you spend outside of scheduled class time (or supervised lab time, etc.) preparing for and doing the work of this course?

Average 0-2 hours per week.

Average 3-4 hours per week.

Av. 5-6 hours per week.

Av. 7-8 hours per week.

Av. >9 hours per week.

(11) Do you feel that the grades you have received on assignments and assessment exercises reflect your effort and understanding of what was taught?

Yes: my grades in the course accurately reflect my efforts.

My grades in the course reflect to some extent my own efforts.

No: I see no relationship between my grades and my efforts.

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(13) What would you do to improve this course? (Be specific and offer constructive criticism and suggestions that course instructors can act upon.)

**AMBEDKAR UNIVERSITY DELHI**  
**SCHOOL OF HUMAN STUDIES**

**THIRD BOARD OF STUDIES MEETING**  
**15<sup>TH</sup> MAY 2017**

**Members present:** Prof. Krishna Menon, Prof. Ashok Nagpal, Prof. Honey Oberoi Vahali, Prof. Anita Ghai, Prof. Rachana Johri, Prof. Anup Dhar, Dr. Rajan Krishnan, Prof. Nivedita Menon, Dr. Vivek Bhandari, Dr. Divya Jalan, Dr. Amrita Narayanan, Dr. Rachna Chaudhary, Dr. Yogesh Snehi, Dr. Diamond Oberoi Vahali, Ms. Lovitoli Jimo, Ms. Anshumita Pandey

**Special Invitee:** Dr. Sandeep R. Singh

- Prof. Krishna Menon opened the third meeting of the Board of Studies (BoS) of the School of Human Studies (SHS) by reinforcing some of the ideas behind the formulation of a BoS in a School: to oversee and advise regarding academic programmes and courses launched, revisions to programme structures and helping the school organize its evaluation and assessments. In an advisory capacity on these and more, the BoS is conceived of as a critical body and resource for a School.
- These inputs helped formally introduce the agenda for the third meeting of the Board of Studies of SHS:
  - (1) To approve course proposed by MA Gender Studies programme Optional course: *Gendered World: Politics and Memory in Northeast India*
  - (2) To approve course proposed by the Proposed programme on Disability Studies: *Disability and Gender*
  - (3) To approve course proposed by the Proposed programme on Disability Studies: *Understanding Disability I*
  - (4) To approve the Assessment and Evaluation Committee of the School of Human Studies
  - (5) To approve the grant of PG Diploma in Gender Studies to Aarti Kansal (Enrollment No. S153CGS01), Batch of 2015-17
- Prof Nivedita Menon offered felicitations to the School and to the University for completing ten years and for staying resolute in creative pursuits in an increasingly challenging and depleting surround.

- Prof Rachana Johri talked about the need to re-structure and revise initial ideas and imaginations of programmes in the School in order to keep adding relevant metaphors in the exploration of human experience. The programme on Disability Studies, a first of its kind, was thought to be a step in this direction.
- After a brief round of introductions of members around the table, the discussion moved to the first agenda item: approval of the optional course offered by the Gender Studies programme.

### **Summary of the deliberations on *Gendered World: Politics and Memory in Northeast India***

- Lovitoli Jimo, after thanking Prof. Krishna Menon for convening a Board of Studies meeting, took the members through the programme structure of the proposed course. The course aims at starting a conversation around the discourse of Northeast India by deploying a critical feminist lens even as it deconstructs one homogenous discourse of the same. Memory and History, Culture and Politics become crucial themes/entry points in this endeavor. The course as it looks at the making of the Northeast in Colonial and Post-colonial India, explores how memory becomes a cultural artifact while a gendered lens allows creating a dialogic space between entrenched borders and borderline existences at the center and the margin (Course Structure is attached).
- Prof. Nivedita Menon opened deliberations on the course by commending both its scholarship and relevance. Voicing her concern around the transaction of the course - packing the different units within one semester - she began by offering two substantive suggestions:
  - i) The use of the word ‘memory’ in the course title: would it be helpful to develop the idea of memory some more in the introduction to the course so one gets a sense of why and how it is being deployed? In the present reading of the course structure, it doesn’t emerge as a continuous thread linking different units. Also, would it add to the current structure to bring it in historically, theoretically linking history and memory?
  - ii) An alternative title: does the title “**Politics, Memory and Gendered Worlds in Northeast India**” capture better the many nuances of the course structure?
- She also wondered if Sections 4 and 5 could be clubbed together under the theme of „**Gender and Work**“ which would then explore gendered notions of work and the location/roles attributed to women in the everyday. Further, since a crucial emphasis in the course is to demystify the assumption of women being liberated in the Northeast, would it help to have an entire section on customary practices? Thus to break section 4

into two where one section looks at gender and work and the other looks at customary laws and practices. Such a re-structuring still makes the total number of units in the course six.

- The course summary refers to the Northeast as ‘the binary other’. It could serve us well to re-think this as multiple binary others populate the Indian landscape and thus changing ‘the’ to ‘a’ binary other may be useful. Line 2 in Section 2 could be re-phrased as either ‘the Impact of Hinduism and Christianity’ or ‘the Impact of Hinduization and Christianization’, both carrying distinct tones. Lastly, would it help to distinguish between compulsory and additional readings in the suggested reading list, particularly for the student?
- Ms. Lovitoli Jimo appreciated the interventions and specified how memory is not used as a conceptual category but a methodological and pedagogical tool. Shahid Amin’s work was noted as a reference.
- Prof. Krishna Menon invited more comments from Prof. Nivedita Menon and others to help think through the idea of memory and its linkage with history.
- Prof. Nivedita Menon found the inclusion of memory in the title very enticing and something to be retained. While emphasizing how it becomes difficult to separate method, pedagogy and conceptual axes, she talked of several important questions that could be reflected on in the beginning (sections) of the course - what is the status of memory? Is it to be taken seriously? What does it mean to take it seriously? This could be done by taking up not more than a single reading as one commences class discussions. She considered how memory as constitutive of history is an important conceptual step one needs to take and how this carries a distinctive and complex take when exploring leitmotifs in history.
- Prof. Anup Dhar added to the discussion by reflecting on the idea behind his initial writings on marginality that linked history, memory and nostalgia. Is the history of partition as written, the only history of partition? What dimensions are opened up when one reads this history via stories of partition? What would it mean then to explore questions around the Northeast not through standard historical pedagogy but via asking a critical question around scholarship on ‘exiled’ communities: (Why) is the Northeast not managing to inscribe itself in our collective consciousness? The course then is poised differently even as it looks at difference in addressing these questions and more in foregrounding memory as an ontological-epistemological tool.
- Prof. Honey Oberoi Vahali reflected on how such a (re)positioning of memory allows one to critique history as linear. What would be non-linear ways of looking at History? What

would be the (re)imagination of history as layered? The work of Roger Kennedy was emphasized in this regard which looks at psychoanalytic notions of history and memory.

- Dr. Divya Jalan commented on how the introduction to the course seemed to be built on twin tracks – marginalization of the Northeast and Gender. Does the course make for an opportunity to look at the second track in a more in-depth manner and look at gender away from the feminist point of view? This would necessitate developing the notion of gender and inclusion of alternative viewpoints. Further, commenting on the instructional design, she wondered about the possibility of reflective and experiential work in the course that would make for a more immersive experience for the student. Would the instructional design benefit from exercises like a study tour? Would it be possible to transact part of the course, say for 2 weeks, in the Northeast? She also wondered about interfaces with other courses being transacted parallelly in the semester.
- Prof. Krishna Menon appreciatively took note of the recommendation of a study tour and similar opportunities of reflective immersion. She also shared how internships in the programme presented such opportunities with work often taking students closer to the Northeast landscapes; students' work with Binalakshmi Nepram's Control Arms Foundation of India (CAFI) was remembered in particular. Dr. Jalan endorsed the idea of internships as a crucial learning platform.
- Prof. Vivek Bhandari spoke of the vast canvass that the course aims to transact. While appreciative of its ambitious mandate, he suggested if a keen focus on two or three conceptual hooks could be emphasized that could hold the structure together. A sharper engagement with politics, in particular the institutional apparatus of the postcolonial state and the role that this apparatus has played in creating the Northeast, the relationship between such a framing and the apparatus could serve as a crucial entry point. For instance, how the state has imagined the Northeast as a site for disciplining, the overarching presence of military in the region and how is this woven into discussions on memory and gender. A specific entry point, an everyday actuality thus allows one to open up fractured discourses and experiences. One could take this further with readings that complicate the theoretical underpinnings of gender, memory and power.
- Dr. Yogesh Snehi shared how the course begins at a very interesting juncture: the making of the Northeast region. He asked why the frame uses only the trope of the modern national state? These societies existed before the coming of the state or the missionaries and what is precluded from one's view in looking at the region thus? What are the problems a pre-colonial state throws up for us? How do we conceive of memory in an oral culture? How do we see orality transformed with the advent of Vaishnavism or Christianity – and with this the transformations of the notion of gender? Could the exploration of gender also take up masculinities as a domain (what makes men resist

reservations for women in Nagaland?) and in turn open up the landscape?

- Prof. Rachana Johri talked about the idea of having a basket of elective courses, collaborative transactions between courses and voiced concerns about the number of readings a student is expected to do. She also highlighted if a way forward could be to create an introductory unit which more clearly ties up the thematics– with reference to theoretical underpinnings (history – memory etc.) or vis-à-vis the idea of the Northeast.
- Dr. Rajan Krishnan while joining with others’ appreciation of the course and its significance, further added to point raised above by highlighting how the format for the course does not specify how many pages a student is expected to read in a week. Could a lay out be thought out and added to the structure at the very outset? Additionally, a clear indication of the key texts in a module and how they play into the larger concerns of the course may facilitate absorption on the student’s part.
- Prof. Dhar demarcated themes under two sections putting together Dr. Snehi’s and Prof. Bhandari’s inputs: 1. ‘Birth of the Northeast and the arrival of the postcolonial state’; 2. ‘Creation of another’. He emphasized how with such an opening, the Northeast could gradually become a crucial site for scholarship in AUD.
- Opinions were voiced on both sides – to what extent does the debate have to take into account a periphery vs. a center? Can we not de-center ‘centers’ in our thinking? Can we not re-define the periphery as center? On the other hand, is it possible to place at par all centers and periphery? Does the birth of the Northeast not have a very specific history? What specificity does the concern about militarization, different forms of armed action introduce to this conception of periphery-center?
- Dr. Amrita Narayanan introduced to the discussion the idea of loss involved around invisibility and how students would need time to be able to experience and assimilate that. The number of readings needs to also be thought about in this light.
- Ms. Jimo responded to the concern by sharing that she mediates this process by allocating key texts to students for their perusal while the rest of the readings are brought out in class discussions.
- Prof. Dhar proposed that SHS course outlines could henceforth carry two demarcated sections in the recommended reading list: ‘compulsory readings’ and ‘additional readings’. Prof. Johri added how this would facilitate other faculty stepping in to transact the course. Dr. Krishnan also suggested that it was best to indicate a clear number of students to be admitted in the course.



- Prof. Ashok Nagpal in the light of the discussion shared how one could re-define the idea of an expert by foregrounding personal experience – for instance, to say ‘in my experience, concern around gender can be lost in a focused discussion on the region’ – would help create an empathic communication with the course facilitator even as a firm assertion could help channel creative energy in the School.
- With appreciative thanks to the many suggestions that could be incorporated, the Dean on the recommendation of the Board of Studies passed the course.

### **Summary of the deliberations on the electives to be proffered in the proposed programme on Disability Studies**

- Prof. Anita Ghai and Dr. Sandeep Singh lead the discussion on the two courses that the proposed programme on Disability Studies aims to introduce – ‘*Disability and Gender*’ and ‘*Understanding Disability I*’.
- Prof. Ghai opened the discussion on the said courses by talking about their location in the School of Human Studies. She described SHS as an ecosystem created to nurture interdisciplinary studies that aim at exploring human predicament. In this surround, a programme on Disability Studies aims to re-define disability as an epistemology marking a departure from understanding it as a confessional category. The emphasis of the programme and the courses it shall offer would be to expand the lexicon of disability and in so doing offer corrective insights to enhance the bodies of knowledge that define being human. The programme foregrounds disability as an onto – epistemology in the service of knowledge creation. ‘*Understanding Disability I*’ and ‘*Disability and Gender*’ would be offered as Elective courses under the aegis of the programme on Disability Studies.

#### **Deliberations on *Disability and Gender***

- As it explores the various facets of human predicament with a particular concern being the notion of ‘difference’, the course builds on the common concerns of Gender, Psychosocial and Disability studies – emphasis on lived reality, social construction of ‘the natural’ and body as a site of knowledge - with a view to bring a specific lens and knowledge from the perspective of disability to understand various issues around care, family etc. (Course Structure is attached).
- While highlighting and attempting to elaborate the heterogeneity inherent in the idea of Disability, modules would continue to emphasize how disability theories are inherently linked to human experience, de-construct what it means to be human and thus foreground

disability as epistemology offering new insights be it to the understanding of care, notions about family, marginalities in cultural discourses – now viewed through the lens of disability.

- Dr. Singh shared how the course was structured around the conceptual understanding of disability taking it beyond a category and placing it in the realm of societal structure and in the norms of normalcy where deviance does not fit.
- Prof. Johri commented on the reading list and how it is well managed.
- Prof. N Menon commented that module 7 (*'Intersections'*) should not be a separate module in the course but should run throughout the course. Module 8 on *'Performing Disability'* could be dropped from the course. She also commented that the course could in fact stop at module 5 (*'Desire and Sexuality'*).
- Dr. Jalan further added to the discussion by congratulating the course team on two path breaking courses, refreshing in their approach to viewing human experience and offering new ways positioning it in life. Her concern was whether all the diversity in disability, their nuances and difference has found full expression in the course structure. She highlighted how in addition to physical disability, there are obvious psychosocial, mental, cognitive aspects present in varying degrees in the disability spectrum. She emphasized that when talking of care and dependence, the idea of an autonomous self and its final achievement – to be responsible for itself and others - should never get lost. She expressed her appreciation for the course once again before concluding her remarks.
- Dr. Snehi joined in with the concern around diversity in disability and its representation. He stated that the course seemed heavily inclined towards physical disability. He highlighted the difficulty of an individual who cannot discuss disability, being mentally or emotionally unable to do so and asked how would the course cater to this life situation and asked if the same could be foregrounded in the structure. He concluded by expressing how reading the course structures had been an enlivening and a humbling experience.
- Prof. Bhandari found in the courses an expansive window that allowed a sense of what we're only beginning to grapple with it. He highlighted that a crucial theme would certainly be corporeal disabilities and embodied selves. Additionally, he wondered about incapacitating life situations in which a helpless self may experience itself as disabled – say a diagnosis of any terminal disease in one's family and intimate relationships? He shared a personal experience in this context and its deep resonance and thus impressed upon the members the necessary inclusion of such a theme, how such experiences can shake a self to the core, take time to surface from and that such encounters and shades of existence carry a desperate demand for a vocabulary. He also emphasized his concern about how would students engage with the course in a manner such that it goes beyond a

surface intellectual grasp. In this light what would make the best impact pedagogically? What could supplement readings? Would inclusion of visual narratives, conversations and field visits help? Does late modernity give us some frameworks to think disability?

- Prof. Ghai shared how narratives from popular cinema, stories and vignettes were very much a part of class experience. Additionally, the introduction to the course is not without a bit of self disclosure and shared her experiences of finding students deeply engaged with their life stories. Dr. Singh endorsed the idea. Prof. Ghai also shared that class experiences were not just disabled but non-disabled students with certain dominance over their bodies ‘encountered’ a narrative like ‘*Children of a Lesser God*’, the impact and questions it created. In that sense, she added that the pedagogy in the course could well be thought of as an enabling pedagogy.
- Prof. Johri in her comments problematized the ways in which we tend to think about intellectual disabilities and notions about depleted agency it often comes with. Narratives like ‘*Monika and Dev*’ de-stabilize such received notions. In this light, to what extent does the course cater only to physical disability?
- Prof. Ghai noted the various remarks with appreciation as well as the concern about representation of diversity in disability and stated that the course shall be re-looked with that in mind.
- Prof. H Oberoi Vahali stated how the course takes another step in completing the vision SHS began with. She wondered if the course could begin with some experiential work? She emphasized the need to work with bodies, one’s own and others’ (before readings and films) and how this is a critical part of working on one’s own self - almost always a destabilizing yet leveling experience. She also joined in with the concern about critical and long term illnesses in a family and the impact it creates. When a loved person who is able bodied undergoes slow depletions and owing to a diagnosis the body and mind can never be the same, what does such a scenario do to that self and what is its impact on the caregiver? Given how helpless one may feel, does one indeed experience one’s self as disabled as voiced earlier by Prof. Bhandari? Does care not involve one person’s body but carried in two (or more) minds? Would it help to chart how this relationship transforms over prolonged periods? Could body be thought as a site of memory?
- Dr. Jalan endorsed the idea of inclusion of the caregivers’ perspective.
- Prof. K Menon emphasized how module 4 on ‘*Care, Dependence and Interdependence*’ would address the same.
- Given the immense scope of the course, the Board discussed and recommended that

merging module 7 (*Intersections*), talking about heterogeneity in disability) with module 1 (*Introduction*) would enhance class experience. Likewise module 8 (*Performing Disability*) could be dropped as a separate section given how deconstruction of the received notions of the body is a recurrent and a linking thread through all modules and could be emphasized as such. This may facilitate course transaction in a short semester.

- Dr. Narayanan emphasized how in wanting a language for disability, (auto)biographical notes could be a great way to begin and how such narratives allow one to tap into a range of emotions – including distancing ones (the representation of which is critical) – when faced with disability.
- Prof. Ghai shared how biographical narratives are critical to course transaction which is often mediated through a rich medley of authors - Ved Mehta, Malini Chheb, Cheryl Wade, Nancy Myers in addition to her own story which is never away from classroom experience. Questions of privacy vs. private, care and dependence, difficult emotions and difficult assertions (‘I am a hard core cripple – understood in a classic way’) are thus filtered through this lens and the class experience in problematizing received notions can allow a sense of generativity. Healing as a module highlights the concerns being shared in the group and could be a potential space for addressing them.
- Acknowledging the many suggestions that could be incorporated, the Dean on the recommendation of the Board of Studies passed the course on *Disability and Gender*.

#### **Deliberations on *Understanding Disability I***

- The course examines core concepts of Disability Studies and marks the emergence of disability as an epistemology (Course Structure is attached).
- The discussion on the course began with Dr. Snehi talking about the proposed programme on Disability Studies. He asked if the courses could be linked to each other rather than be approached as standing alone? There are overlapping themes across both courses and this could then be envisaged as a section on say disability theories, just like gender could be a section. He also highlighted that given the specific mandate of the other course, perhaps this course on *Understanding Disability* could be a platform to think proactively about caste as a social disability. Looking at society and within society, are certain sections disabled? How do we think of disabilities that are not embodied, that are ‘ex-body’? He spoke of his reading of *The Ballad of Bant Singh* by Nirupamma Dutt. The narrative offers a moving account of the life story of a Dalit leader whose hands and legs are chopped off – socially disabled further rendered physically disabled – and his biography is a story of survival and resistance in everyday living: how he brings in poetry, how he rears his daughters, how does patriarchy come into play into such

narratives? Dr. Snehi also wondered if in Module 6 (*Education as the practice of freedom*) more discussion on pedagogy could perhaps be developed? Talking of a chance encounter with a book on a special child *Simply Nanju* that facilitated thinking differently, he asked how would concerns and issues of classroom and learning (dis)ability be included?

- Prof. Nagpal commented on how the disorientation that we are thrown into when carving out a vocabulary for disability, be it individual or social, carries an element of infantile disorientation and as such writings on these primal states may offer a potential of recovery, preserving a rawness where it is difficult to know where to turn to. He also wondered if and how gender is present in these infantile states.
- Prof. Ghai stated how the unit on '*Disability narratives: Self and subjectivity*' (module 4) would address the concerns being highlighted so far and how life narratives like Bant Singh or Sumit Baudh who talks of being Dalit and being gay as suggested by Prof. N Menon allow for weaving of necessary intersections.
- Prof. N Menon wondered if the course could be titled differently and not *Understanding Disability I* – which while it communicates the idea that there may be a second course (or more) does not do justice to the specific set of concerns that the present course structure takes up. She endorsed Dr. Snehi's concern of such courses coming together in the proposed programme on Disability Studies and pre-requisites etc. could be mentioned to avoid repetition. Again, given the immensity of the course structure, she wondered if the course could stop at Module 4 (*Disability Narratives*), with elements of *Gendering Disability* (module 5) being blended with *Care in the Indian Family* (module 3) and that in itself creates a self-standing and substantial course. Education, Law and Emancipatory practices (themes from the last three units) could another course on *Transcending Disability*.
- Dr. Jalan asked if *Gendering Disability* (module 5) could explore hierarchies within hierarchies: intersections between disability and gender/poverty/ caste/age – a comprehensive motif covering a multiplicity of hierarchies within hierarchies that define everyday experience. She also stated her concern that if one is splitting the course, education needs to find mention in the first part/course with its emphasis on education as a practice of freedom.
- Prof. Johri stated if this is positioned as the first course in the Disability Studies programme and *Disability and Gender* as the second one, could a propitious start be *Disability Narratives: Self and Subjectivity* (module 4) as the first module of the course? The unit could, at the outset, highlight different issues and intersections through narratives which could then be built upon as one subsequently theorizes disability.

- Prof. K Menon suggested that modules 1 and 2 (*Introduction* and *Theorizing Disability* respectively) be collapsed into a single module in this rendition.
- Dr. Jalan wondered how the heavy emphasis on experience would impact the running of the course if non-disabled people were to transact it?
- Prof. N Menon highlighted the necessity of a lecture (or more) sensitizing students to the debates within disability studies and current understandings within disability, especially in the light of ('politically correct') naming being a crucial concern.
- Prof. K Menon asked if this too could be a part of the first module (which now would fuse introduction, debates within disability studies and disability theories).
- Prof. Johri asked if terminologies could be a second unit with theorizing disability being a third module, if the introductory module was on disability narratives.
- Prof. K Menon offered an alternative model of transaction with the first module introducing debates within disability studies and theorizations followed by narratives.
- Prof. Dhar suggested that the current rendition of the course could go up till module 4 with *Gendering Disability* being a separate course, elements of which were discussed earlier. A third course could be '*Disability and Intersections*' highlighting concerns around citizenship, what it means to be human being viewed from multiple lenses and that this could be a foundation course offered by SHS.
- Dr. Singh appreciated the suggestions coming in as they would help facilitate further deliberation.
- Dr. Krishnan again brought to the table the necessity of a realistic estimate for students particularly in terms of suggested reading list in addition to an engaging classroom experience.
- Prof. Ghai shared how 11-15 pages of reading per week is communicated to the students to ensure continuity without overwhelming them.
- Prof. Krishnan also emphasized that while taking up narrative configurations around disability, their divergences and convergences, it was critical to introduce them as *representations*. Transparency of medium should not interfere with a critical engagement with entrenched hierarchies.

- In the light of the discussion, the Board of Studies approved an introductory course on understanding disability with four modules (afore mentioned), an emphasis on education and critical legal implications.
- Further the Board of Studies approved the proposed names from different programmes as constituting the Assessment and Evaluation Committee of the School of Human Studies.

Sl. No.	Name of Committee	MA Psychosocial Clinical Studies	MPhil, Psychoanalytic Psychotherapy	PhD Psychology	MPhil/PhD WGS	MA Gender Studies	MPhil Development Practice
1.	Assessment and Evaluation Committee	Deepti Sachdev and Anshumita Pandey	Prof. Honey Oberoi Vahali, Dr. Shifa Haq, and Ashis Roy	Prof. Rachana Johri, Dr. Mamatha Karollil and Dr. Pallavi Banerjee	Dr. Rachna Chaudhary and Prof. Krishna Menon	Ms. Lovitoli Jimo and Dr. Bindu KC	Prof Anup Dhar and Dr Imran Amin

- The Board of Studies also approved the grant of PG Diploma in Gender Studies to Aarti Kansal (Enrolment No. S153CGS01). While appreciative of a provision of exit from programme(s) for students who are not in position to finish their degree, the Board of Studies took note that the nomenclature ‘Diploma’ carries connotations of accomplishment and not concession in several institutions (Prof. Bhandari highlighted the award of diploma degrees at IRMA) and decided to revise the nomenclature in accordance with UGC guidelines.
- Prof. Ghai responded to Dr. Jalan’s concern about participation and representation of people from the disability sector in advisory capacities by sharing the plan of designing the Disability Studies programme. This involves a corpus mapping in the field with people from different disabilities coming in to share their experiences, culminating in a Disability Studies reader. There are plans to collate and create an annotated bibliography, good practices from various NGOs (including both theoretical approach and practices) as well as faculty development workshops with experiential components. Discussions are also ongoing for launching a 32 credit MPhil programme with internship in different NGOs, consultation for which begins in July.

- The meeting ended with a vote of thanks and acknowledgement by the Dean.



**AMBEDKAR UNIVERSITY DELHI**  
**SCHOOL OF HUMAN STUDIES**

**FIFTH BOARD OF STUDIES MEETING**  
**4<sup>TH</sup> DECEMBER, 2018**

**Members Present:** Prof. Krishna Menon, Prof. Honey Oberoi Vahali, Prof. Rachana Johri, Prof. Anita Ghai, Dr. Lovitoli Jimo, Ms. Anshumita Pandey, Dr. Yogesh Snehi, Dr. Diamond Oberoi Vahali, Prof. Rajan Krishnan, Dr. Divya Jalan, Dr. Amrita Narayanan,

**Members Absent:** Dr. Rachna Chaudhary, Dr. Mamatha Karollil, Prof. Harsh Mander, Prof. Nivedita Menon, Dr. Vivek Bhandari, Prof. Salil Misra, Dr. Bindu K.C.

**Special Invitee Present:** Prof. Jatin Bhatt, Prof. Ashok Nagpal, Prof. Anup Dhar, Ms. Deepti Sachdev, Dr. Imran Amin, Dr. Shifa Haq, Mr. Rajinder Singh

- **Prof. Krishna Menon** opened the fifth meeting of the Board of Studies (BoS) of the School of Human Studies (SHS) by welcoming respective members and putting forth the agenda for the meeting:
  1. Reconstitution of the Assessment Committee for MA Gender Studies program
  2. Discussion on the foundation courses in the Masters programs at SHS
- 1. The Assessment Committee for MA Gender Studies was reconstituted with Dr. Rachna Chaudhary and Ms. Lovitoli Jimo as the new members.

The meeting to have a qualitatively rich discussion on foundation courses in SHS, an engagement routed through the distinctive gains these courses have to offer as well as the challenges the School has had to grapple with. As an advisory body on matters of academic curriculum and programme structure, the inputs of respective members play a critical role.

- **Ms. Deepti Sachdev** led the discussion on the foundation courses, opening with an orienting note that put into context the creation and placement of the four foundation courses in SHS {*Ideas, Knowledge and Ethics (IKE)*, *Experiencing the Self (ETS)*, *Ways of Humans (WOH)*, *Politics, Resistance and Transformation (PRT)*} their *raison d'être*, both historically as well as philosophically. The orienting note also put forth views and concerns voiced by the faculty during their deliberations through the semester leading up to the BoS.
- The founding ethos of the School in 2009 was governed by special attention to the constitutive exclusions from the category of 'human' and how, had knowledge systems been constructed by excluding certain categories as 'less than human', invisibilizing them from theory, and relegating their life-experiences to the margins. The mad person, the woman, the dalit, the disabled were all identities that had been kept at the fringes of mainstream theory, and we wondered in what ways these subject positions could decenter how 'humanness' had been thought of, and offer radically new possibilities for reimagining knowledge itself. This was to be the mandate of School of Human Studies and the programs housed in it.
- To retain the polysemy of the word 'human', the role of foundation courses was thought to be of utmost import in providing an inter-disciplinary introduction to the idea of human and allowing the word 'human' to be unpacked from a variety of epistemic positions/ perspectives with no one discourse being the master.
- At the outset there were 4 foundation courses of 4 courses each compulsory for all Masters students of SHS (enlisted above).
- In the current program structure of the two MA programs in SHS, students of MA Psychology are doing all four foundation courses, while students of MA Gender Studies can choose between 'Experiencing the Self' and 'Politics Resistance Transformation

- The experience of transacting said courses threw up significant challenges that were tabled. This vital and stimulating introduction could also prove to be cacophonous for students even as facilitators struggled to manage nuances of epistemic intersections, relation to core and discipline courses within the same semester and in subsequent semesters. A lack of academic community to turn to was keenly felt.
- Lack of participation by Gender Studies faculty in conceptualizing foundation courses given the historically later launch of the Gender Studies programme, consequent struggle to partake of vision, not without a sense of alienation, concern about the relevance and modality of engagement of students in Gender Studies with these courses was shared. The possibility of offering '*Introduction to Gender*' as a foundation courses was tabled, thereby expanding the basket.
- In a similar vein, the necessary integration of Development Practice and Disability as perspectives and epistemic locations, adding layers to the conceptualization of the idea of the human was talked about, taking note of discontent with the current situation which is more of an additive approach.
- Faculty's disagreement with the nomenclature of these courses as 'foundation' was made note of with the term carrying connotations of privileging an underlying unity. That this could inadvertently fix the understanding of the word human in entrenched locations was discussed.
- Significant pragmatic concerns were highlighted at the end of the orienting presentation: Does the School want to add new courses to the foundation courses basket? How would the autonomy of different programmes, both in terms of content as well as credits on offer be attended to? Should foundation courses go up to the third semesters as they currently do?
- With the conclusion of the orienting note, discussion proceeded with respective members sharing their thoughts about foundation courses and concerns that had been put forth.

## Summary of the deliberations on Foundation Courses in SHS:

- **Dr. Divya Jalan** made a clarificatory inquiry as to how foundation courses were different from other compulsory courses offered in a programme.
- **Prof. Rachana Johri** explained that the foundation courses bridge different Masters programmes across the School in looking at a common concern, for instance the question of the human or of lived narratives, which is then reflected throughout the different MA programmes. Foundation courses aim to thus forge a link across the different programmes even as they shed light on their location in the School of Human Studies.
- **Prof. Rajan Krishnan** shared thoughts about the experience of offering foundation courses in the School of Culture and Creative Expressions (SCCE), their content and structuring. Critical theory and culture studies formed the composite on offer across programmes. The need for an easy segregation and differentiation between what students needed to do in foundation courses and discipline based courses was emphasized. Prof R Krishnan shared how the students in the beginning had to be explained to at length how these courses fit into their disciplines and how they could provide an ideational scaffold for their respective programmes. For instance, each practice is grounded in the dynamics of its context. Understanding this contextual matrix then becomes important. One entry point for revision in foundation courses in SCCE came with the need to render them relevant to the contemporary context. The course basket then came to have courses on critical theory, culture studies, the margin and the minor. In each, students are introduced to a few significant texts (say, the Critique of Judgement) and orienting questions (what is beauty?) to familiarize the student with the corpus. He shared how flexibility in terms of number of texts and lectures had given students necessary latitude. That students are also asked to suggest texts of relevance to their areas of interest and need was found to be a helpful intervention catering to student agency as well as interest. He also shared how it is during the dissertation component in the final semester that the impact of these courses is fully appreciated by students given how they help stimulate and structure

thoughts, contextualize questions and locate them within a body of thought. On the question of foundation courses in SHS, Prof. Krishnan suggested that keeping a few texts that were sufficiently abstracted might allow a range of reflections. For instance a philosophical reflection on what is human would be answered differently from discipline to discipline and a few critical texts on the nature of enlightenment or modernity would prove helpful entry points. He emphasized the need to keep the number of texts minimal and create opportunity for sufficient and deep engagement. Another pertinent intervention was thinking about the question of human through the lens of post humanist thought (a text like Agamben's *Man and the animal* or questions around AI) which would allow the student a sense of constitutive lines of inclusion and exclusions in the category. Placing the human through rigorous questioning may open ways of thinking about subject formation.

- **Prof. Krishna Menon** took appreciative note of both the reflection on setting up foundation courses in SCCE and pragmatic interventions made in terms of thinking through the deployment of texts in the course. She also shared how the foundation courses in SHS are already being transacted in this modality: IKE with its deep philosophical inclination places the human within discourses of enlightenment and modernity and through similar such engagement problematizes the idea of the human. Another instance of the same was tracing Greek political thought followed by an attempt to decolonize received ideas through a critical engagement with Ambedkar. She further remarked on the specific challenge of huge class sizes (43 and 42 respectively in the current batch) that faculty have to contend with as well as heterogeneous disciplinary locations. This is at once a creative demand and a source of potential conflict. Splitting the group into sections is a route forward but to do so in a manner that does not prevent engagement among students still needs to be given thought.
- **Prof. Rajan Krishnan** acknowledged the struggle of having a huge class size. He re-iterated how minimal intake and some latitude in terms of learning outcomes such that student involvement is maximized has been of help.

- **Prof. Jatin Bhatt** emphasized the need to have a sharp understanding of learning outcomes. What do they mean, what is the process of arriving at these outcomes is critical. This could well foster clarity on rationale of courses and their location.
- **Dr. Amrita Narayanan** reflecting on the discussion thus far pithily captured the spirit of foundation courses - how it is these courses that make a school, a school and not separate programmes. She further added that the challenge lay in how diverse emphases/ mandates of self- awareness, political engagement, heterogeneity would be brought together, while not overwhelming the student. A closer look at key texts would help the same.
- **Prof. Krishna Menon** shared that course outlines could be circulated at appropriate occasions.
- **Prof. Honey Oberoi Vahali** reflecting back on her journey of setting up foundation courses shared how learning outcomes were actively thought about while setting up the courses/programmes and keeping alive the imagination of the student graduating from both Gender Studies and Psychology. Having had an engagement with both experiential work and critical thought – two cornerstones in SHS – the student was imagined in different guises – that of a researcher, or a practitioner amid others. The main stake was the capacity to bring together theory and experience, to be able to work through questions of subjectivity and complexity of lived experiences rather than bypassing it, with subjectivity itself being placed within a critical framework -knowledge always already situated in the realities of a socio-political, psycho-political context. How would a student from Gender Studies and Psych work in sites that are human fields? How would s/he cultivate an ethos of involvement with others? How would s/he know one's own self as one engaged with other selves and engage with other selves having worked with his/her own self? Such questions, she opined, has meant a continuous churning as regards curriculum creation. Every curriculum making being an exercise of inclusion but also exclusion, it was critical to take stock of the status of these two disciplines that did not

necessarily share neighborhoods. Psychology as it is generally taught had become ahistorical, acultural, oblivious to its own historical production. Gender Studies programmes were generally away from the intrapsychic. A bi-valent critical engagement then became important - to think questions carrying political charge in Psychology and to think questions imbued with psychological import in Gender Studies in order to be able to give to the student an appreciation of the human field s/he was going to engage with. Occupying the space in-between was not easy and has not been easy, she stated, but this in-between terrain was where the four foundation courses had to be placed. She further added how just as enlightenment impacts the question of the human and that of subject formation, an equally important emphasis is critique of the discourse of enlightenment. The notion of the unconscious brings this in and with it the question of conceiving of as knowledge systems the non-knowable and the emergent and not just the knowable and the rational.

- **Prof. Ashok Nagpal** drew the focus back to the question of learning outcomes given that it had introduced both unrest and a creative demand of locating both gender and psychology in flux. He urged the group to own its muddled and complex history, to not shy away from its fractures and omissions. He voiced regret around an urgent question of whether we could come together as colleagues. **Prof. Anup Dhar** re-connecting with Prof. Vahali's remarks reflected on the how SHS is peculiarly placed in that it is built on a dual critique of enlightenment: the experiential and the historical. The dominant critique of enlightenment, he shared, gets located within a framework of reason. But to only use this to define foundation would be to miss the Freudian critique of enlightenment grounded in an engagement with the unknown which the School tries to keep intact. Carrying the creative tension between these apexes, it becomes important to consider what comes before the dogma of the discipline? What is prior? What is human? What is consciousness? What is experience? What is unmediated experience? Is there any? What is before history? A pre-history? Seen in this light, he proffered *Experiencing the Self* emerges as **the** foundation course that the School has to offer. Drawing a parallel between SCCE and SHS, he opined that just as questions of aesthetics/art/ beauty become

central to SCCE or a historiography of ideas (IKE) can become central to philosophy programmes in SLS, ETS offered a critical entry to the way the School is approaching questions of poverty, margins, caste, development or gender – from a human relational context. It becomes the distinctive flavor, that essential nuance that SHS brings to these themes. How does one experience oneself in this contradictory conflicting setting, this double critique and dual location? How does one foreground that life itself is foundational, that the act of living in its complexity, in its knowing and all its unknowing is what is foundational? How does one cater to the limit points which keep eluding a self? This brings alive how one is delving in not the unknown of the text (deconstruction) but in the unknown of one's own self, a story that needs construction. Thus ETS. Together with an IKE or a WOH so that psychoanalysis does not miss a critical reflection on its own historical coordinates.

- **Prof. Jatin Bhatt** shared how it was critical from the University's perspective that one not forget these ideas that went into the making of programmes and courses. With every transition as the life of an institution prolongs, there can be an erasure of memory, of routes taken and guiding motivations. Foregrounding the importance of institutional memory as a project, he discussed how it was important to develop a format that kept such ideas intact even as it smoothed the way for subsequent transitions and taking over of institutional functions by different cohorts.
- **Prof. Krishna Menon** spoke about an initiative in the Monsoon semester 2018 where recordings of different lectures in IKE had been made and that these could readily be made available for the archiving project. She also invited reflections on how ETS had been made into an optional course in the MA Gender Studies programme.
- **Ms. Lovitoli Jimo** shared how the primary impetus behind this decision was an overwhelming consensus that having 4 foundation courses will be too much. Given that PRT was similar in approach to other Gender Studies courses, an interplay between PRT and ETS was thought about.



