AMBEDKAR UNIVERSITY DELHI

Minutes of the 11th Meeting of the Academic Council held at 10.00 AM on 04.08.2017 in the Private Dining Hall at the India International Centre, New Delhi

The 11th Meeting of the Academic Council (AC) of Ambedkar University Delhi (AUD) was held at 10:00 AM on 04.08.2017 in the Private Dining Hall at the India International Centre, New Delhi. The following were present:

Professor Shyam B Menon Vice Chancellor	In the Chair
Professor Jatin Bhatt Pro Vice Chancellor & Dean, School of Design	Member
Professor Salil Misra, School of Liberal Studies Pro Vice Chancellor	Member
Professor A K Sharma Nominee of the UGC	Member
Professor Farida A Khan Nominee of the Government of NCT of Delhi	Member
Professor Madhavan K Palat Nominee of the Government of NCT of Delhi	Member
Professor Honey Oberoi Vahali, School of Human Studies Nominee of the Vice Chancellor	Member
Professor Geetha Venkataraman, School of Liberal Studies Nominee of the Vice Chancellor	Member
Professor Chandan Mukherjee, School of Liberal Studies Nominee of the Vice Chancellor	Member
Professor Radharani Chakravarty Nominee of the Vice Chancellor & Dean, School of Letters	Member
Professor Ashok Nagpal Dean, School of Human Studies	Member
Professor Asmita Kabra Dean, School of Human Ecology	Member

Professor Sumangala Damodaran Dean, School of Development Studies	Member
Professor Rachana Johri Dean, School of Undergraduate Studies	Member
Professor Lawrence Liang Dean, School of Law Governance and Citizenship	Member
Professor Kartik Dave Dean, School of Business, Public Policy & Social Entrepreneurship	Member
Professor Dhirendra Datt Dangwal Dean, School of Liberal Studies	Member
Dr Rajan Krishnan Dean (Offg.), School of Culture & Creative Expressions	Member
Dr Oinam Hemlata Devi Assistant Professor, School of Human Ecology & Nominee of the Vice Chancellor	Member
Dr M. A. Sikandar Registrar	Secretary

Special Invitees:

Professor Sanjay Kumar Sharma, Dean, Student Services

Professor Satyaketu Sankrit, OSD, Karampura Campus

Shri J Ernest Samuel Ratnakumar, Controller of Finance

Dr Debal C Kar, Librarian

Professor Denys P Leighton, School of Liberal Studies

Dr Diamond Oberoi Vahali, Associate Professor, School of Liberal Studies

Shri Deepan Sivaraman, Associate Professor, School of Culture & Creative Expressions

Shri Akha Kaihrii Mao, Associate Professor & OSD, School of Vocational Studies

Dr Anirban Sen Gupta, Assistant Professor, School of Development Studies

Dr Ivy Dhar, Assistant Professor, School of Development Studies

Dr Gunjan Sharma, Assistant Professor, SES & Co-Coordinator, Academic Council

Regrets:

Professor K Ramachandran, Dr Mihir Shah and Professor Sabyasachi Bhattacharya could not attend the meeting.

Shri B. Mallesha, Assistant Registrar (VCO & Governance) assisted the meeting.

At the outset, the Vice Chancellor (VC) extended a warm welcome to the Members of the AC and the Special Invitees. He introduced Professor Dhirendra Datt Dangwal, the new Dean, School of Liberal Studies, to the members, and thanked Professor Denys P. Leighton for his work as the previous Dean of the School. The VC introduced Professors Jatin Bhatt and Salil Misra in their new role as the Pro Vice Chancellors of AUD.

The following **resolutions** were passed:

11.1 Confirmation of the minutes of the tenth meeting of the AC held on 17.07.2017

The Council **resolved** to confirm the minutes of the tenth meeting of the AC held on 17.07.2017, as circulated on 25.07.2017.