- **Prof. Rachana Johri** discussed how the primary crisis the School and the programmes have faced is that of credit load. Given the minority location of both Gender Studies and Psychology, there is much one wants to offer including electives. The question has been where to draw the line. She also briefly reflected on the initial dynamics in the faculty group given larger numbers from Psychology and how these may have shaped trajectories. Re-connecting with Prof. Vahali's concerns she re-iterated the importance of inculcating in the student a certain sensibility, a sensitivity towards diverse locations that comes after a complacency about one's own position and knowledge is punctured. Do we need to go inwards with ourselves to know? Would it be important to have this inward sensibility to tackle questions around violence for instance in addition to addressing the same from the perspective of Law? She further spoke of resistance from students who also respond from dominant discourses within disciplinary location. The question then becomes if one has a sufficiently shared vision to take to the student, in consonance with the University's vision and mission. It was important in this context to take note that there are only three schools that are currently offering foundation courses.
- **Dr. Divya Jalan** shared she was of a similar bent of mind as Prof. Dhar in thinking of ETS as **the** foundation course from/of the School. She recognized the tremendous effort transacting it could take on both the teachers and students requiring as it would significant investment of both time and energy. She expressed the hope that the support required for the same will structurally be made available.
- **Prof. Anita Ghai** shared her own unique journey with ETS in Disability Studies including the re-naming of the course as '*Narrativizing the Self*' amid concerns of the limited reach of the psychoanalytic framework in the context of Disability.

- **Prof. Jatin Bhatt** emphasized the need to re-imagine the nature of course transaction along more creative lines and how these pedagogic innovations may faculty to attend to the challenges that come their way.
- **Prof. Krishna Menon** taking group deliberations into account, invited the Gender Studies programme coordinator to make re-visiting the decision to make ETS optional in MA Gender Studies an agenda item for programme level meetings. She was mindful of doing this without compromising on the concern of not increasing the total number credits for foundation courses as well as the need to open up credits for elective courses.
- **Ms. Lovitoli Jimo** shared how the initial conversations around foundation courses in Gender Studies were around which courses were non-negotiable. IKE and WOH with their heavy philosophical and anthropological gleanings respectively were thought to be critical. Since the total number of foundation courses was decided as three to manage credit load, PRT and ETS came to be optional. She shared that this would again be deliberated upon in the programme level meeting in the light of the discussion. She also shared how response to the courses differs across batches and ushers in a diverse range with different courses being popular with different batches.
- **Prof. Krishna Menon** welcomed the openness to re-visit decisions about course structuring as evident in Ms. Jimo's response as well as how this ongoing process of reflection was critical given diversity in student responses. She also highlighted that availability of faculty becomes a critical area of concern in a qualitatively rich transaction of these courses, especially given huge class sizes.
- **Dr. Yogesh Snehi** taking a look at the overall programme structure put forth the concern of accommodating diverse learner needs given that in the current arrangement, first semester Psychology students and third semester Gender studies students would find themselves together in an ETS course. This was a concern that had also been voiced by facilitators in the course. Dr. Snehi also drew the group's attention to the overall ratio of compulsory

taught courses and electives which was leaning heavily on the former side leaving the student with little opportunity to exercise choice in taking on elective courses. In Psychology against 16 credits of foundation and 26 credits of core, only 8 credits of electives were on offer. In Gender Studies, against 42 credits of core courses, 22 credits were offered as electives. He reflected on how this structural fixing of choice takes away from the plasticity of the category human as well as student agency over the course. That this needed to be remedied was voiced as a matter of some urgency. He also shared his experience of making available large numbers of electives in School of Liberal Studies (these were closer to faculty's research interest and expertise) in addition to core disciplinary courses. He also talked about the possibility of composite courses (courses that can be taught together) in order to attend to the problem of credit load. Could there be ways in which some courses can be brought together in Psychology and Gender Studies programmes?

- **Prof. Krishna Menon** acknowledged the intervention while also highlighting the struggle of minority disciplines. Psychology programme, itself a departure from the mainstream discipline, was trying to imagine a different praxis. Ten years back, Gender Studies was the only programme looking at this theme. In both cases, there is a large ground to cover in order to provide the student with a comprehensive enough vocabulary. She also shared how the faculty is aware of the challenge of offering more electives with Gender Studies already opening credits in the upcoming semester to give more choice to students.
- **Prof. Jatin Bhatt** noted Dr. Snehi's input with appreciation. On the question of electives, he added that even as Schools manage to imagine Programme Electives, there was need to think about University Electives. His primary concern was how students manage to move out of programmes. He also shared a framework worked on by the Design academy that could offer an alternative imagination: Semester 1 – 'Me' with the emphasis being self, Semester 2 – 'They', the emphasis being the other, Semester 3 – 'We', emphasizing the relational and Semester 4 – 'Us' with its emphasis on the transactional.

- **Prof. Anita Ghai** linking back with the creation of SHS attending to constitutive exclusions from the category of the human, noted with curiosity not unmarked by some dejection, the gap between vision and its translation when it comes to framing curriculum. She questioned offering electives without adequate synthesis with other courses in a programme in which case the course merely becomes an additive. She highlighted pragmatic concerns about lack of slots in the time tables for situating disability as well as class size. While a smaller classroom made for deep engagement, one needed to attend to structural constraints that may be contributing to scant numbers. How has Disability as perspective, as location been attended to in Psychology and Gender? What would be the fate of an MPhil Disability Studies? Where then does the facilitator locate her own self?
- **Prof. Krishna Menon** urged the MA coordinators of both Psychology and Gender, Dr. Shifa Haq and Ms. Lovitoli Jimo to think about these questions in their respective programmes. She noted that MA Psychology has already opened up a slot for Disability but also that these questions asked for more engagement.
- **Prof. Rachana Johri** agreed that freeing up slots for electives was critical and suggested that one way of proceeding was to think about the minimum number of core courses that would earn the student a discipline specific MA degree in Psychology or Gender Studies beyond which slots/credits could be made available for elective courses.
- **Prof. Krishna Menon** suggested that two Board of Studies meetings could be held in the coming semester which would allow further deliberation and concretization of these suggestions.
- **Prof. Rajan Krishnan and Dr. Yogesh Snehi** shared total percentages of credits offered as electives in their respective schools - 25% in SCCE and 50% in SLS.

- **Prof. Krishna Menon** acknowledged the same while also asking the group to bear in mind the different disciplinary locations and trajectories. While a discipline like History comes from a secure location, disciplines like Psychology and Gender Studies have had to struggle with being legitimate knowledge systems and have to offer continual demonstration of their relevance.
- **Ms. Lovitoli Jimo** shared that combining internal and external electives, 25% of credits had been freed for electives in the Gender Studies.
- **Dr. Shifa Haq** responded to Prof. Ghai's concerns from having taught courses like WOH and suggested that integration of disability as a perspective in courses like IKE and WOH may be a rewarding exercise. In which case it would help to revive the tradition of course teams that would think about the course together rather than courses creating 'guest lectures' on disability.
- **Dr. Imran Amin** re-iterated the challenge of having a large class size as well as that of dividing the cohort into sections given a cap on the total number of students. Given that there are two disciplines, how one thought about creating different sections emerged as a significant concern.
- **Prof. Krishna Menon** shared student responses that ask about such 'partitions' from their own disciplinary cohorts with a passionate playful urgency. She also shared how the journey within a foundation course and the nature of peer learning marks their trajectories in ways that by the end of semester, they want to remain in these groups. She endorsed the need to think about these sections some more.
- **Prof. Diamond Oberoi Vahali** shared that as regards the larger question of having foundation courses in the School or not, the School will have to reflect back on whether this experiment has worked. She remarked appreciatively how the four foundation courses themselves seem pertinent and offer useful perspectives to the student. She acknowledged logistical concerns, especially having large class sizes and creating sections while not

segregating disciplines which would betray the very idea of foundation courses. She endorsed ETS has having a singular contribution to make and expressed surprised at it having been made optional in Gender Studies.

- **Prof. Krishna Menon** stated that this had already been made note of and shall be taken up for further deliberation at programme level meetings.
- **Dr. Amrita Narayanan** suggested that lectures on ‘gender as a way of experiencing the self’ may make for bridge linking disciplinary cohorts.
- **Dr. Divya Jalan** endorsed the same and suggested the need to creatively think about similar bridges and convergences so that foundational courses do not stand alone.
- **Mr. Rajinder Singh**, based on his facilitation of ETS in past years, endorsed large class size as a significant challenge. Building on recommendations from the group, he suggested that having multiple facilitators that introduce perspectives to students – disability as a perspective, gender as a perspective – may be an immensely beneficial exercise that would meet the student at his/her own location with such encounters creating apertures for reflection and engagement. Such a form of course transaction would also foster inter-disciplinary spirit and conversations.
- **Dr. Amrita Narayanan** welcomed this suggestion and reflected on how this could provide a scaffold to the course. These lectures could serve as book ends holding together a process that can all too often evoke inchoate amorphous intensities in students. This intervention would give students something to hold onto and trace their journeys.
- **Prof. Honey Oberoi Vahali** shared her experience of drafting ETS for multiple programmes – Psychology, Development Practice and Disability. All of these required the course to be re-invented closer to the specific need and primary emphasis with a programme. In the context of Development Practice for instance the course catered to relating self with others,

connecting with diverse locations of lived narratives - in particular a rural setting. The idea was to take these questions and reflectively turn inward towards one's own life and location which ran as a continuous thread in all ETS courses. Similarly she suggested how feminist methodology itself is a experiential methodology and could help in creating a middle path between gender and psychology. Thus conceived, foundation courses could serve as the environment within which the rest of the courses would sit. She asked the group to be mindful of potential disconnect between vision and translation in transaction which can interrupt synergy and advocated the need for complementarity and a not cutting through approach.

- **Prof. Krishna Menon** appreciated a fruitful meeting that gave the group much to think about. She stated how this was the beginning of a long process and requested the programme coordinators to take back relevant inputs for further deliberation at programme level meetings.
- **Dr. Shifa Haq** thanked the Dean, Ms. Deepti Sachdev and Dr. Bindu KC for taking the discussion on these courses thus far.

The meeting ended with a vote of thanks and acknowledgement by the Dean.

**AMBEDKAR UNIVERSITY DELHI**  
**School of Human Studies**

**Fourth Meeting of the Board of Studies**  
**14-3-2018 (Wednesday), Faculty Lounge, Kashmere Gate campus**

**Members Present:** Prof. Krishna Menon, Prof. Honey Oberoi Vahali, Prof. Anita Ghai, Prof. Rachana Johri, Ms. Lovitoli Jimo, Dr. Rachna Chaudhary, Dr. Mamatha Karollil, Dr. Yogesh Snehi, Dr. Diamond Oberoi Vahali, Prof. Nivedita Menon, Dr. Vivek Bhandari, Dr. Divya Jalan, Dr. Amrita Narayanan

**Members absent:** Ms. Anshumita Pandey, Dr. Rajan Krishnan, Prof. Harsh Mander had sent his regrets since he is abroad currently.

**Special Invitee Present:** Prof. Ashok Nagpal, Dr. Shifa Haq, Dr. Bindu K.C.

Introduction and welcome by the Dean Prof. Krishna Menon.

Minutes of the 3<sup>rd</sup> Board of Studies meeting, passed.

After a note of condolence at the demise of Stephen Hawking, the meeting began with an introduction and welcome by the Dean Prof. Krishna Menon.

Minutes of the 3<sup>rd</sup> Board of Studies meeting, passed.

## **Item 1**

Dr. Shifa Haq, programme co-ordinator introduced “**Introducing Dissertation as an Elective in M.A. Psychology Programme.**” It was proposed that :

1. An elective component rather than a core component towards fulfillment of the degree in MA Psychology;
2. The dissertation will include diverse forms such as written thesis, ensemble of photographs, film-making, theatre production or creative writing but may not be limited to these. This diversification is in line **with the original imagination of the Master’s programme in Psychosocial Clinical Studies.**



3. A student may be allowed to choose from other elective courses, offered in the 4<sup>th</sup> semester, in place of dissertation work. This is applicable both for MA Psychology and Gender Studies. This will be applicable from the 2018 admissions onwards for both courses.

Resolution: Passed by the BOS.

The BOS advised that the school to review the decision after two cycles of running the dissertation as an elective with feedback from students and faculty. The BOS suggested that while all students should be encouraged to work on a dissertation if they so wish, however those who do not wish to opt for it may choose from the electives offered in the programme. It was also suggested that there would be no criterion that might debar students from opting for the dissertation.

## **Item 2**

Opening up the Option to Earn a Diploma after One Year of Programme after one year of MA Psychology Programme.

Resolution: Passed by the BOS.

## **Item 3**

**New Electives.** The open elective “Situating Disability Studies” offered by Prof. Anita Ghai, School of Human Studies.

Resolution: Approved by BOS

## **Item 4**

Reconstitution of Evaluation and Assessment Committee. MA Psychology Evaluation and Assessment Committee was reconstituted to include:

1. Ms. Deepti Sachdev (2017-2019)
2. Ms. Thokchom Bibinaz (2018-2020)

Resolution: Approved by BOS.

## **Item 5**

UGC Experts Committee on Model Courses in Psychology 2016 introduced by Prof. Honey Oberoi. A few observations about the Model Courses were shared:

1. On reviewing the UGC Model courses in Psychology, Psychology programme found resonance in the vision and the emphasis on creating bridges between psychology, culture and historical context.
2. The Model Courses list many core courses as well as specialization courses. There are a few interesting overlaps in the courses offered in the MA psychology programme AUD and the model courses, such as, the emphasis on History of Psychology, Research Method, Counseling and psychotherapeutics, Self Psychology and fieldwork/ research.
3. At the moment, the UGC document is being studied by various departments and programmes in different universities. The psychology programme may also attempt to engage with responses from other universities to appreciate the diverse responses.

Resolution: BOS advised in the communication with UGC to point out the how valuable the UGC intervention was and how AUD courses have many of the suggestions already at work in our course.

## **Item 6**

Proposal for course Rearrangement within the MA Gender Studies Programme March, 2018.

Resolution: Approved by BOS.

The detailed plan is given below:

Proposal for course Re-Arrangement[1] within the MA Gender Studies Programme March, 2018

## **General Rationale for the Gender Studies MA Programme Structure**

The M.A. programme is imagined to give the students training in looking at the world through the lens of gender. The rich theoretical debates in the field

of Gender Studies and the symbiotic relationship that Gender Studies has with **Women's Studies as well as the Feminist movement** is sought to be reflected in the programme structure.

The course is a training in looking at gender as a theoretical category as well as has a practicum component through its Internship and Dissertation courses.

The course is run and managed in a collegiate manner and draws a great deal of support and strength from peer feedback, periodic reviews such as this and of course most centrally the feedback from our students. Every semester, students give their feedback on specific courses, as well as on the entire course structure and the program. Based on some consistent points raised by our students, we have felt the need to re arrange and re allocate credits for some of the courses.

The Gender Studies faculty met on several occasions over the last two years to discuss the need to re arrange the placement of certain courses within the program of MA Gender Studies. The changes have taken into consideration student feedback, student profile and their interests.

The changes are proposed from the cohort enrolling in the Gender Studies Programme, 2018-20 onwards.

The kind of courses that are part of the MA GS programme are broadly divided into

1. Foundation courses (taught and studied in common with the Psychology programme)
2. Programme specific core course (Conceptual, movements based as well as research methods courses)
3. Practicum/Fieldwork
4. Electives – a) Internal Electives b) Open Electives

(Internal electives are courses that are to be taken from within the options given by the programme. Open electives can be from within or outside the program and school).

## **Electives**

We wish to change the nature of some of our existing core courses into electives, both internal electives as well as open electives.

Based on student feedback and the interdisciplinary nature of Gender Studies, the programme would like to make available to students greater opportunities to explore diverse range of electives offered by the various programmes and schools of AUD. The proposed structure opens up the course in a graded fashion towards the fourth semester. First semester consists of foundation courses (compulsory, studied along with Psychology students) and core courses with specific relevance for Gender Studies. The second semester has foundation, core and internal electives. The third has foundation, core and open elective. The fourth semester would also have electives in addition to the compulsory dissertation.

(Existing Open Electives Offered from Gender Studies Open to students from all Schools and Programmes of AUD).

Gendered World: Politics and Memory in North East India (SHS202842) is the open elective offered by Gender Studies right now.

## **Opening One More Open Elective Slot within the course structure**

Given the interdisciplinary nature of the Gender Studies programme and based on consistent student feedback and faculty experience, the programme team would like to add more elective slots to enable students to pursue courses and areas of their interest. It is in this context that it has been decided to move the course titled Health (SHS202805 course code) which is a 4 credit course from being a core course to an open elective. This decision was taken after a great deal of deliberation within the programme group. This is not because Health is not an important category of analysis. Neither can one ignore the richness of the feminist work in the area. However, the conceptual courses like State, Nation, Citizenship and the Law (SHS202808) or Gender Work and Labour (SHS202803) appear to be stronger contenders for the core **slots within a Gender Studies Master's Degree Program. Opening up this** elective slot would address the student interest in courses offered by the

School of Education Studies, School of Culture and Creative Expressions, School of Design and School of Letters to name a few.

### **Internal Electives (Electives within the Gender Studies Program)**

For a course on Gender Studies that also draws from Women's Studies discipline studying movements is a very important component. However, instead of having two core course slots taken up by the study of movements by the courses titled "Feminist Movements in South Asia" (SHS202831) and "Global Feminisms" (SHS202832) we propose that students choose either of the two courses. We also propose to offer them as internal electives where the student is expected to do either of the two.

We have many courses that introduce a particular conceptual category close to the analysis of Gender. In a similar vein we propose that students be allowed to choose either the course titled "Bodies" (SHS202809) or the course titled "Violence: Feminist Critique and Resistance" (SHS202841). Please do note that the latter course was already an elective course within the programme structure.

### **Increasing of credits for internship from 2 to 4**

We would like to propose an increase in the credits from 2 to 4 for the internship component.

The overwhelming feedback from the students who have successfully completed the programme has been in favour of internships. Many find the out of classroom experience of learning very effective and memorable because it helps bring alive to them the various theoretical debates, conceptual frameworks and information and history learnt in the classroom and through a wide body of literature. The internship is a valuable component of the program because it not only gives them a flavour of 'work' situations, but also helps them build bridges with organizations and groups where they could potentially work. Internships become an occasion for them to test and challenge their understanding of Gender Studies. This rich experience is a very valuable aspect of their Master's degree. Many of our students get placed

in the organizations that they intern with and this is another reason for the worth attached to this course by our students.

This has led us to ask for an increase in the credits for internship. Students are expected maintain a daily diary to be submitted as well as an analytical report apart from the supervisor's grading. **The daily diary trains them and helps them while undertaking ethnographic research.** The internship is supervised and evaluated by a designated supervisor in the field and the Gender Studies programme team at AUD. The students have also attached the work that they actually produced for the institution they interned with (sometimes reports, sometimes XL sheets, sometimes fieldwork captured through visual documentation like photographs or voice interviews and often transcripts). Given the considerable degree of work involved in the internship, student feedback has consistently expressed disappointment at the fact that it counts only for 2 credits, and hence we request that it be increased to 4 credits.

### **Increasing of credits for Dissertation from 4 to 8**

The next proposal is to increase the credits for the course titled Dissertations from 4 to 8. The logic for proposing this is stated below:

Research is an integral part of social science education and is a skill that our program tries to instil in our students. The program attaches a great deal of significance to teaching the students 'how to conduct research'. Research methodology courses precede the dissertation course and students are taught the skills needed to write a proposal and make a defence. In addition, is of course the final dissertation that often becomes the most important testament of their suitability for higher research in specific areas and also for position with NGOs/teaching etc. Hence this is a very important course that both students and teachers invest fruitfully a great deal of their time and energy. Students have repeatedly requested that it be reflected in the credits allotted to this course.

**The students experience the final semester dissertation as a “grand finale” to their two year Masters. We have got some “disappointed” feedbacks on the consideration of it as “just another 4 credit course” because the thinking**

towards the dissertation and research often begins from the second semester onwards. Considering the credits given for dissertation in other schools (SCCE for instance within AUD and outside AUD- **TISS Women’s Studies** Centre give 8 credits for M.A. dissertation) and other programmes with dissertation component we also feel that the credit for dissertation should be increased to 8. This is crucial to give a research focus to the programme and it helps our students prepare for research degrees more easily. The increasing of credits gives the students space to develop the research problem more rigorously in the 4<sup>th</sup> semester. The present structure is experienced as cramming them with classroom teaching in the 4<sup>th</sup> semester with very less time to write the dissertation.

The difficulty that is experienced by students to write a dissertation also has to be considered. Due to this, we have decided to allow students who do not wish to go through this particular form of assessment to take two 4 credit courses instead. Also, the form of final submission need not be insisted to be analytic writing, but creative expressions, visual documentation and other “experiments” can also be accepted. (AUD’s interdisciplinary vision already allows for this).

**Present Course Structure. Total credits = 64**

	<b>Semester 1</b>	<b>Semester 2</b>	Summer Holidays	<b>Semester 3</b>	<b>Semester 4</b>
Foundational courses	1. Ideas, Knowledge and Ethics (4)	5. Ways of Humans (4)	10. <b>Internship</b> (2)	11. Experiencing the Self  <b>or</b> Politics, Resistance, Transformation (4)	
Programme specific core course	2. Introduction to Gender (4)	6. Gender Work and Labour (4)		12. Health (4)	17. Bodies (2)
	3. Family (4)	7. Sexualities (2)		13. Masculinities (2)	18. State Nation Citizenship Law (2)
	4. Feminist	8. Global			

	Movements in South Asia (4)	Feminisms (4)			
Elective				14. Violence (2)	19. Gendered World: Politics and Memory in North East India (4)
Research Coursework		9. Introduction to Research Methods (2)		15. Feminist Research Methods (2)	20. Reading Feminist Texts (2)
Seminars / Workshop				16. Dissertation Workshop (2)	
Practicum Or Fieldwork					21. Dissertation (4)

**Proposed Course Structure: Total credits = 64**

	Semester 1	Semester 2	Summer Holidays	Semester 3	Semester 4
Total Credits in the semester	16 credits	16 credits	<b>4 credits</b>	14 credits	<b>14 credits</b>
Foundational courses	1. Ideas, Knowledge and Ethics (4)	5. Ways of Humans (4)	9. <b>Internship</b> (4)	10. Experiencing the Self  <b>or</b> Politics, Resistance, Transformation (4)	
Programme specific core course	2. Introduction to Gender (4)	6. Gender Work and Labour (4)		11. Masculinities (2)	
	3. Family (4)	7.State Nation Citizenship Law (2)			
	4. Sexualities (2)				
Internal Elective		8.Feminist Movements in South Asia		13. Bodies  <b>Or</b>	



		<b>Or</b> Global Feminisms (4)			Violence: Feminist Critique and Resistance (2)
Open Elective				12. Health <b>Or</b> Any other Open Elective course (4)	14. Gendered World: Politics and Memory in North East India  Or Any other open elective (4)
Research Coursework	5. Reading Feminist Texts (2)	11. Introduction to Research Methods (2)		16. Feminist Research Methods (2)  17. Dissertation workshop (2)	
Practicum/Fieldwork					15. Dissertation (8)

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[1] Re-arrangement refers to opening up of compulsory course slots into two types of elective slots- electives from within the programme and electives from outside the programme and the school.

Resolution: Passed by BOS

Discussion:

The proposal to increase MA Gender Studies dissertation credits from 4 to 8 credits was discussed and approved by BOS. The BOS suggested that while all students should be encouraged to work on a dissertation if they so wish, however those who do not wish to opt for it may opt for the various electives suggested by the program. It was also suggested that there would be no criterion that might debar students from opting for the dissertation.

Workload issues was also discussed where dissertation components are not given due recognition and there is a disparity of both workload credits as well

as number of students. In Gender Studies, the credits given to the faculty for MA Dissertation guidance is 2 credits while in History it is 4 credits. The faculty students ratio was brought out where the current ratio for Gender Studies is 1:6 and for the 2017-18 batch it is 1:10. In this context how to account for dissertation supervision and workload was also brought out.

BOS advised the school to embark upon a process of re-visioning the foundation courses and bring the new imagination of FC to the BOS for a discussion.

## AMBEDKAR UNIVERSITY DELHI (AUD)

### Sixth Meeting of the School of Human Studies Board of Studies: Minutes

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**Friday, 26<sup>th</sup> April 2019, Faculty Lounge, Kashmere Gate campus**

**Members Present:** Prof. Krishna Menon, Prof. Honey Oberoi Vahali, Prof. Rachana Johri, Prof. Anita Ghai, Prof. Nivedita Menon, Dr. Divya Jalan, Dr. Amrita Narayanan, Dr. Lovitoli Jimo, Dr. Mamatha Karollil, Dr. Yogesh Snehi and Dr. Diamond Oberoi Vahali.

**Members Absent:** Dr. Rachna Chaudhary, Dr. Rajan Krishnan and Prof. Harsh Mander

**Special Invitee Present:** Prof. Jatin Bhatt, Prof. Anup Dhar, Dr. Bindu K.C, Dr. Priyanka Jha and Ms. Deepti Sachdev.

Introduction and welcome by the Dean SHS, Prof. Krishna Menon.

#### **Item 1**

- Minutes of the 5<sup>th</sup> Board of Studies meeting was passed.
- Prof. Menon also inform the house that Experiencing the Self (ETS), SHS foundation course will be taught by the Gender Studies faculty Dr. Bindu KC in the Monsoon Semester 2019 to MA Gender Studies, Semester-3 students. Prof. Honey Oberoi Vahali inform the house that Gender Studies faculty has proposed to teach ETS course with some modification and perspective of gender in teaching the said course.
- Prof. Anita Ghai, suggested that she would first audit the course before making changes to the existing course. At the same time when we are talking about the need to incorporate some changes to the course, to also integrate the disability perspective as in experiencing the self, one is also experiencing the disabling parts as well.

The BoS members in principle approve for some modification in the transaction of ETS course in order to cater to the needs and politics of Gender Studies.

#### **ITEM 2**

MA Gender Studies open elective course on *The 'Herstory' of Ideas: Women's Intellectual History in South Asia* was presented by Dr. Priyanka Jha and Bindu KC

The need for such course was felt by the members and the members congratulate Dr. Priyanka Jha and Dr. Bindu KC for coming up with an excellent course which was one of its kind in India. The members also suggested some changes and modification to the course.

Prof. Nivedita Menon: Suggested an alternative title- **Intellectual History in South Asia: Women Thinking the World**. She also pointed out that in Module 4 under Tribe, the need to include the thought from the Northeast India which was missing in the course and some work on Naga Mothers Association and Irom Sharmila was suggested to be explored.

Bodies, Labour and Knowledge in Module 5, one of the readings from Sharmila Rage's book can be looked at

In Module -2, where are women in the political, to look at Uma Chakravarti's essay Beyond the Altekarian paradigm in Kumkum and Sudeshi's edited book. The essay answers the question.

In Module -3, Not sure on why there is African American work. A suggestion was made to look at Tanika Srakar's work on Rassundari Devi. The absence of writing from Pakistan was pointed out and it was suggested to look at abducted women during partition which counter pose the idea of Nation. Khan and Kamla Basin, Veena Das, Afiya Zia in EPW- critical perspective on Islamic rights from critical feminist view. Devika's essay in EPW, Contrasting Naleni Jamila and Kamla Das as autobiography which raises a very important theoretical points on women's writing.

Prof. Honey Oberoi Vahali: The course can become a foundation course for School of Human Studies. She also adds that women and psyche may be represented since this course is coming from SHS. On the significance of life writing from women standpoint, she suggested module or reading to look at 'knowledge from and on women's genealogy'. The works of Irigary and Kristiva was suggested. Life writing is not just an issue in itself but it will have implications for several other things, how discipline has been conceived or have been imagine so far. Some reflections of that into the course on methods or analysis on what becomes text, what is the relationship between subjectivity and theory etc was suggested.

Prof. Anita Ghai: Opines that very often we talk about body and knowledge, somewhere it always looked at normative body. The body which is not considered as perfect body is never looked at/left out. Suggestion was made to look at South Asia and works such as Renu Addlakha and Anita Ghai to look at disabled bodies. How the absence came out. In the knowledge construction, the absence of disabled body is never looked at even in Gender Studies in SHS.

Dr. Bindu KC: Exclusion as part of the course is very evident and the course team will look/take the suggestions.

Dr. Amrita Narayanan: Happy to see psycho anaysis and women studies coming close. To look at the book Being a Character: Psychoanalysis and Self Experience by Christopher Bollas

She infact appreciated the inclusion of Afro-American literature as a part of methodology. She suggested the following text. In Module 5: Sangeeta Ray's reading on Sultana's Dream in the book Engendering India. A reading on **Swarna.....** ..Body in Devdasi Tradition and Knowledge was suggested.

Prof Rachana Johri: Some readings are repeated in different courses so it can be reworked by keeping them in supplementary readings and introduce newer readings/texts.

Prof. Jatin Bhatt: Module -5 Body Labour and Knowledge- Asked the question of how do you differentiate between labour and work? The second question is on expansion of the source of Text as text, is work a source of text/knowledge? What is the contribution of labour in knowledge production? To look at the book Unfashionable Human Body by Bernard Rudofsky.

Prof. Krishna Menon suggested Kamla Devi Chattopadhyaya.

Dr. Priyanka Jha responded that the question of labour has been looked at but Kamla Devi's writing on craft becomes important but it has not been referred to or invoked as others thinkers would be.

Dr Divya Jalan: Shared some thoughts on

1. Disability: Where there are lots of writing and infact more by women than men. Many of us are familiar with literature in English and Hindi but there must be some literature on experience by women all over the country and need to look at those literatures.
2. On the question of informal, thoughts, thinkers and women: The areas of craft and folklore etc are areas where women think all the times through the experience of motherhood, family etc and brings a lot of thinking on day to day basis but these are not documented, non academic and not formal. How can we bring the thinking aspects of these performers, women the thinking aspects of the thinkers on living everyday life and how they are developing and expanding on philosophies, on life etc.
3. If we are going to move away from Text, then how are we going to include the written Text. It is an important idea to go into the realm of imagination and idea but how will it get included.

Prof. Krishna Menon points out that this is the first time the course will be introduced and therefore the need to tap on the resources available in this aspects especially from school of Culture and Creative Expressions, School of Letters, School of Design and look at different themes such as Democracy and design, cinema etc and work closely together by bringing in different realm.

Dr. Bindu K C acknowledges that these are very important question about body and idea. Body is usually constructed as though it not connected but with a clear cut division between body and ideas where body is the non transcended, which pulls us back into the everydayness of field and the lower realm of existence where thought is considered higher which transcend body. This is the problem of both the human and the women. This itself is how women were never included in writing.

Prof. Anita Ghai suggested to contact **Sumashwar**, JNU and Sanju Thomas from School of Letters (SoL) to look at their essay on disability and body.

Ms. Anshumita Pande suggested a book on poetry Therigatha- Poems of the first Buddhist might be an important addition both chronologically and look at performance, language, body and knowledge.

Ms. Deepti Sachdev - Echoes the larger questions. When you are asking the question, What is the political question? Does one also have to think on what does the political include? To foreground the notion of care work or do we want to continue to see care work as anti intellectual work? Debates in psychology opens up the notion of care by approaching justice differently, through care vs Justice, care work and notion of affected labour by looking at Kant or other recent works.

Prof. Krishna Menon cautions the course team on the danger of trying to include everything/ suggestion/comments but to pick and choose in order to keep the initial imagination of the course intact. We can run it for one two session and come back to BoS members with the experience and think of another course or reimagine it later based on experience of running the course.

Prof. Honey Oberoi Vahali puts forward the idea that since both MA Psychology and Gender Studies are going for course revision soon, if there is a possibility of the course like this running across four semesters invariably building on the idea of the previous ones, but looking at the history of intellectual idea from the women's position to rewrite the companion course to the entire programme.

**Resolution-** The BoS approve the course with a new title and to incorporate some suggestions to make it SHS course.

### **ITEM 3**

**MA Psychology Assessment Committee:** Deepti Sachdev reported to the members of BoS, the reconstitution of new assessment committee for MA psychology programs. The members consist of Kamei, wrick Mitra, Deepti Sachdev (programme Coordinator) and Dean SHS.

### **ITEM 4**

**To Review the Existing Attendance Policy of SHS MA Programme (MA Gender Studies and Psychology)**

Prof. Honey Oberoi Vahali spoke on SHS attendance Policy and gave a brief background on why stringent attendance policy was adopted by SHS at the initial years. She also highlighted that BA program followed strict attendance policy in the 1st and 2nd year but in the 3rd year, students are not bound by compulsory attendance.

The university does not have attendance policy for MA programmes. School of Education, School of Business, School of Design and School of Human studies adopt their own policy based on the specific needs of the programme.

SHS- In 2014, there was a discussion and deliberation on attendance for graduate of SHS atten. In 2014 attendance policy was approved by BoS, SCAP and AC with 65% attendance requirements for students to pass the course. It later evolve with cutting one grades and it was tried out for 5 years.

The idea was to facilitate students but in experience it was felt that the policy is becoming more punitive. In the process both SHS MA programmes came together and formulate a grade. Till 59%, the students, got Cplus in attendance components and the higher grades gives incentives to the students to get good grades in attendance upto A plus. Attendance is a minor components of 10-15% percentage and other components of class participation. At this juncture the school wants to align itself with larger attendance policy of the university of no compulsory attendance.

Dr. Lovitoli Jimo: The Gender Studies programme have been deliberating on attendance policy since last year. The faculty agreed to follow the larger university policy and wrote to students service asking for the university Attendance policy but Bindu Nair from student service responded that there is no attendance policy. The intention of compulsory attendance policy was to facilitate the students but students felt that it was a way to penalise them.

Ms. Deepti Sachdev: Attendance is a concern and it also important to talk about why we introduce attendance policy. The Attendance policy at MA level is peculiar as in BA 3<sup>rd</sup> year there is no attendance policy but in MA there is strict attendance policy. At master's level, there is a need to think of other activities rather than policy on attendance.

Prof. Rachana Johri: The concerns was that after masters most students will become professionals It prepares them for work and post MA many psychology graduates were employed as school councillors. Therefore it was felt that there should be more stringent evaluation process where their presence necessitates them to be in the class to complete the course requirements rather than having a compulsory attendance which also compromises the quality of the class.

Dr. Divya Jalan: To break up the components, where the teacher felt that students should be compulsorily present in the class like introduction etc should be made compulsory. She raises the question- if there is any time that the teachers feel that the students should be there in the class which is very crucial. She also poses the following questions. If students are not there, how do we evaluate their participation? How can we make attendance not mandatory but effective?

Students may not be present in the class but attention can be there without physical presence by finding out what is happening in the class, the deadline for assignments etc. The question of attention Vs presence is an important question to look at. To decide on which section is important/compulsory for students to attend and bring in accountability for the students.

Prof. Anita Ghai: Interjects with the experience of elective course where for all other elective courses, there is no compulsory attendance and students says that it is saying that they have to be there inorder to participate in the course. But she also feels that attendance becomes important at the end of the day. She also suggests to make readings more creative and engaging.

Dr. Mamatha Karollil: Supporting attendance policy. It is not only about choice for students for attendance or infantilising them but it is also the question of the ability of the teachers to invoke more interactive sessions. Very often students presence in classroom with attendance is a floating population where for teachers who is drawing a trait across which is dependent upon participation, finds it extremely difficult. The question is therefore on why is it only about student's choice and agency. It is also a part of the pedagogy. Should it not be a kind of pedagogy to follow for students to participate and engage? Why only attendance?

Prof. Krishna Menon: Points out to the reality where there are some students who cannot survive without some form of employability. She points out that in Gender Studies, there are many students who are under pressure to support themselves and without some form or employability they cannot manage.

Prof. Nivedita Menon responded to Dr. Mamatha Karollil on the question of pedagogy. As a serious teachers, we want to address attendance not to penalise or control but as a pedagogical methods, is attendance necessary? She pointed out that, body in class is not equal to attendance- it is fooling us to thinking that presence of body is just a classroom full of attendance and therefore it cannot be resolved by compulsory attendance. Some segments of course could be made compulsory which require practicum and sets of questions which requires both involvements as well as collective memory. Some of them might want to go through MA and just get degree. This is an unfortunate reality we should accept. The larger pedagogical question is that we cannot mandate attention and that is something we should take seriously.

Ms. Deepti Sachdev: Brings out the experience of subsidiary papers in college where attendance is not compulsory. It was not attendance that brings students to class.

Dr. Amrita Naryan: Can be looked at in 2 ways.

1. Imagination of what the future professionals going to be and therefore concerns for attendance is about accountability.
2. Sense of entitlement by the students can be damaging for the future professionals.

Some kinds of etiquette can be incorporated into our ways of thinking about attendance. She articulate that she feels much better if students come and talk face to face with the teachers of their concerns and reason of absence in class. If there can be oral participation instead of attendance, through body and not just through writing.



Ms. Anshumita Pandey: In agreement with no compulsory attendance as a policy. Struggle with the pragmatics of class rooms and peers groups, and classroom dynamics. In the case of Undergraduate, attendance is linked with scholarships and Student welfare fund.

Dr. Yogesh Snehi talks about how as programme coordinators she gets distressed calls from colleagues about the absence of students in class rooms at 9:00 am and therefore there is no answer to this question. However he said he is going to be provocative as members of the BoS of SHS and not as SLS teacher. The uniqueness of SHS is that, there seems to be nothing available for dissent except attendance/ absence in the class with no elective except compulsory. With Psychology programme where everything is compulsory, he raises this question of whether absence in class a form of dissent to say that you do not give any choice and I do not want to agree. Is this structural? In SLS there are elective choices but students still don't turn up for class. Attendance in the class is seen as phase declining consistently which is also because of assessment cycle? We cannot completely blame the students for their absence. What does this assessment cycle does is something to think about? What is the way we evaluate students? With the decline of class attendance over a period of time, the question is what should be our engagement and how can we formulate assessment which will engage with students more. Agree with no compulsory attendance.

Dr. Diamond Oberoi Vahali: In her programme, all the courses are elective without any compulsory course but the problem of attendance still persists. The need to find ways to address the concerns of the students presence and motivate them. For her, keeping a grade for class participation helps. SHS has to take its own decision but at the same time to keep the scope for individual teacher decide on attendance situation.

Prof. Honey Oberoi Vahali: Welcomes the provocations of Dr. Yogesh Snehi which is significant but at the same time felt the need to contextualise the struggle within the programme, historicise the struggle within the discipline and situate it. When MA Psychology programme was imagined in 2008, there was no elective because it was the first time where psychoanalysis was being brought within the university programme not just in India but also in Asian context. There was no faculty or the disciplinary basis on which the programme could establish. The history and the context of the programme determines whether the programme could spread very widely or to keep with some foundational access at that time.

Now after ten years, she felt that there is a serious need and thought on restructuring the programme and to strike a balance between what could be the core and electives. On Compulsory attendance policy, she suggested that if we give up the compulsory attendance policy, the programme team and teachers should preserve the right to implement and demand for attendance in their course.

Prof. Nivedita Menon: There should be no mandatory attendance but to start structured conversations between teachers and students on attendance. Experience shows that students who do not attend class consistently do not do well. She also points out that students who are not attending class will be hungry so there are different mechanism and ways through which

learning takes place by keeping track of deadlines and turning in assignments etc. For professional look, as profession they change. May be mid semester exam for whole school is an alternative so that there are no class but that also did not help with attendance as is the experience with JNU.

Prof. Anup Dhar: For SHS Psychology, attendance was thought as important because it was a clinical psychology programme but on hindsight he felt that clinical work they might learn overtime as profession. Classroom and professional space is different. He put forward the idea of having a discussion with students on how a classroom is imagined/think of? How do we want to imagine the classroom in today's world? He also agreed to give up compulsory attendance policy, but at the same time to collectively look at student's problem and attendance and to re-look our assessment policy. May be university have to re-imagine themselves also. The classroom also have to re-thought.

Prof. Rachana Johri agreed on the need to discuss with the students not just collectively but also individually.

Dr. Divya Jalan: Decide on which components/section, you want the students to be. To bring in accountability not just for attendance but as a way of life will be useful.

Ms. Deepti Sachdev: To go with AUD policy at the same time while giving the teachers to decide, in the moment of anxiety, we sometime put stringent attendance or assessment policy and what is it doing to the other course and teachers? Is it really helpful? She also brings up the question as programme coordinator on the idea of attendance not just for students but to keep attendance policy for programme meetings for teachers.

Prof. Honey Oberoi Vahali: To do away with compulsory attendance policy and having a components with teachers having a requirements based on course requirements and keeping the larger context in mind, the need to understand the generational change.

Dr. Dimond Oberoi Vahali and Dr. Yogesh Snehi agreed to leave the attendance concern to individual teachers. Lovitoli Jimo, speaks about the deliberation of Gender Studies faculty to not have mandatory attendance policy. Anshumita Pandey agreed on no mandatory attendance policy at the same time to re-imagine assessments.

Prof. Jatin Bhatt: Faculty needs to ensure that students are interested. For school of design, the students have choices/options on what they want to do. The problem of attendance are three levels:

1. Whole generation of students who have high pitched life and if you are not engaged, you need to stop. The present generations are unable to handle the pressure.
2. Existential question-Alternatives for economic survival is a genuine concerns.
3. Pedagogy- Academic transactions where faculty are enthusiastic to teach and negotiation between which faculty to teach. More negotiation by the students between which faculty is more demanding and which class you can miss/bunk.

Ownership of learning is shared. Learn as much as you want but I won't be missed. Students may not be bodily present but hunger to learn. There is a need to have good coordination between faculty and students and how to manage to pressure and nature of assessment. Different cohorts have different dynamics, where there is an experience of huge success and huge failure. The need to continue to debate where students can have ownership and engagement but to leave the autonomy of attendance requirements to the individual faculty. Prof. Bhatt cautioned that whatever is decided/outcome not to make announcement to the students that there is no formal attendance policy but to document it.

Dr. Mamatha Karollil: Go with the group but stand by the need to have compulsory attendance policy and caution against reducing it as student's anxiety and also to look at our failure as teacher. There is a need to think of assessment which is engaging and continuous at the same time to talk and orient the students of every batch on the need to be present in the class room session and interactions. Assessment to be re-imagined and the importance of talking with students of every batch on the need to be present in the class.

Prof. Nivedita Menon: Felt the need to put thoughts into how the circular is issued on how attendance is to be handled.

Dr. Amrita Narayan: Felt that regarding compulsory attendance, the discretion should be given to individual instructors with structured conversations and accountability.

Prof. Anita Ghai: Said that in her 35 years of teaching undergraduate teaching, attendance has always been an important component. Timetable should be arranged in such a manner that electives are not clashing. Prof. Nivedita Menon interjects that elective course timetable can be adjusted between the teacher and students.

Assessment calendar should be prepared and provide to the students at the beginning of the semester which has been followed by both MA in Gender Studies and Psychology programmes.

**Resolution-** The BoS approve no compulsory attendance policy for MA programmes at SHS with different views and some apprehension but individual course instructors will have the discretion to devise the requirements for individual courses based on felt needs and requirements.

The Chair Prof. Krishna Menon ended the meeting with the vote of thanks and with a note to get back to the BoS members with the outcome of AC decision.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA, Law, Politics and Society

Name of the Course: Sociology of Law

Course Code: SLG2FC005

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Anuj Bhuwania

Number of students on the course: 26

No of feedback received: 18

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

1. Students being enabled to read complex texts carefully in limited time.
2. Students getting an understanding of the gap between law and its implementation
3. Students learning Presentation skills of dense materials
4. The course provides an introduction to ethnographic texts.
5. The students gaining a sense of the working of Indian Legal System.
6. The discussion on the topic of legal transplants and legal transfer was appreciated.
7. A suggestion was that the court visit should come later in the semester.
8. Another suggestion was to have a class assignment on a central theme of the course besides the two exams.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

1. A class assignment on a central theme of the course is an excellent idea. Will adopt it next time.
2. Court visit assignment later in the semester, though desirable, is not practical as students get busy with too many assignments later in the semester and this assignment requires time to do.

Anuj Bhuwania

**Ambedkar University Delhi**  
**School of Law, Governance and Citizenship**  
**Faculty Report on Student Feedback**

Name of the Programme: Masters in Law, Politics and Society

Name of the Course: Theorising the Indian State

Course Code: SLG2LP215

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Pooja Satyogi

Number of students on the course: 13 students (+ 2 who registered for this elective but never joined the course)

No of feedback received: 08

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Students have taken very well to reading sections of text in class as a way of delineating the main argument.
  - Students want more class presentations because it makes them navigate a complex text through a close reading.
  - Most students have written that their analytical and writing skills improved.
  - Some students have written that the course should be made a core course and could be spread over two semesters.
  - Some students found the readings daunting and would have preferred home assignments over class assignments.
  - Students said that focussing on every decade since independence helped them in understanding Indian politics in a much more nuanced way.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - More sessions on collective reading of specific texts in class
  - Have more home assignments
  - Deliberate on making the course a core course

- Have shorter weekly response papers to tackle the struggle with writing and analysing key arguments.
- Improve the structure of the course by incorporating more accessible readings in the introductory module.

Pooja Salgotra

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: B.A. Law & Politics

Name of the Course: The Legal Imagination

Course Code:

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Lawrence Liang

Number of students on the course: 42

No of feedback received: 23

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The feedback from the students was very positive in terms of achieving of the learning objectives of the course which was to introduce them in a wider manner to the world of Law. They felt that the range of materials that has been used in the course had given them an adequate introduction to the world of law and justice and appreciated that we had used both legal as well as non-legal materials. The specific skills that they believed they got from the course included critical thinking the ability to debate and to assess arguments from different perspectives as well as to make logical and coherent arguments. A number of them expressed that they enjoyed the interactive element of the course with its focus on different case studies as well as getting them to work in groups to analyse pertinent contemporary legal cases which was also a good way for them to read legal cases for the first time. Many of the students found the readings to be difficult and struggled with coping with the amount of readings that had been assigned to them

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

With respect to given by the students, I do not necessarily believe that the materials were difficult or inaccessible. Perhaps what will be useful in the next course is to give a brief background to the readings themselves. In this course I found it useful to conduct group exercises while reading legal cases so that they could see the techniques involved in approaching legal material. Given that a large number of the

students have come from contexts in which there is very little reading that is provided it might appear as though they were too much but in terms of the actual number of pages that had been assigned, it was done keeping in mind that students are not accustomed to reading I do not believe there should be any compromise on that front or else we will have to resort to transacting our courses without any expectations of students reading the material.

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**Ambedkar University Delhi**  
**School of Law, Governance and Citizenship**  
**Faculty Report on Student Feedback**

Name of the Programme: BA in Law and Politics

Name of the Course: Rights based Political Movements in Contemporary India

Course Code: SLG1EL101

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Pooja Satyogi

Number of students on the course: 29, but 6 students did not ever come to class.

No of feedback received: 08

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- Students have taken very well to reading sections of text in class as a way of delineating the main argument.
- Most students have written that they learnt about social movements in
- Some students have written that their analytical and writing skills improved.
- Some students have written that they would like Home assignments.
- Students would like lectures to be supplemented with documentary films.
- Some students have written that reading parts of the text in class really helped in understanding the complexity of the text, while there are those who found this method to be somewhat tedious.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- More sessions on collective reading of specific texts in class
- Have shorter weekly response papers to tackle the struggle with writing and the analyses of key arguments.
- Short response papers to be presented in class in order to also improve class attendance.
- Have short films on issues like RTI, Corruption, Right to Food, etc.



**Ambedkar University Delhi**  
**School of Law, Governance and Citizenship**  
**Faculty Report on Student Feedback**

Name of the Programme: Masters in Law, Politics and Society

Name of the Course: Indian Constitutionalism Law Politics and History

Course Code: SLG2lp207

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: S.R.Prabakaran

Number of students on the course: 25

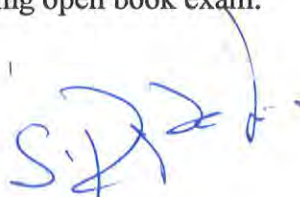
No of feedback received: 15

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- 1, Lot of time were consumed in taking Constitutional History Module which could have been reduced, more weightage should be given to part 3 rights module,
- 2, Most of the feedback stated they learned new concepts new ideas and analytical skills from the course.
- 3, the evaluation method could be different from the current one.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- 1, Give more space to the part 3 rights chapter.
- 2, Plan to change the evaluation method may be having open book exam.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA Law and Politics

Name of the Course: Anticolonialism and Postcolonial Futures

Course Code: SLG1EL102

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Ngoru Nixon

Number of students on the course: 15

No of feedback received: 12

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

- A. Overall, the students appreciated the course.
- B. Students expressed that the course has improved their writing, presentation, Expression and critical thinking skills.
- C. The course was seen as helpful for facilitating further studies for government exam.
- D. Students expressed that they have acquired an understanding of colonialism, decolonization, and idea of nation.
- E. Students expressed that they have acquired knowledge about Indian thinkers (discussed in the course).
- F. One student wrote that reading materials provided for the course were good and easily comprehensible while another student wanted 'point to point readings not with very much of explanation'

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale).**

- A. There was attendance issue pertaining to some students. 3 students missed more than half of the classes. 1 student attended only one class through the semester. Two students who registered for the course never attended the class.
- B. The instructors could observe the improvement made by some of the students in terms of writing, presentation and critical thinking skills.
- C. Despite the overall positive feedback, this course will be more suited for students of 4<sup>th</sup> semester BA and beyond.





**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA

Name of the Course: Amartya Sen: Ethics, Economics and Politics (Foundation Course)

Course Code: *SLG1FC123*

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Malabika Pal

Number of students on the course: 38

No of feedback received: 30

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Positives:

- a. Ability to analyse and read with understanding; reading long texts; joining the dots; writing a term paper; critical analysis of topics; improvement in English;
- b. changed perspectives about development- that it is multi-dimensional; got to know the different types of freedom; about inequality, poverty and famines; about the social and economic issues facing India and the world; different viewpoints of economists; basic economic concepts and ethical issues involved; the works by Amartya Sen; gender inequality; how economics influences our daily lives; understanding the major role of democracy.

Issues/concerns/suggestions: Have more videos; the time period for the course should be increased; introduce some debates on Amartya Sen; making the lectures more appealing/interesting; a combination of book reading and PPT.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The course could include some discussion of actual fieldwork done. There was a plan to invite Prof. Jean Dreze and I had been in communication with him regarding that. Since students had been introduced to his work as part of the readings, his discussion of ground realities would have been very helpful and brought out the link between the theory and field-level experience well. He could not confirm due to certain difficulties. This gap was sought to be bridged through greater emphasis on the book *Uncertain Glory*, which Dreze has co-authored with Amartya Sen. Simpler readings could be used.

*Malabika Pal*

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Law, Politics and Society

Name of the Course: Rethinking Development

Course Code: SLG2LP216

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Malabika Pal

Number of students on the course: 31

No of feedback received: 19

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Positives: a. The students did not have background knowledge of economics but were able to follow all the concepts taught and gain a familiarity with the basic concepts of economics and introduction to statistics so far as was required for the course; b. develop a different perspective and critical understanding of economic policy; c. doing research and presentation skills on contemporary economic issues using the concepts taught in class. They really appreciated the guest lecture by Prof. C.P. Chaudrashekhar on a section of the course that had just been completed.

Issues/concerns/suggestions: take more of short tests (like two that I had taken), take only one exam instead of two, streamline the course a bit, spend more time for the last module, more guest lectures, some projects.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

It would be helpful to insert guest lectures on some actual projects undertaken. I had been communicating with speakers who have done extensive field-work but we could not arrive at a mutually convenient date. The course required some more lectures towards the end, that could be factored in at the beginning. Since this is essentially a theoretical course, doing hands-on projects would require a very different direction and focus.

*Malabika Pal*



**Ambedkar University Delhi**  
**School of Law, Governance and Citizenship**  
**Faculty Report on Student Feedback**

Name of the Programme: B.A in Law and Politics

Name of the Course: Idea of Democracy- History, Theory and Practice

Course Code:SLG1FC124

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr.Anushka Singh

Number of students on the course: 51

No of feedback received: 31

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- Students were very appreciative of the class room teaching.
- They particularly liked the trajectory that the course followed in terms of tracing a global history of the evolution of democratic political systems and building connections with the local contexts that students were more familiar with.
- In the absence of students reading for class, most of the classes unfortunately took form of lectures.
- Most students have written that they found readings difficult. This also stems from the fact that students do not have that training and the course should be able to address that too.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Introduce some sessions in the beginning of the first module on how to read a text as a skill based activity as well as getting students to the habit of reading. Students not reading for the class was the biggest challenge
- Introduce other kinds of course material in addition to books and articles such as documentaries, to make students engage more
- The last module on looking at Indian Democracy as a case study will have to be reduced in terms of both content and readings as the course contents in the previous modules do not allow enough space to be devoted to the last module.

*Anushka Singh*

**Ambedkar University Delhi**  
**School of Law, Governance and Citizenship**  
**Faculty Report on Student Feedback**

Name of the Programme: Masters in Law, Politics and Society

Name of the Course: Speech, Crime and Law

Course Code: SLG2LP208

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Anushka Singh

Number of students on the course: 13 students (+ 2 who registered for this elective but never joined the course)

No of feedback received: 11

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- Students have taken very well to the methodology of approaching a study of speech crimes through a combination of jurisprudence, political philosophy and linguistics.
- A combination of a variety of methods of assessments especially those that required students to apply their theoretical and legal knowledge to analyse specific cases, were appreciated by students a lot. Most students have written that their analytical and writing skills improved.
- Students have written about acquiring the skill of making and structuring an argument and a close reading of legal texts using the methodologies developed by other disciplines in social sciences such as linguistics.
- 2 of the feedback forms mention that they found the course very specialized and readings were difficult and too theoretical
- Overall the feedback has been very positive but it must also be mentioned that it's a course that is more suited for the fourth semester students as compared to the second semester students.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- More sessions on collective reading of specific texts in class
- Give more space to the last module regarding theoretical debate on pornography drawing from the feminist and post-structuralist scholarship
- Intend to make the beginning module a little less dense, some students faced difficulty with some of the philosophical texts introduced in the very beginning of the course like Arendt's *Human Conditions*.

Amster



## SLGC

## MOM

14<sup>th</sup> May 2019

**Members present:** Dr. Anuj Bhuwania, Prof Lawrence Liang, Dr. Malabika Pal, Dr. Pooja Satyogi, Dr. Ngoru Nixon, Dr. Anushka Singh, Mr. SR Prabhakarn

**On Leave:** Dr. Saumya Uma

### **Agenda:**

1. **Review of the responses prepared to the NAAC questionnaire**
2. **Discussion on the Faculty reports on Student Feedback forms**
3. **Meeting with the VC**

### **Discussions:**

1. The NAAC document put together by the faculty members was scrutinized and some changes were made in the light of suggestions made. Some minor details yet to be filled, should be completed and the final document should be ready by 16<sup>th</sup> of May 2019. Prof. Liang will then create a pdf of the final responses to be sent to the NAAC team by Dr. Bhuwania.
2. Each faculty member tabled the analysis report prepared from the student feedback forms. All the reports were read out individually, first for all the B.A courses, followed by the M.A courses. The reports have been appended with the minutes. There were some common positives and common challenges emerging from the reports which were discussed in the meeting. Some of the significant points of discussion were the following:

#### **For B.A course:**

- A common positive take away emerging from the faculty reports related to students having mentioned in the feedback forms that the courses improved their skills in reading and writing. Their presentation skills have also improved. The students also mentioned that they have learnt, over the semester, the skill of looking for an argument in a text and now have some experience in reading academic texts.
- The students have also mentioned that through the courses they learnt how to build a connection between the theoretical concerns and empirical realities especially those around them, which helped the students understand a problem better.
- All the faculty reports hinted towards some common challenges of teaching different B.A cohorts. Foremost among them was the lack of any skill related to reading. Majority of the class in every course came for the lecture without reading and the students in the feedback forms have also mentioned that they found the readings very difficult and the quantity overwhelming. Consequently, the classes mostly took form of lectures and the faculty found it difficult to engage with the

deeper arguments of the texts. Pre-dominant reliance on lectures is not the best form of transaction of a course. We believe that cutting down on readings is not the solution as we are already working with minimal course material for the B.A. Instead, the faculty decided that we would conduct reading sessions in the beginning of the courses, especially for First Year students, to make them familiar with the material and also inculcate a habit of reading.

- The other major challenge related to irregular presence of students in the course. With a floating population of students, the continuity of the course severely suffered.

**For M.A courses:**

- One student feedback common to all courses related to students confessing that they have experienced a marked improvement in their analytical and other academic skills related to oral presentation, writing, etc. as compared to the previous semester. They claimed to have acquired and honed new skills. It's telling that students wanted more and more presentations having gained a sense of confidence. The faculty agreed that the quality of student presentations and their written submissions has been consistently improving and it's very satisfactory.
  - The students in their feedback also mentioned that the method of course transaction for most of the courses, involving a combination of methodologies drawn from different disciplines, has been very helpful for them. A variety of assessments also have been appreciated by the students.
  - Reading the assigned texts prior to the class, remains a collective challenge. Though students have been coping well with readings as compared to previous semester but their class participation informed by a close reading of the assigned text, is yet to be consistent. Some students however, have been very consistent with their course material.
  - The feedback forms also suggested that students mostly prefer take home assignments and term papers. Despite the fact that the quality of assignments has been quite good, we believe that having a variety of assessments has its own significance. The students may not prefer exams but we believe that have value hence should be retained for at least a certain component of the over all grades.
3. Meeting with the VC due on 14<sup>th</sup> May has been postponed. The next date would be intimated to us by the VC office. In the meanwhile, the presentation should be finalized. Once Dr. Uma circulates the draft presentation, other faculty members will give their inputs.



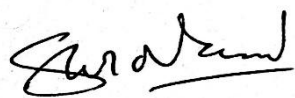
Dean (Officiating)  
School Of Law, Governance & Citizenship  
Ambedkar University Delhi  
Karampura Campus

**Minutes of CLTS Student Feedback Discussion Meeting  
09.05.2019**

The following were present: Radha Chakravarty, Shelmi Sankhi, Sandeep R. Singh and Shd Naved (programme coordinator)

- The faculty group discussed the feedback received since the inception of the School of Letters in 2017. The discussion was divided into courses taught as Electives at the MA level and our own coursework courses and electives for the MPhil and PhD programmes.
- The attached course feedbacks were discussed, including actions taken by faculty for the next offering of these courses.

**Shad Naved,  
Programme Coordinator**



**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: Comparative Literature and Translation Studies

Name of the Course: Hermeneutics: Key Theorists

Course Code:SOL3CL406

Semester (Monsoon/Winter) and Year: WS2019

Course Coordinator: ShelmiSankhil

Number of students on the course: 03 (MPhil)

No of feedback received: None

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students wanted more philosophy-oriented courses at the predoctoral level. This was expressed and they found this course very useful in providing them with a space for engaging with key thinkers in the literary humanities.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: Comparative Literature and Translation Studies

Name of the Course: Indigenous Writing From Northeast: Fiction

Course Code: SOL2CL111

Semester (Monsoon/Winter) and Year: MS2018 and MS2016

Course Coordinator: Shelmi Sankhil

Number of students on the course: 34 in MS2016 and 27 in MS2018

No of feedback received: None

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Write feedback was not taken. This course, like the other MA course I offer, has an innovative assessment component in which students are required to maintain a Reading Journal throughout the semester. This is to be submitted fortnightly for signature and then finally submitted for evaluation on the final day of class. In this Journal, students are required to make weekly entries (reflections) on the readings in the course. The entries can be in any form so long as there is evidence of serious engagement with the weekly topics of the course. From these submissions, it is evident that the students (those from outside of Northeast) found the course very useful in clarifying their general perception about the northeast of India. Some students have expressed gratefulness to me in these reading journals, and also orally, for offering this unique course. Some had expressed that the literary experience of reading writings from the Northeast is fresh and unlike what is generally available in the rest of India.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale.

**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: Comparative Literature and Translation Studies

Name of the Course: Literatures of the Tribes of Northeast India

Course Code: SOL3CL403

Semester (Monsoon/Winter) and Year: WS2018

Course Coordinator: Shelmi Sankhil

Number of students on the course: 02

No of feedback received: None

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Out of four MPhil students in the CLTS programme for that year's batch, two of them registered for this course. No written feedback was taken. The course was transacted in the form of a seminar with guided reading component. The major takeaway from this maiden experience of offering the course is that finding connections with experiences of other regions in India and elsewhere can be very productive. This was one of the oral feedbacks of one of the students who had registered for this course. He said that northeast experience as embedded in the texts is in many ways similar to his region (South India).

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: Comparative Literature and Translation Studies

Name of the Course: Literary Comparison: Theories and Practices

Course Code: SOL2CL113

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Sandeep R. Singh

Number of students in the course: 4

No of feedback received: 4

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Positives:

- i) The seminar mode of running the course was a good idea.
- ii) Close readings in class was a helpful way of understanding concepts and ideas

Issues:

- i) The readings were too long, shorter readings should be considered.

Suggestions:

- i) Students should be allowed to bring their own texts for analysis

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I don't think a reduction in the size of the readings will help in a course like this that is supposed to introduce the basics of the subject. I will certainly try and allow students to bring their own texts as long as it meets with objectives of the course.

**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: Comparative Literature and Translation Studies

Name of the Course: Narrative and Narratology

Course Code: SOL2CL107

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018

Course Coordinator: Sandeep R. Singh

Number of students in the course: 21

No of feedback received: 21

III. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Positives:

iii) Modules were well described

iv) Readings were accessible

Issues:

ii) There should be more secondary and tertiary readings

Suggestions:

ii) There could be more analysis of films along with the texts

IV. Course Coordinator's Response to Feedback (What are the specific actions that  
you plan to take/not take in response to the feedback and the rationale)

I certainly will add more secondary and tertiary readings and perhaps to ease the students into narrative analysis films can be added to the course readings.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: Comparative Literature and Translation Studies

Name of the Course: Reading Myth and Fantasy: C.S. Lewis and J.R.R. Tolkien

Course Code: SOL2CL105

Semester (Monsoon/Winter) and Year: WS2017 and WS2019

Course Coordinator: Shelmi Sankhil

Number of students on the course: 42 in WS2017 and 42 in WS2019

No of feedback received: No written feedback taken for MA.

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Student feedbacks were orally communicated to me in the class over the course of the semester. Student enrolment has been positive every time this course is offered. Also, students are drawn from various programmes like English, sociology, development studies, psychology, gender studies, film studies, etc. I am yet to receive negative feedback about the course or its transaction in the class.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: CLTS Electives as part of MA English

Name of the Course: Cartographies of Translation

Course Code: SOL2CL112

Semester (Monsoon/Winter) and Year: WS 2019

Course Coordinator: Radha Chakravarty

Number of students on the course: 27

No of feedback received: 10

V. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

- Positives: Students found the course relevant, the concepts clear, and the teaching methodology apt. They felt that the assessments were diverse and creatively designed to test different aspects of the students' knowledge and competence in different ways. They found the class atmosphere interactive, and felt that the course offered new insights on the significance of translation in relation to geopolitical frameworks. Some found the course fascinating. They also felt that the course taught them how to apply theory in actual translation practice. All the students who submitted the form felt that the course should be offered again.
- Concerns: One student found it difficult to relate to the theoretical component in the course. One student felt that his/her class participation was affected by habitual shyness. Two students felt that they would have benefited more from the course if they had kept up with their reading and come to class better prepared for the discussions.

VI. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- I plan to keep in mind the importance of the interactive atmosphere in the classroom, as it was one of the most successful features of the course.
- I hope to devise ways of ensuring that students are more regular with their reading for the course.

**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: Comparative Literature and Translation Studies

Name of the Course: Minor Literature

Course Code:SOL3CL401

Semester (Monsoon/Winter) and Year: WS 2018 and WS2019

Course Coordinator: Shad Naved

Number of students on the course: 03

No of feedback received: 03

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

- (a) The course has offered students research ideas which they have introduced in their synopses.
- (b) Students were able to practice their academic writing skills through the development of articles as part of course assessment.
- (c) The course offered readings and conceptual tools in reading literature as an interdisciplinary practice, especially at the interface of literature and political and social theory.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- (a) I think the course should be even more writing intensive, for the student's to benefit from instructor feedback, especially since this is one of the last courses they do before writing their MPhil synopses.
- (b) Inclusion of readings more directly linked with the student's research projects (based on particular cohorts and their interest).

**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: Comparative Literature and Translation Studies

Name of the Course: Comaprative Ghalib

Course Code:SOL2CL110

Semester (Monsoon/Winter) and Year: MS 2018

Course Coordinator: Shad Naved

Number of students on the course: 38

No of feedback received: 35

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

(a) The course generated reading and writing interest in Urdu poetry. One student even published his Urdu ghazals in a poetry collection in Hindi.

(b) Students were introduced to concepts of non-English literary criticism, Hindi and Urdu, some of which influenced the methodology of their MA dissertations.

(c) The students were also exposed to the problems of translation as method and practice.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

(a) The course should have more in-class exercises to test students' developing ability to do close reading of Urdu poetry.

(b) The selection from Ghalib should include more prose examples to give a fuller appreciation of the poet.

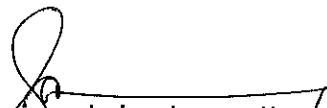
(c) More conceptual readings on Urdu poetry will be useful for students.


Minutes of meeting on MA WS 2019 feedback report

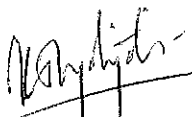
The five course coordinators met on Tuesday May 14, 2019, to discuss the feedback reports and decided that they would incorporate the suggestions generated in the reports. The faculty also decided to continue to share feedback as and when necessary and discuss their outcome in the future.

Prof Harish Narang could not be present.

The five course coordinators are:

  
Sayande chowdhury

  
Bodhprakash

  
Usha Mudiganti

  
Amit Singh

  
Kopal

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA English

Name of the Course: Shakespeare on Screen

Course Code: SOL2EN345

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Sayandeb Chowdhury

Number of students on the course: 49

No of feedback received: 47

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The feedback is uniformly positive. Most importantly, all students felt that this course is extremely relevant and crucial for the understanding of literary and cultural issues. There are usual concerns about the concentration of assignments and the number of critical readings. The course method of textual reading followed by screenings was largely accepted, though some suggested that the classroom screenings should be limited to one movie per play and the rest should be take-home screenings. The course was largely praised and there were no major suggestions for any change.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I do want to reduce the reading a little bit and spread out the assignments in the future. About take-home screenings, there is no uniform feedback. But it can be taken up for discussion.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA English

Name of the Course: Native American Literature

Course Code: SOL2EN330

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Dr. Amit Singh

Number of students on the course: 35

No of feedback received: 22

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The feedback responses reflect that the students found this course quite interesting and significant. They found it “fascinating” on account of its success in presenting newer areas of study and very different worldview represented by Native American communities. According to some responses, the alternate “world” presented by Native American writings, coupled with their myths and such other oral legacies, helped them move beyond the “imposed” history and culture of/ by the powers to be. Almost all the respondents asserted that there wasn’t anything irrelevant in this course, especially because of its “human connect and values”. Although some responses mentioned that there were frequent digressions, yet even such digressions contributed to the overall understanding of the struggles and resilience of the “first nations” in America and Canada. Accordingly, the group discussions were very fruitful. A new understanding vis-a-vis indigenous and marginalised communities and their literatures was developed. The methodology and the assessment pattern contributed to the evolved understanding. All the students felt that their grades reflected their efforts in this course. They all felt that this course should offered again.

II. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The feedback submitted by the students enrolled in this course was encouraging and it was felt by the course instructor that an eclectic approach in understanding the marginalised communities and their literatures can develop new interests in students. However, it was also felt that more efforts need to be made so as to ensure cent percent participation of students. It

was, also, felt that better class activities would have made this course more effective. Some sort of group activities, like projects etc, would have given remarkable results in terms of comparative platforms of resistance and struggles of people across boundaries. The course instructor feels it essential to devise methods to make the classroom interactions more interactive whenever this course is offered again.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: M.A English

Name of the Course: Analysing Fiction: The Human Condition

Course Code: SOL2EN315

Semester (Monsoon/Winter) and Year: WS 2019

Course Coordinator: Bodh Prakash

Number of students on the course: 43

No of feedback received: 36

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Students were generally satisfied with the course, the choice of texts and the assessments. But as in every semester they felt that they should be given a schedule for assessments at beginning of the semester that does not clash with submissions in other courses. Some of them felt that apart from the texts taken up in class the course should also include texts dealing with Dalit marginalisation. Another cause of concern for some students was the length of the texts.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

It is absolutely desirable for faculty members to set out a co-ordinated time table for evaluations that does not clash and put pressure on students at the end of a semester. I intend to take up this issue with the faculty of English.

The course focuses on the human condition and there are several texts that can be included in the course for detailed discussion in class. However due to paucity of time only a limited number can be taught. Students however have the option of choosing any text for class presentations, including any on Dalit marginalisation.

Given that two of the texts taught were voluminous, only three novels were taken up. However, I feel the length of a text should not deter a student from reading and engaging with it.

**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: MA English

Name of the Course: The Lost Generation: American Literature Between the Two Wars

Course Code: SOL2EN316

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Dr. Usha Mudiganti

Number of students on the course: 31

No of feedback received: 26

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions):  
Students' feedback was excellent for the course. Most of them remarked on their having enjoyed engaging with the reading material and class discussions. Many also found the class presentations relevant to gaining a greater understanding of the period. There was also a sense among some students that there were too many assessment situations.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)  
This version of the course was changed and the reading list was shortened on the basis of students' feedback from the previous batches when the students felt that there were too many texts covered within a semester in the course. I now plan to work on the possibility of reducing the number of assessments for the course.

**Ambedkar University Delhi**  
**School of Letters**  
**Faculty Report on Student Feedback**

Name of the Programme: MA English

Name of the Course: Radical Poetry of Protest and Resistance

Course Code:

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Kopal

Number of students on the course: 37

No of feedback received: 10

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

This transaction of this course was heavily experimental. The number of feedback forms received is fairly low which restricts in forming any comprehensive opinion of the course. The responses received are also fairly polarised with very strong opinions on two extremes. While a group of students felt that the dynamic nature of the course help them learn in ways that they did not feel were possible and expanded their understanding of the field in unconventional ways, another group felt that very little learning happened. Almost all the aspects of the course see this strong division. Some students felt that organising events made them engage with protest poetry at the experiential level and they could actually see playing out of theoretical issues while working things out themselves, others felt that the activities were a lot of hard work without any learning at the end of it. This division of opinion was consistent across different activities and assessments whether it was reflective reports, anthology, classroom lectures etc.

However, one consistent criticism across the board has been the unorganised structure of the course.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

With such polarising responses, it would have helped in coming to a better understanding with a larger sample of response. On careful reflection, I think the fact that such conflicting experiences and view of the course is a positive sign. The course disturbed the set structure not just at the pedagogical level but also at the socio-aesthetic understanding.

The biggest issue however was working and getting assessed as groups. This was something I had anticipated as a challenge and had constantly tried to address it in our discussion in the class. I had also organised a theatre workshop for greater group coordination. However, the challenges remained. Our entire learning and assessment pattern since childhood is individual. To work then in random groups with people with different competences created a lot of anxieties. Some group members felt they worked more than others while everybody got the same grades. Group coordination was also a major challenge. Especially students who have historically performed well felt they were weighed down by 'non-performing' members and it impacted their performance.

One thing that I can change is to have review of events as a collective class activity with the instructor's involvement. The feeling that nothing was learnt through these events can be dispelled with collective analysis.

The making of an anthology was an exceptionally successful event even though some students showed great reluctance. The final anthologies across board have been excellent contributions.

Feedback Report from previous semester.

Ambedkar University Delhi

School of Undergraduate Studies, Karampura

Faculty Report on Student Feedback

Name of the Programme: BA Major in English

Name of the Course: American Literature

Course Code: SUS1EN247

Semester (Monsoon/Winter) and Year: Monsoon Semester, 2017

Course Coordinator: Dr. Bhoomika Meiling

Number of students on the course: 14

No of feedback received: 14

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The Students' feedback was positive to this course. The course material and pedagogical approach were appreciated by the students. A common observation however was that there should be a workshop on analysis of paintings before the students are asked to make presentations on nineteenth century American paintings.

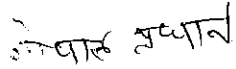
II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Though I had included John Berger's *Ways of Seeing* in the reading list for this course this time, I myself felt that the students could not make sense of the visual material on which they had to make presentations. Hence, in future I will conduct a two-hour workshop on analysis of visual material, with special reference to nineteenth century American painting. I will also make a sample presentation to the class so that students learn how to tackle such material and they graduate with good presentation skills.

**Minutes of meeting on Mphil and PhD MS 2019 feedback report**

The two course coordinators met on Wednesday May 15, 2019 , to discuss the feedback report. The feedback was taken in the form of discussion with the learners. And it was decided in response to the researchers feedback that corrective measures will be taken from the coming monsoon semester since this course is going to be taught in coming monsoon semester only.

The two coordinators are:



Prof. Gopalji Pradhan



Prof. Satyaketu Sankrit

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Economics

Name of the Course: Econometric and Data Analysis

Course Code: SLS2EC211

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Krishna Ram

Number of students on the course: 35

No of feedback received: 13

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - i) Almost all students found the every aspect of the course was very interesting and useful. Teaching modules and course material was well organised, and students grades in the course fully or to some extent reflect their own efforts.
  - iii) Majority of students demanded that lab classes should be taken, and more samples questions should be given for practice at home.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - i) I will propose to continue with the current structure of the course with the some minor changes in reading list.
  - ii) Although taking more lab classes should not possible in given time frame, I will try to take to some, and emphasis would be given to teach the things through more exhaustive power point presentations.
  - iii) More questions will be given for practice at home.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Labour Relations and Wellbeing 1600s-1990s

Course Code: SLSHS004

Semester (Monsoon/Winter) and Year: Monsoon Semester and since 2012

Course Coordinator: Dr Dhiraj Kumar Nite

Number of students on the course: 22

No of feedback received: 22

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

There should be the use of a google group to circulate the reading materials. The content is too much. The course instructor should be available to the students outside of lecture halls for clarifying doubts.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale):

I will indicate the relevant chapters from a reference book, alongside journal articles to be consulted for writing an assignment. I will rationalise the presentation of contents. I allocate contact hours beyond the lecture hall; however, this is a tricky issue with the irregular student.



Student Feedback forms and my takeaway from that:

HS 408: Modern India taught by Pallavi Chakravarty

There were a total of 69 students, and atleast 90% have ticked for course content and course delivery between Excellent-Very Good.

In terms of subjective comments:

Two points emerge—more assessment with smaller weightage should be held and teacher needs to use ppt's and could do with some field visits.

The positive comments are with respect to quality of teaching which has been appreciated.

What I take away from these comments and suggestions is definitely to change the assessment pattern from 3 to 4.

I would also try to incorporate the suggestions on visual aid and field trip as part of this course.

HS 409: Delhi in History taught by Surajit Sircar and Pallavi Chakravarty

There were 39 students in this course, and again 90% have ticked between Excellent-Very good with respect to course content and course delivery.

In terms of subjective comments:

There is a demand for more cohesion between readings and field trips hence reading list to be updated with a more contemporary backdrop.