11.2 Action Taken Report (ATR) on the minutes of the tenth meeting of the Academic Council held on 17.07.2017

The Council **resolved** to note the Action Taken Report (ATR) on the decisions taken in its tenth meeting held on 17.07.2017, vide **Appendix-1.**

11.3 Recommendations of the Standing Committee Research (SCR)

The Council took note of the minutes of the meetings of the SCR held on 04.07.2017 and 01.08.2017 (vide **Appendix-2**) and **resolved** to approve the following recommendations:

11.3.1 Draft regulations concerning degrees of Doctor of Philosophy (PhD), Master of Philosophy (MPhil), and Standard Operating Procedure (SOP) to be followed for MPhil and PhD programmes

Considered the draft regulations concerning degrees of Doctor of Philosophy (PhD), Master of Philosophy (MPhil), and Standard Operating Procedure (SOP) to be followed for MPhil and PhD programmes.

After due deliberations, the Council **resolved** to approve the above with the amendments, vide **Appendix-3**.

11.3.2 Award of MPhil degree to the two scholars

Resolved to approve the recommendation of the SCR for the award of MPhil degree to the following two students:

Name	Enrolment No	Programme	School
Lalita Kaushik	S114CPS14	MPhil Psychotherapy	CPCR, SHS
Ashutosh Kumar	S134CDP04	MPhil Development Practice	CDP

11.3.3 Extension, re-registration and temporary de-registration of MPhil/PhD scholars for completing their respective programmes

Resolved to approve the recommendation of the SCR for extension, re-registration and temporary de-registration of MPhil/PhD degree to the following research scholars of AUD:

Name	Enrolment No	Duration	Programme
Extension			
Bharti Mohan	S125CPS03	1.7.2017 to 31.12.2017	PhD Psychology
Ojit K. Singh	S135BED02	30.8.2017 to 28.2.2018	PhD Human Ecology
Shaina Sehgal	S135BED04	29.8.2017 to 28.2.2018	PhD Human Ecology
Re-Registration			
Minakshi Bhagat	S134CWG09	From 17.05.2017	MPhil Women and Gender Studies
De-Registration			
Kailash	S125CPS06	Date of Registration: 01.09.12; Temporary de-registration from 1.06.2017	PhD Psychology
Jenny Hoipineng	S125CPS05	Date of Registration: 01.09.12; Temporary de-registration from 1.06.2017	PhD Psychology
Aparajita Bhargarh Chaudhary	S125CPS02	Date of Registration: 01.09.12; Temporary de-registration from 1.06.2017	PhD Psychology
Shikha Gill	S125CPS09	Date of Registration: 01.09.12; Temporary de-registration from 1.06.2017	PhD Psychology

11.3.4 Proposal to apply the AUD Research Studies Regulations 2017 retrospectively to all PhD scholars registered

Resolved to approve the recommendation of SCR of applying the proposed AUD Research Studies Regulations 2017 retrospectively to all PhD scholars currently enrolled with AUD.

11.3.5 Draft Memorandum of Understanding (MoU) between AUD and the Centre for Women's Development Studies (CWDS) for MPhil/PhD Programme

Resolved to approve the draft Memorandum of Understanding (MoU) between AUD and the Centre for Women's Development Studies (CWDS) for MPhil/PhD Programme (vide **Appendix-4**), as recommended by SCR.

11.3.6 Revised programme structure of joint MPhil & PhD Programme by AUD and CWDS in Women's and Gender Studies

Resolved to approve the revised programme structure of joint MPhil & PhD Programme by AUD and CWDS in Women's and Gender Studies (vide **Appendix-5)** and recommended it for further consideration by the Board of Management.

11.4 Recommendations of the Standing Committee Academic Programmes (SCAP)

The Council took note of the minutes of the meetings of the Standing Committee Academic Programmes (SCAP) held on 27.07.2017 and 01.08.2017 (vide **Appendix-6**) and **resolved** to approve the following recommendations of the SCAP:

11.4.1 Proposed MA programme in Law, Politics and Society, and its first semester courses, to be offered by the School of Law, Governance & Citizenship (SLGC)

Resolved to approve the proposed MA programme in Law, Politics and Society, along with the outlines of the first semester foundational courses to be offered by the School of Law, Governance & Citizenship (SLGC) from the Monsoon Semester of 2017, as recommended by SCAP (vide **Appendix-7**). The approved first semester courses for the programme are: (i) "Introduction to Law & Legal Methods"; (ii) "Indian Constitutionalism: Law, Politics and History"; (iii) "An introduction to Jurisprudence and Legal Philosophy"; and (iv) "Law and the Making of Modern India".