The assignment design have been appreciated and we as coordinators, keeping in view the demand of the students have agreed to increase the assessment situation from 3 to 4.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**

**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Indian Ocean in History

Course Code: SLS2HS203

Semester (Monsoon/Winter) and Year: Monsoon 2019

Course Coordinator: Paulami Guha Biswas

Number of students in the course: 28

Number of feedback received: 25

**A Note on the Class Composition**

The classroom composed of students from first and third semesters of MA programme. Some students were from Hindi background. Though the lectures were in English, the teacher had to take special care of the students from Hindi medium who faced difficulties to engage with some of the theoretical readings. Students were allowed to write assignments and make class presentations in either Hindi or English.

**I. What are the Major Take-aways from the Student Feedback**  
**(positives/issues/concerns/suggestions)**

From the feedback response it seems students generally enjoyed the course. They have reported that the idea of looking at history from the viewpoint of the sea was quite interesting. The course introduced the understanding of some new terms like 'thalassology' (studies of oceans) and connected the Indian Ocean to the histories of the Mediterranean, the Atlantic and the Pacific Oceans. The theories of Braudel and Wallerstein on world system formed the basic understanding of oceanic histories. Braudel's theory was received with more interest. Students appreciated the idea of looking beyond national histories and

searching for new units of history writing. The commonality of cultures around oceanic spaces is a theme that recurred in the course. Students engaged with the idea with enthusiasm.

The first assignment required the students to look at primary sources on the Indian Ocean. Most of them performed well and enjoyed the process. However, some of them complained that the burden of primary sources was difficult to handle. Some of them didn't have clear idea what is a primary source. The performance of students in the thought pieces was satisfactory. Some of them reported that the thought pieces should address the issues of the Indian Ocean more directly. One student proposed that more information on coastal histories should be included. The life and economy of coastal communities and also some case studies would enrich the course.

Some students demanded more case studies on specific regions. One of them suggested that the history of Sri Lanka and Indonesia should be taught with special emphasis. Even the history of Australia and its importance in the context of the Indian Ocean was an almost untouched area. The course mainly focused on the east coast of Africa, the Arab world, India, and to some extent China. Other parts of the Indian Ocean world should be included in the course outline. The teacher was late in giving feedback for the second assignment. Some students asked for a more prompt response to their submissions.

## **II. Course Coordinator's Response to Feedback**

### **(What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher takes into account all the suggestions given by students. She will try to be faster next time in sending feedback for assignments. The course should cover more parts of the world and the histories of Australia should be a major concern. Case studies on Sri Lanka and Indonesia are good ideas though they might not be implemented due to time constraint. The teacher feels the need to engage with the vernacular world around the Indian Ocean. The primary sources used by students were all in English. The teacher expects a more widened engagement with sources that would look beyond the European records.

The course was thematic and the time period covered was from ancient to the contemporary. The readings on the ancient Indian Ocean were general informative ones. More analytical and critical readings on the ancient period would be included next time. New researches on archaeology and numismatics are focusing on various aspects of the ancient connectivities across the Indian Ocean. These researches would help the students to relate them to the modern themes of mobility and a connected world.

The teacher thinks that the complaints on primary sources are not valid. She gave ample time for the students to engage with them. The demand was not to read full sources but at least two chapters from any travelogue or factory records etc. It is expected from an

MA student that s/he would go to depth while doing the assignments. The teacher thinks that the thought pieces were quite suitable to understand various themes of the course. It was a challenge to the students to grasp the proper essence of them and to discover their connections with the theme of the Indian Ocean. So the teacher feels no requirement to change the thought piece readings.

MA History - Power, Culture and Marginality

Monsoon Semester 2018

Course Team: Dr. Dharitri Narzary and Dr. Shailaja Menon

Course Coordinator: Dr. Shailaja Menon

There were students from Development Studies and Gender Studies in this course. This course was co-taught. The students appreciated the thematic structure of the course as it covered many new dimensions of historical knowledge neglected in mainstream histories. Some students observed that they require more theoretical readings to understand the course better. Some wanted more time for discussion. There was one specific request to screen films related to the theme of the course.

MA History- Urbanization in India

Course Coordinator: Dr. Shailaja Menon

There were students from MA Development Studies in this course. A few enjoyed making presentations as it gave them confidence to speak. However, language is a crucial barrier for many students as some of them need readings in Hindi. Unfortunately there are not too many readings in Hindi and it becomes a problem for many students.

## **Response to the Student Feedback**

**Course: Communalism and Partition in South Asia**

**Course Code: SLS2HS106**

**Number of enrolled Students: 53 (plus one Ph.D student from SoL)**

**Number of Feedback Forms: 46**

### **Part I**

Student responses to questions 1-10 generally vary and do not follow any general pattern. However most felt that the assignments were not given in time and the grades were also given late. The time gap between the grades given for assignment 1 and 2 was so narrow that the comments/suggestions given in the first assignment could not be made use of for the second assignment. Some students also confessed that the delayed evaluation was also because of delayed submission of the assignments by the students.

There is considerable merit in this observation by students. I must make sure that the first assignment is given and evaluated well in time so that the students may incorporate the comments/suggestions given in the first assignment into the second one.

### **Part II**

It is quite clear that the information provided by the students is not very reliable. The attendance record in the feed forms is quite inflated and does not match their actual presence in the classroom. The actual attendance of the students in the classroom was generally confined to 20-30 in a class of 53. At any given time, half, or more, of the students were absent from class. The response in the feedback forms does not reflect this reality.

### **Part III**

The following suggestions were made:

- There should be no end-semester exam.
- The course should involve field-trips , films and visits to partition sites. Some part of the course delivery should happen outside the classroom.
- Reading material should also be provided in a digital form.
- Attendance may be made compulsory which would put some pressure on the students to attend classes regularly.
- Assessment feedback should be given in time.
- The syllabus should either be reduced or transacted in such a manner that it is complete by the end of the semester. Some important parts of the syllabus could not be completed due to paucity of time.

- Overlaps both within and across the course need to be taken care of. There are overlaps in different modules of the course. There is also an overlap with another course on partition taught by Pallavi. There was a suggestion by one student that the two courses focusing on 'high politics' (my course) and on 'human dimension' (Pallavi's course) may be clubbed together to form a single course.
- The course focuses exclusively on 'high politics' ignoring multiple other dimensions and perspectives. It should also include politics from below.

Some of these are important suggestions and should certainly be kept in mind while revising the course and its contents.

Salil Misra  
Course Coordinator  
SLS2HS106

## Response to the Student Feedback

**Course: The Making of Modern Punjab**

**Course Code: SLS2HS103**

**Number of enrolled Students: 41**

**Number of Feedback Forms: 36**

### Part I

Student responses to questions 1-10 are mostly positive. Approximately 90 per cent students gave an overall favourable feedback to the course. Most students found the classroom space inclusive.

### Part II

The response on students' class attendance is misleading since, on an average, only 50 per cent of students were present in the class. Attendance dropped from the early to later months owing to deadlines for submission of assignments. However, students who were regular also participated in class discussions and interactions.

### Part III

Students appreciated this course. Those who went on the field immersion trip underlined the usefulness of text and practice dimension of the course. However, one student lamented his/her exclusion in the trip due to low attendance. There was a positive feedback on course readings. However, some students suggested that the CC should not read class texts with students. This was, however, done keeping in mind non-English students and with a belief that first semester students benefit from close reading of core texts. One student suggested inclusion of some readings from scholars in Pakistan Punjab which the course actually does. One useful suggestion was to imagine a module on women.

**CC's Comments:** Since the class was constituted of a mix of students from a variety of class and learning backgrounds, effort was made to make it inclusive. This meant that teacher sometimes read the text along with students to help them connect with debates on the region formation. This may not be a perfect way of lecture delivery but helps struggling students in comprehending academic debates. This may though not go well with students with privileged backgrounds but is a useful intervention for an affirmative pedagogy. Other comments on course organisation will be beneficial for improving the delivery of the course in future.

Yogesh Snehi  
Course Coordinators, SLS2HS103



**Ambedkar University Delhi**  
**STUDENT FEEDBACK ANALYSIS**

School:	Liberal Studies		
Course Title:	Unstable Empire: British Imperial Experiences, 1600 - 1960		
Semester:	Monsoon 2019		
Course Faculty:	Prof. Denys P. Leighton		
Total number of students	17	Number of feedback forms received	6

**PART I**

Mention percentage of students against each of the following scores.

	Parameter	1(highest)	2	3	4
1	How well were the course objectives explained by the course faculty?	100			
2	How well was the assessment pattern explained by the course faculty?	100			
3	How well did the following relate to the course objectives:				
	3a. Classroom delivery	100			
	3b. Course material	100			
	3c. Assignments and/or assessments	100			
4	How would you assess the preparedness/organisation of the faculty?	100			
5	How accessible and available was the course faculty during the course? <b>[Only two answers were possible in the eval. form: yes (available) or no (not available).]</b>	100			
6*	Did the faculty give assessment feedback on time?	N/A			
7*	Does the faculty motivate and inspire students in class?	N/A			
8*	Were students encouraged to participate in classroom debates/discussions?	N/A			
9*	How relevant is the teaching of this course for your career?	N/A			

**\* The old (2011) course feedback form was used this semester, which does not have questions directly addressing items 6 - 9. In cases where students commented on these issues observations are recorded in 14 - 16 below.**

## PART II

11. How much was the attendance in the course as reported by the students?

Attendance range	No. of students
Less than 60%	2 of 6
Between 61%-75%	0
Between 76-89%	4 of 6*
90% and above	0

\* Note that no student of the course actually attended more than 75% of the classes. In reality (per my observations), 13 of 17 registered students attended less than 60%.

## PART-III

13. Mention the percentage of students assessing themselves on the following scores:

SN	Parameter	1 (highest)	2	3	4
1*	Your active participation in the course	N/A			
2*	Your initiative in the course	N/A			
3*	Your engagement with the material and assignments	0%	0%	60%	40%
4	How well do the grades you received on various assessments reflect your effort and understanding?	83.3 %	16.7%	0%	0%

\* Note again that feedback form used did not ask these questions. A question asked on the form was 'How many hours (on average) did you spend *outside of the classroom* preparing for (or doing the work of) this course?' Numbers reported here (in 13.3) therefore indicate 'engagement' in terms of reported study hours per week: 0 - 3 hours, 3 - 6 hours, 6 - 9 hours, 9 - 12 hours, more than 12 hours.

14. Key points from the students' responses to this: aspects of the course contributed significantly to your learning experience? (Please be specific)

Question on the eval. form corresponding to this one was 'Which aspects of the course did you find especially interesting, useful or valuable? (Please identify specific readings or study materials, lectures, course activities, etc.)' A few students identified as 'interesting', 'most interesting' or 'valuable' the study units and course readings relating to (a) patterns of consumer spending and consumption in Britain and throughout the empire, (b) empire and regulation of sexuality, (c) empire, illness and disease (especially governments' attempts to combat disease or 'protect' human health, (d) gender relations, (e) roles of Christian missionaries, (f) violence and empire. Two students observed that the course's 'focus on gender' as a framework of analysis was itself most illuminating. One student noted the benefits of periodically submitting written thought-pieces or short response pieces (5 of these were required for 15% of course evaluation).

15. Key points from the students' responses to this: What suggestions would you like to make to the faculty to improve the course?

Only half (3) of the respondents gave specific suggestions for course improvement. Main suggestions: (a) limit the scope of the course (with respect to topics?); (b) require oral presentations by students along with or in addition to written assignments; (c) provide all course readings at the very beginning of the semester.

16. Key points from the students' responses to this: Please comment on the classroom as an inclusive and ethical space.

This question was not on the feedback form I used. I have no empirical basis for analyzing students' sense of the classroom as inclusive or ethical.

Course Coordinator's/ Teacher's Response:

(What action you plan to take/ not take in response to the feedback?)

Only 6 feedback forms were submitted (low attendance in the class meeting in which forms were given: last teaching day of the course) but most students (more than 80%) gave the highest possible numerical score in response to questions about course content, organization, and relation of the lectures and study material to the course objectives. They overestimated their actual attendance rates. The eval. form I used ('old' one, because the revised form was not made available to me in mid November) did not afford me an opportunity to directly assess their sense of their 'learning engagement'--except as measured by self-reported attendance and number of hours per week reported as study hours. All things considered, I do not feel that more than a handful of the students (3 - 4) were very deeply engaged by the course. The students present on the day of the eval. form completion were those I consider most 'sincere' and 'dutiful'. Students who were less sincere or dutiful did not complete the form, and they would perhaps have given less positive feedback.

No student commented appreciatively or negatively on the absence of a cumulative end-semester exam, but my experience shows that having an end-sem exam (and 'teaching toward' it) will motivate most students to attend somewhat regularly, if rarely as much as I expect them to attend. My intention in having a course participation grade (10% of course grade), short 'response pieces' (counting for 15% of course grade) and two major essays (counting for 75% of the course grade) has been to move students *away* from giving a single, decisive demonstration of their knowledge (i.e., end-sem exam) and *towards* being more reflective about and responsive to course texts on a meeting-to-meeting basis. However, few students of the course read assignments very thoroughly or sensitively; and some evidently read little at all. (The student who suggested that all course readings be given at the beginning--see item 15 above--was not paying attention: although I did not distribute hard copies of texts or utilize an online course page or Moodle, I told students several times in the first two weeks of the course that I could copy 90% of the assigned reading materials at once to their pen-drives or data-sticks.) Few students treated classroom discussion (there was space for this in *every* class meeting) as opportunities to ask questions about texts and 'issues' or to relate the learning material of the course to their established understanding of (modern) history.

I will take up one student's suggestion (made on the eval. form) to pair students' submission of essays with oral 'presentations' of the same to their classmates. I will also probably modify the 'course participation' component of assessment to include individual or group presentations by all students of some course readings. This could be more directive and 'motivating' than simply expecting students to regularly 'engage' in class discussions. I will probably not significantly revise the outline of course 'topics' and associated readings because several students reported being 'interested' by the same.

I will also note that when students submitted written assignments per the stated deadlines, I returned their papers to them within two weeks. I gave students who submitted their first major essay on time the opportunity to re-write the paper for a better grade. Indeed, I allowed this even for students who submitted the first essay late (but not so late as the end of the semester). About one-third of the students did re-submit essays. Several students 'lost marks' by submitting only one, two or three of the five required short response pieces. I pointed out at the beginning of the semester that non-submission of these (though separately counting for little) could make a difference of one or two letter grades. I was gratified that at least one student explicitly recognized (by remarking on the eval. form) the importance of the short-response pieces.

{Denys P. Leighton, 14 December 2019}

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Problems of Historical Knowledge

Course Code: SLSHS004

Semester (Monsoon/Winter) and Year: Monsoon Semester and since 2011

Course Coordinator: Dr Dhiraj Kumar Nite

Number of students on the course: 49

No of feedback received: 45

- I. What are the major takeaways from the student feedback (positives/issues/concerns/suggestions)

The pedagogical exercise should not be dry. It should include case studies from world history to illustrate the arguments. There should be the use of a google group to circulate the reading materials. Reading materials should be precise and geared towards the requirement of assignments. Teacher's report on assignment should be handed over to students well in time.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale):

I will encourage more discussion in the lecture hall, and increase the use of illustrations from world history. I will indicate the relevant chapters from a reference book, alongside journal articles to be consulted for writing an assignment. I had handed over the first assignment with my comment to some of the students who regularly attended my lectures. The irregular students never asked for returning back their assignments at all. This remains a tricky issue with the irregular student.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Labour Relations and Wellbeing 1600s-1990s

Course Code: SLSHS004

Semester (Monsoon/Winter) and Year: Monsoon Semester and since 2012

Course Coordinator: Dr Dhiraj Kumar Nite

Number of students on the course: 22

No of feedback received: 22

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

There should be the use of a google group to circulate the reading materials. The content is too much. The course instructor should be available to the students outside of lecture halls for clarifying doubts.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale):

I will indicate the relevant chapters from a reference book, alongside journal articles to be consulted for writing an assignment. I will rationalise the presentation of contents. I allocate contact hours beyond the lecture hall; however, this is a tricky issue with the irregular student.

## Ambedkar University Delhi

### Name of the School

### Faculty Report on Student Feedback

Name of the Programme:	MA Sociology
Name of the Course:	Sociology of Indian Society (SOIS)
Course Code:	SLS2SC002
Semester (Monsoon/Winter) and Year:	Monsoon Semester 2018
Course Coordinator:	Dr. Urfat Anjem Mir
Number of students on the course:	45
No of feedback received:	37

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Overall, the learner's feedback covers the following points

The modules on Caste, Village, Family and Kinship and the debates on India Society were found interesting besides the perspectives on studying Indian society. Some learners suggested that the debate section on Sociology of India may be introduced after discussing few thematic modules. The group class activities and project assignments were found interesting and few learners suggested that a field visit to any social location should be organised. It was also suggested that more documentary screenings on various socio cultural diversity aspects of the India society may be considered.

Most of the Learners found the course very interesting and an opportunity to understand Indian society from a variety of perspectives.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

A field visit will be organised next time when the course is offered and also some additional documentaries about the social and cultural life of various communities of India will be made available to the learners as having too many screening in class may not be possible.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Sociology Programme  
Name of the Course: Workshop on Expressions  
Course Code: SLS2 SC007  
Semester (Monsoon/Winter) and Year: Winter semester 2019  
Course Coordinator: Dr Priyasha Kaul.  
Number of students on the course:47  
No of feedback received:45

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The student feedback received indicates an overall satisfaction with the course. Students enjoyed the wideranging class dicussions and engagement with various texts . The students have also expressed that they enjoyed the space provided by the course to engage with the topics of their choice through the research proposal and annotated bibliography. It also helped them practice practical skills such as writing of research proposal and citation of research material.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Student feedback has been collected at various points throughout the duration of the course in order to incorporate suggestions as a part of the class dicussions thereby promoting a healthy learning environmnet for the class as a whole. Attempt would be made to encourage further engagment by selecting more texts in consultation with the students.



Student Feedback forms and my takeaway from that:

HS 408: Modern India taught by Pallavi Chakravarty

There were a total of 69 students, and at least 90% have ticked for course content and course delivery between Excellent-Very Good.

In terms of subjective comments:

Two points emerge—more assessment with smaller weightage should be held and teacher needs to use ppt's and could do with some field visits.

The positive comments are with respect to quality of teaching which has been appreciated.

What I take away from these comments and suggestions is definitely to change the assessment pattern from 3 to 4.

I would also try to incorporate the suggestions on visual aid and field trip as part of this course.

HS 409: Delhi in History taught by Surajit Sircar and Pallavi Chakravarty

There were 39 students in this course, and again 90% have ticked between Excellent-Very good with respect to course content and course delivery.

In terms of subjective comments:

There is a demand for more cohesion between readings and field trips hence reading list to be updated with a more contemporary backdrop.

The assignment design have been appreciated and we as coordinators, keeping in view the demand of the students have agreed to increase the assessment situation from 3 to 4.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**

**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Indian Ocean in History

Course Code: SLS2HS203

Semester (Monsoon/Winter) and Year: Monsoon 2019

Course Coordinator: Paulami Guha Biswas

Number of students in the course: 28

Number of feedback received: 25

**A Note on the Class Composition**

The classroom composed of students from first and third semesters of MA programme. Some students were from Hindi background. Though the lectures were in English, the teacher had to take special care of the students from Hindi medium who faced difficulties to engage with some of the theoretical readings. Students were allowed to write assignments and make class presentations in either Hindi or English.

**I. What are the Major Take-aways from the Student Feedback**  
**(positives/issues/concerns/suggestions)**

From the feedback response it seems students generally enjoyed the course. They have reported that the idea of looking at history from the viewpoint of the sea was quite interesting. The course introduced the understanding of some new terms like 'thalassology' (studies of oceans) and connected the Indian Ocean to the histories of the Mediterranean, the Atlantic and the Pacific Oceans. The theories of Braudel and Wallerstein on world system formed the basic understanding of oceanic histories. Braudel's theory was received with more interest. Students appreciated the idea of looking beyond national histories and

searching for new units of history writing. The commonality of cultures around oceanic spaces is a theme that recurred in the course. Students engaged with the idea with enthusiasm.

The first assignment required the students to look at primary sources on the Indian Ocean. Most of them performed well and enjoyed the process. However, some of them complained that the burden of primary sources was difficult to handle. Some of them didn't have clear idea what is a primary source. The performance of students in the thought pieces was satisfactory. Some of them reported that the thought pieces should address the issues of the Indian Ocean more directly. One student proposed that more information on coastal histories should be included. The life and economy of coastal communities and also some case studies would enrich the course.

Some students demanded more case studies on specific regions. One of them suggested that the history of Sri Lanka and Indonesia should be taught with special emphasis. Even the history of Australia and its importance in the context of the Indian Ocean was an almost untouched area. The course mainly focused on the east coast of Africa, the Arab world, India, and to some extent China. Other parts of the Indian Ocean world should be included in the course outline. The teacher was late in giving feedback for the second assignment. Some students asked for a more prompt response to their submissions.

## **II. Course Coordinator's Response to Feedback**

### **(What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher takes into account all the suggestions given by students. She will try to be faster next time in sending feedback for assignments. The course should cover more parts of the world and the histories of Australia should be a major concern. Case studies on Sri Lanka and Indonesia are good ideas though they might not be implemented due to time constraint. The teacher feels the need to engage with the vernacular world around the Indian Ocean. The primary sources used by students were all in English. The teacher expects a more widened engagement with sources that would look beyond the European records.

The course was thematic and the time period covered was from ancient to the contemporary. The readings on the ancient Indian Ocean were general informative ones. More analytical and critical readings on the ancient period would be included next time. New researches on archaeology and numismatics are focusing on various aspects of the ancient connectivities across the Indian Ocean. These researches would help the students to relate them to the modern themes of mobility and a connected world.

The teacher thinks that the complaints on primary sources are not valid. She gave ample time for the students to engage with them. The demand was not to read full sources but at least two chapters from any travelogue or factory records etc. It is expected from an

MA student that s/he would go to depth while doing the assignments. The teacher thinks that the thought pieces were quite suitable to understand various themes of the course. It was a challenge to the students to grasp the proper essence of them and to discover their connections with the theme of the Indian Ocean. So the teacher feels no requirement to change the thought piece readings.

MA History - Power, Culture and Marginality

Monsoon Semester 2018

Course Team: Dr. Dharitri Narzary and Dr. Shailaja Menon

Course Coordinator: Dr. Shailaja Menon

There were students from Development Studies and Gender Studies in this course. This course was co-taught. The students appreciated the thematic structure of the course as it covered many new dimensions of historical knowledge neglected in mainstream histories. Some students observed that they require more theoretical readings to understand the course better. Some wanted more time for discussion. There was one specific request to screen films related to the theme of the course.

MA History- Urbanization in India

Course Coordinator: Dr. Shailaja Menon

There were students from MA Development Studies in this course. A few enjoyed making presentations as it gave them confidence to speak. However, language is a crucial barrier for many students as some of them need readings in Hindi. Unfortunately there are not too many readings in Hindi and it becomes a problem for many students.

## **Response to the Student Feedback**

**Course: Communalism and Partition in South Asia**

**Course Code: SLS2HS106**

**Number of enrolled Students: 53 (plus one Ph.D student from SoL)**

**Number of Feedback Forms: 46**

### **Part I**

Student responses to questions 1-10 generally vary and do not follow any general pattern. However most felt that the assignments were not given in time and the grades were also given late. The time gap between the grades given for assignment 1 and 2 was so narrow that the comments/suggestions given in the first assignment could not be made use of for the second assignment. Some students also confessed that the delayed evaluation was also because of delayed submission of the assignments by the students.

There is considerable merit in this observation by students. I must make sure that the first assignment is given and evaluated well in time so that the students may incorporate the comments/suggestions given in the first assignment into the second one.

### **Part II**

It is quite clear that the information provided by the students is not very reliable. The attendance record in the feed forms is quite inflated and does not match their actual presence in the classroom. The actual attendance of the students in the classroom was generally confined to 20-30 in a class of 53. At any given time, half, or more, of the students were absent from class. The response in the feedback forms does not reflect this reality.

### **Part III**

The following suggestions were made:

- There should be no end-semester exam.
- The course should involve field-trips , films and visits to partition sites. Some part of the course delivery should happen outside the classroom.
- Reading material should also be provided in a digital form.
- Attendance may be made compulsory which would put some pressure on the students to attend classes regularly.
- Assessment feedback should be given in time.
- The syllabus should either be reduced or transacted in such a manner that it is complete by the end of the semester. Some important parts of the syllabus could not be completed due to paucity of time.

- Overlaps both within and across the course need to be taken care of. There are overlaps in different modules of the course. There is also an overlap with another course on partition taught by Pallavi. There was a suggestion by one student that the two courses focusing on 'high politics' (my course) and on 'human dimension' (Pallavi's course) may be clubbed together to form a single course.
- The course focuses exclusively on 'high politics' ignoring multiple other dimensions and perspectives. It should also include politics from below.

Some of these are important suggestions and should certainly be kept in mind while revising the course and its contents.

Salil Misra  
Course Coordinator  
SLS2HS106

**Ambedkar University Delhi**  
**School of liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Economics

Name of the Course: Microeconomics-2

Course Code: SLS2EC105

Semester (Winter) and Year: 2019

Course Coordinator: Taposik Banerjee

Number of students on the course: 35

No of feedback received: 34

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students have appreciated the way the course has been transacted. Overwhelming number of students have mentioned that the quality of the course as well as the quality of teaching and guidance were excellent. They liked all the topics that were covered in the course and found the lectures engaging.

Few issues have been raised and few suggestions given –

One student thought more teaching of basic mathematics would be useful.

Some requested for more problem sets and practice questions.

One request came for introducing presentation and group discussion as part of assessment.

One student suggested that grade of 1<sup>st</sup> assessment be based on best of two tests.

Someone suggested a better arrangement of reading material.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Considering the nature and demand of the course a change in assessment pattern will not be suitable. Other suggestions regarding more practice questions and better arrangement of reading materials are appreciated and will be taken care of.



**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: Economics

Name of the Course: Macroeconomics II

Course Code: SLS2 EC 106

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Parag Waknis

Number of students on the course: 36

No of feedback received: 33

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - a. Students liked the reading material for the course especially the book The ABC's of RBC, Hansen's Model, and Aguiar & Gopinath's and Aiyagari's articles.
  - b. Appreciated the Dynamic Programming lectures.
  - c. Problem sets were interesting.

----- Suggestions:

- d. Problem sets to be discussed in the class.
  - e. Group presentations
  - f. More detailed readings.
  - g. Syllabus should be more detailed.
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I think individual or group presentations could be included. That might be a better way of introducing more readings in the course and giving students hands on experience with the material. I plan to do that in the next iteration of the course.

The syllabus could be improved. There were some changes in the readings that I made as the course progressed. There was a need of adapting to the students' level of ease with technical material. Given that this was the first time I taught this course, I will be in a better position to provide a more accurate syllabus.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme:	MA Economics
Name of the Course:	Capitalism, Colonialism and Development
Course Code:	SLS2EC107
Semester (Monsoon/Winter) and Year:	Winter, 2019
Course Coordinator:	Arindam Banerjee
Number of students on the course:	36
No of feedback received:	28

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The course content and transaction was well-received by the students. The students particularly gave a positive feedback on the comparative world views before and after the 16<sup>th</sup> century and the detailed aspects of operation of colonialism in the Indian subcontinent. The screening of documentaries in some modules was well-received and there is a feedback for increase such screenings. Students found some difficulty with reading of Maurice Dobb's book 'Studies in the Development of Capitalism'

#### **II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

More discussion sessions will be organized to enable students to read Dobb's book which is written in a slightly older style of English. Time permitting, more documentaries followed by discussions can be screened to make learning more interactive.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: MA Economics

Name of the Course: Development Economics: Theory and Policy

Course Code: SLS2EC110

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dipa Sinha

Number of students on the course: 32

No of feedback received: 23

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

This course was mostly appreciated by the students for the relevance of the course contents as well as the teaching. The topics that were specifically mentioned in the feedback as being interesting and useful included the discussion related to contemporary issues in the Indian economy, social policy, data sources for Indian Economy, poverty measures and malnutrition. Students also gave positive feedback on the assessments that were given to them. They gave a feedback that the term paper allowed them to go in-depth into a particular area and the flexibility given in choosing the topic was useful. Further, the debates which were conducted as part of the assessment received a lot of positive feedback as having made group work and classroom presentations more interesting while at the same time. Also students said that it gave them an opportunity to understand positive and negative aspects of various government policies. Some gave the feedback that the time for the debate should have been longer. The lecture on datasets should come earlier so it can be used in assessments.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

Based on the feedback, I will look into whether the balance in course between the planning period and later needs to be changed in favour of giving more time to contemporary issues. The debates were conducted for the first time and based on the feedback received this is something that will be incorporated in future semesters as well. The format could be changed slightly to allow for more time for discussion. The datasets lecture can be given earlier.

Meeting Held on 15<sup>th</sup> May 2019

BA and MA Programme Committee, Economics

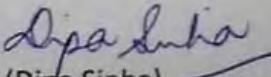
School of Liberal Studies

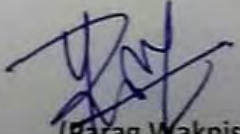
Minutes

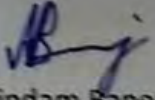
Each of the faculty members presented the feedback received on the courses taught by them during Winter semester, 2019. Those who were unable to attend the meeting had sent their feedback by email to the respective programme co-ordinators. The response to the feedback and possible suggestions that can be incorporated was discussed. The faculty reports on student feedback are to be filled accordingly and attached with these minutes.

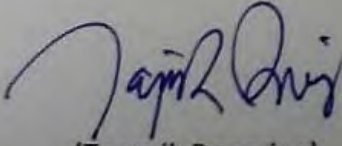
The following are some of the issues that came up that need to be taken up at the Programme level:

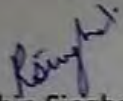
1. It was decided that the programme committee will explore the possibility to offer Econometrics course in BA earlier, so that the gap between Statistics and Econometrics courses is reduced.
2. There has also been a feedback for the Maths course to be offered over two semesters. The possibility of offering an elective in Maths and revising the compulsory course accordingly also needs to be discussed.

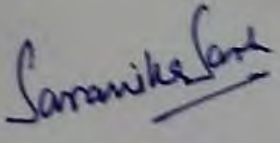
  
(Dipa Sinha)

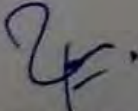
  
(Parag Waknis)

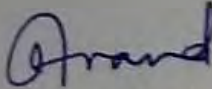
  
(Arindam Banerjee)

  
(Taposik Banerjee)

  
(Robin Singhal)

  
(Saranika Sarkar)

  
(Parma Chakravarti)

  
(Ishan Anand)

## Response to the Student Feedback

**Course: The Making of Modern Punjab**

**Course Code: SLS2HS103**

**Number of enrolled Students: 41**

**Number of Feedback Forms: 36**

### Part I

Student responses to questions 1-10 are mostly positive. Approximately 90 per cent students gave an overall favourable feedback to the course. Most students found the classroom space inclusive.

### Part II

The response on students' class attendance is misleading since, on an average, only 50 per cent of students were present in the class. Attendance dropped from the early to later months owing to deadlines for submission of assignments. However, students who were regular also participated in class discussions and interactions.

### Part III

Students appreciated this course. Those who went on the field immersion trip underlined the usefulness of text and practice dimension of the course. However, one student lamented his/her exclusion in the trip due to low attendance. There was a positive feedback on course readings. However, some students suggested that the CC should not read class texts with students. This was, however, done keeping in mind non-English students and with a belief that first semester students benefit from close reading of core texts. One student suggested inclusion of some readings from scholars in Pakistan Punjab which the course actually does. One useful suggestion was to imagine a module on women.

**CC's Comments:** Since the class was constituted of a mix of students from a variety of class and learning backgrounds, effort was made to make it inclusive. This meant that teacher sometimes read the text along with students to help them connect with debates on the region formation. This may not be a perfect way of lecture delivery but helps struggling students in comprehending academic debates. This may though not go well with students with privileged backgrounds but is a useful intervention for an affirmative pedagogy. Other comments on course organisation will be beneficial for improving the delivery of the course in future.

Yogesh Snehi  
Course Coordinators, SLS2HS103

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme:	MA Economics
Name of the Course:	Theories of Agrarian Development
Course Code:	SLS2EC216
Semester (Monsoon/Winter) and Year:	Winter, 2019
Course Coordinator:	Arindam Banerjee
Number of students on the course:	22
No of feedback received:	16

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The course content was well-received by the students. For eg., the debates on agrarian transition, agrarian crisis and Indian agriculture has been well received by the students. The student feedback raises serious issues about the coordination between modules that was being taught across the two parallel tracks and felt that the course should be taught by a single teacher. Some students also felt that there should be at least one in-class examination.

#### **II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The coordination issue in the course have arisen primarily due to the fact that in the parallel tracks, the theoretical modules and the empirical application of those theories in the Indian context were being taught simultaneously. There may have been some anticipation of theoretical knowledge of the students at certain points in the course. In case, the course is co-taught again, the theoretical modules and the empirical modules will be transacted sequentially. Regarding the assessment structure, it can be reviewed when the course is offered in the coming year.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: MA Economics

Name of the Course: Networks: Theory and Application

Course Code: SLS2EC232

Semester (Monsoon/Winter) and Year: 4th Semester, Winter 2018

Course Coordinator: Rajendra P. Kundu (taught by Siddhi Gyan Pandey)

Number of students on the course: 6

No of feedback received: 6

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The feedback from students was largely positive. Students were particularly appreciative of one of the assessments that required them to read and present a research paper. Everyone reported that this helped them understand the nuances of the subject better than can be expected from only classroom teaching. There were some suggestions to cover a wider range of content in the course, along with introducing some empirical methods for analysis of networks. A few students suggested that more practice questions be given as assignments, so as to help them prepare for examinations.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Assignments containing practice questions were in fact given to students well before examinations. Giving more practice questions in response to the request will not be possible because of the nature of the content. With regard to content, I plan to continue with the present approach that focuses on covering every paper in detail/depth instead of shifting to an approach where more content is covered in less detail. In response to the request to cover a broader range of topics, I plan to add in two or three lectures briefly introducing other areas of social networks that have not been explored in detail as part of the course, along with some introduction to empirical analysis.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: The State in Indian History

Course Code: SLS2HS001

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018

Course Coordinator: Prof. Sanjay Sharma and Dr. Yogesh Snehi

Number of students on the course: 34

No of feedback received: 30

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

This course was co-taught. The students appreciated the use of Google Classroom for its interactive interface, and better communication between teachers and students. Choice of readings was also appreciated for their focus on understanding of state formation in a broader context. Some students, however, felt that there were too many readings. Some students also felt that less time was devoted to modern component of the course than the pre-modern. Some others thought that Harappan civilisation wasn't represented.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Readings in the course are actually not many. There is an emphasis on theoretical debates and therefore the course follows a non-conventional pedagogy. It is because of this reason that students familiar with chronologies feel the absence of some states or regions. Also, within a semester, there is a limit that the course can contain. Modern component will be given time that it deserves.



**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Making of the Modern World

Course Code: SLS2HS002

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Prof. Denys P. Leighton

Number of students on the course: 39

No of feedback received: 37

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)?

Some students observed that there could be closer 'match' between assigned readings and specific topics as taken up by the instructor in each class. Students generally appreciated the types of assessments (book reviews, group presentations, in-class exam) and had no serious objections to the scheduling of the assessments. Some students remarked on the difficulty of some assigned texts and expected the instructor to expeditiously expose the texts more closely and guide students through the major and minor points of the reading. A few students expressed difficulty in grasping the theoretical underpinnings of the course and requested reading (and lecturing) that was more fact-oriented, instead of assuming that they were well aware of the historical facts. On the other hand, some students expected greater attention to (or discussion of) conceptual frameworks of understanding modernization, such as 'border thinking' (W. Mignolo: assigned reading). Several students identified course readings that they found illuminating and useful. Several students commented favorably on the course's emphasis on gender relations, family relations and transformation of the labour-work environment in the modernization process.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale).

The most frequent 'rating' of both course and teacher was 'Good', followed by 'Excellent', 'Poor' and 'Fair'. Average of ratings was between 'Excellent' and 'Good'. It will be challenging to respond to the mixed opinions about exposition of texts and about the correct balance between lecturing and discussion, since some students expected me to 'explain' texts more closely, while others expressed the view that I should provide more factual background (i.e., 'lecture' more?). Some of the 'mismatches' reported by

students between discussion of course readings and the syllabus were due to low levels of attendance in several classes. I carried over some discussions from one class to another so that students who missed class could ‘benefit’ from deferred discussion. Only when students woke up to the fact that the comprehensive end-term exam would be based on assigned readings did the general level of attendance improve.

In future I intend to cover fewer readings in the first weeks of the course and provide more time for discussion of those texts. I will possibly ‘enforce’ student reading more strictly by selecting a few rapporteurs/discussion leaders for each class meeting, or by dividing the class into small discussion groups—during the class itself—and having each group explain ‘main points’ of assigned texts to the rest of the class.

I have used a course web page (Moodle) in previous years I have taught this course but decided not to use it this semester because few students were accessing it. The Moodle is most effective as a delivery system for course texts and for providing links to websites.

{Denys P. Leighton, 15 May 2019}

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Problems of Historical Knowledge

Course Code: SLSHS004

Semester (Monsoon/Winter) and Year: Monsoon Semester and since 2011

Course Coordinator: Dr Dhiraj Kumar Nite

Number of students on the course: 42

No of feedback received: 42

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
The pedagogical exercise should be interesting and engaging. There should be the use of a google group to circulate the reading materials. Reading materials should be precise and geared towards the requirement of assignments. The content is too much.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale):  
I will encourage more discussion in the lecture hall, and increase the use of audio-visual materials. I will indicate the relevant chapters from a reference book, alongside journal articles to be consulted for writing an assignment. I will rationalise the presentation of contents.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Urbanization in India

Course Code: **SLS2HS102**

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018

Course Coordinator: Dr. Shailaja Menon

Number of students on the course: 20

No of feedback received: 20

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

In previous semesters, there were students from Sociology, Economics and even Visual Studies in this course. The students enjoyed the assignment pattern especially, the group presentations. Certain themes were more interesting. However, language is a crucial barrier for many students as some of them need readings in Hindi.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Unfortunately there are not too many readings in Hindi and it becomes a problem for many students. We need to provide alternative readings. More theoretical readings will also be provided but in a short semester, it would be difficult to manage.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: THE MAKING OF MODERN PUNJAB

Course Code: SLS2HS103

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018

Course Coordinator: Dr. Yogesh Snehi

Number of students on the course: 19

No of feedback received: 17

**A note on students:** The class was composed of students from Delhi, Punjab, the North-East and South India.

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The course structure was received very positively. The students appreciated the use of Google Classroom for its interactive interface, and better communication between teachers and students. Choice of readings was also appreciated for their focus on understanding of regions in a broader context. Guest lectures by Indian and global Punjab academics were also appreciated. Some students, however, felt that there were too many readings. One student also suggested the use of power-point presentation and flow charts. Another student suggested group activities. Students also felt that field-trip be made an important component.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Readings in the course progressively become lighter in the latter modules. But one can still rethink the number of readings. I don't really appreciate the use of power-point presentations. It replaces core readings which is not good for academic rigour. Field engagement was an intrinsic part of the course for more than five years until it was discontinued due to misbehaviour of one student. I will seriously think of restarting it again and make group activities a part of this field engagement.

**School of Liberal Studies**  
**Ambedkar University Delhi**  
**Faculty Report on Student Feedback**

**Name of the Programme:** MA History

**Course Code:** SLS2HS201

**Course Title:** Introduction to Global Environmental History

**No of Credits:** 4 credits

**Semester to which offered:** Winter 2019

**Course coordinator and team:** Dharendra Datt Dangwal

**No of students in the course:** 16

**No of Feedbacks received:** 14

**1. What are the major take aways from the Student Feedback (positive/ issues/ concerns/ suggestions)**

The course was received very well by students. A majority of them rated it delivered excellently and remaining very well. There were some suggestions as well. The discussion on thought pieces, it is suggested by a student, should not be just summarising argument but should be critically examined as well. One student suggested that students should be informed on the theme of the next coming class through email on student group.

**2. Course Coordinator's Response to feedback (What are the specific actions that you want to take/ not take in response to the feedback and the rationale.)**

In response to discussion on thought pieces which is a part of assessment, the other writing on the same themes will be brought in while discussing a thought piece. Although it is already done, but can be done more planned way from the coming semester.

On informing students through e-mail of the topics to be taken in the coming class, I am willing to do this from the coming semester, although students are distributed course outline in the beginning of the class and are also placed on the website.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Labour Relations and Wellbeing 1600s-1990s

Course Code: SLSHS004

Semester (Monsoon/Winter) and Year: Monsoon Semester and since 2012

Course Coordinator: Dr Dhiraj Kumar Nite

Number of students on the course: 22

No of feedback received: 22

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
There should be the use of a google group to circulate the reading materials. The content is too much. The course instructor should be available to the students outside of lecture halls for clarifying doubts.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale):  
I will indicate the relevant chapters from a reference book, alongside journal articles to be consulted for writing an assignment. I will rationalise the presentation of contents. I will allocate contact hours beyond the lecture hall.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: History of Modern Japan

Course Code: SLS2HS207

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Dr. Dharitri Narzary

Number of students on the course: 31

No of feedback received: 12

**A note on students:** The class was composed of students from Delhi, Punjab, Jammu, West Bengal, the North-East and South India.

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students found the course modules very interesting. Most were very happy with the modules on women/gender and family. They liked the idea of writing thought pieces based on class lecture and discussions. The class presentation (individual or in group of two) as part of assessment on a topic of their choice was appreciated. However, students felt that more readings could have been circulated. The screening of films/documentary could not be made as was the case in the past. Some students were more interested in the aspects of popular culture and wished that there were greater engagement in this genre.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The idea of not circulating readings to the students in order to make them search and locate readings in the library is being reconsidered. The film and documentary screenings have been part of classroom teaching/ learning all these years but due certain difficulties it could not be conducted this semester. I will also think of taking students to cultural events organised by the Ministry of Japan and Japan Foundation in Delhi, which until now was not done. As most students were not consistent in their attendance, the issue of continuity in learning was observed.

(Dr Dharitri Narzary, May 2019)



**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: MA History

Name of the Course: Power, Culture and Marginality

Course Code: SLS\_MA\_Hist\_HS003

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018

Course Coordinator: Dr. Shailaja Menon and Dr. Dharitri Narzary

Number of students on the course: 45

No of feedback received: 40

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

This course was co-taught. The students appreciated the thematic structure of the course as it covered many new dimensions of historical knowledge neglected in mainstream histories. Some students observed that they require more theoretical readings to understand the course better. Many found the readings difficult and sought readings in Hindi. They found the assignments interesting.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Unfortunately there are not too many readings in Hindi and it becomes a problem for many students. We need to provide alternative readings. More theoretical readings will also be provided but in a short semester, it would be difficult to manage.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Realism and the Novel

Course Code: SUS1EN254

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Umasankar Patra

Number of students on the course: 29

No of feedback received: 27

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students found the course significant in understanding the genre of novel and the mode of realism. They found the discussion on theme of power, class and gender very important and relevant. Majority of them have praised the teaching and observed the benefits of the secondary reading material provided to them in understanding the 19<sup>th</sup> century Anglophone world. However, some of them have raised the issue of the course being heavy and suggested the need for including shorter texts. One of the suggestions is that the shorter texts can be by Kafka as he is one of the pioneers of realism in Europe. A couple of them have also expressed concerns about their grades. One student has offered a suggestion to include cinematic adaptations of the novels as part of the course. Many have appreciated the role played by class presentation in the comprehension of the texts. On the whole, majority of the class liked the course and found the teaching excellent.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I will continue with the class presentation being an important part of instruction and engagement with students. I will take into account the need to incorporate more documentaries and cinematic adaptations. However, given that already some of them are raising issues about the course being heavy, these documentaries and adaptations can form a part of the additional reading list. As far as grades are concerned, some of them have not demonstrated the skills to construct an academic essay. I will spend some classes on academic writing the next time I teach this course. Going beyond the scope of the course, I taught Kafka's shorter texts this time. The course already has a novella *Daisy Miller* in order to lessen the burden of the students. However, I will consider and look into their suggestion to include shorter texts.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Introduction to Literary Theory

Course Code: SUS1EN256

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Dr. Amit Singh

Number of students on the course: 26

No of feedback received: 26

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The feedback for this course, in general, illustrated how students attempted to negotiate with the issues of “self”, society and language through the newer perspectives they developed throughout the semester. The feedback for the selection and arrangement of texts as well as the responsibilities shared by both teacher and students ranged from excellent to good. However, there were some concerns regarding including topics beyond more popular contemporary theories. Apparently, the relationship between the grades assigned to individual students reflected their efforts. The course appears to have generated a new interest in literature and ways to understand it.

II. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The feedback responses helped the course instructor to understand the nuances of the “interactions” necessary in understanding the perspectives of the concerned students. While these responses were encouraging, yet it was felt that more interactive model ought to be developed so as to ensure better outcome. It was, also, felt that the modules ought to reflect the requirements of various “worlds” with which the present generation of students “negotiates”. These responses also reflected, albeit implicitly, that the students need to be engaged more in written assignments etc. By corollary, it was felt that the interactive classroom transactions may render the class interactions more interesting and fruitful.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Introduction to Literary Theory

Course Code: SUS1EN256

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Amit Singh

Number of students on the course: 27

No of feedback received: 27

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Some of the students who have already done courses around literary and political reading have found it easier to understand concepts that the ones who do not have a prior understanding of how frameworks like Marxism, Feminism etc are supposed to be applied in textual analysis. The latter have found the readings to be very heavy and highly jargonised.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

We understand the problems that students with less exposure to these theoretical and structural paradigms may face, and hence we shall try to make this course more concept based so that the students have an idea of the foundational aspects of theoretical paradigms.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) English

Name of the Course: Written for Children and Young Adults

Course Code: SUS1EN257

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Paromita Patranobish (Karampura Campus)

Number of students on the course: 40

No of feedback received: 37

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students appreciated the course on two fronts: a) the reintroduction of popular texts including those from their own childhoods through what some students have called “new perspectives”, and b) the grounding of children’s and young adult literature in histories of childhood as a discursive concept, and modern western pedagogy. They found the research paper assigned to them as their end term project particularly helpful as it allowed them to choose their own texts and research areas, and hone their writing skills. “The facilitation of support for improvisation along with guidance and independence in choosing research subjects and working on them” was seen by one student as a positive aspect of the course. The modules on fantasy and contemporary young adult fiction were well appreciated. The issue of the course not having enough visual/multimedia components was raised by some students, and an accompanying suggestion of including films, comics, cartoons, and graphic novels as part of the course modules, made. Some students felt that ongoing class tests throughout the semester in place of one mid term exam would be more helpful as it would enable them to revise and strengthen their academic writing. There were a couple of concerns regarding the “practical use” of this course and its predisposition towards textual scholarship as opposed to activity oriented pedagogy.

## II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I would modify the evaluation pattern to make the exercises and tests more frequent (more class tests, book reports, research/reading journal, and weekly one page critical notes). Since children's cinema seems to be an area of interest for many students, as suggested by both the feedback as well as topics chosen for term papers, incorporating some visual and cinematic material in the course (films, cartoons, animation, graphic novels, and comics), if not in the main modules but as supplementary texts to be taken up for class discussion would perhaps make the course more accessible and interdisciplinary. I would address the concern regarding the practical value of the course by taking students on field visits, maybe to a primary school under the Delhi Government where they can talk to children and get a sense of the literary and cultural material children from a particular socio economic background are exposed to, how it relates to their text books (a related activity could also be to study the politics and aesthetics of text books themselves), and contributes to the production of a specific gendered and classed discourse of childhood. I would also encourage students from the social sciences who opt for this course to make presentations in class on thinking about children's literature and childhood through sociological or psychoanalytical approaches (the role of narrative/storytelling in developmental psychology, the relationship between the market and literature, the social impact of images in children's media, for example).

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Written for Children and Young Adults

Course Code: SUS1EN257

Semester (Monsoon/Winter) and Year: MS 2013, MS2015, WS2018, WS2019

Course Coordinator: Usha Mudiganti

Number of students on the course: 24

No of feedback received: 11

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

All the students who filled the feedback form, administered during the last class (course review class) of the semester gave an excellent feedback to this course. They stated to have liked the classroom work involved in the course but most felt that the course is reading heavy.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In this version of the course, I had included one extra text for the students to read for an assessment. Given the feedback that there is too much of reading expected in this course, I plan to work towards reducing the number of texts the students are expected to read during the course.



**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Written for Children and Young Adults

Course Code: SUS1EN257

Semester (Monsoon/Winter) and Year: MS 2013, MS2015, WS2018, WS2019

Course Coordinator: Usha Mudiganti

Number of students on the course: 24

No of feedback received: 11

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

All the students who filled the feedback form, administered during the last class (course review class) of the semester gave an excellent feedback to this course. They stated to have liked the classroom work involved in the course but most felt that the course is reading heavy.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

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**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA in English

Name of the Course: Modern Short Fiction and Novellas

Course Code: SUS1EN258

Semester (Monsoon/Winter) and Year: Winter semester 2019

Course Coordinator: Diamond Oberoi Vahali

Number of students on the course: 42

No of feedback received: 36

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students found the course to be engaging as well as useful as they were taught various analytical tools around narratology to understand and analyse fiction. They also liked the manner in which the course was transacted. They appreciated the selection of stories. However two students have expressed that the selection of the novellas listed in the course should be altered as they did not find them interesting. Some other students, few in number were not very happy with their grades and thought that the course instructor was rather strict in grading them. Some suggested that the course material should be better organised. Besides this the majority of the students found the course and the teaching to be excellent, the rest thought that it was good.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

As suggested by a few students I will begin my next course with giving the students a clear idea about how the course material is organised so that there is no confusion. According to me I did not give the students any grade that they did not deserve, however many students did

not do as well as they thought because of the numerous grammatical mistakes that they made, some did not even analyse the narratives in detail. I will try to explain to students in the beginning of my next course, my expectations from them and will focus a few classes towards what could probably constitute a good answer. I am not sure whether I will alter the selection of the novellas as only two students have suggested the same. This is the fourth time that I have offered this course, and no other batch has complained about the novellas not being interesting. Nevertheless I will consider and look into the matter.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: **BA (Hons.) Economics**

Name of the Course: **Microeconomics – II (Core) and Public Economics (Elective)**

Course Code: **EC105 & EC 133**

Semester (Monsoon/Winter) and Year: **Winter Semester (2018-19)**

Course Coordinator: **Dr Robin Singhal - EC105 (at KP taught jointly with Course Coordinator - Dr Krishna Ram) & EC133 at KG**

Number of students on the course: **42 + 7 (Total no. 49)**

No of feedback received: **47**

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

- a. The overall plan of the courses in terms of their current layout meets students' expectations.
- b. The prescribed reading material is found suitable and in relation to the expected outcomes from different modules. In the elective course, the latest research articles facilitated learning and are found interesting. However, there is a need to update the core textbook used for the course.
- c. Students have expressed desire for more assignments and reducing the weightage of exams in the elective course. The introduction of oral presentations as one of the assessment in the course received appreciation from students.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- a. The request for updating the textbook in the elective course shall be addressed and suitable texts shall be included while ensuring that the theoretical and analytical rigour of the course remains intact.
- b. Other than oral/class presentations, inclusion of assignments can be considered. However, the objective should be to enhance the level of understanding rather than merely aiming at reducing the weightage of the exams.
- c. Students' aptitude for application of mathematics in the core course needs to be enhanced. There is need to reflect upon the programme structure in terms of the core course on mathematics in the 4<sup>th</sup> semester of the BA (Hons.) programme.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA

Name of the Course: Environmental Issues and Challenges

Course Code: SUSFC0009

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Sumana Datta

Number of students on the course: 21

No of feedback received: 35

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Students appreciated the contents of the course, and the method of teaching especially the use of documentaries and subsequent discussion on documentaries. A number of students highlighted that this course has helped them to appreciate the ongoing environmental problems and has equipped them to engage in public discourse more effectively.

Students also found the field trip very interesting. They appreciated the concept of undertaking field-based group project work as end semester assignment in place of traditional class room exam or assignment.

A significant number of students mentioned about difficulties related to reading materials as there is no standard text book available for the course, and they had to study from different books, paper etc for different modules.

There was a suggestion to include a module incorporating possible daily actions and practices which could be adapted by common citizen to follow an environment friendly life style.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I would like to identify a number of 'best practices' which could be followed by individuals to live a sustainable lifestyle on various issues such as food consumption, reducing food waste, water management, waste management, transportation etc.

I would also like to identify easy reading materials especially papers and newspaper articles, compile them and make it available in the beginning of the semester.

End

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: SUS

Name of the Course: Environmental Issues and Challenges

Course Code: SUS 1FC0009

Semester (Monsoon/Winter) and Year: Winter 2019 (KG and KP, section B)

Course Coordinator: Swati Shresth

Number of students on the course: 37 +39 (76)

No of feedback received: 30

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Feedback has been positive. Students would like a field visit to a National Park. Some students felt that the in-class lecture PPT should be circulated.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The student numbers are too great to allow for a trip outside Delhi but a field visit to Beejom farms was organised for students from both campuses. Lecture ppts are not circulated on purpose to ensure better attendance and avoid them circulated publicly. But alternate readings are made available in the university photocopy shops and on google classroom.

**School Name**

**Ambedkar University Delhi**

**Course Outline**

**Time Slot-\_\_Winter\_6<sup>th</sup> semester**

**Course Code:** UDM 905

**Title:** Understanding Disability Through Media

**Type of Course:** Elective

**Cohort for which it is compulsory:**

**Cohort for which it is elective:** All programmes

**No of Credits:** 4

**Semester and Year Offered:** 6<sup>th</sup> Semester Winter

**Course Coordinator and Team:** Anita Ghai

**Email of course coordinator:** [anitaghai@aud.ac.in](mailto:anitaghai@aud.ac.in)

**Pre-requisites:** None

**Aim:** : In this course, we will study the representation of disabled lives in popular media particularly cinema to: relate to the experiential worlds of people with a range of disabilities, critically evaluate the stereotypes in these representations in cinema, and think about the themes critical to disability studies through films., Share poems, literature about selfhood of persons with disabilities The engagement with the media and the personal responses evoked to these representations and the reading of a few key texts will provide students with the insights required to rethink disability.

**Course Outcomes:**

1. Critically appraise dominant constructions of disability in cinema and other popular narratives and challenge those that undermine disabled people's rights, quality and inclusiveness in society
2. Students will express capability in deconstructing the bio- psychosocial implications of disability



3. Students will gain knowledge and understanding about disability history, rights, policies, and contemporary issues, especially in terms access, agency, advocacy, and voices
4. Students will demonstrate improved skills in working with people with disabilities, and increased ability to understand individual and care and family concerns.
5. Students will have a broader awareness of the representations , and increased understanding of lived realities of people with disabilities

**Brief description of modules/ Main modules:**

1 The initial interaction will introduce the postgraduates of education to understand the discourse of Disability Studies. It will be taught through cinema. Disability has been visible in cinema but has not been registered as human predicament in education. An attempt shall be made to study the portrayal of characters with disabilities, the importance of contexts in the construction of disability, disability and relationships, concerns of embodiment and several other issues arising out of the intersection of Disability Studies and media.

2 This module explores various aspects of the lived realities of children with disabilities in India. The themes covered include identity, self-concept and disability, children with disabilities and their families, education and health of children with disabilities, representations of children with disabilities in and films and others. The aims of the module are to study how disability features in childhood studies and explores the intersection of class, caste and gender along with disability in affecting childhood

3 The family is the primary institution of care and support for people with disabilities in India. One of the major issues that a study of the family reveals is an understanding of the ethics of care from the perspective of the receiver of care and their rights. It also opens avenues to discuss commoduley and institutionalized care versus the family as the site of care. Disability raises questions about the meaning and purpose of parenthood, the construction of motherhood in the context of disability, the status of people with disabilities within their families, the role of the extended family, the ethics of care and rights to parenthood and family of people

4 The education of children with disabilities is a major objective of the goal of “Education for All.” The module shall explore seminal debates about special education versus inclusive education and the shifts in these debates in response to changing models of disability as well as disability in higher education in India. Issues of access and equity, teacher training, curriculum development, pedagogical approaches, assessments and a universal design of learning shall be

some of the major issues explored in this module. Social and cultural studies in education shall also be a part of the module.

This module explores the construction of intimacy and sexuality in the context of people with disabilities in India as well as relations of intimacy and the institution of marriage within the context of disability. An attempt is made to study how ability intersects with normative heterosexuality to restrict the possibilities of constructing sexual identities of people with disabilities and the ways in which people with disabilities adapt to or subvert dominant discourses of sexuality.

This module shall explore the legal and cultural debates on euthanasia in India as well as transnationally. Studies on euthanasia open up debates about the notion of a life that is considered worth living and the manner in which this notion is defined by discourses from various fields including medicine, culture, law, politics, economics and others. This module also aims to examine how a study of euthanasia enables an understanding of how human vulnerability and dependence are pathologized in contemporary society and in doing so, draws parallels between ageing, disability, illness and other conditions that violate the norm of the able body and hence undermine the right to life for people affected by these conditions.

### **Assessment Details with weights:**

Movie Review 30%

Class test 20 %

Class participation 20%

Final presentation 40 % (With External Examiner )

### **Reading List:**

Bhattacharya, T. (2010) 'Re-examining Issues of Inclusion in Education', *Economic and Political Weekly*, 14(16). pp.18 – 25.

Dalal, A. and Pande, N. (1999). 'Cultural Beliefs and Family Care of the Children with Disability'. *Psychology and Developing Societies*, 11(1). pp. 55 – 75.

Ghai, A. (2001). 'Marginalization and disability: Experiences from the third world'. In Priestley, M. (ed.) *Disability and the Life Course: Global Perspectives*. Cambridge, UK: Cambridge University Press. pp. 26 – 37.

Ghai, A. (2002). 'Disabled women: An excluded agenda of Indian feminism'. *Hypatia*, 17(3). pp. 49 – 66.

Ghai, A. (2006). 'Education in a Globalising Era: Implications for Disabled Girls'. *Social Change*, 36(3). pp. 161 – 76.

- Ghai, A. (2015). 'Chapter 4: At the Periphery: Marginalized Disabled Lives'. In *Rethinking Disability in India*. New Delhi: Routledge. pp. 101 – 165.
- Ghai, A. (2015). Chapter 5: Mystifying Realities: Right to Life. In *Rethinking Disability in India*. New Delhi: Routledge. pp. 166 – 200.
- Goffman, E. (2009). *Stigma: Notes on the management of spoiled identity*. New York: Simon and Schuster
- Gupta, A., and Singal, N. (2004). 'Positive perceptions in parents of children with disabilities'. *Asia Pacific Disability Rehabilitation Journal*, 15(1). pp. 22 – 35
- Haller, B. (1995). Rethinking models of media representations of disability. *Disability Studies Quarterly*, 15(2). pp. 26 – 30.
- Hussain, Y., Atkin, K., & Ahman, W. (2002). *South Asian disabled young people and their families*. Bristol, UK: Policy Press, Joseph Rowntree Association
- Linton, S. (1998). *Claiming Disability: Knowledge and Identity*. New York: NYU Press.
- Malik, R. (2014). *Sexuality and disability in India*. Retrieved from <https://www.youtube.com/watch?v=6Qk95L0AkPI>
- Mehrotra, N. (2004). 'Women, disability and social support in rural Haryana'. *Economic and Political Weekly*, 39(52). pp. 5640 – 5644.
- Rao, S. (2001). 'A little inconvenience: Perspectives of Bengali families of children with disabilities on labelling and inclusion. *Disability & Society*. 16(4). pp. 531–48.
- Singh, K., and Gan, G. L. (1996). An Asian perspective on euthanasia. *The Australian Quarterly*, 68(3). pp. 36 – 47.
- Tarshi. (2010). *Sexuality and disability in the Indian context*. Working paper. Retrieved from [http://www.tarshi.net/downloads/Sexuality and Disability in the Indian Context.pdf](http://www.tarshi.net/downloads/Sexuality_and_Disability_in_the_Indian_Context.pdf) Last accessed on March 16<sup>th</sup> 2017
- Vaidya, S. (2015). Sex and sexuality. *The Tribune*. Retrieved from: <http://www.tribuneindia.com/news/spectrum/society/sex-and-sexuality/80439.html> Last accessed on March 16<sup>th</sup> 2017.
- Wolbring G and Ghai Anita (2015) Interrogating the impact of scientific and technological development on disabled children in India and beyond. *Disability and the Global South* 2(2). pp. 667 – 85. Accessed from <https://disabilityglobalsouth.files.wordpress.com/2012/06/dgs-02-02-07.pdf>. Last accessed on 16<sup>th</sup> March 2017

#### **ADDITIONAL REFERENCE:**

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course:

Course Code:

Semester (Monsoon/Winter) and Year:

Course Coordinator:

Number of students on the course:

No of feedback received:

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students were very happy as they were not aware of the disability issues. They suggested that it should be a compulsory course, as every one requires sensitisation. They were happy with issues such as intimacy, sexualisation and care. Most of them want to expand their horizon by visiting NGO's that deal with disability

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I was extremely happy with the group. I feel a take on humour must be integrated to the course. I would want to take them to different NGO's so that they meet disabled people. I want to enrich the course by poetry, songs and stories. I also want to invite directors and people who create sensitization through movies

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: SUS

Name of the Course: Contemporary Literatures of the Northeast: Fiction and Poetry

Course Code:SUS1EL915/SUS1EN277

Semester (Monsoon/Winter) and Year: MS2018

Course Coordinator: Shelmi Sankhil

Number of students on the course: 19

No of feedback received: 15

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students were of the impression that the course is unique. They expressed their gratitude to me, orally, for offering a course that allowed them to engage with the history, culture, language, politics and diversity of the region from multiple standpoints. Some of the students said that they have better understanding of the region after the course.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Shakespeare

Course Code: SUS1EN236

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Sayandeb Chowdhury

Number of students on the course: 47

No of feedback received: 42

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Most of the students enjoyed learning about Shakespeare's life and the different aspects of Renaissance England. In addition, clips from the different movie versions of *Othello* also enabled them to look at the performative aspects of these texts. There were also suggestions to include more comedies like *A Midsummer Night's Dream*, instead of *The Merchant of Venice*, and incorporate more movies.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

As suggested, the course coordinator will incorporate one or more of Shakespeare's comedies. We shall be happy to include more clips in our readings of the plays. However, there is already a course titled 'Shakespeare on Screen' for the MA English programme, so this course shall give them the necessary foundation for that.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: The Romantic Age

Course Code: SUS1EN237

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Umasankar Patra

Number of students on the course: 39

No of feedback received: 39

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students found the course to be important and interesting in making them understand a major era in literary history. They found the teaching useful and engaging, and have praised the teaching imparted. They especially have pointed out the importance of class presentations in helping them understand the text. They appreciated the inclusion of cinematic adaptation of Goethe and Frankenstein, and paintings related to Romantic age. Moreover, one of the suggestions offered was to include more documentaries and adaptations. Besides a couple of students, no one has expressed dissatisfaction with their grades. A couple of them also found the course to be heavy and wanted some reduction in that respect. On the whole, majority of the students have expressed satisfaction with the course and found the teaching excellent.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

As suggested by students I will continue with class presentations being part of the assessment. I will also incorporate more modern adaptations of texts as well as include documentaries. As far as grading is concerned, I think I was fair to everyone. Many of them make grammatical and syntactical errors. Coherence while writing long answers was also an issue. I will try to explain to them in detail the nuances of academic writing next time when I teach. I will also consider their suggestion of reducing some part of the course. However, the course is designed to provide them an overview of Romanticism in Europe, so taking away any part of the course might hamper the objective of the course itself. Yet, I will consider and look into the matter.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) English

Name of the Course: Postcolonial Literatures

Course Code: SUS1EN239

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Paromita Patranobish (Karampura Campus)

Number of students on the course: 25

No of feedback received: 19

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Students in this course appreciated being introduced to postcolonial theory at the beginning of the course; they felt that this grounding in theory provided them with critical tools with which to adequately analyse questions of language, identity, and representation in Western and Non-Western texts. They also enjoyed the course's comparative focus on the colonial experience and postcolonial responses/approaches in India and Africa. Students studying a course on the 19<sup>th</sup> Century European novel were able to interrogate texts like Jane Eyre and Great Expectations from the perspective of race and colonial power, and they found this potential dialogue between courses useful. The end term research paper was seen by most students as a useful avenue for independent research and improvement of academic writing skills.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

While students found the end term paper useful, they also felt that they could benefit better from more frequent assessments. In the light of this suggestion, I would incorporate weekly assessments in the form of reports and class tests in addition to the student presentations, and the mid semester exam.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Postcolonial Literatures

Course Code: SUS1EN239

Semester (Monsoon/Winter) and Year: WS2019

Course Coordinator: Dr. Vikram Singh Thakur

Number of students on the course: 49

No of feedback received: 47

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Most of the students were satisfied with the course and assessments. A few suggested that more visual material be brought to the class to engage students. Another suggestion was to devote more time to the texts discussed in class.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

More visual material can certainly be added to the course to engage student's attention. Spending more time on texts would however would mean reducing the syllabus. One way perhaps could be have tutorials for discussions.

# **Ambedkar University Delhi**

## **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Study of English Language

Course Code: SUS1EN243

Semester (Monsoon/Winter) and Year: WS | Year 2, 4<sup>th</sup> Sem

Course Coordinator: Monishita Hajra Pande

Number of students on the course: 30

No of feedback received: 30

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

About 95% students enjoyed working on the project. They liked exploring the concepts learnt on the course by applying them to another language. They enjoyed reading material from the first module which discusses fundamental concepts in the field of modern linguistics.

Students found the module on phonetics and phonology challenging yet interesting. Many students have asked for more time to improve their skills of applying IPA to transcribe data

The module on morphology and sociolinguistics were specifically appreciated by all students. They found this course to have transformative effects on their beliefs and assumptions surrounding linguistic stereotyping and interactions between language and social factors. They appreciated regular feedback on their performance through micro tests and oral feedback.

Most students wanted to take up the 5<sup>th</sup> semester course on Approaches and Theories of Language Learning (ATLL) as a follow up course in applied linguistics.

#### **II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

We plan to include more transcription practice exercises to strengthen understanding of module 2. The course coordinator also wishes to discuss the possibility of offering the course ATLL in the following semesters for this cohort. Some students need more support while working on the project work. This can be addressed through more tutorial sessions in the next cycle.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Literature and Cinema

Course Code: SUS1EN246

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Sayandeb Chowdhury

Number of students on the course: 17

No of feedback received: 17

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The feedback is uniformly positive.

There are some concerns about the concentration of assignments towards the second half of the course. There are also some concerns about the weight of critical reading. They are regular concerns and nothing specific to the course. The course was praised and there was no major suggestions for any change.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I do want to reduce the reading a little bit and spread out the assignments in the future.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Realism and Novel

Course Code: SUS1EN254

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Kopal

Number of students on the course: 40

No of feedback received: 37

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students generally enjoyed the course a lot. This semester the assessment pattern as well as nature of assessment was changed in consultation with the students at the beginning of the semester. The students made group presentations on each of the three novels in the course. A group other than that presenting a section made class notes for that section and uploaded on the Moodle. Both the presentations as well as notes were graded. There were mixed responses on this. While some students felt that this ensured a detailed reading of the novel in the class as well as ensured greater attendance in the lectures, a couple of students commented upon the tendency of the students to just read their sections of the novels.

Another major assessment was an individual end semester project with presentation and written report for which the students were free to take any novel of their choice and present on it. This proved to be a very popular activity which introduced research skills as well as greater individual forays in the field. Most students appreciated that they got an opportunity to make presentations in the class which helped them get over their fear of presentation. At the same time a few students did feel that the course was presentation heavy and put them at disadvantage.

Students were by and large satisfied with the grades they got.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

While presentations were generally a successful assessment activity, I think I would think about reducing the number and including an in-class exam based on their knowledge of the entire novel. I will continue with the end-semester individual project.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Honours with major in Economics

Name of the Course: Political Economy I

Course Code: EC 109

Semester (Monsoon/Winter) and Year: Winter, 3<sup>rd</sup> year

Course Coordinator: Ishan Anand

Number of students on the course: 48

No of feedback received: 43

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The feedback suggests that students appreciated the alternative approaches to economic theory taught in this course. The feedback for a documentary screening was also encouraging. Students found the topics interesting and the suggestions included covering more areas in political economy.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Building on the feedback, I intend to continue teaching alternative theories with the help of useful texts and tools such as documentary screenings. As per the suggestions, I intend to introduce another areas of political economy, in particular theories on gender and exclusion.

**Ambedkar University Delhi**  
**School of Liberal Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B.A. Economics Programme

Name of the Course: Introduction to Econometrics

Course Code: SUS1EC111

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Saranika Sarkar

Number of students on the course: 30

No of feedback received: 29

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Overall the students found the course materials and the teaching modules to be well organised. Overall the students found the teacher to be well prepared with few finding adequately. The students found the readings and assignment to be closely related to the lectures. Almost everyone said the teacher is accessible and available to students. Overall the students rate the quality of the course and teaching and guidance to be good.

There are few comments; overall the comments mean the following:

Positive:

1. They found the reading materials to be interesting.
2. They found the Stata lab classes to be very productive where they could apply their knowledge using data.
3. They found the lab test to be very helpful where they could use real data to answer different types of empirical questions.

Concern: They found the syllabus too vast to be covered in one semester.

Suggestions:

1. It will be helpful for the students if Introduction to Econometrics could be offered in earlier semesters not in the last semester.
2. There should be more tutorials.



II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Looking at the feedback forms I would suggest the following:

1. They have a course on Statistical Methods in Economics in second semester and Introduction to Econometrics requires knowledge of that course. I would also suggest this course to be offered in earlier semesters- preferably in third or fourth semester.
2. This course includes mathematical derivations which some students find very difficult, some tutorials related to those derivations could be very useful.

**Ambedkar University Delhi**

**Name of the School: SUS**

**Faculty Report on Student Feedback**

Name of the Programme: BA Economics

Name of the Course: Introduction to the Indian Economics

Course Code: SUSEC131

Semester (Monsoon/Winter) and Year: Winter 2018-19

Course Coordinator: Dr. Anirban Biswas

Number of students on the course: 49

No of feedback received: 49

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students have the opinion that this particular course enlighten them to the economic aspects of the colonial and post independent India and introduced them to the issues/complexities of development and growth of a developing country like India.

Most of the students are satisfied with the quality of the course, teaching modules and the quality of teaching.

There is a suggestion from few to include more documentaries/ppts in the teaching process.

Few of the students found reading materials to be extensive.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I usually show couple of course related documentaries/ppt s and I am planning to increase the number of these.

Regarding the extent and number of reading materials, these are essential readings listed in the course syllabus and any reduction would be a compromise in the quality of the course.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA Honours (Economics)

Name of the Course: Topics in Economic Theory

Course Code: SUS1EC132

Semester (Monsoon/Winter) and Year: 4th Semester, Winter 2018

Course Coordinator: Rajendra Prasad Kundu (taught by Siddhi Gyan Pandey)

Number of students on the course: 7

No of feedback received: 7

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The feedback from students was mostly very positive. Some students reported that the class tests helped develop their logical and analytical skills, and were appreciative of the fact that tests did not expect them to simply reproduce material covered in class. A few students suggested that more practice questions be given as assignments.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I plan to prepare a few more assignments to give students more material to engage with. However, these assignments can not serve as a question bank from where assessments may be designed.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA Honours Economics

Name of the Course: Money and Finance

Course Code:SUS1EC134

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Aishwarya Jain

Number of students on the course: 34

No of feedback received: 30

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

i). Almost all students found the every aspect of the course was very interesting and useful. Teaching modules and course material was well organised and grades received in the course accurately or somewhat reflect their efforts.

ii) Some students wished to have more classes on financial crises as they found it very interesting and wanted to learn more about it.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

i) I, appreciate the positive response about the course structure, term paper and grading. The students were sincere, disciplined and professional in their interaction.

ii) About the Financial crises, I am glad that the students read about different crisis themselves for their term paper, after acquiring foundational knowledge through classes.

iii) I will spend a little more time on making students acquainted with the more recent developments in Indian economy with respect to Finance with a hope they will be able to take it up themselves further.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B. A. Honors Mathematics

Name of the Course: Analysis-III

Course Code: SUS1MA508

Semester (Monsoon/Winter) and Year: Winter Semester 2018-19

Course Coordinator: Rachana Shokhanda

Number of students on the course: 26

No of feedback received: 23

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - a) Students face difficulties to understand the abstract concepts related to Riemann Integration.
  - b) More practice problem needed.
  - c) Concept related to maxima and minima for functions of two variables found interesting.
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - a) More emphasis will be put on Riemann Integration part to make it more simple from student understanding point of view.
  - b) More attention will be given on tutorials and problem solving in the tutorial classes.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B. A. Honors Mathematics

Name of the Course: Algebra-III

Course Code: SUS1MA509

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018-19

Course Coordinator: Balchand Prajapati

Number of students on the course: 11

No of feedback received: 11

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
Tutorial classes are good. Lectures and study materials are good and sufficient. More problems should be given as a home practice. Some students said: Course should be more practical than theoretical.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)  
Instructors scheduled tutorial classes and some extra problem solving classes. Exercises from the text books as well as some new problems are given to students so that they could try the problems before attending the classes. This course is an abstract algebra course i.e. more theoretical in nature but we try to make some practical works.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) Mathematics

Name of the Course: Ordinary Differential Equations

Course Code: SUS1MA510

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018

Course Coordinator: Kranti Kumar

Number of students on the course: 12

No of feedback received: 12

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

More practice questions required  
More time for Mathematica lab and practice

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

More emphasis will be given for tutorial classes and problem solving  
More time allocation will be done for Mathematica lab practice

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (H) Mathematics

Name of the Course: Linear Optimisation and Applications

Course Code: MA511

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Pranay Goswami

Number of students on the course: 19

No of feedback received: 17

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - (a) Student finds this course interesting.
  - (b) Most of the students like topics related to transportation and assignment problems from this course.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - (a) Need to provide some more application based examples to understanding real-life problems.