11.4.2 Proposed changes in the evaluation scheme of MA History programme
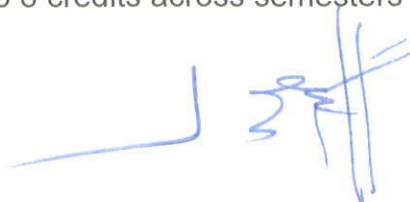
Resolved to approve the change in the evaluation scheme of MA History programme of School of Liberal Studies of lowering the minimum passing grade in the dissertation from B Minus to C Plus, vide **Appendix-8.**

11.4.3 Revised credit structure, addition of new courses, and launch of new elective courses for MA English and MA Comparative Literature & Translation Studies (CLTS) programmes of School of Letters (SoL)

Resolved to approve the following recommendations of SCAP for MA English and MA CLTS programmes of SoL (vide **Appendix-9**):

(i)   Revised credit of the MA English course "Indian People's Theatre Association (IPTA);

(ii)   Addition of three new courses to the basket of MA English electives ("Asian Canadian Literature"; "Translation in Contemporary India"; "Remembering Partition");

(iii)   Revised credit of the MA English dissertation (from 4 credits in semester IV to 8 credits across semesters III and IV);

(iv)   Launch of two elective courses in MA CLTS ("Narrative and Narratology"; "Lyrical Pasts: Poetry in the Indo-Islamic Millennium").

11.4.4 Programme structure of the proposed MA Dance Practice programme to be offered by the School of Culture and Creative Expressions (SCCE)

Resolved to approve the programme structure of the proposed programme of the School of Culture and Creative Expressions (SCCE) with the amended nomenclature "MA Performance Practice (Dance)", vide **Appendix-10**. While approving the programme, the AC **resolved** to give the following directions to the SCCE:

(i)   To develop a brochure on the programme that communicates to an outside audience the vision and approach of the programme vis-à-vis the conventions and the idea behind the proposed nomenclature;

(ii)   To work with the Assessment, Evaluation and Student Progression (AES) Division to have an assessment system for the programme that is compatible with the University's assessment policies;

(iii)   To explore mechanisms for sustainability of the programme in the long-run as the grant from Tata Trust is only for one programme cycle;

(iv)   To ensure that the faculty appointment is as per the AUD norms and procedures;

(v)   To work out the administrative, financial and legal aspects of the collaboration between AUD, the Gati Forum and the Tata Trust before the Programme is launched; and

(vi)   To flesh-out the details on and preparing a process documentation of how the collaboration between AUD, the Gati Forum and Tata Trust is working and report to the AC before the summer of 2018.

11.4.5 Proposal for three elective courses to be offered in the School of Human Studies (SHS)

Resolved to approve the proposal for launch of three elective courses to be offered in School of Human Studies (vide **Appendix-11**). These courses are: (i) 1 elective course "Gendered World: Politics and Memory in Northeast India" for the MA Gender Studies programme; and (ii) 2 elective courses "Gendering Disability Studies", and "Situating Disability Studies" for MA Psychosocial Clinical Studies, MA Gender Studies and other MA programmes at AUD.

11.4.6 Proposal for two elective courses to be offered in the School of Development Studies (SDS)

Resolved to approve the proposal for two elective courses to be offered for MA Development Studies programme of School of Development Studies (SDS) (vide **Appendix-12**). The two elective courses are (i) "Gender and Development", and (ii) "Development Experiences in South Asia: Themes in Political Economy".