**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B. A. Honors Mathematics

Name of the Course: Lattices and Boolean algebra

Course Code: SUS1MA513

Semester (Monsoon/Winter) and Year: Winter Semester 2018-19

Course Coordinator: Balchand Prajapati

Number of students on the course: 12

No of feedback received: 12

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
Lectures and study materials are good and sufficient for some. Some students were saying this should be elective course.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)  
We try to make this course as elective course. These students were very irregular students. We try to take more feedback in some of the other semesters and will take action.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B.A. (Honours) Mathematics

Name of the Course: Number theory and Cryptography

Course Code: MA515

Semester (Monsoon/Winter) and Year: Winter Semester 2018

Course Coordinator: Ramneek Khassa

Number of students on the course: 17

No of feedback received: 16

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students found the tutorials interesting.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B.A.(Honours) Mathematics

Name of the Course: Quantitative Methods

Course Code: MA531

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Tanya Saluja

Number of students on the course: 49

No of feedback received: 46

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students are generally happy with the course and found Lab classes interesting and useful. Some students felt that more questions/exercises should be discussed in class.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The teacher will try to give more practice problems and discuss them.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B. A. Honors Mathematics

Name of the Course: Mathematical Finance

Course Code: SUS1MA536

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018-19

Course Coordinator: Uday Sharma

Number of students on the course: 8

No of feedback received: 8

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
Lectures and study materials are good but some more good books are needed.  
Students feel that a home assignment/Mini Project and presentations on some real life problems are needed. Practical works were good.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)  
Instructor kept the above points in mind and a mini project had been given to students and they found interesting. Some problems related to market had been assigned and students liked them.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) Mathematics

Name of the Course: Mathematical Modelling

Course Code: SUS1MA541

Semester (Monsoon/Winter) and Year: Winter Semester 2018

Course Coordinator: Kranti Kumar

Number of students on the course: 12

No of feedback received: 12

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

More practice questions required  
More time for Excel lab and practice

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

More emphasis will be given for tutorial classes and problem solving  
More time allocation will be done for Excel lab practice

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) Mathematics

Name of the Course: Partial Differential Equations

Course Code: SUS1MA542

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Kranti Kumar

Number of students on the course: 05

No of feedback received: 05

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

More practice questions required  
More time for Mathematica lab practice

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

More emphasis will be given for tutorial classes and problem solving  
More time allocation will be done for Mathematica lab practice

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Honours with major in Economics

Name of the Course: Statistical Methods for Economics

Course Code: EC 104

Semester (Monsoon/Winter) and Year: Winter, 2<sup>nd</sup> year

Course Coordinator: Ishan Anand

Number of students on the course: 52

No of feedback received: 48

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Students appreciated the lab work on data analysis and teaching of statistical softwares. Presentation based on lab teaching was also found to be helpful. The feedback includes a call for more presentations. A suggestion that emerges from the feedback is to solve more numericals in class/ provide more practice questions.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Building on the feedback, I intend to take on further teaching of data analysis using softwares. Two question sets were provided to students for practice. More such question sets shall be provided and more examples shall be solved in the class.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: B.A (H) –Economics

Name of the Course: Microeconomics-II

Course Code: SUS1EC105

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Krishna Ram

Number of students on the course: 40

No of feedback received: 40

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Majority of the students found that objectives and purposes of the course was clearly expressed in the beginning of the course and teaching modules and course material was well organised. However, there is demand of solving more numerical questions into the class.

A group of students found recommended text book “Fundamental of Microeconomics” by Christopher Snyder & Walter Nicholson as tough book at their level and found difficulty to cope with that.

II. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

i) I, will give a bit more emphasis on solving different type of numerical questions in the class in a given time constraint.

ii) The main idea behind recommending the Snyder & Nicholson’s text book was, more numerical example and exercises covered in the text book. Having a good understanding on numerical parts of the course is required, particularly for those students who want to go further in their studies. However, given the difficulty level, I propose to include “Intermediate Microeconomics” by H.L.Varian along with Snyder & Nicholson.



**Ambedkar University Delhi**  
**SUS Karampura Campus**  
**Faculty Report on Student Feedback**

Name of the Programme: BA

Name of the Course: Mathematical Methods for Economics

Course Code: SUS1EC107

Semester (Monsoon/Winter) and Year: Winter and 2018-19

Course Coordinator: Parma Chakravartti

Number of students on the course: 37

No of feedback received: 33

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Positives:

- Lectures and readings were found to be interesting
- Course was found to be interesting and valuable
- There were some suggestions of no improvement required for the course. There were some other important suggestions which are listed below.

Suggestions:

- Syllabus is vast to cover in a single semester.
- Should be divided in two semesters.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Suggestions will be communicated to the BA course coordinator and will have a meeting regarding the suggestions.

**Ambedkar University Delhi**  
**SUS Kashmiri Gate Campus**  
**Faculty Report on Student Feedback**

Name of the Programme: BA

Name of the Course: Mathematical Methods for Economics

Course Code: SUS1EC107

Semester (Monsoon/Winter) and Year: Winter and 2018-19

Course Coordinator: Parma Chakravartti

Number of students on the course: 47

No of feedback received: 44

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Positives:

- Course was found to be interesting and useful for Economics students
- The reference book was addressed as very well organized.
- Class lectures were found to be well prepared
- As per the feedback the questions raised by the students were solved.

Suggestions:

- More duration should be given for this course. Should divide the course in two semesters
- Need to be offered earlier in honours in the second semester.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Suggestions will be communicated to the BA course coordinator and will have a meeting regarding the suggestions.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: B.A. (H) Economics

Name of the Course: International Economics

Course Code: SUS1EC108

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Jyotirmoy Bhattacharya

Number of students on the course: 43

No of feedback received: 42

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

*A majority of the students found the course overall to be “Good” or “Excellent”. No significant qualitative feedback either positive or negative was received.*

*One group of students felt that their performance on the courses did not fully reflect their efforts.*

- II. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

*The coordinator proposes to continue with the current structure of the course and the chosen set of readings.*

*To address the concerns regarding evaluation, it is proposed to combine in-class tests (which constitute the entirety of the assessment at present) with other assessment modes such as term-papers or presentations to allow students with diverse learning styles and skills to do better in assessment*

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B. A. Honors Mathematics

Name of the Course: Analysis-I

Course Code: SUS1MA502

Semester (Monsoon/Winter) and Year: Winter Semester 2018-19

Course Coordinator: Mradul Veer Singh

Number of students on the course: 46

No of feedback received: 43

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
The students found Thomas' Calculus book very interesting. They have written for more problems related to applications.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)  
The instructor will try to discuss more application oriented problems. There are sufficient number of problems in the book related to applications of calculus.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B. A. Honors Mathematics

Name of the Course: Algebra-I

Course Code: SUS1MA503

Semester (Monsoon/Winter) and Year: Winter Semester 2018-19

Course Coordinator: Balchand Prajapati

Number of students on the course: 26

No of feedback received: 26

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
Tutorial classes are good. Lectures and study materials are good and sufficient.  
More problems should be given as a home practice.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)  
Instructors scheduled tutorial classes and some extra problem solving classes.  
Exercises from the text books as well as some new problems are given to students so that they could try the problems before attending the classes.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (H) Mathematics

Name of the Course: Numerical Analysis

Course Code: MA504

Semester (Monsoon/Winter) and Year: Monsoon 2019

Course Coordinator: Dr Pranay Goswami

Number of students on the course: 35

No of feedback received: 33

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - (a) Students find this course interesting specially theory part
  - (b) Students feel difficulty in a practical part which is based on C++ programming.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - (a) Need to provide some more application based examples to understanding real-life problems.
  - (b) Need to improve some lecture in basic of C++ programming especially for those students who never learn programming at the school level.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B.A.(Honours) Mathematics

Name of the Course: Analysis II

Course Code: MA505

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018

Course Coordinator: Ramneek Khassa

Number of students on the course:23

No of feedback received: 21

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students felt more practice problems should be given and discussed.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The teacher will discuss more questions.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B. A. Honors Mathematics

Name of the Course: Algebra-II

Course Code: SUS1MA506

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018-19

Course Coordinator: Balchand Prajapati

Number of students on the course: 31

No of feedback received: 28

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
Tutorial classes are good but more should happen. Lectures and study materials are good and sufficient. More problems should be given as a home practice. More tests towards the end semester.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)  
Instructors scheduled tutorial classes and some extra problem solving classes. Exercises from the text books as well as some new problems are given to students so that they could try the problems before attending the classes. We try to create gap between any two tests.



**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) Mathematics

Name of the Course: Probability and Statistics

Course Code: SUS1MA507

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Tanya Saluja

Number of students on the course: 21

No of feedback received: 21

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

More practice questions required  
More time for Excel lab and practice  
Syllabus is very lengthy and should be reduced

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

More emphasis will be given for tutorial classes and problem solving  
More time allocation will be done for Excel lab practice

**Bedchamber University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA

Name of the Course: Critical Perspectives on Creative Explorations (CPCE)

Course Code: EL 904

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Benil Biswas

Number of students on the course: 13

No of feedback received: - offline Feedback – 7 / Online Moodle feedback - 8

I. What are the major breakaways from the student feedback  
(positives/issues/concerns/suggestions)

- Anonymous Feedback received can be accessed at Moodle [here](#). (Received 8 out of 13 Students)
- There is another set of Feedback that is collected by SUS office (Received 7 out of 13 Students)
- There was a general feedback about the course achieving its purposes, as the students demonstrated a high degree of engagement in every activity of the course.
- One feedback, also mentioned that the weather in Winter Semester is conducive to the activities in the course: This course should only be offered in even semesters as it offers good weather to engage in most of the activities which are taken up in this course. Also, the methodology of this course is very appreciable.
- Given the engaged nature of the course, many students wished that we had more classes, One particular feedback is of prime importance regarding Course Transaction: “Well, I think that a small class review should be taken from every student on a regular basis which should cover the ideas and the questions one had after completion of a lecture and around 10-15 mins should be spend by the lecturer discussing them in the next session as there are always certain ideas which comes up only when a student steps out of the class after a lecture is over. This can make things much engaging.”
- Students also reflected on that fact that the course is too vast and heavy. When Asked in Feedback “**Would you recommend this module to others? If not, please outline your reasons.**”, in fact every one, agreed they would recommend this course to others, but there were specific inputs as - “I would recommend it because of the way the modules are taken up and practical experience is given. Only disadvantage is

being an elective course still it will ask u to give more time to it than your main courses so only reason why I won't recommend.” Another response was “Yes, with a disclaimer about how heavy diversity of topics can be and the amount of effort and engagement being required”.

- Based on mid semester individual tutorial sessions, the instructor decided to exclude the VA component with a mid-course correction of focus on Performance, Film and Literary Art. However, that bit was also too overwhelming for the students.
- Moodle Platform was very helpful in collating the readings and audio-visual material. As this course uses a lot of audio-visual material to explore various Creative Expressions, thus, practically no session can be complete without the active help of ICT. With initial lags due to late registrations, and AUD having separate platforms like ERP and Moodle, it took students some time to figure out how to access Moodle on various platforms.

## II. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- As an elective, the course needs to re-imagine not attempting to gloss over four different kind of Creative Expressions namely a) Film b) Visual Art c) Performance d) Literary Art.
- Rather than a survey, the course after providing a general overview of the various creative expressions, should focus on at the most two or three Creative Expressions for detailed conceptual analysis.
- Though individual tutorials were designed to help students to gain need-based mentorship, the instructor couldn’t quite manage to inspire everyone to engage with course content with required intensity. Thus, in Future, the courses team should design ways to make that happen. Implementation of Wiki page development as a group activity and online group discussion, Peer review can be followed to achieve that goal.
- As the course deal with Culture and Creative Expressions, it has been noticed that students with “Cultural Capital”, are benefitted most and also the ones who are very articulate in class. This course as an elective in the 6<sup>th</sup> Semester alone cannot provide the students with enough tool to immediately acquire skills enough to embody and internalize the power of culture.
- To address the above-mentioned point, I think the School of Under Graduate Studies initiative of creating a Concept Bank (in Hindi) needs to be extended to this course too.
- Furthermore, the course has never been credited by Persons with Disabilities. There have been theoretical propositions about the use ICT for such situations, but there has not been any hands-on experimentation on the same. In future, this should be engaged upon.

Minutes of meeting on MA WS 2019 feedback report

The BA course coordinators met on Tuesday May 14, 2019, to discuss the feedback reports and decided that they would incorporate the suggestions generated in the reports. The faculty also decided to continue to share feedback as and when necessary and discuss their outcome in the future.

The following course coordinators attended the meeting:

Sayandeb Chowdhury

Amit Singh

Bodhprakash

Usha Mudiganti

Kopal

Vikram S Thakur

Diamond O. Vahali

Umasankar Patra

Sonali

Monishita

The following members could not attend the meeting. However, Paromita and Nupur sent their feedback to the programme committee:

Juhi Rituparna

Manish Sharma

Urvashi

Paromita Patronobish

Nupur Samuel

**Bedchamber University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA

Name of the Course: Film History Society

Course Code: EL 912

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Abhishek Kukreja

Number of students on the course: 57

No of feedback received: - Collective Feedback of all the students

- I. What are the major breakaways from the student feedback (positives/issues/concerns/suggestions)
- The course was largely credited by 1<sup>st</sup> year students who were not familiar with the creative process of film-making, and thus students were oblivious to the cultural transactions and political negotiations that happen in making of a film.
  - Many students had joined the course with the expectation to only watch the films. They weren't anticipating the theoretical readings or long reflective interactions/response papers to discuss various creative and cultural aspects of the selected films.
  - Students were happy to come across the possibility of in-depth film-analysis and the derivation of interesting discourses and ideas through film-analysis.
  - They were assigned to make make a film which would reflect on their own personal ambit of history and society; and another assignment to write a letter to a film-maker articulating a critical response to his/her film. These assignments were particularly appreciated by the students to understand the perplexities of representation and the political assumptions/biases that go unnoticed; and also allowed students to be familiar with the creative work that goes in making a film.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
- There is a necessity to take into account the prevalent perspective among early social science/humanities students, that of films being a mere source of entertainment and a market commodity.
  - Initial series of sessions must focus on helping student to come to see cinema as a larger cultural negotiation and a creative enterprise. The course cannot assume students to be aware of this in the beginning.
  - Creative exercise like reflecting on the self-made film was very instrumental to aid students to understand the various problems of representation and visual narratives and thus such assignments must be continued.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B. A. Honors Mathematics

Name of the Course: Introduction to Mathematical Thinking

Course Code: SUS1MA501

Semester (Monsoon/Winter) and Year: Monsoon Semester 2018-19

Course Coordinator: Mradul Veer Singh

Number of students on the course: 59

No of feedback received: 56

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
Some students have written for more problem-solving part in lectures compared to the theoretical part or abstract mathematics. The students have asked that assignment should be given in the beginning of the each module.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)  
The instructor takes tutorial classes for more problems/discussion/doubts. The instructor will try to discuss more problems in lectures as well as in tutorial classes. The instructor will plan to give assignments at the beginning of each module in response the feedback.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course: BHARTIYA AVAM AUR VISHV SAHITYE

Course Code: SUS1H

Semester (Monsoon/Winter) and Year ; Winter /2017

Course Coordinator: GULSHAN BNO

Number of students on the course: 20

No of feedback received:

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- Its good to know the history through the well written poems
- They are satisfied the course and teacher
- It was good to read Hindi literature through audio video medium

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

III.

Students suggested that there should be some more stories in this course so I keep some copy at the photo copy shop .Now they can collect from the shop



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: SSH

Name of the Course: Introduction to Politics (Section B)

Course Code: SUS1PO731

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Dr. Ishita Mehrotra

Number of students on the course: 75 (approx)

No of feedback received:

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  1. Course description and assessment pattern explained at the start of the course
  2. Students liked the course content because it introduces them to ideas and concepts that they can relate to other discipline course they take
  3. More variety in assignment design
  4. English is a major barrier.
  5. All readings should be made available in print at the start of the semester
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  1. Other assignments formats such as presentations, article/film review can be considered
  2. For those with language issues -- one core reading can be delineated to begin with, some sort of tutorial arrangement, they can be allowed to write in points
  3. A reader can be made available with the photocopy shop at semester beginning

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

**Name of the Programme: BA (H) Social Sciences and Humanities (SSH)**

**Name of the Course:** Politics in South Asia

**Course Code:** SUS1P0733

**Semester (Monsoon/Winter) and Year:** Winter Semester

Course Coordinator: Dr. Michael Lunminthang

Number of Students on the course: 34

No. of feedback received: 20

- I. What are the major take-aways from the student feedback (positive/issues/concerns/suggestions)
  1. Students find the course informative and relevant.
  2. More visual aids
  3. Internships and field works to be included, if possible.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  1. More visual aids can be arrange
  2. Proposals can be sent to Dean SUS for feasibility of Internships and field works

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

**Name of the Programme: BA (H) Social Sciences and Humanities (SSH).**

**Name of the Course: Democracy and Development in India**

**Course Code: SUS1P0735**

**Semester (Monsoon/Winter) and Year: Summer**

Course Coordinator: Dr. Michael Lunminthang

Number of Students on the course: 30

No. of feedback received: 15

- I. What are the major take-aways from the student feedback (positive/issues/concerns/suggestions)
  1. Course outline, content and assessment pattern explained adequately at the start of the semester, reading were made available.
  2. University website upload of syllabus is little difficult to read.
  3. Lighter assessment as it is time for preparation for Entrance and other Exams
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  1. More home assignments

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA Economics

Name of the Course: Development Economics: Theory and Policy

Course Code: SUSEC 113

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dipa Sinha and Annu

Number of students on the course: 32

No of feedback received: 31

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The overall feedback for the course was positive with most students feeling that the overall quality of the course and teaching was good or excellent. The students particularly mentioned that the course material was good, although a few did write that they were too long, and also boring. Many appreciated the take home assignment (essay) that was given as part of the course. The further feedback received was that field work should be included as part of the course and assignments must incorporate some data analysis work using the tools that are taught as part of the Econometrics course. Many expressed concern that classes must not be scheduled on Saturdays, especially for the 6<sup>th</sup> semester students as a number of them attend coaching classes. Another feedback was that data presented in the readings are dated and they must be given more recent data.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The feedback regarding course material is something that this course receives from a few students every batch. One of the reasons for this is that the Economics students are not used to reading a lot of text and sometimes get lost – but this is required for Development Economics and the readings being prescribed as textbooks that are commonly used all over the world. An attempt has been made to make the topics more interesting by showing relevant films etc. More of such material will be incorporated in future semesters. Given the tight schedule of the BA Economics programme incorporating field visits is difficult. Data based assignments can be included – this will depend on the class composition however, as often there are non-Economics students who take the course. The feedback on timetable has already been given to the Time Table committee. With regard to updating data in the textbooks, this was done for the number of topics which relate to the course co-ordinators' research area during teaching in the classrooms. In future this data can be shared by email also.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: English for Academic Purposes

Course Code: SUS1 FC001

Semester (Monsoon/Winter) and Year: MS and WS | Year One

Course Coordinator: Nupur Samuel, Monishita H Pande, Krishna K Dixit, MonalDewle, CELE team

Number of students on the course: All BA First year students

No of feedback received: 150

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

About 90% students enjoyed working on the project and presentations. They liked reading, exploring research on topics of their own interest in groups and pairs. Oral presentations were also liked by the students as many found this a particularly important skill that they learnt and find useful for other courses too. They appreciated the regular feedback they received during the semester to work on their spoken skills.

Many students have asked for more time to improve their oral and presentation skills. They want that more time be devoted to this.

Reading aloud in class and reading together with emphasis on reading strategies is another important aspect of the course that students appreciated. Students reported that regular writing and receiving feedback on writing have improved their writing.

Most students who were part of the English Proficiency course in Sem 1 continued to work with mentors and reported that regularly working with mentors improved their writing and reading skills as well as helped them in their project work.

Students who have basic proficiency in English showed interest in compiling a glossary of terms that they find useful in other courses. They struggle with reading texts assigned for other courses and think that a glossary of commonly used terms would be helpful.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The course coordinators hope to continue with the student-mentorship programme and make it more planned so that there are more opportunities for students to meet their mentors. There is also an attempt to find a dedicated space for mentor-mentees to interact with each other.

Next semester, it is planned that developing a glossary will be part of the assignments that students do. students from different EAP sections will also coordinate with each other to ensure that they work on the glossary collaboratively.

We are also considering if it were possible to float English language courses which focus on skills of reading and writing and some courses that lay more emphasis on oral and reading skills. It is hoped that such courses based on student-feedback will be more relevant and useful for students.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course: BHARTIYA AVAM AUR VISHV SAHITYE

Course Code: SUS1H

Semester (Monsoon/Winter) and Year ; Winter /2017

Course Coordinator: GULSHAN BNO

Number of students on the course: 20

No of feedback received:

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Its good to know the history through the well written poems
  - They are satisfied the course and teacher
  - It was good to read Hindi literature through audio video medium
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Students suggested that there should be some more stories in this course so I keep some copy at the photo copy shop .Now they can collect from the shop

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Psychology

Name of the Course: Psychological Testing

Course Code: PS713

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Asma Nisar

Number of students on the course: 40

No of feedback received: 25

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- Positives:
  - The overall class environment of having open discussions
  - Encouragement of Critical evaluation of text
  - The inclusion of a practical aspect in the form of a Test/Scale Development – unanimously written about by all the students
  - The students found the classes engaging and the concerned teacher accessible
  - Multiple methods of assessment was welcome by the students – one larger assessment broken down into parts (The test construction process had 40% weightage which was further divided into a presentation, group involvement and report writing)
  
- Issues/Concerns:
  - The students wrote about the late commencement of this course due to the late appointment of faculty
  - Some have pointed out that reading material should be circulated prior to the classes
  - Due to time restraints the students could not complete the project- they were unable to develop norms for their particular tests.



II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Making the Test Construction process a part of the curriculum for this course to help students understand the practical application of the theory
- The students were more appreciative of Testing as a relevant field in Psychology once they began their own test construction
- The project could begin earlier than in this semester so that the students get a chance to work on it without any rush
- Timely appointment or assignment of faculty to the course

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (H) Psychology  
Name of the Course: Psychological Testing  
Course Code: PS713  
Semester (Monsoon/Winter) and Year: Winter  
Course Coordinator: Dr. Anoop kumar koileri.V  
Number of students on the course: 50 for PS713  
No of feedback received: 27 for PS713

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - A. Classroom transactions were well appreciated
  - B. Note-dictation on certain core concepts were requested to be changed into soft copy mode to be circulated in the Google group
  - C. Guidance regarding future course of studies in the field of Psychology
  - D. Strictness during conducting and invigilation of exams was pointed out
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - A. From their reports, they appear to be quite happy with my classes, and were looking forward for continued interaction and guidance even after graduation ( 6 th sem). My action on the feedback is, I am resolved and motivated to do even better in future.
  
  - B. Most of them had at one time or the other approached me for career related guidance to further their education in the field of psychology and I have provided them adequate information adapting a desirable scientific career counseling approach.

- C. There were certain basic concepts in the subject that need to be thoroughly consolidated. Multi sensorial encoding assisted by motor encoding is essential for these. Hence I would continue with dictating a part of the learning material that is essential. Cognition, Neuropsychology, Abnormal Psychology and Methods in Psychology demand this methodology of learning, for cementing basic scientific concepts. Thereafter students appeared convinced.
- D. I responded that it's a well-known fact that there's a natural tendency for most people to take advantage of it, if exam environment remains unstructured. The University upholds zero tolerance towards malpractices of any form, and my action is in keeping with this policy. In future too clarified my intention to continue to be firm, still facilitating, while conducting examination.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Sociology Programme

Name of the Course: Sociological Theory

Course Code: SUS1SC806

Semester (Monsoon/Winter) and Year: MS 2018

Course teachers: Dr. Santosh Kumar Singh and Dr. Rinju Rasaily

Number of students on the course: 46

No of feedback received: 41

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students felt that the reading materials as well as usage of power-point presentations have been helpful to understand key theoretical concepts. They appreciated the end-semester assessment that helped them link to everyday social realities. It was suggested that more in-depth lecture time be provided for each thinker. Also, there was concern for bi-lingual lectures that would assist in understanding theoretical concepts.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

From the feedback received, the course teachers will keep in mind that the readings given are simpler and more discussion time is provided. As far as bi-lingual lectures are concerned, this matter is being addressed at the undergraduate level at AUD.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA Sociology Programme

Name of the Course: Religion and Society

Course Code: SC813

Semester (Monsoon/Winter) and Year: Winter semester 2019

Course Coordinator: Dr Priyasha Kaul.

Number of students on the course:45

No of feedback received:45

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The student feedback received indicates an overall satisfaction with the course. Students enjoyed the wideranging class dicussions on various aspects of the course modules. The students have also expressed that they enjoyed the space provided by the course to engage with the topics of their choice through project work and presentations. A few students expressed if it might be possible to reduce the number of readings wherever possible.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Student feedback has been collected at various points throughout the duration of the course in order to incorporate suggestions as a part of the class dicussions thereby promoting a healthy learning environmnet for the class as a whole. An attempt would be made to look at the course readings again in order to address the concern expressed by the students.

**Ambedkar University Delhi**

**SUS**

**Faculty Report on Student Feedback**

Name of the Programme: SSH

Name of the Course: Introduction to Politics (IP) Section A

Course Code: P0731

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Priyanka Jha

Number of students on the course: 77

No of feedback received: 75

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

This course was received well as they found the political concepts and ideologies interesting. Generated a lot of questions with regard to the applicability of these concepts in Indian context. Ideologies were new for them but generated a lot of responses with regard to specific module which they found interesting, especially the module on critical ideologies : Feminism and Marxism .The students would want to have a separate course on Western Political Thought. Language barrier is a big problem.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Till the time we do not have a separate course on WPT, a module and sessions could be taught on Political thought and its contribution in its shaping of Political theory. The concepts that were difficult, for Example Rawlsian notion of Justice could be explained through contextualising it in the Indian milieu. Documentary and Visual aid could be used for teaching Political concepts.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA SSH

Name of the Course: Politics in South Asia

Course Code: PO733

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Priyanka Jha

Number of students on the course: 55

No of feedback received: 53

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The alternative idea of South Asia based on the solidarities and linkages was very well appreciated by the students. They engaged better with this idea than the geopolitical and Geostrategical understandings. They really enjoyed the documentary titled 'Daughter of Nepal' and requested for more documentary screenings to aid the module teaching. Infact they would like to have one Visual text with each of the modules. The module on socio economic concerns were well received and the last module on Cultural linkages and solidarities, especially the spread of Buddhism.

One of the big concerns that the students raised was with regard to the language barrier which hinders the students who have had Hindi Medium

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I would like to have more Visual aid in the teaching of modules as suggested by them in the form of Documentary screenings.

I also intend to invite experts on South Asia for teaching the specific political and social concerns in South Asia. Also to have more exposure to this region, possible collaboration with other Universities in South Asia so that we could have students/ teachers from there and our students could go there. Also the possibility of skype interaction with experts on South Asia, from outside India.





**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA SSH

Name of the Course: Politics in South Asia

Course Code: PO733

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr Priyanka Jha

Number of students on the course: 55

No of feedback received: 53

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The alternative idea of South Asia based on the solidarities and linkages was very well appreciated by the students. They engaged better with this idea than the geopolitical and Geostrategical understandings. They really enjoyed the documentary titled 'Daughter of Nepal' and requested for more documentary screenings to aid the module teaching. Infact they would like to have one Visual text with each of the modules. The module on socio economic concerns were well received and the last module on Cultural linkages and solidarities, especially the spread of Buddhism.

One of the big concerns that the students raised was with regard to the language barrier which hinders the students who have had Hindi Medium

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I would like to have more Visual aid in the teaching of modules as suggested by them in the form of Documentary screenings.

I also intend to invite experts on South Asia for teaching the specific political and social concerns in South Asia. Also to have more exposure to this region, possible collaboration with other Universities in South Asia so that we could have students/ teachers from there and our students could go there. Also the possibility of skype interaction with experts on South Asia, from outside India.



**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) History

Name of the Course: Introduction to Society and Culture in East Asia

Course Code: SUS1HS432

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Paulami Guha Biswas

Number of students on the course: 23

No of feedback received: 23

**A Note on the composition of the class**

Students from varied academic backgrounds opted for this course. Students with Psychology, Sociology and Political Science Hons. participated and performed well. Both English and Hindi background students composed the class. All of them could follow English lectures but were not always comfortable in writing or speaking in English. The lectures were completely in English but the students from Hindi background wrote their assignments and debated in Hindi. The teacher followed a pedagogical method that assured the participation of all students in discussions in whatever language they were comfortable in. There was no compulsion to perform in English. Some students from Hindi background responded really well.

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The students generally enjoyed the teaching style, class interaction and assignments. They performed very well in the thought piece interaction and wrote it in their feedback. Students expected more audio-visual modes of teaching. In fact, there are very good scopes to use power points in this course. As students are not much familiar with the history of the region, they wanted to narrow down to more basic readings. Often they complained of the complexities of the articles. But they grasped the ideas of semi-colony, restoration etc. well. Some of the students didn't do the prescribed readings and could not address the assignment question directly. Students generally showed more interest towards topics like popular culture, culinary histories of East Asia than political history. Some students expected more details on contemporary developments in the region though they greatly appreciated the constant reference of India made by the teacher and the modules that made comparisons between Indian history and the history of East Asia.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher will try to include audio-visual modes and do power point presentations to make the lectures more attractive. 2/3 movies will be shown in the course of the term to assure student participation. A trip can be made to the Buddhist pagoda in the outskirts of Delhi so that students engage with cultural history of the region. The course can be more thematic and the temporality of the course should be more specifically defined. There was hardly any time to teach the history of Vietnam. The modules on China and Japan can be cut shorter to make space for Korea and Vietnam. The part on region-making would be taught with more stress as it directly corresponds to the philosophies of space-making. Some students initially complained about the complexities of the readings and required personal attention of the teacher. These readings can be replaced by more comprehensible and crisp ones so that undergraduate students don't face any major problems.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (HONS) History

Name of the Course: Decolonization in History

Course Code: SUSHS433

Semester (Monsoon/Winter) and Year: Monsoon Semester, 2018

Course Coordinator: Dr. Rahul Kumar Ishwar

Number of students on the course: 15

No of feedback received: 15

1. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

All the students reacted positively to the style of teaching and the way study materials were handled. They were enthusiastic about the way in which the contemporary aspects of the decolonization were elucidated. They wrote that the course helped them understand the ways in which contemporary decolonization was different from the post-second world war decolonization in the erstwhile colonies. Some students complained that more visual study materials could have been provided to enable a better understanding of the decolonization process. One student suggested that I should have resorted to some maps to facilitate a better understanding of the geography of the contemporary decolonization. Both these points are valid. Students liked the way in which topics such as repatriation and reparations were handled. They also appreciated the handling of economic aspects of contemporary decolonization such as land grab in Africa and other continents. Some students liked the way in which Indian experience of contemporary decolonization were related to that of African and latin American continents. They were especially fond of the contemporary decolonization movements such as Black Lives Matter, Occupy Movement and IdleNoMore.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Some students complained that easier reading materials should be provided because existing study materials are theoretically dense. I think this point is valid and I will have to work hard to provide some easier reading materials for this course because this course is mostly theoretically oriented. I would try to focus more on visual sources such as movies and documentaries dealing with different aspects of contemporary decolonization. I think I will have to work hard to give a more comprehensive account of the Occupy movement given that this movement is the most pervasive of all the contemporary decolonization movements. A few students suggested that more classes are required to cover the entire syllabus. However, this is for the University administration to decide as to how many classes are to be allotted for this course.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons) History

Name of the Course: **Wars and Revolutions in the Twentieth Century**

Course Code: **SUS1HS435**

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Aadil Zubair

Number of students on the course: 09

No of feedback received: 08

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students were satisfied with the overall structure of the course and the modules included. Most of the students found the course exiting and engaging and shared a positive response on the use of PowerPoint presentations and screening of films/documentaries on themes related to the subject followed by discussions on the relevance, rhetoric, perspectives and nuances of the historical events in making the course both comprehensible and enjoyable. One student was of the opinion that modules on Asia and Africa should be added to the course. Most students liked the readings suggested/provided, however, two students felt that more specific readings should be provided. The feedback on teacher-student interaction within and outside the classroom was quite positive.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The readings provided to the students in printed form and online were very relevant and theme-based. Efforts will be made to develop a habit of book-reading among the students and also to engage them in the conceptual debates and discussions. The suggestion to include modules on the history of Asia and Africa during the 20<sup>th</sup> century will be taken into consideration and relevant themes will be taken up for the review.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (HONS) History

Name of the Course: Contemporary India: 1947-92

Course Code: HS1SUS436

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Prof. Salil Misra and Dr. Rahul Kumar Ishwar

Number of students on the course: 101

No of feedback received: 95

1. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions): An overwhelming majority of the students have responded enthusiastically to the teaching methods used in this course. The reading materials were complemented by audio-visual sources. 30 documentaries of the Films Division were given to the students of which watching any 10 documentaries were made mandatory for the students. Most students reacted positively to these documentaries almost all of which dealt with different aspects of 1960s and 1970s India. Since a majority of the students for this course came from economics background, the economic themes of the syllabus were somewhat stressed upon. Many students liked the way the topic titled economic reforms of 1991 was discussed in the class. Most of the students appreciated the major themes of the syllabus such as Indian democracy, secularism and caste in post-independence India were handled. All the students of the class had non-history subjects as their majors. Many liked the way the early decades of the post-independence Indian history were dealt with. They said that this course has changed their understanding of such issues as problems in the nation-building, the making of the Indian constitution, India's relationship with the world.

Some students have also suggested that there should be more timely grading of the assignment and class tests. Some students have written that student responsibilities for the course were not made clear and that teachers were not accessible.



ii. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

A few students have suggested that there should be more home written assignments and fewer class tests. However, I do not agree with it. I think that the one home written assignment with 30 per cent weightage and two class tests with 30 and 40 percent weightage should continue to be components of the assessment process for the course. I made presentation of the assignment in the classroom a mandatory part of the assignment. An overwhelming majority of the students liked the presentation process. Students were asked to submit preliminary drafts before they could submit their final drafts of the assignments. This made it difficult for the students to avoid the minimum set of readings for the assignments and, along with the mandatory presentation of the assignments, immensely improved the learning outcomes.

Some of the students have said that there should be greater interaction of students and teacher in the classroom. I find it unexceptionable. While most of the students found readings for different modules of the course adequate, some students wrote that readings given were too basic. This is partly correct and had been done keeping in mind that all the 101 students had non-history majors. But I have decided that from next time onwards, a reader containing all the essential and additional readings for the course will be made available to the students.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (HONS) History

Name of the Course: Contemporary India: 1947-92

Course Code: SUS1HS436

Semester (Monsoon/Winter) and Year: Winter Semester 2019

Course Coordinator: Dr. Rahul Kumar Ishwar

Number of students on the course: 33

No of feedback received: 29

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

Almost all the students reacted positively to the style of teaching, readings that were made available, and the assessment process. Many students remarked that this course facilitated a better understanding of the history of early decades of post-independence India. Some of them said that the course changed their perception of the Nehruvian India and gave them insights into the socio-economic processes of that time. The traditional readings for the course were complemented with the audio-visual study materials such as 30 documentaries made by the Films Division. Watching at least 10 of these documentaries and writing reports on them were made mandatory for the students. The students liked these documentaries. The home written assignment had to be presented in the class. Students liked the presentation part and suggested that there should be fewer class tests.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Some students complained that the objectives of the course were explained only moderately well and that student responsibilities for the course were not made clear. This is partially correct and will be rectified in the coming semesters. Some students were of the view that readings materials were too much for them. I, however, do not agree with it. Some students wrote that the teacher was not easily accessible and that there should be more teacher student interaction in the classroom teaching. This also will be rectified. I, however, do not agree

with the view that there should be more home written assignments and fewer class tests. Both components of the assessments serve their particular purposes and one home written assignment, with mandatory class presentation, and two class tests should continue to be parts of the assessment process for this course. One student complained that there was too much stress on economic themes in this syllabus. However, I do not find any merit in this criticism given that economic topics constituted one-fourth of the syllabus. A few students found the syllabus to be too vast and exam to be too lengthy. But such views seem highly subjective to me. Some students said that readings materials were given late. I propose to give a reader containing all the essential and additional readings for the course in the beginning of the semester. However, I cannot do anything about the growing expectation among the students to be spoonfed by the teacher as far as reading materials are concerned. Some students expect to be given the precise sub-chapters and exact page numbers for particular topics.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Honours History/ School of Undergraduate Studies

Name of the Course: Caste and Indian Modernity

Course Code: SUS1HS437

Semester (Monsoon/Winter) and Year: IV / Winter Semester

Course Coordinator: Dr. Geetanjali Tyagi

Number of students on the course: 33

No of feedback received: 32

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

In the concerned Semester, we received intake of students across disciplines, from within and outside History for this course, which further added to the range of perspectives that we could discuss upon during our class interactions. Similar thread of diverse and positive opinions resonated in the feedback received from our students too.

Most of them shared the positive connect they could establish with the core themes of the course taught during the Semester, particularly, concerning the conceptual understanding of the idea of caste, modernity, gender, hierarchy among others. Students also related and responded well to the readings suggested in the course on many writings of Ambedkar, Gandhi, Phule, Periyar, Ramabai along with narrative texts like *Joothan* by Omprakash Valmiki, *The Prisons We broke* by Baby Kamble, among others.

Students particularly responded well to the assessment through writing Journal entries, sharing their experiences in it. There have been suggestions by few students on making the readings more selective and also on exploring the possibility of perhaps a field trip or an interactive workshop related to the course themes.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

First, to receive a positive feedback from students, most certainly help in keeping up the momentum of the course-teaching but perhaps more important contribution of the students' feedback remain the constructive criticism or suggestions that we receive as Course Coordinators. The suggestions for field trip or an interactive workshop would surely be arranged for, keeping the logistics in mind, for the next time.

As far as the suggestion for course readings to be made more selective, I suppose, without compromising on the soul and substance of the course structure, perhaps different modes/ methods of teaching for instance, presentations in the class or group discussions, screenings of cinematic experiences for the 'heavy' readings could be experimented with, in order to make them more accessible to all the students.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Psychology

Name of the Course: Human Cognition

Course Code: SUS1PS702

Semester (Monsoon/Winter) and Year: Winter Semester (2019)

Course Coordinator: Gangmumei Kamei

Number of students on the course: 44

No of feedback received: 38

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - The overall students feedback were mostly positive.
  - Students appreciate both the instructors (Neetu Rana and Gangmumei Kamei) for making the course interesting in the learning process.
  - Students liked the ppt lecture mode and classroom discussion.
  - Students also appreciated the experiential exercises used in the class.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - More engagements and classroom participation would be helpful.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (Honours)

Name of the Course: Research Methods in Psychology

Course Code: SUS1PS 706

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Prof. Rachana Johri

Number of students on the course: 46

No of feedback received: 24

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

**Positives**

- Including practical classroom activities (preparing research tools, practicing various data collection and data analysis methods etc.) are much appreciated by the students as they helped to transact difficult and relatively new concepts in research methods easily. It also helped to extend the learning process to outside the classroom.
- Students' feedback reflects that interactive teaching style of mine helped to make the classroom atmosphere lively, participative and student oriented.
- My conscious efforts to break the linguistic barrier of some students who had comparatively less command over English (the official medium of instruction of the university) improved the inclusive nature and democratic atmosphere in the teaching- learning process.
- Students felt that I am very approachable and friendly to the extent that they can share their concerns and confusions related to other course contents, career choices and personal struggles.
- Punctuality in taking classes and completing the course module on time are also appreciated by the students.

**Issues and concerns**

The only concern reflected in the feedback is the difficulty level of the course materials provided by me. Students mentioned that the difficulty

level is high than they expected. I take this concern into account and resolve in the next semester.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Students feedback largely improved my confidence as a teacher, facilitator and a mentor. Glad to notice that my Vygotskian model of teaching-learning highly contributed to the successful and satisfactorily completion of the course. I decided to continue this approach.

The issue related to 'Difficulty Level' of course materials is decided to sort out by having a thorough discussion with senior faculty members who taught the same course in the past.



**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Psychology

Name of the Course: Methods in Psychology

Course Code: PS706

Semester (Monsoon/Winter) and Year: Winter (4<sup>th</sup> Semester)

Course Coordinator: Bibinaz Thokchom

Number of students on the course: 57

No of feedback received: 40 written and the rest met in person in the end of semester.

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students' feedbacks in general were diverse in terms of clarity of objectives, students' responsibilities, organising teaching modules and reading materials, preparedness of the teacher for class ranging from 'Very well/Excellent' to 'Fair/Moderate/adequate'. Few major take aways from their feedbacks are:

- a. Reading Materials were detailed and class discussions were helpful and enjoyable
- b. Students particularly appreciated the creative freedom given to them to chose their interest areas and design their own research as end semester assessment under close supervision by teacher on each of their proposal
- c. Some students felt inadequately engaged by the teacher and felt teacher didn't make herself available on many occasions.
- d. Extra classes held on short notices were problematic for students who commute long distances and classes didn't begin on time.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

First of all, the course instructor wholeheartedly enjoyed teaching this course that gave an opportunity to challenge limitations of only text based learning. Students' feedbacks were regularly encouraged in class as much as possible and tried to incorporate in the subsequent classes. Some have personally spoken to me appreciating the creative freedom they enjoyed while writing project proposals of their interested area of researches. Only some high scorer

students of the class would approach and discuss further doubts after the classes. Few students' sincere efforts and creative thoughts around new research proposals of their choice not only amazed me but also humbled me. Their young energetic explorations, wild and eager minds also helped me challenge my own creative limitations. I also learned to discipline myself further in terms of organising classes, staying calm despite personal crises while engaging with students and while attending to some of their needs if not all needs. One major issue for this particular semester (winter, 2019) was my own unavailability for a month that led many students feel neglected. Since the course coordinator had to attend Orientation course for a month, classes were begun early with only few students (10-15) when most students were either absent or still auditing their choice of elective courses. Many of them were absent when they are made clear of unavailability of course instructor during the semester. Overall, I had close and meaningful interactions with students. Few had also written that the course instructor need to improve as well but hasn't specified if they are indicating the unavailability of class deliberations. I am looking forward to making the course more meaningful, assisting in practical research and at the same time enjoyable to learn.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: Psychology

Name of the Course: Understanding childhood

Course Code: PS707

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Dr. Vatsala Saxena

Number of students on the course: 54

No of feedback received:54

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students found the critical readings around ‘construction of childhood’ introduced in the beginning of the course refreshing. They enjoyed the group presentations and class discussions around these readings. The relevant videos shown for each module were appreciated.

Students expressed desire for more such class discussions and videos. They suggested including a practical research-based component. A request to reduce the syllabus for the end-term exam and a little easy evaluation was also made.

- II. Course Coordinator’s Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I shall try including a practical component in the course , wherein students can be asked to identify a child from their acquaintance and maintain a journal of observing them on various aspects discussed in the class.

Links for relevant documentaries can be shared with the students, they can watch it on their own, and subsequent discussion can happen in the class.

I feel the syllabus and assessment is quite justified. The criteria of assessment is discussed at the time an assessment is introduced in the class.



**Ambedkar University Delhi**  
**School of Undergraduate School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (H) Psychology  
Name of the Course: Experimental Psychology  
Course Code: PS708  
Semester (Monsoon/Winter) and Year: Winter  
Course Coordinator: Dr. Anoop kumar koileri.V  
Number of students on the course: 96 for PS708  
No of feedback received: 57 for PS 708

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - A. Classroom transactions were well appreciated
  - B. Note-dictation on certain core concepts were requested to be changed into soft copy mode to be circulated in the Google group
  - C. Guidance regarding future course of studies in the field of Psychology
  - D. Strictness during conducting and invigilation of exams was pointed out
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - A. From their reports, they appear to be quite happy with my classes, and were looking forward for continued interaction and guidance even after graduation ( 6 th sem). My action on the feedback is, I am resolved and motivated to do even better in future.
  
  - B. Most of them had at one time or the other approached me for career related guidance to further their education in the field of psychology and I have provided them adequate information adapting a desirable scientific career counseling approach.

- C. There were certain basic concepts in the subject that need to be thoroughly consolidated. Multi sensorial encoding assisted by motor encoding is essential for these. Hence I would continue with dictating a part of the learning material that is essential. Cognition, Neuropsychology, Abnormal Psychology and Methods in Psychology demand this methodology of learning, for cementing basic scientific concepts. Thereafter students appeared convinced.
- D. I responded that it's a well-known fact that there's a natural tendency for most people to take advantage of it, if exam environment remains unstructured. The University upholds zero tolerance towards malpractices of any form, and my action is in keeping with this policy. In future too clarified my intention to continue to be firm, still facilitating, while conducting examination.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Psychology

Name of the Course: Experiments in Psychology

Course Code: SUS1PS708

Semester (Monsoon/Winter) and Year: Winter, 4<sup>th</sup> Semester

Course Coordinator: Mamatha Karollil Co-teacher Asma Bhat

Number of students on the course: 46

No of feedback received:31

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The practical aspect of the course was appreciated by a large number of students- they found this useful to illuminate concepts.

Overlap with methods course in the theory section was a concern raised.

Secondly, that three original experiments was considered to be too demanding of one course.

Asma Bhat had many special mentions for her accessibility and teaching.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Shall consult with Research Methods teacher more closely to rule out overlaps in the theory section.

The course will require conduction of two original and one replication of an pre-existing design rather than three original experiments.

The Psychology programme has been asking for the procurments of experimental equipment and laboratory space; shall pick this up again.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA Psychology

Name of the Course: Psychology for India

Course Code: SUS1PS712

Semester (Monsoon/Winter) and Year: Winter Semester, 3<sup>rd</sup> year

Course Coordinator: Anshumita Pandey

Number of students on the course: 52

No of feedback received: 50

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Students enjoyed the inclusion of documentaries and audio-visual learning materials. The readings selected were experienced as relevant. Discussions on the inter-relationships between different readings was appreciated. Group presentations and course journals were appreciated as modality of assessment. The democratic transactional character of the class room was appreciated. The environment of the classroom was found to be safe. It was suggested by some students that technicality of concepts and vocabulary be further simplified. Adding more presentation components to assessments was also voiced.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

It was helpful to hear the response of the students to learning material and assessment situations set in the course. Attempts will further be made to simplify concepts. Inclusion of more learning material is possible strategy in that regard. More representation from diverse contexts has been an on-going concern and will be further thought about.



**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA History

Name of the Course: Modern World 1750s-2010s

Course Code: SUS1HS405

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Dr Dhiraj Kumar Nite

Number of students on the course: 35

No of feedback received: 35

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)  
The pedagogical exercise should be interesting and exciting. There should be the use of a google group to circulate the reading materials. Reading materials should be precise and geared towards the requirement of assignments.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale):  
I will encourage more discussion in the lecture hall, and increase the use of audio-visual materials. I will indicate the relevant chapters from a reference book to be consulted for writing an assignment.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons) History

Name of the Course: Medieval India- II (Economy and Society)

Course Code: SUS1HS406

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Yogesh Snehi

Number of students on the course: 39

No of feedback received: 38

**A note on the class composition:** There were a range of students in the classroom coming from a variety of class backgrounds and schooling experiences. A majority came from non-elite educational institutions in Delhi or elsewhere. But there were a few who had the merits of English language proficiency and critical aptitude. The expectations from pedagogy therefore hugely varied. I therefore tried to use a bi-lingual pedagogical interaction to bridge the barrier of language in learning experience inside the classroom.

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Most students liked the course transaction, teaching modules, readings and interactive Google Classroom interface. There was an overall positive feedback on teachers' interaction with students both inside and outside the class. However, several students expressed pressure of readings towards the end-semester and suggested that end-semester readings should be culled. Most positive feedback was on the usage of audio-visual medium for the latter modules of the course. Students also wished that more field sessions/trips could be undertaken, like the one done around the KG Campus to explain forms of architecture. However, one student was of the opinion that the readings were very basic and the teacher should focus more on concepts and debates than descriptions. Another student felt that the teacher should treat students as adults.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

There was indeed a pressure on the course towards the end-semester. This was due to unexpectedly large number of holidays that fell on class slots. Nevertheless, effort will be made to harmonise readings for end-semester examination. Effort will also be made to add a field-engagement in the class transaction. The one that was planned (corresponding to the relevant module) had to be cancelled due to exceptionally hot weather in the month of April.

This can be addressed by shifting such modules that will benefit from field engagement early in the semester. One students' complain about the 'simplicity' of the reading is partly correct. This is done keeping in mind a larger constituency of students who come from non-elite backgrounds. But the teacher still added at least four reference readings, particularly for writing assignments. The entire course was also woven around conceptual debates on Medieval India. Maybe more such readings could be added for keener students. The charge that the teacher treated students as minors is exaggerated. The fact that many students were habitually stuck with smartphone notifications had to be dealt with by asking students to keep these in their bags. This was done in the interest of learning environment in the class.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) History

Name of the Course: India 1700-1857

Course Code: SUS1HS407

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Paulami Guha Biswas

Number of students on the course: 60

No of feedback received: 57

**A Note on the composition of the class**

Students from varied academic backgrounds opted for this course. Students with Psychology, Sociology and Political Science Hons. participated and performed well. Both English and Hindi background students composed the class. All of them could follow English lectures but were not always comfortable in writing or speaking in English. The lectures were completely in English but the students from Hindi background wrote their assignments and debated in Hindi. The teacher followed a pedagogical method that assured the participation of all students in discussions in whatever language they were comfortable in. There was no compulsion to perform in English. Some students from Hindi background responded really well.

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The students generally enjoyed the teaching style, class interaction and assignments. The first assignment was on the idea of Orientalism and they were expected to read some primary sources from the colonial times. The topic appeared little difficult to some students. They often failed to catch the core argument of the articles. With the help of the teacher they tried to grasp the essence of the readings and rewrote the assignments 2/3 times. But they greatly enjoyed the field trip in the Delhi Ridge area where some major events of 1857 took place. They visited the Mutiny Memorial with great enthusiasm and could relate to the politics of memory played by the British. Some students complained that the teacher was not strict enough. That is true to some extent. It was a huge class and often the teacher could not put full restrictions over the use of mobile phones and other gazettes. But the students greatly enjoyed the thought piece discussions in which they were expected to read an article thoroughly and discuss it in class. Some of the students were very irregular and did not fulfil

any of the requirements of the course. Otherwise the overall impression of students was positive.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher will try to include audio-visual modes and do power point presentations to make the lectures more attractive. The paintings of Thomas and William Daniel, William Hodges and other famous painters of the early colonial period will be shown to give the students a clear idea of Orientalist visions. 2/3 movies will be shown in the course of the term to assure student participation. More field trips will be taken inside Delhi or in the outskirts in the places which are related to the history of early modern India. Some more details would be included on the fringes of the Empire, the Anglo-Burma Wars, the history of the Sikhs, the Afghan connections and Russo-phobia etc. Also, the North Eastern part of India is not represented in the course properly. Some readings on the social reforms in the regions will be included. Some students initially complained about the complexities of the readings and required personal attention of the teacher. These readings can be replaced by more comprehensible and crisp ones so that undergraduate students don't face any major problems.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) History

Name of the Course: India 1700-1857

Course Code: SUS1HS407

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Paulami Guha Biswas

Number of students on the course: 60

No of feedback received: 57

#### **A Note on the composition of the class**

Students from varied academic backgrounds opted for this course. Students with Psychology, Sociology and Political Science Hons. participated and performed well. Both English and Hindi background students composed the class. All of them could follow English lectures but were not always comfortable in writing or speaking in English. The lectures were completely in English but the students from Hindi background wrote their assignments and debated in Hindi. The teacher followed a pedagogical method that assured the participation of all students in discussions in whatever language they were comfortable in. There was no compulsion to perform in English. Some students from Hindi background responded really well.

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The students generally enjoyed the teaching style, class interaction and assignments. The first assignment was on the idea of Orientalism and they were expected to read some primary sources from the colonial times. The topic appeared little difficult to some students. They often failed to catch the core argument of the articles. With the help of the teacher they tried to grasp the essence of the readings and rewrote the assignments 2/3 times. But they greatly enjoyed the field trip in the Delhi Ridge area where some major events of 1857 took place. They visited the Mutiny Memorial with great enthusiasm and could relate to the politics of memory played by the British. Some students complained that the teacher was not strict enough. That is true to some extent. It was a huge class and often the teacher could not put full restrictions over the use of mobile phones and other gazettes. But the students greatly enjoyed the thought piece discussions in which they were expected to read an article thoroughly and discuss it in class. Some of the students were very irregular and did not fulfil

any of the requirements of the course. Otherwise the overall impression of students was positive.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher will try to include audio-visual modes and do power point presentations to make the lectures more attractive. The paintings of Thomas and William Daniel, William Hodges and other famous painters of the early colonial period will be shown to give the students a clear idea of Orientalist visions. 2/3 movies will be shown in the course of the term to assure student participation. More field trips will be taken inside Delhi or in the outskirts in the places which are related to the history of early modern India. Some more details would be included on the fringes of the Empire, the Anglo-Burma Wars, the history of the Sikhs, the Afghan connections and Russo-phobia etc. Also, the North Eastern part of India is not represented in the course properly. Some readings on the social reforms in the regions will be included. Some students initially complained about the complexities of the readings and required personal attention of the teacher. These readings can be replaced by more comprehensible and crisp ones so that undergraduate students don't face any major problems.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) History

Name of the Course: Modern India 1857-1950

Course Code: SUS1HS408

Semester (Monsoon/Winter) and Year: Monsoon 2018

Course Coordinator: Paulami Guha Biswas

Number of students on the course: 29

No of feedback received: 29

#### **A Note on the composition of the class**

Students from varied academic backgrounds opted for this course. There were core science students from Mathematics or Physics (Hons). Students with Psychology, Sociology and Political Science Hons. participated and performed well. Both English and Hindi background students composed the class. All of them could follow English lectures but were not always comfortable in writing or speaking in English. The lectures were completely in English but the students from Hindi background wrote their assignments and debated in Hindi. The teacher followed a pedagogical method that assured the participation of all students in discussions in whatever language they were comfortable in. There was no compulsion to perform in English. Some students from Hindi background responded really well.

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The students generally enjoyed the teaching style, class interaction and assignments. As the students were coming from various regions of India with varied social backgrounds, they enthusiastically participated in the first assignment discussion which was on social reforms in colonial times in their own regions. Especially students from North East India responded very well and brought to the fore some less known movements which the teacher never had a scope to teach in class. Students expected more audio-visual modes of teaching and wanted some field trips inside Delhi. Two of them pointed out that economic history was less represented in the course which is true to some extent. They wanted more detailed accounts of the debates on colonial economy. But they enjoyed the parts on Gandhi and responded well to the assignment that required discussion on the critiques of Gandhi. One student complained of the fast pace of teaching. That's a valid point but often the teacher doesn't



have enough time to complete the vast syllabus. Otherwise the overall impression of students was positive.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher will try to include audio-visual modes and do power point presentations to make the lectures more attractive. 2/3 movies will be shown in the course of the term to assure student participation. A trip to the museum on freedom struggle in the Teen Murti House can also be included. Other major spots, like the place where Gandhi was shot or parts of Lutyen's Delhi that have close connections with colonial rule, can be covered as field trip. The teacher intends to include some more lectures on economic history. The debates on deindustrialization would be taught with more care. Also the history of historiography, the various schools in Indian history, could not be taught in detail. Some more lectures would be devoted to the topic, with special stress on the Subaltern School. Some students initially complained about the complexities of the readings and required personal attention of the teacher. These readings can be replaced by more comprehensible and crisp ones so that undergraduate students don't face any major problems.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) History

Name of the Course: Modern India 1857-1950

Course Code: SUS1HS408

Semester (Monsoon/Winter) and Year: Monsoon 2018

Course Coordinator: Paulami Guha Biswas

Number of students on the course: 29

No of feedback received: 29

**A Note on the composition of the class**

Students from varied academic backgrounds opted for this course. There were core science students from Mathematics or Physics (Hons). Students with Psychology, Sociology and Political Science Hons. participated and performed well. Both English and Hindi background students composed the class. All of them could follow English lectures but were not always comfortable in writing or speaking in English. The lectures were completely in English but the students from Hindi background wrote their assignments and debated in Hindi. The teacher followed a pedagogical method that assured the participation of all students in discussions in whatever language they were comfortable in. There was no compulsion to perform in English. Some students from Hindi background responded really well.

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The students generally enjoyed the teaching style, class interaction and assignments. As the students were coming from various regions of India with varied social backgrounds, they enthusiastically participated in the first assignment discussion which was on social reforms in colonial times in their own regions. Especially students from North East India responded very well and brought to the fore some less known movements which the teacher never had a scope to teach in class. Students expected more audio-visual modes of teaching and wanted some field trips inside Delhi. Two of them pointed out that economic history was less represented in the course which is true to some extent. They wanted more detailed accounts of the debates on colonial economy. But they enjoyed the parts on Gandhi and responded well to the assignment that required discussion on the critiques of Gandhi. One student complained of the fast pace of teaching. That's a valid point but often the teacher doesn't

have enough time to complete the vast syllabus. Otherwise the overall impression of students was positive.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher will try to include audio-visual modes and do power point presentations to make the lectures more attractive. 2/3 movies will be shown in the course of the term to assure student participation. A trip to the museum on freedom struggle in the Teen Murti House can also be included. Other major spots, like the place where Gandhi was shot or parts of Lutyen's Delhi that have close connections with colonial rule, can be covered as field trip. The teacher intends to include some more lectures on economic history. The debates on deindustrialization would be taught with more care. Also the history of historiography, the various schools in Indian history, could not be taught in detail. Some more lectures would be devoted to the topic, with special stress on the Subaltern School. Some students initially complained about the complexities of the readings and required personal attention of the teacher. These readings can be replaced by more comprehensible and crisp ones so that undergraduate students don't face any major problems.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) History

Name of the Course: Introduction to Society and Culture in East Asia

Course Code: SUS1HS432

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Paulami Guha Biswas

Number of students on the course: 23

No of feedback received: 23

**A Note on the composition of the class**

Students from varied academic backgrounds opted for this course. Students with Psychology, Sociology and Political Science Hons. participated and performed well. Both English and Hindi background students composed the class. All of them could follow English lectures but were not always comfortable in writing or speaking in English. The lectures were completely in English but the students from Hindi background wrote their assignments and debated in Hindi. The teacher followed a pedagogical method that assured the participation of all students in discussions in whatever language they were comfortable in. There was no compulsion to perform in English. Some students from Hindi background responded really well.

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The students generally enjoyed the teaching style, class interaction and assignments. They performed very well in the thought piece interaction and wrote it in their feedback. Students expected more audio-visual modes of teaching. In fact, there are very good scopes to use power points in this course. As students are not much familiar with the history of the region, they wanted to narrow down to more basic readings. Often they complained of the complexities of the articles. But they grasped the ideas of semi-colony, restoration etc. well. Some of the students didn't do the prescribed readings and could not address the assignment question directly. Students generally showed more interest towards topics like popular culture, culinary histories of East Asia than political history. Some students expected more details on contemporary developments in the region though they greatly appreciated the constant reference of India made by the teacher and the modules that made comparisons between Indian history and the history of East Asia.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher will try to include audio-visual modes and do power point presentations to make the lectures more attractive. 2/3 movies will be shown in the course of the term to assure student participation. A trip can be made to the Buddhist pagoda in the outskirts of Delhi so that students engage with cultural history of the region. The course can be more thematic and the temporality of the course should be more specifically defined. There was hardly any time to teach the history of Vietnam. The modules on China and Japan can be cut shorter to make space for Korea and Vietnam. The part on region-making would be taught with more stress as it directly corresponds to the philosophies of space-making. Some students initially complained about the complexities of the readings and required personal attention of the teacher. These readings can be replaced by more comprehensible and crisp ones so that undergraduate students don't face any major problems.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons.) History

Name of the Course: Introduction to Society and Culture in East Asia

Course Code: SUS1HS432

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Paulami Guha Biswas

Number of students on the course: 23

No of feedback received: 23

**A Note on the composition of the class**

Students from varied academic backgrounds opted for this course. Students with Psychology, Sociology and Political Science Hons. participated and performed well. Both English and Hindi background students composed the class. All of them could follow English lectures but were not always comfortable in writing or speaking in English. The lectures were completely in English but the students from Hindi background wrote their assignments and debated in Hindi. The teacher followed a pedagogical method that assured the participation of all students in discussions in whatever language they were comfortable in. There was no compulsion to perform in English. Some students from Hindi background responded really well.

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

The students generally enjoyed the teaching style, class interaction and assignments. They performed very well in the thought piece interaction and wrote it in their feedback. Students expected more audio-visual modes of teaching. In fact, there are very good scopes to use power points in this course. As students are not much familiar with the history of the region, they wanted to narrow down to more basic readings. Often they complained of the complexities of the articles. But they grasped the ideas of semi-colony, restoration etc. well. Some of the students didn't do the prescribed readings and could not address the assignment question directly. Students generally showed more interest towards topics like popular culture, culinary histories of East Asia than political history. Some students expected more details on contemporary developments in the region though they greatly appreciated the constant reference of India made by the teacher and the modules that made comparisons between Indian history and the history of East Asia.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The teacher will try to include audio-visual modes and do power point presentations to make the lectures more attractive. 2/3 movies will be shown in the course of the term to assure student participation. A trip can be made to the Buddhist pagoda in the outskirts of Delhi so that students engage with cultural history of the region. The course can be more thematic and the temporality of the course should be more specifically defined. There was hardly any time to teach the history of Vietnam. The modules on China and Japan can be cut shorter to make space for Korea and Vietnam. The part on region-making would be taught with more stress as it directly corresponds to the philosophies of space-making. Some students initially complained about the complexities of the readings and required personal attention of the teacher. These readings can be replaced by more comprehensible and crisp ones so that undergraduate students don't face any major problems.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (HONS) History

Name of the Course: Decolonization in History

Course Code: SUSHS433

Semester (Monsoon/Winter) and Year: Monsoon Semester, 2018

Course Coordinator: Dr. Rahul Kumar Ishwar

Number of students on the course: 15

No of feedback received: 15

1. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

All the students reacted positively to the style of teaching and the way study materials were handled. They were enthusiastic about the way in which the contemporary aspects of the decolonization were elucidated. They wrote that the course helped them understand the ways in which contemporary decolonization was different from the post-second world war decolonization in the erstwhile colonies. Some students complained that more visual study materials could have been provided to enable a better understanding of the decolonization process. One student suggested that I should have resorted to some maps to facilitate a better understanding of the geography of the contemporary decolonization. Both these points are valid. Students liked the way in which topics such as repatriation and reparations were handled. They also appreciated the handling of economic aspects of contemporary decolonization such as land grab in Africa and other continents. Some students liked the way in which Indian experience of contemporary decolonization were related to that of African and latin American continents. They were especially fond of the contemporary decolonization movements such as Black Lives Matter, Occupy Movement and IdleNoMore.



II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Some students complained that easier reading materials should be provided because existing study materials are theoretically dense. I think this point is valid and I will have to work hard to provide some easier reading materials for this course because this course is mostly theoretically oriented. I would try to focus more on visual sources such as movies and documentaries dealing with different aspects of contemporary decolonization. I think I will have to work hard to give a more comprehensive account of the Occupy movement given that this movement is the most pervasive of all the contemporary decolonization movements. A few students suggested that more classes are required to cover the entire syllabus. However, this is for the University administration to decide as to how many classes are to be allotted for this course.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons) History

Name of the Course: **Wars and Revolutions in the Twentieth Century**

Course Code: **SUS1HS435**

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Aadil Zubair

Number of students on the course: 09

No of feedback received: 08

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students were satisfied with the overall structure of the course and the modules included. Most of the students found the course exiting and engaging and shared a positive response on the use of PowerPoint presentations and screening of films/documentaries on themes related to the subject followed by discussions on the relevance, rhetoric, perspectives and nuances of the historical events in making the course both comprehensible and enjoyable. One student was of the opinion that modules on Asia and Africa should be added to the course. Most students liked the readings suggested/provided, however, two students felt that more specific readings should be provided. The feedback on teacher-student interaction within and outside the classroom was quite positive.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The readings provided to the students in printed form and online were very relevant and theme-based. Efforts will be made to develop a habit of book-reading among the students and also to engage them in the conceptual debates and discussions. The suggestion to include modules on the history of Asia and Africa during the 20<sup>th</sup> century will be taken into consideration and relevant themes will be taken up for the review.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: Folk, Oral, Indigenous, Popular Cultures

Course Code: SUS1EN263

Semester (Monsoon/Winter) and Year: Monsoon Semester 2019

Course Coordinator: Diamond Oberoi Vahali

Number of students on the course: 19

No of feedback received: 18

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students enjoyed working on various topics around the various categories of folk, oral, indigenous and popular art and cultural forms for their presentations. However, some of them found the theoretical readings to be heavy and dry.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

We plan to incorporate more interactive exercises to enable them to understand these theoretical frameworks better for students who do not come with prior knowledge of reading and/or analysing literary and cultural texts.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: BA English

Name of the Course: English for Academic Purposes

Course Code: SUSFC001

Semester (Monsoon/Winter) and Year: MS and WS | Year One

Course Coordinator: Nupur Samuel, Monishita H Pande, Krishna K Dixit, Monal Dewle, CELE team

Number of students on the course: All BA First year students

No of feedback received: 150

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

About 90% students enjoyed working on the project and presentations. They liked reading, exploring research on topics of their own interest in groups and pairs. Oral presentations were also liked by the students as many found this a particularly important skill that they learnt and find useful for other courses too. They appreciated the regular feedback they received during the semester to work on their spoken skills.

Many students have asked for more time to improve their oral and presentation skills. They want that more time be devoted to this.

Reading aloud in class and reading together with emphasis on reading strategies is another important aspect of the course that students appreciated. Students reported that regular writing and receiving feedback on writing have improved their writing.

Most students who were part of the English Proficiency course in Sem 1 continued to work with mentors and reported that regularly working with mentors improved their writing and reading skills as well as helped them in their project work.

Students who have basic proficiency in English showed interest in compiling a glossary of terms that they find useful in other courses. They struggle with reading texts assigned for other courses and think that a glossary of commonly used terms would be helpful.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

The course coordinators hope to continue with the student-mentorship programme and make it more planned so that there are more opportunities for students to meet their mentors. There is also an attempt to find a dedicated space for mentor-mentees to interact with each other.

Next semester, it is planned that developing a glossary will be part of the assignments that students do. students from different EAP sections will also coordinate with each other to ensure that they work on the glossary collaboratively.

We are also considering if it were possible to float English language courses which focus on skills of reading and writing and some courses that lay more emphasis on oral and reading skills. It is hoped that such courses based on student-feedback will be more relevant and useful for students.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: School of Social Design

Name of the Course: Introduction to Drawing

Course Code: SUSIFC040

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Suchitra Balsubrahmanian, Shefalee Jain

Number of students on the course: 22

No of feedback received: 10

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

The students on the whole were very happy with the course transaction. They felt the classroom became a relaxed space for learning. They enjoyed the field based visits and drawing at the site. They enjoyed watching their observation and drawing skills grow. I felt that the course was a much needed break in the hectic pace of university life of the student. It provided an open and relatively pressure free space for learning.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

I was glad to see that there was such a positive response to the course. I felt next time I would like to introduce a few more slide sessions on drawings by artists.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: **Hindi**

Name of the Course: **An Introduction to Dalit Literature through Poetry [Bi-Lingual Course]**

Course Code: **SUSEL914**

Semester (Monsoon/Winter) and Year: **5th Semester, 2019**

Course Coordinator: **Mrityunjay Tripathi**

Number of students on the course: **56**

No of feedback received: 53

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

विद्यार्थियों ने आमतौर पर कोर्स के दौरान हाशिए के समुदाय को नयी तरह से देखने की दृष्टि हासिल करने की पुष्टि की। कविता की नयी सौंदर्यशास्त्रीय दुनिया और 'स्वानुभूति बनाम सहानुभूति' की बहस से विद्यार्थी वाकिफ हो सके। विद्यार्थियों ने कोर्स की पाठ्य सामग्री को और संतुलित व संक्षिप्त करने की बात उठाई। शिक्षण प्रणाली व शिक्षक से वे संतुष्ट दिखे। उनका यह भी सुझाव था कि दलित साहित्य के नज़रिए से मुख्यधारा में रही कविता का भी पाठ किया जाना चाहिए।

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

विद्यार्थियों का सुझाव कि मुख्यधारा कविता की दलित दृष्टि से आलोचना को भी पाठ्यक्रम में शामिल किया जाना चाहिए, निश्चित ही बेहतरीन सुझाव है। इससे विद्यार्थी परस्पर काटते दो सौंदर्यबोधों को समझ सकेंगे। अगली बार अध्यापन में इस सुझाव के मुताबिक पाठ्यसामग्री में कुछ और पाठ जोड़ दिए जाएँगे।

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: **Hindi**

Name of the Course: **Vyavaharik Hindi Bhasha**

Course Code: **SUS1FC006**

Semester (Monsoon/Winter) and Year: **2nd Semester, 2019**

Course Coordinator: **Mrityunjay Tripathi**

Number of students on the course: **36**

No of feedback received: 30

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

विद्यार्थी शिक्षण प्रणाली और पद्धति से आमतौर पर संतुष्ट दिखे। पाठ्यक्रम के रोचक होने की पुष्टि विद्यार्थियों ने की। खासकर फिल्म सम्बंधी माड्यूल में उनकी रुचि और संलग्नता, दोनों दिखे। पिछली कक्षाओं के मुकाबले नयी तरह से हिंदी और हिंदियों के बारे में सीखना उनके लिए अपेक्षाकृत रोचक अनुभव रहा। विद्यार्थियों ने पाठ्यक्रम के बड़े होने की समस्या का जिक्र भी फीडबैक में बारहा किया।

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

विद्यार्थियों द्वारा पाठ्यक्रम के बड़े होने की समस्या का निदान करने के लिए दो तरीके आगामी अध्यापन में सोचे जा सकते हैं: [1] पाठ्यक्रम को तिथिवार बाँट देना और समय-सीमा में माड्यूल को समाप्त करना और [2] सभी माड्यूलों में से कुछ हिस्से गृह कार्य के रूप में उन्हें पढ़ने के लिए कहना और कक्षा में सिर्फ़ उसपर चर्चा आयोजित करना जिससे शब्दशः कक्षा-पाठ का समय बच सके।



**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BA HONOURS PROGRAMME

Name of the Course: MADHYAMIK HINDI BHASHA

Course Code: SUS1FC007

Semester (Monsoon/Winter) and Year: MONSOON

Course Coordinator: Dr. VAIBHAV

Number of students on the course: 57

No of feedback received: 52

- I. What are the major take-away from the student feedback (positives/issues/concerns/suggestions)
  1. Course outline, objective and assessment pattern was informed and readings were made available
  2. Stories which were the part of the course were interesting and created fresh interest in literary writing
  3. Discussions around the central theme of stories were engaging in nature
  4. Film screening be introduced and reader provided should be more clean and clear in its Xeroxed version.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  1. Reader provided in the beginning of semester will be checked and this will be ensured that Xeroxed version must be readable and clean in printing.
  2. Films and other audio-visual matters related to the course will be shown in class room.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: SSH

Name of the Course: SWADHINTA AANDOLAN KA VAICHARIK JAGAT AUR HINDI

Course Code: SUS1HN336

Semester (Monsoon/Winter) and Year: Winter

Course Coordinator: Dr. VAIBHAV

Number of students on the course: 34

No of feedback received: 33

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  1. Course outline, objective and assessment pattern was informed and readings were made available
  2. They were made to understand every aspect of course by thorough reading.
  3. Discussions in large context was helpful
  4. Study material, elaborations and lectures were found useful
  5. 'Annihilation of the caste' was useful and interesting
  6. Some more thinkers critical to understand the structure of society may be included in the course
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  1. Some more books on related topics will be suggested
  2. Texts which are more interesting will be covered with more elaborations and discussion.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons) History

Name of the Course: Ancient Societies

Course Code: SUS1HS401

Semester (Monsoon/Winter) and Year: Monsoon 2018

Course Coordinator: Dr. Aadil Zubair

Number of students on the course: 83

No of feedback received: 60

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

The students liked the teaching modules, readings and the manner in which lectures were delivered in the classroom, using power-point presentations, maps and other visual resources. However, some students found the reading list as complicated and suggested that specific 'readers' being provided to them. Several students had asked for the syllabus to be reduced and to make the course more interesting by organizing trips to places of archaeological and historical interest. Students also suggested for screening of theme-based films and documentaries in order to get a better understanding of the things at hand. There was a positive feedback on teachers' interaction with the students within and outside the classroom. However, a few students wanted the class to be more interactive in nature.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

At the start of the semester, the students were provided with almost all the readings related to the course and efforts were made to help students find the relevant chapters from the selected readings. While lectures may be interactive to a certain degree, efforts will be made to screen documentaries/films in the classroom and also to organize a visit to National Museum and archaeological sites in and around Delhi as display of stone tools, coins and other artefacts to students provides a tangible feel of the objects of study. Apart from that tutorial classes and interactive sessions will be held with the students where issues, queries and questions related to the course will be debated and discussed.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: BA (Hons) History

Name of the Course: Early India: Economy, Polity and Society

Course Code: SUS1HS403

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Aadil Zubair

Number of students on the course: 67

No of feedback received: 60

#### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

Majority of the students found the teaching modules very interesting and were satisfied the way course was transacted, especially teaching through power-point presentations as a medium to enhance their learning. While most of the students found the readings suggested for the course as relevant and easy to understand; however, some students suggested that Hindi translations of the same should be made available to them. A few students have also suggested for reduction in syllabus and to make the course more activity-based and interactive by organizing field visits/trips to archaeological/historical sites. Some students have expressed a concern that some of the later modules were not taught in a detailed manner. Students have responded very positively on the teacher-student interaction in-and-out of the classroom.

#### **II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

The fact that the class comprised of students from diverse academic backgrounds, efforts were made to deliver class lectures and to interact with the student, using both English and Hindi as the medium of instruction. The suggestion to include Hindi translations of the readings in the list will be taken up positively. The proposal to abridge the course will be taken into consideration and necessary changes will be made. To make the course more interactive in nature, efforts will be made to organize a field-trip to places of archaeological/historical importance. A trip was planned this semester, but owing to certain logistical issues, had to be cancelled. Further, the students will be encouraged to hold classroom discussions and ask questions to make dialogue as a key tool of learning.

**Ambedkar University Delhi**  
**School of Undergraduate Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: BA (Hons) History

Name of the Course: Medieval India- II (Economy and Society)

Course Code: SUS1HS406

Semester (Monsoon/Winter) and Year: Winter 2019

Course Coordinator: Dr. Yogesh Snehi

Number of students on the course: 39

No of feedback received: 38

**A note on the class composition:** There were a range of students in the classroom coming from a variety of class backgrounds and schooling experiences. A majority came from non-elite educational institutions in Delhi or elsewhere. But there were a few who had the merits of English language proficiency and critical aptitude. The expectations from pedagogy therefore hugely varied. I therefore tried to use a bi-lingual pedagogical interaction to bridge the barrier of language in learning experience inside the classroom.

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Most students liked the course transaction, teaching modules, readings and interactive Google Classroom interface. There was an overall positive feedback on teachers' interaction with students both inside and outside the class. However, several students expressed pressure of readings towards the end-semester and suggested that end-semester readings should be culled. Most positive feedback was on the usage of audio-visual medium for the latter modules of the course. Students also wished that more field sessions/trips could be undertaken, like the one done around the KG Campus to explain forms of architecture. However, one student was of the opinion that the readings were very basic and the teacher should focus more on concepts and debates than descriptions. Another student felt that the teacher should treat students as adults.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

There was indeed a pressure on the course towards the end-semester. This was due to unexpectedly large number of holidays that fell on class slots. Nevertheless, effort will be made to harmonise readings for end-semester examination. Effort will also be made to add a field-engagement in the class transaction. The one that was planned (corresponding to the relevant module) had to be cancelled due to exceptionally hot weather in the month of April.

This can be addressed by shifting such modules that will benefit from field engagement early in the semester. One students' complain about the 'simplicity' of the reading is partly correct. This is done keeping in mind a larger constituency of students who come from non-elite backgrounds. But the teacher still added at least four reference readings, particularly for writing assignments. The entire course was also woven around conceptual debates on Medieval India. Maybe more such readings could be added for keener students. The charge that the teacher treated students as minors is exaggerated. The fact that many students were habitually stuck with smartphone notifications had to be dealt with by asking students to keep these in their bags. This was done in the interest of learning environment in the class.