11.4.7 Report on comparison between the UGC's Choice Based Credit System (CBCS) and AUD-CBCS, submitted by a sub-committee constituted by the SCAP

Resolved to approve in principle the report of the sub-committee for comparison between UGC Choice Based Credit System (CBCS) and AUD-CBCS (vide **Appendix-13**). While approving the report, the AC **resolved** to direct the sub-committee to ensure that the total credits of the undergraduate programmes at AUD are at par with the UGC-CBCS as the main difference in the UGC-CBCS and AUD-CBCS is that of the total credits for the undergraduate programmes: 140 as per UGC-CBCS and 96 as per existing AUD-CBCS. The report should offer specific recommendations which would make the AUD undergraduate programme compatible with the UGC-CBCS. This should be brought back to the AC for consideration in its next meeting.

11.5 Recommendations of the Standing Committee for Professional, Vocational and Continuing Education Programmes (SCPVCE)

The Council took note of the minutes of the first meeting of the SCPVCE held on 25.07.2017 ~~vide Appendix-13A~~ and **resolved** to approve the following recommendations:

11.5.1 Proposal for two elective courses in the MDes (Social Design) Programme of the School of Design (SDes)

Resolved to approve the proposal for two courses to be offered in the third semester of the MDes (Social Design) Programme of SDes, as recommended by the SCPVCE (vide **Appendix-14**). These courses include: i) "Examining Rural and Urban"; and ii) "Exploring User Interface and User Experience Design".

11.5.2 Draft curriculum including the programme structures of the three BVoc Programmes to be offered by the School of Vocational Studies (SVS) and the course outlines for the first two semesters thereof

Resolved to approve the programme structures and the course outlines of the first 2 semesters of the BVoc Programmes in i) Retail Management, ii) Tourism & Hospitality, and iii) Early Childhood Centre Management & Entrepreneurship, to be offered from Monsoon Semester 2017 by the School of Vocational Studies (SVS), as recommended by the SCPVCE in its first meeting held on 25.07.2017 (vide **Appendix-15**). It was decided that even while the structure of the BVoc programme is largely externally determined, the SVS should make systematic attempts to bridge the gap between the general education and skill components of the programme. The SVS should develop an imagination of its prospective graduates and transact the programme in harmony with that imagination.

The AC also **resolved** that the Dean, Assessment, Evaluation and Student Progression (AES), would be included as member on the composition of the SCPVCE.

11.6 Recommendations of the Standing Committee Student Affairs (SCSA)

The Council took note of the minutes of the meeting of the Standing Committee Student Affairs (SCSA) held on 19.07.2017 *vide Appendix-15-A* and **resolved** to approve the following recommendations:

11.6.1 Draft Code of Discipline for Students framed by a Committee constituted by the Vice Chancellor

Resolved to approve in principle the draft Code of Discipline for Students (vide **Appendix-16**), with the following directions:

(i) the document should be made concise such that it only includes the general disciplinary expectations from the students;

(ii) the document should maintain a restorative and constructive spirit; and

(iii) the committee that prepared the draft Code of Discipline, may have Professor Lawrence Liang, Dean, SLGC, as member.

The Committee should come back with a revised draft document in the next meeting of the AC.

11.7 Ratification of the following decisions taken by the Vice Chancellor:

11.7.1 Resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of Standing Committee Student Affairs (SCSA) in its 28th meeting held 19.07.2017 on various student related matters as under:

(i) Rejection of the request made by Judhajit Mukherjee (S153DSC21: 2015-17 batch) for recognition of reassessment in 'Faith, Religion and Society' course during Winter Semester (WS) 2017;

(ii) Extension of span period beyond 5 years for the completion of BA degree by Rwirubu Basumatary; and

(iii) Approval for the change of course registration of Muniba Syed, BA SSH final semester student to enable her to complete BA degree in winter Semester 2017 and for award of degree in 2017.

11.7.2 Resolved to ratify the decision taken by the Vice Chancellor in approving the utilisation of one vacant position of Professor by diverting it temporarily to the Centre for Social Science Research Methods (CSSRM), AUD, till the term of Professor Chandan Mukherjee and appointment of Professor Mukherjee, SLS, as full time Faculty and Director in the Centre.

11.8 Other Items

11.8.1 Draft Terms of Reference (ToRs) for affiliating foreign visitors to AUD, as recommended by the Advisory Committee on International Partnerships (ACIP)

Resolved to approve the draft Terms of Reference (ToRs) for affiliating foreign visitors (scholars/researchers/practitioners/administrators) to AUD, as recommended by Advisory Committee on International Partnerships (ACIP) in its meeting held on 11.07.2017 (vide **Appendix-17**).

11.8.2 Draft Policy Guidelines for undertaking Consultancy, Training and Practice based activities, as recommended by Senior Management Team (SMT)

The draft Policy Guidelines for undertaking Consultancy, Training and Practice based activities, as recommended by Senior Management Team (SMT) of the University in its meeting held on 18.07.2017, was deliberated upon. After due deliberations, the AC **resolved** to make the following observations:

(i)   there is a need to make conceptual distinction between the activities that would count as being essential for research and scholarship in a field, and those that would count as endeavours that are largely carried out by individuals for income generation;

(ii)   the policy framework should maintain a facilitative spirit and not become restrictive; and

(iii)   the framework should incorporate provisions to utilise the revenue generated by the University from these activities in a way that encourages research in the areas where the possibility of external grants/ consultancy activities is limited.

The AC authorised the VC to constitute a sub-committee of the AC under the Chairpersonship of Professor Jatin Bhatt, Pro-Vice Chancellor, for further deliberations on the draft policy.

11.8.3 Resolved to approve the validity of the existing list of external experts to be associated with the Selection Committees under Statute 14(2)(iii) for teaching posts as proposed by the Dean, Academic Services, till such time the new list of experts is approved by the Academic Council.

The meeting ended with a vote of thanks.

Registrar (Offg.)   Vice Chancellor (Offg.)

AMBEDKAR UNIVERSITY DELHI

Minutes of the 16th Meeting of the Academic Council held at 10.00 AM on 10.07.2018 and 13.07.2018 at the India International Centre, New Delhi

The 16th Meeting of the Academic Council (AC) of the Ambedkar University Delhi (AUD) was held on two days, viz., 10.07.2018 and 13.07.2018 at the India International Centre, New Delhi.

The meeting started at 10.00 AM on 10.07.2018 in the Seminar Hall 1 & 2 at the India International Centre. The following were present:

Professor Shyam B. Menon Vice Chancellor	In the Chair
Professor Salil Misra, Pro Vice Chancellor and Nominee of the Vice Chancellor	Member
Professor Geetha Venkataraman Dean, Assessment, Evaluation and Student Progression and Nominee of the Vice Chancellor	Member
Professor Radharani Chakravarty, Dean, School of Letters& Nominee of the Vice Chancellor	Member
Professor Krishna Menon Dean, School of Human Studies	Member
Professor Asmita Kabra Dean, School of Human Ecology and Registrar (Offg.)	Member & Secretary
Professor Sumangala Damodaran Dean, School of Development Studies	Member
Professor Suchitra Balasubrahmanyan Dean, School of Design	Member
Professor Tanuja Kothiyal Dean, School of Undergraduate Studies	Member
Professor Kartik Dave Dean, School of Business, Public Policy and Social Entrepreneurship	Member
Professor Dhirendra Datt Dangwal Dean, School of Liberal Studies	Member

Professor Sitansu Sekhar Jena   Member
Dean, School of Vocational Studies

Dr Rajan Krishnan   Member
Dean (Offg.), School of Culture and Creative Expressions

Dr Sunita Singh   Member
Dean (Offg.), School of Education Studies

Special Invitees:

Professor Jatin Bhatt, Pro Vice Chancellor
Professor Ashok Nagpal, School of Human Studies
Professor Sanjay Kumar Sharma, Dean, Student Services
Professor Praveen Singh, Dean, Planning
Professor Denys P. Leighton, Chairperson, ACIP
Professor Anup Kumar Dhar, Chairperson, ACRPM
Professor Satyaketu Sankrit, OSD, Kashmere Gate Campus
Dr Debal C. Kar, Librarian
Dr Arindam Banerjee, Dean (Offg.), Academic Services
Dr Diamond Oberoi Vahali, Associate Professor, SoL
Shri Deepan Sivaraman, Associate Professor (Performing Art)
Shri Akha Kaihrii Mao, Associate Professor, School of Vocational Studies
Dr Rohit Negi, Associate Professor, Urban Studies
Dr Anil Persuad, Associate Professor, Global Studies
Dr Anuj Bhuwania, Associate Professor, School of Law, Governance and Citizenship
Dr Anirban Sengupta, Assistant Professor, SDS
Dr Ivy Dhar, Assistant Professor, SDS
Dr Gunjan Sharma, Assistant Professor and OSD (Teacher Education Unit), SES
Dr Rachna Mehra, Asstt. Prof.(Urban Studies) and Dy. Dean Academic Governance

Regrets:

Professor A. K. Sharma (Nominee of the University Grants Commission), Professor K. Ramachandran, Professor Farida A. Khan, Professor Madhavan K. Palat, Dr Mihir Shah, Professor Sabyasachi Bhattacharya (Government nominees), Professor Honey Oberoi Vahali, Professor Chandan Mukherjee and Dr Oinam Hemlata Devi (Nominees of the Vice Chancellor),could not attend the meeting.

Shri B. Mallesha, Assistant Registrar (VCO & Governance), Smt. Bindu Nair (Assistant Registrar, Student Services) and Dr Sunita Tyagi (Assistant Registrar, Coordination & PVCO) assisted the meeting.

At the outset, the Vice Chancellor (VC) extended a warm welcome to the Members of the AC and the Special Invitees. He welcomed Professor Sitanshu S. Jena, Dean, School of Vocational Studies (SVS) as the new member of the Council, and thanked the outgoing member, Professor Lawrence Liang, Former Dean School of Law, Governance and Citizenship, for his contributions to the AC deliberations. He also welcomed Dr Rachna Mehra as the new Deputy Dean Academic Governance, and extended a note of thanks to Dr Gunjan Sharma for her work as the outgoing Co-coordinator of the AC and Deputy Dean Academic Governance.

The following **resolutions** were passed:

16.1 Confirmation of the minutes of the 15th meeting of the AC held on 12.02.2018

The Council **resolved** to confirm the minutes of the 15th meeting of the AC held on 12.02.2018 with the **direction** to make the following amendment as observed by the members:

Under resolution 15.6 of the minutes, the name of "Centre for Engaged Spiritualities" be corrected to read as "Centre for Engaged Spirituality".

16.2 Action Taken Report (ATR) on the minutes of the 15th meeting of the Academic Council held on 12.02.2018

The Council **resolved** to note the ATR on the decisions taken in its 15th meeting held on 12.02.2018, vide **Appendix-1.**

16.3 The proposal for the creation of a new School of Global Affairs (SGA) and its concept-note

The concept-note on the proposed School of Global Affairs (SGA) was presented by the Dean Planning. After deliberation on the note, the AC **directed** the following:

i. The implications of the new School on the current structure of SUS, particularly in terms of drawing faculty resources from other Schools, need further deliberation. The different models of organizing undergraduate education at AUD should be reviewed in due course while planning future expansion and diversification of the University.

ii. Some of the themes that are mentioned in the concept note on the School of Global Affairs are also covered in the existing undergraduate and postgraduate programmes at AUD. The concept-note should clearly lay down how these will be approached differently in the School. For instance, how will 'globality' as the main focus be integrated across the activities of the School needs to be laid down clearly.

iii. The nomenclature of the School may be revisited in due course as it may be argued that 'Global Affairs' does not emphasize enough the focus on 'the global'. Some alternatives suggested by the AC members included Global Studies, Global Sustainability, and Global Futures.