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course: Planning for an Inclusive Setting

Course Code: SVS1EC405

Semester (Monsoon/Winter) and Year: Winter 2019, Semester-4

Course Coordinator: Fariha Siddiqui

Number of students on the course: 14

No of feedback received: 10

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students shared the importance of course but felt facilitator was not much prepared with the resources/readings for each session.
- The workshops and theory classes didn't match and it created a lot of confusion
- Single faculty should take all workshop sessions
- Classes should be more interactive

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle

- The facilitator will be asked to prepare the sessions with experiential learning methods
- The topics of workshops are such that different people bring in their experience and can enrich students. On the same premise, 2-3 people were called for the workshop sessions. The same pattern will be followed in the next semester but with more preparedness on the part of the facilitator
- Theory and workshop should complement each other. Facilitators of both courses will be asked to coordinate with each other

III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)



## Faculty feedback report

**Course: Basic Computer Application and ICT Skills**


**Course Code: SVS1FC051**

### **I. Students' feedback on the course (positives/issues/concerns/suggestions)**

- The last class of the semester had an open feedback and suggestion session, wherein students discussed the key takeaways and gave their feedback on the course.
- The overall feedback received from students, in general, was positive. Majority of the students agreed that they learnt numerous new concepts specific to Microsoft Word, Excel and Powerpoint.
- Students specially appreciated the hands on exercises and practical questions that were covered in the class, as these kept the sessions engaging, while at the same time helped them build on their existing computer skills.
- Students reported that they really enjoyed the sessions on Microsoft Excel and would have liked to learn more Excel related concepts.
- A few students were first time users of computer, and did not know how operate a computer/ login to the system/ open and save files. For these students, the course was extremely useful in familiarizing them with various MS Office and helping them build their ICT skills.

### **II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- Students really enjoyed learning formulas and functions of MS Excel. Attempts will be made to introduce more formulas and functions in the Excel module, as Excel is the most used computer software in the corporate sector.



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## **Faculty report on feedback**

**Course:** Examining Cultural and Entrepreneurial Landscape of Delhi

**Course Code:** SVS1FC303

Semester-4

### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

Only about 50% of the students returned back the feedback form. Many of them have not written the suggestion needed in the course. Most of the students have indicated that they were satisfied with the course and the transaction of the course.

A good number of students have stated that there is a need for better and more interaction between faculty and students.

Some few students have stated that there is a need to change in the pedagogy and more relevant materials be used.

Some have also indicated that since the course is transacted in a combine cohort of Retail management and Early childhood Centre Management and Entrepreneurship more relevant examples need to be shared in class on ECCME too.

### **II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

There can be more interactive sessions planned instead of the faculty lecturing though even in the last semester, lectures were mostly avoided and students were engaged in activity based learning and through project.

Will ensure that in a combined class the examples cited are equally relevant to both the programmes.

Will revisit the materials used and update with more resource materials including some few videos wherever relevant.

  
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## **Faculty report on feedback**

**Course:** Life Competencies for Sustainable Employability (LCSE): **Practitioner** Level 2

**Course Code:** SVS1FC 203

Semester-4

**I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

- Amazing delivery by teachers, method of teaching is good - fun way and handled things delicately
- Complex and deep issues taught through fun activities
- Content well suited for the course.
- Readings were helpful and brought clarity
- Teachings applied to daily home/work life and related to real life experiences.
- Been able to work on self and become a better person.
- Could apply the learnings during OJT specially while handling conflicts.

**II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- More videos in sessions
- More time for the topic of entrepreneurship.
- Making session on gender more interesting.
- Topics could be covered in more depth
- More out of class sessions, exploring the world
- Separate classes for ECCME + RM
- More ECCME relevant examples
- Class discipline can be improved

  
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## **Faculty report on feedback**

**Course:** Life Competencies for Sustainable Employability (LCSE):

**Course Code:** SVS1FC 102

Semester-2

### **I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)**

- Activity based learning, made it easier to understand and apply.
- Teachings applied to daily home/work life and related to real life experiences.
- Been able to work on self and become a better person.
- Could apply the learnings during OJT.
- Reflection journal deepened knowledge and helped recall learnings from class.
- Course material was sufficient and inclusive.
- Ample class discussions for better understanding of the topics.

### **II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- More time for complicated topics such as project management and systems thinking.
- Exams should be based more on real life applications and projects rather than theory or definitions. (Note: Feedback already incorporated in end term assessment)
- Topics could be covered in more depth
- Reading material should be more detailed for in depth understanding of the topic.



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## Faculty feedback report

**Course: Numerical Applications and Principles of Business Economics**


**Course code: SVS1FC053**

### **I. Students' feedback on the course (positives/issues/concerns/suggestions)**

- The last class of the semester had an open feedback and suggestion session, wherein students discussed the key takeaways and gave their feedback on the course.
- The overall feedback received from students, in general, was positive. Students reported that the course was comprehensive, and provided them with a deeper understanding in the area of economics related concepts, while also brushing up their mathematical skills.
- The entire course had two modules- Numerical Applications, and Principles of Economics for Business. Students liked the module on Economics more than the other module, mainly because of the difference in the nature of the content.
- In case of the Numerical Applications module, students liked the introduction of small tricks in the course, which they had learnt for the first time. These tricks of mathematical concepts helped them in quicker calculations, which they said would be helpful in their jobs as well.
- The students specifically appreciated the course content of Economics, as they could relate the concepts of the course to real life scenarios and understand the basics of how the markets function.

### **II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)**

- The feedback is primarily on the pedagogy of the course and is positive overall.
- Since students appreciated the course content of Economics and the real life examples discussed within each topic of the module, attempts will be made to include more such small caselets/ cases in the course. These caselets/ cases will be real life industry based cases that will further provide them with a deeper understanding and practical implications of economic activities.
- Since students liked learning new tricks of Numerical Applications, attempts will be made to teach them more such tricks that can enable them to do calculations in a simple and quicker manner.

  
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**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course: Addressing Diversity and Inclusion in a Day Care Centre

Course Code: SVS1EC402

Semester (Monsoon/Winter) and Year: Winter 2019, Semester-4

Course Coordinator: Fariha Siddiqui

Number of students on the course: 14

No of feedback received: 12

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students shared that the teacher was not prepared for the classes. The expectations were not shared with the class
- Readings/articles were shared on very short notice and expected students to read them (without considering the packed class schedules)
- Reference material was not what was listed in the document shared in the beginning and it was difficult to read
- Assignment was tedious and unclear
- Better teaching method can be used to transact the course. Student-teacher interaction could also be improved

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle

- The facilitator will be asked to use experiential learning methods for the effective transaction of the course. The variety of material and real life examples should be used to transact this course.
- The reference material will be shared with students timely and it should be of student's level.
- Assignment will be discussed with students well in advance

III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course: Providing Care to School Age Children

Course Code: SVS1EC403

Semester (Monsoon/Winter) and Year: Winter 2019, Semester-4

Course Coordinator: Fariha Siddiqui

Number of students on the course: 14

No of feedback received: 10

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students shared the importance of course but felt facilitator was not much prepared with the resources/readings for each session.
- They shared that more reference material should be shared and it should be shared after every session.
- Assignment was not clear and was given on short notice
- The pace of teaching was fast
- Student-teacher interaction could also be improved

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle

- The facilitator will be asked to use experiential learning methods for the effective transaction of the course.
- The reference material will be shared with students timely.
- Assignment will be revised keeping in view the skill development and will be shared with students well in advance



III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**  
**School of Vocational Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B Voc-Retail Management

Name of the Course: Advanced Store Management

Course Code: SVS1RM213


Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Nikhil Singh Charak

Number of students on the course: 25

No of feedback received: 21

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Can improve the discipline and course materials in class.
  - Proper date sheet of internals and exams as AUD follows continuous assessment structure.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - School was launched in 2017 hence we are still in the development stage of developing course materials for the BVoc Retail Management Programme
  - As AUD follows continuous assessment structure so we need to notify the date sheets separately

  
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**School of Vocational Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B Voc-Retail Management

Name of the Course: Managing Organisation Dynamics

Course Code: SVS1RM214

Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Nikhil Singh Charak

Number of students on the course: 25


No of feedback received: 18

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- If class duration is reduced 2 hour to 45 min.
- Style of teaching is very interesting and unique

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

30 credits to be transacted in each semester hence difficult to reduce the course transaction, giving break for 15 minutes after 1 hour

  
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**Faculty Report on Student Feedback**

Name of the Programme: B Voc-Retail Management

Name of the Course: Customer Experience Management

Course Code: SVS1RM213

Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Nikhil Singh Charak

Number of students on the course: 25


No of feedback received: 20

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Course should be taught according to our job role , which is somewhere lacking .

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Apart from job role specific courses, programme also has General education component which includes courses related to Legal Literacy, Social connections and English proficiency course

  
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**Faculty Report on Student Feedback**

Name of the Programme: B Voc-Retail Management

Name of the Course: On the Job Training

Course Code: SVS1RM214

Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Nikhil Singh Charak

Number of students on the course: 25


No of feedback received: 20

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Good exposure in the industry as per the defined job role of Retail Team Leader.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

University is providing stipend internship to every students in collaboration with Retailers Association of India

  
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**Ambedkar University Delhi**  
**School of Vocational Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B Voc-Retail Management

Name of the Course: Retail Store Operations

Course Code: SVS1RM205


Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Nikhil Singh Charak

Number of students on the course: 25

No of feedback received: 20

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Not getting any reading material for our exams
  - Presentation skills can be improved
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - Programme was launched in 2017, course material is still in developing phase
  - Concerned teacher was briefed regarding the presentation

  
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**Ambedkar University Delhi**  
**School of Vocational Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B Voc-Retail Management

Name of the Course: Advance Retail Sales Skills

Course Code: SVS1RM206

Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Nikhil Singh Charak

Number of students on the course: 25


No of feedback received: 20

I. What are the major take-aways from the student feedback  
(positives/issues/concerns/suggestions)

- Development of entrepreneur skill subject too rather adding Hindi as a main subject.
- Presentation skills should be improved
- Very professional and industry oriented

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- Students will be studying Entrepreneurship course in 5<sup>th</sup> semester

  
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**Ambedkar University Delhi**  
**School of Vocational Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B Voc-Retail Management

Name of the Course: Organisation and Team Dynamics

Course Code: SVS1RM207

Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Nikhil Singh Charak

Number of students on the course: 25


No of feedback received: 20

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

- Content can be improved

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Course content will be revised after the completion of full cycle of the programme 2020

  
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**School of Vocational Studies**  
**Faculty Report on Student Feedback**

Name of the Programme: B Voc-Retail Management

Name of the Course: Customer Experience Management

Course Code: SVS1RM213

Semester (Monsoon/Winter) and Year: Winter Semester-2019


Course Coordinator: Nikhil Singh Charak

Number of students on the course: 25

No of feedback received: 20

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Nicely designed course which connect the course transaction with industry requirement
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

As per the feedback the current course is as per the requirement

  
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Karampura Campus  
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**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: Bachelors of Vocation (BVoc)-Tourism & Hospitality

Name of the Course: Conference and Event Planning

Course Code: SVS1TH201


Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Ankush Rathor

Number of students on the course: 36

No of feedback received: 25

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Can reduce time duration & number of theory class.
  - Proper date sheet of internals and exams as AUD follows continuous assessment structure.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - School was launched in 2017 as per UGC guidelines & credits allocated as per B.Voc –T&H Curriculum.
  - As AUD follows continuous assessment structure will initiate the same for better communication.

  
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**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: Bachelors of Vocation (BVoc)-Tourism & Hospitality

Name of the Course: Product Planning and Development

Course Code: SVS1TH202

Semester (Monsoon/Winter) and Year: Winter Semester-2019


Course Coordinator: Ankush Rathor

Number of students on the course: 36

No of feedback received: 24

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - If class duration is reduced 2 hour to 1Hrs.
  - Style of teaching is very interesting and unique
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

In B.Voc –T&H there are 30 credits to be transacted in each semester, which is slightly higher than other UG courses, hence difficult to reduce the course transaction.

  
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**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: Bachelors of Vocation (BVoc)-Tourism & Hospitality

Name of the Course: Understanding Enviroment & Development

Course Code: SVS1TH203

Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Ankush Rathor

Number of students on the course: 36


No of feedback received: 24

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Course needs to put more emphasis on Service Industry Attributes which should be according to MICE - Job Role , which is somewhere lacking .

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Apart from MICE - Job Role specific courses, programme also has General education component which includes courses related to Legal Literacy, Social connections and English proficiency course, thus it is important for overall development as an professional.

  
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**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: Bachelors of Vocation (BVoc)-Tourism & Hospitality

Name of the Course: On the Job Training

Course Code: SVS1TH204

Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Ankush Rathor

Number of students on the course: 36

No of feedback received: 27

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Good exposure in the industry as per the defined job role of MICE - Job Role. Students wanted to extend their duration of training as it gives them added exposure & remunerations.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

BVoc courses are bound by fixed duration internship as students' needs to be assessed after successful completion of internship. Students can go for an added exposure during there summer breaks,if they feel so or want to have an added exposure.

  
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**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: Bachelors of Vocation (BVoc)-Tourism & Hospitality

Name of the Course: Industrial Training (5 Months)

Course Code: SVS1TH401


Semester (Monsoon/Winter) and Year: Winter Semester-2019

Course Coordinator: Ankush Rathor

Number of students on the course: 36

No of feedback received: 32

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Wanted to have more seats for international exposure.
  - Want more exposure for finishing skills for Presentation & facing interviews in the upcoming semesters so that their skills can be improved.
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
  - Company sponsoring students are less for such international exposures & selection criterion is also tough.
  - Concerned teachers for such will be required to take identical sessions from next semesters.

  
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**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BVoc ECCME

Name of the Course: Early Stimulation and Early Intervention

Course Code: SVS1EC202

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Fariha Siddiqui

Number of students on the course: 15

No of feedback received: 13

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students liked the overall effectiveness of the course. They enjoyed sessions and topics covered. The use of multimedia and discussions helped them understand the concept better.
- The assignments were engaging and helped in developing skills
- Need more practical exposure to develop skills individually
- Need more time to read and understand some concepts

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle:

- The facilitator will be asked to continue to use experiential learning methods for the effectiveness of the course as it helped students in grasping the concept.
- The readings material will be discussed in class and facilitator can engage students in groups to understand the reading/article as many students enrolled in Bvoc have struggle in comprehending the text.
- To provide practical exposure and develop skills, the assignments will be kept field-based and will be shared well-in advance (like this semester)
-





## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: BVoc ECCME

Name of the Course: Material Development for Enhancing Play of Young Children

Course Code: SVS1EC205

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Fariha Siddiqui

Number of students on the course: 15

No of feedback received: 12

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students liked the overall effectiveness of the course. They enjoyed sessions and topics covered.
- Students shared that for developing material 2-hour slot is not enough as they end up with incomplete product and discussion with the facilitator
- More group work rather than doing the craft individually.

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle:

- As this is workshop course and the credit –hours are double of the theory, so duration of the course cannot be increased however, in time-table this workshop will be placed where students can get time to finish product
- At the beginning of the sessions, students will be told about skills required during the course like stitching, painting so that they can practice it at home too.

## **Ambedkar University Delhi**

### **Name of the School**

### **Faculty Report on Student Feedback**

Name of the Programme: BVoc ECCME

Name of the Course: Play Learning and development

Course Code: SVS1EC201

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Fariha Siddiqui

Number of students on the course: 15

No of feedback received: 13

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students liked the overall effectiveness of the course. They enjoyed sessions and topics covered. The use of multimedia and discussions helped them understand the concept better.
- They shared that the reference material was little tough and too heavy for few topics.
- The assignments were engaging but time-taking.
- Need more practical exposure to develop skills individually
- Need more time to seep in some concepts and to prepare for end-semester exam

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle:

- The facilitator will be asked to continue to use experiential learning methods for the effectiveness of the course as it helped students in grasping the concept.
- The reference material will be discussed in class and facilitator can engage students in groups to understand the reading/article as many students enrolled in BVoc have struggle in comprehending the text. Also, some simple reading will be searched for few topics.
- To provide practical exposure and develop skills, the assignments will be kept field-based and will be shared well-in advance (like this semester)
- The structure of BVoc is such that the credit-load is too high and thus things go back to back thus time-constraints are there. Still facilitator will be asked to modify the

assessments and sessions in such a manner where students get time to read on weekly basis rather than accumulating things for the end.

- Very few students got the chance to observe children with special needs as per the requirement of the course internships/field visits will be arranged to provide all students exposure

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**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BVoc ECCME

Name of the Course: Storytelling and Shared Reading (workshop)

Course Code: SVS1EC206

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Fariha Siddiqui

Number of students on the course: 15

No of feedback received: 12

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students liked the overall effectiveness of the course. They enjoyed sessions and topics covered. The use of multimedia and discussions helped them understand the concept better.
  - Needed more time to practice story telling skills
- 
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)
    - The facilitator will be asked to continue to use experiential learning methods for the effectiveness of the course as it helped students in grasping the concept.
    - Facilitator will be asked to give students some time at the end of each session so that they can hone story telling skills

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme: BVoc ECCME

Name of the Course: Play and engagement with children (Workshop)

Course Code: SVS1EC207

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Fariha Siddiqui

Number of students on the course: 15

No of feedback received: 15

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways

- Facilitator was resourceful and taught many new things in a fun way. The course and the facilitator helped students develop skills which can be used during the internship
- Not much use of multimedia and reference material was not provided
- Hard copies of activities/handouts should be given so that it helps students use them during internship

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle:

- As this is a workshop course, the facilitators will be encouraged to use engaging activities with the students. Multimedia resources are not much required in the course as it is more of doing things to learn
- Facilitators will be asked to provide handouts of activities and references where ever possible.

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**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BVoc ECCME

Name of the Course: Child Protection and Child Rights

Course Code: SVS1EC204

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Fariha Siddiqui

Number of students on the course: 15

No of feedback received: 12

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)
  - Students appreciated the course and pedagogy of the teacher
  - The readings used was relevant to the course and student's level
  - Students felt that interaction should be slightly more
  - Students shared worksheets given after every session were good but more multimedia resources should be used
  
- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle:

- The facilitator will be asked to continue to use experiential learning methods for the effectiveness of the course as it helped students in grasping the concept.
- The nature of the course is such that it needs information about child rights so worksheet is a good way to consolidate the topic after every session. However, facilitator could be asked to make it more creative if possible.

**Ambedkar University Delhi**

**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme: BVoc ECCME

Name of the Course: Building Partnerships with Parents (Theory)-Semester 2

Course Code: SVS1EC203

Semester (Monsoon/Winter) and Year: Winter, 2019

Course Coordinator: Fariha Siddiqui

Number of students on the course: 15

No of feedback received: 14

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students liked the overall effectiveness of the course. They enjoyed sessions and topics covered. The use of multimedia and discussions helped them understand the concept better.
- They shared that more reference material should be shared and it should be shared after every session.

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle

- The facilitator will be asked to continue the use of experiential learning methods for the effectiveness of the course as it helped students in grasping the concept.
- The reference material will be discussed in class and facilitator will provide material timely but not PPTs as students do not attend classes and rely only on shared PPTS.
-



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**Name of the School**

**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course: Observing Young Children in a Child Care Setting

Course Code: SVS1EC401

Semester (Monsoon/Winter) and Year: Winter 2019, Semester-4

Course Coordinator: Fariha Siddiqui

Number of students on the course: 14

No of feedback received: 14

- I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students shared the importance of the course for the job role.
- They shared that the teacher was not prepared for the classes and there were repetitions in the content of most of the sessions.
- Assignment were creative and helped develop relevant skills
- Better teaching method can be used to transact the course. Student-teacher interaction could also be improved

- II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle

- The facilitator will be asked to use experiential learning methods for the effective transaction of the course. The variety of material and real life examples should be used to transact this course.
- Facilitator will be asked to prepare sessions and consolidate them with some activity

III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course: Activities for Children in After School Programme

Course Code: SVS1EC406

Semester (Monsoon/Winter) and Year: Winter 2019, Semester-4

Course Coordinator: Fariha Siddiqui

Number of students on the course: 14

No of feedback received: 10

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students shared the importance of course but felt facilitator was not much prepared with the resources for each session.
- More activities should be done practically without repetition
- Classes should be more interactive

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

- The facilitator will be asked prepare the sessions with experiential learning methods and engage students through activities which they can use with children during internship
- Examples from different centre will be covered by inviting people

III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

**Ambedkar University Delhi**  
**Name of the School**  
**Faculty Report on Student Feedback**

Name of the Programme:

Name of the Course: Developing the 'Professional' Self (workshop)

Course Code: SVS1EC404

Semester (Monsoon/Winter) and Year: Winter 2019, Semester-4

Course Coordinator: Fariha Siddiqui

Number of students on the course: 14

No of feedback received: 10

I. What are the major take-aways from the student feedback (positives/issues/concerns/suggestions)

Following are the major take-aways:

- Students shared the importance of course and liked the pedagogy as well
- The workshops should be of 2-hours per week

II. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

Keeping in mind the above-mentioned points, the following actions will be taken for this course for next cycle

- The facilitator will be asked prepare the sessions with experiential learning methods
- The facilitators for workshop are field-experts. They come for one-day every week and thus need 4-hours on the same day in a week. In next cycle, the facilitators will be requested to spread sessions across the semester rather than winding up the course in 4-hour long sessions.

III. Course Coordinator's Response to Feedback (What are the specific actions that you plan to take/not take in response to the feedback and the rationale)

5<sup>th</sup> March 2019



Life Competencies for Sustainable Employment (LCSE): Assessment cum Feedback

Name: SOURABH JAIN Trade (RM) 2<sup>nd</sup> Sem Mobile no.: 9718843269

1. Admissions for the new session are about to begin in AUD and the university wants to tell the applicants about the LCSE course. As someone who has attended Semester 2 LCSE classes, university wants you to share your experience with them. Please write your experience in not more than 200 words.

Ans. In the 2<sup>nd</sup> Semester LCSE course helped me to improve my relationship and taught me how to work more effectively and efficiently at workplace not only in workplace also in your day to day life. Session on Team work and Project Management help me to work easy easily and comfortably in a team. Session on leadership styles improve my understanding of the topic as I came to know that all the leadership styles are necessary in one's life, depending on the situation help me need to switch between them. In this semester I have done a lot of activities related to topic which helped me to understand them better. There is a class on system thinking which change my view in respect to a system, How we think about a system can change the working of a system. I have also learned how important is health of person at workplace "Challenges to health" understanding this topic improve my self awareness and knowledge about various topics. All the content that was taught to us during LCSE course in 2<sup>nd</sup> Semester is somewhere improving and developing my competencies which will definitely helped me in my future.





2. 3 significant learning's from Semester 2 LCSE classes and why? Examples (if any) of applying these learning's in real life.

Ans. Following are my 3 significant learning from LCSE class :-  
 ① My first learning is that how to solve a conflict and steps to solve it.  
 ② Importance of challenges of health hazards and importance of health at workplace.  
 ③ Identifying my leadership style and knowing or understanding different leadership styles, and I have applied this learning

3. What was your learning resolution this semester? What did you do to achieve this resolution? Do you think you've been able to fulfil it to extent?  
Ans. My learning resolution for this semester is "how to make boring work more interesting" I have <sup>started</sup> taking interest in the work which I feel was boring. No, my this semester resolution is not achieved by me, because after sometime I don't want to work that particular task in which I have no interest. while working in a team as a leader.

4. Rate yourself on a scale of 1-5 (1 being the lowest and 5 being the highest)

- a. Self-awareness (strengths and weaknesses)
 

Pre	post LCSE classes
1 2 ③ 4 5	1 2 3 ④ 5
- b. Handling Interpersonal Relationships
 

Pre	post LCSE classes
1 2 ③ 4 5	1 2 3 ④ 5
- c. Occupational Health Consciousness
 

Pre	post LCSE classes
1 2 3 4 ⑤	1 2 3 4 ⑤
- d. Team Work
 

Pre	post LCSE classes
1 2 3 4 ⑤	1 2 3 4 ⑤
- e. Learn-ability
 

Pre	post LCSE classes
1 2 3 ④ 5	1 2 3 ④ 5





5. Do you think tasks and activities for the reflection journal helped you in better understanding the topics taught in the class?

Ans: Yes, because of these activities helped me to build a healthy relationships which are not good before the LCSE classes. These activities gave me more exposure to these topics and helped me to understand them better. The most major activity according to me is of the relationship class, where we have to convert our red relationship to green.

Program feedback

1. What worked well for you in LCSE course? Why?

a. Content

(Topics which were covered in the class and how they were delivered)

Ans In my opinion the content of the course can be improved in a way that we should be given more statistical data, so that we can understand the importance of pursuing the particular course. Although the content is well delivered.

b. Relevance  
(Were the classes or topics relevant to your program? Will they be useful for you during OJT?)

Ans Yes, the topics are very much relevant to our program and they will be very much useful during my OJT, as in this semester I have learned many topics which are directly improve my health.

c. Facilitation

(How were the subject teachers? Did you like the teaching methodology? Can something be improved? Did you find the one on one conversations helpful?)

Ans. Feedback for Parth: The facilitation is very much good as the delivery of the content is very clear. I don't feel that anything can be improve in facilitation.

Feedback for Ankita: The facilitation provided by is can be in a way of class taking, as if any student is present then class needs to be conducted, otherwise the content delivery is very much good.

on the other hand Feedback for Sukriti: Did not take any session



d. Course material/ readings  
(Do you think course material and readings were helpful? Were they sufficient? Did they help in deepening your understanding?)

Ans I think the course material and readings can be improved if they are more interesting and detailed with something logical facts. In the short term understanding the readings and course material is very much sufficient.

2. Rate the LCSE intervention on a scale of 1-5: (1 being the lowest and 5 being the highest)

1 2 3 4 5

Ans I would like to give the LCSE intervention 4 on a scale of 1-5, as more or less the I have learned many topics.

3. Would you recommend LCSE classes being offered to other vocational courses? Yes/ No, Why?

Ans Yes, I would like to recommend the LCSE classes for other vocational courses as well, because this program improves our competencies which are directly connected with our work and with our future.

④ What is your least favourite aspect of the LCSE program, why?

Ans In my opinion the least favourite aspect is course material and the readings that is given to me because understanding these topics need to be delivered with activities and with some facts.

⑤ If you could change 1 thing, what would that be? (about LCSE)

Ans Course material and readings should be provided before the classes or just after the classes, so that we can remember that topic more and understand them better.



## Life Competencies for Sustainable Employment (LCSE): Assessment cum Feedback

Name: Divya

Trade: T & H

Mobile no.: 7840884650

1. Admissions for the new session are about to begin in AUD and the university wants to tell the applicants about the LCSE course. As someone who has attended Semester 2 LCSE classes, university wants you to share your experience with them. Please write your experience in not more than 200 words.

LCSE one of my favourite subject which tell us more about myself and how personality get influence by others. And it also help us to overcome our negative traits which make us a good person. And also help me to become a good friend of others or a good team member. And Interpersonal relation session helps me alot to improve my relation with others. And Leadership session resolve my one problem that I always thought if I take decision ~~on~~ on my own so I discriminate with others even decision taking at that time is important. So I found that sometimes it was need & it doesn't mean that you discriminate because you are doing it in the favour of other & you worked as leader at that time by picking up responsibilities.



2. 3 significant learning's from Semester 2 LCSE classes and why? Examples (if any) of applying these learning's in real life.

- Intpersonal relation session teaches me alot and helps me to sort out my relation with others.
- Inside out movies showed me that how our mode get charged and everything is part of life there is no need to blame yourself.
- Leadership quality: It also make me know that no need to always take everyone's opinion.

3. What was your learning resolution this semester? What did you do to achieve this resolution? Do you think you've been able to fulfil it to extent?

To know more about my self because I feel that LCSE class help us to know more about your personality. And also tried to change mind set of others if it was not right. And always interput them if they talk something which they don't know or judge anybody. But still I am working may be I will achieve it.

4. Rate yourself on a scale of 1-5 (1 being the lowest and 5 being the highest)

a. Self-awareness (strengths and weaknesses)

Pre		post LCSE classes
1	② 3 4 5	1 2 ③ 4 5

b. Handling Interpersonal Relationships

Pre		post LCSE classes
1	② 3 4 5	1 2 ③ 4 5

c. Occupational Health Consciousness

Pre		post LCSE classes
①	2 3 4 5	1 ② 3 4 5

d. Team Work

Pre		post LCSE classes
1	2 ③ 4 5	1 2 ③ 4 5

e. Learn-ability

Pre		post LCSE classes
1	② 3 4 5	1 2 3 ④ 5



5. Do you think tasks and activities for the reflection journal helped you in better understanding the topics taught in the class?

Yes, I think ~~to~~ that because of reflection journal we again go<sup>back</sup> through the classes and think what we did and understand in the class. At least for writing in reflection journal people tried to understand the topic, they ~~found~~ were trying to find the motive of the class by session or the key learning because they know if they write ~~not~~ in proper manner they get good marks and because of this they again revised the topics.

### Program feedback

1. What worked well for you in LCSE course? Why?

#### a. Content

(Topics which were covered in the class and how they were delivered)

Content was good & delivery was also nice & which really like was that they teaches by activity which makes things enjoyable

#### b. Relevance

(Were the classes or topics relevant to your program? Will they be useful for you during OJT?)

Yes, ~~the~~ Topics were very interesting & always helps me to understand my personality & how our personality develops which was very important thing which we have to know and also helps to develop our interpersonal skills which definitely help us in our OJT.

#### c. Facilitation

(How were the subject teachers? Did you like the teaching methodology? Can something be improved? Did you find the one on one conversations helpful?)

Feedback for Parth: Kind, helpful, understanding and I like the teaching methodology. Never ~~never~~ discriminate with students. And ~~a~~ very friendly & nice ~~person~~ person. Always behave calmly in every situation.

Feedback for Ankita: A great teacher & I really like the way she teaches. An understanding teacher who helps in every situation and always give solutions for our problems.

Feedback for Sukriti: Don't know much about her but she is good and friendly. And we feel comfortable with them. And methodology was also nice & enjoyable.



**d. Course material/ readings**

(Do you think course material and readings were helpful? Were they sufficient? Did they help in deepening your understanding?)

Course material and readings were really helpful and <sup>also</sup> sufficient for understanding. But we want more classes for understanding things more deeply in our life because ~~our~~ every class was related to other.

2. Rate the LCSE intervention on a scale of 1-5: (1 being the lowest and 5 being the highest)

1 2 3 4 5

According to me 4 because I want some more topics in the LCSE sessions.

3. Would you recommend LCSE classes being offered to other vocational courses? Yes/ No, Why?

Yes, I recommend LCSE classes being offered to other courses not only in vocational courses even it should be a compulsory <sup>subject</sup> for every course. Because it help us to know that actually who we are and how we are. How our personality shapes. And also help us to know more about our personality. And also helps to improve our interpersonal skills.





Life Competencies for Sustainable Employment (LCSE): Assessment cum Feedback

Name: Sakshi

Trade: ECCM

Mobile no.:

1. Admissions for the new session are about to begin in AUD and the university wants to tell the applicants about the LCSE course. As someone who has attended Semester 2 LCSE classes, university wants you to share your experience with them. Please write your experience in not more than 200 words.

LCSE has enhanced us as a whole. From introvert to extrovert, from blaming to claiming, from giving responsibilities to take responsibilities. ~~life~~, from giving the power of leadership to take leadership it has upgraded me as an individual. LCSE sessions are fun and related to life which we face in daily lives and how to get off them. How to survive in the world, workplace etc. From 1st semester the end is more better as the first was a bit theoretical. But in the second semester we are taught how to deal with daily problems. The teachers are always up for help beyond classes as well. But yes this course has actually changed me how to solve conflicts after few sessions on interpersonal relationships etc. ~~we~~ I personally have taken the initiative to interact with my peers and solved conflict which I wanted to from a long period of time.



2. 3 significant learning's from Semester 2 LCSE classes and why? Examples (if any) of applying these learning's in real life.

① How to convert relationships into Red & Green. I have solved conflicts & get back some people I wanted too

② Project work - how to determine the project and divide the work post that  
(Rest are on extra sheet)

3. What was your learning resolution this semester? What did you do to achieve this resolution? Do you think you've been able to fulfil it to extent?  
I am work. I cannot work in teams. I can do all the work individually but was very uncomfortable to work in teams. I have now started publishing to divide the work to be done by diff members in the team. But yet competing to fulfil this resolution.

4. Rate yourself on a scale of 1-5 (1 being the lowest and 5 being the highest)

4

a. Self-awareness (strengths and weaknesses)

Pre

1 2 3 4 5

post LCSE classes

1 2 3 4 5

b. Handling Interpersonal Relationships

Pre

1 2 3 4 5

post LCSE classes

1 2 3 4 5

c. Occupational Health Consciousness

Pre

1 2 3 4 5

post LCSE classes

1 2 3 4 5

d. Team Work

Pre

1 2 3 4 5

post LCSE classes

1 2 3 4 5

e. Learn-ability

Pre

1 2 3 4 5

post LCSE classes

1 2 3 4 5



5. Do you think tasks and activities for the reflection journal helped you in better understanding the topics taught in the class?

No. Reflection Journal according to me has changed my work to do. I know it is necessary to keep a record of what we have done but in the class learning is more beneficial for us than writing what we have learnt.

### Program feedback

1. What worked well for you in LCSE course? Why?

#### a. Content

(Topics which were covered in the class and how they were delivered)

Content in LCSE should not be theoretical as it is a practical life based subject. It should be more of situation based.

#### b. Relevance

(Were the classes or topics relevant to your program? Will they be useful for you during OJT?)

Yes. They have taught us skills required to work in a workplace. How to deal with interpersonal relationships, leaderships etc.

#### c. Facilitation

(How were the subject teachers? Did you like the teaching methodology? Can something be improved? Did you find the one on one conversations helpful?)

Feedback for Parth: The way he teaches is always great and easily comprehensible. But he doesn't ~~not~~ give breaks b/w the sessions.

Feedback for Ankita: The way she delivers and brain washes one's thinking is something I love about her.

Feedback for Sukriti she ~~to~~ behaves <sup>in a</sup> ~~partial~~ manner with the children.

(Sorry)





d. Course material/ readings

(Do you think course material and readings were helpful? Were they sufficient? Did they help in deepening your understanding?)

Yes, they were helpful and relevant. They have enhanced the understanding of the course. But personally I don't find any good to ratify them for exams as it is a <sup>social</sup> <sup>competency</sup> course.

2. Rate the LCSE intervention on a scale of 1-5: (1 being the lowest and 5 being the highest)

1 2 3 4 5

The course is amazing - It has changed me as an individual a lot and everyone has appreciated the changed me. Thankyou.

3. Would you recommend LCSE classes being offered to other vocational courses? Yes/ No, Why?

Yes, but if it is situation based in the exam. As it is already more burden for vocational courses adding another course to it which will have plenty readings will suppress the time and build more pressure on ~~the~~ us.



11  
Sakshi ECCME  
I know it is necessary to keep

1 How to divide the work in the project & then work for that.

③ Health - how one should be careful of their health while working & how can we

ours. What is the least favourite aspect of the ICSE prog & why? If you could change 1 thing what would that be?

As The Exam Pattern. If the course revolves around skill & related competencies. The ques<sup>n</sup> in the exam should be related to situations of our societies to that but we are asked for definitions and theory which are of no use in the future but what we learn, how to solve, initiate etc is. Therefore personally the exam pattern should not include theories & reading but ques<sup>n</sup> on social skill of our societies & them.

Course: Examining Cultural and Entrepreneurial Landscape - An example of Delhi

on a FIVE point scale i.e. 1 to 5 \*

	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
The coverage of the course/modules/units contents	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequencing of the course/modules/units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reference Materials used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Distribution of assessment components	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Overall effectiveness of the course/modules/units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Quality of Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Teaching pedagogy	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Interaction in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Use and relevance of Multi-media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Student- teacher interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Overall quality of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Please give your suggestions on the aspects which can increase the effectiveness of our teaching learning process on transaction of each course.

Your answer

on one aspect in your learning offer, teacher and faculty.

SUBMIT



Course: Examining Cultural and Entrepreneurial Landscape - An example of Delhi

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Please give your suggestions on the aspects which can increase the effectiveness of our teaching learning process on transaction of each course.

Your answer

Just more clear and elaborated interaction

SUBMIT

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Please give your suggestions on the aspects which can increase the effectiveness of our teaching learning process on transaction of each course.

Your answer *Course should be of our relevance and some teachers should be chosen wisely*

SUBMIT



Course: Examining Cultural and Entrepreneurial Landscape - An example of Delhi

on a FIVE point scale i.e. 1 to 5 \*

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Overall quality of the faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Please give your suggestions on the aspects which can increase the effectiveness of our teaching learning process on transaction of each course.

Your answer *more field visits and extra activities can improve teaching learning process.*

SUBMIT

Please assess the course and the faculty on factors given below on a FIVE point scale i.e. 1 to 5 \*

	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
The coverage of the course/modules/units contents	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sequencing of the course/modules/units	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Overall quality of the faculty	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give your suggestions on the aspects which can increase the effectiveness of our teaching learning process on transaction of each course.

Your answer

There should be more interaction with all faculty.

SUBMIT

Course: Examining Cultural and Entrepreneurial Landscape - An Example of Delhi



Please assess the course and the faculty on factors given below on a FIVE point scale i.e. 1 to 5 \*

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Overall quality of the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give your suggestions on the aspects which can increase the effectiveness of our teaching learning process on transaction of each course.

Your answer *Change in teaching pedagogy.*

SUBMIT

Course: Examining Cultural and Entrepreneurial Landscape - An example of Delhi

Please assess the course and the faculty on factors given below on a FIVE point scale i.e. 1 to 5 \*

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Overall quality of the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give your suggestions on the aspects which can increase the effectiveness of our teaching learning process on transaction of each course.

Your answer: use effective reading material and that should be relevant for ECCME course rather than only with RM.

SUBMIT

Course: Examining Cultural and Entrepreneurial Landscape - An example of Delhi