iv. The table in the concept note that compares "teacher-centred and learner-centred paradigms" needs to be interpreted to mean that these pedagogic paradigms are located on a continuum and are not binaries. It should also be clarified that the table is not suggesting that a teacher-centred paradigm is practiced in the other Schools of AUD.

v. Since the School is proposing to work on themes that have interfaces with various other Schools, a clearer presentation of the proposed linkages with the other Schools (especially with those on the Karampura Campus) should be included in the note. The School of Business, Public Policy and Social Entrepreneurship should also be considered as one of the collaborating Schools.

vi. Mechanisms should also be worked out in due course to ensure that the Global Studies programme does not take precedence over the other programmes of the School in terms of visibility.

vii. Trade may be included as one of the thematic as it cuts across various other themes with which the School proposes to engage.

The AC **resolved** to approve the proposal for the creation of a new School of Global Affairs and its concept-note and recommended for consideration of the Board of Management in its next meeting after incorporation of the above directions. The revised concept-note as approved by the AC is at **Appendix-2**.

16.4 The proposal of the School of Education Studies (SES) to launch Continuing Professional Development (CPD) opportunities for educators

SES presented the concept note on the proposed CPD opportunities for educators. After due deliberation on the note, the AC observed/**directed** the following:

i. It is appreciable that the School is proposing to work with the public school education system of Delhi with the support of the Government of NCT of Delhi. The School's plans should also factor in situations where an active support from the government is not available.

ii. The School should also consider offering specialised courses for teachers at the pre-primary level.

iii. While planning the course delivery, the School should take due consideration of the medium of instruction keeping in mind the context of public school teachers in Delhi.

iv. Along with planning for the CPD courses for educators, the School should also consider applying to the National Council of Teacher Education for recognition of its BABEd programme under the innovative programmes channel.

The AC **resolved** to approve the concept note and the proposal of the SES (**Appendix-3**) to launch CPD opportunities for educators and pilot some of the modules during 2018-19. The AC recommended that the note be placed for the consideration of the Board of Management in its next meeting.

16.5 Recommendations of the Standing Committee Research (SCR)

16.5.1 TheSCR's recommendation to award the MPhil/PhD degree to the students of various Schools at AUD

The AC **resolved** to approve the recommendation made by the SCR in its meetings held on 06.03.2018 and 24.04.2018 (Minutes at **Appendix-4**), to award MPhil/PhD degrees to the following students of various Schools of AUD:

Sl. No.	Name	Enrollment No	Programme Name	School	Date of Viva
1	Ms. Vandana Chaudhary	S134CWG15	MPhil in Women and Gender Studies (WGS)	SHS	30.11.2017
2	Ms. Shashi Shikha	S144CDP19	MPhil in Development Practice	SHS	24.11.2017

Sl. No.	Name	Enrollment No	Programme Name	School	Date of Viva
3	Ms. Riya Singh	S154CWG08	MPhil in WGS	SHS	16.10.2017
4	Ms. Ziana Razianreilliu Panmei	S134CWG17	MPhil in WGS	SHS	23.10.2017
5	Barsha Poricha	S125BED03	PhD in Human Ecology	SHE	08.01.2018
6	Prakash Tripathi	S125BED01	PhD in Human Ecology	SHE	04.12.2017
7	Sanjay Kumar	S144DHI03	MPhil in Hindi	SLS	10.11.2017
8	Ishita Singh	S134DHS03	MPhil History	SLS	23.10.2017
9	Mriganka Mukhopadhyay	S144DHS04	MPhil History	SLS	27.11.2017
10	Bharti Jain	S144DHI02	MPhil Hindi	SLS	27.12.2017
11	Biplaw Kumar	S144DHI01	MPhil Hindi	SLS	20.12.2017
12	Ms. Minu Marydas	S144CDP02	M. Phil in development Practice	SHS	06.02.2018
13	Mr. Neeraj Kapoor	S134CDP14	M. Phil in Development Practice	SHS	22.11.2017
14	Ms. Jyoti Tirkey	S134CDP07	M. Phil in Development Practice	SHS	19.01.2018
15	Ms. Navnee Gupta	S134CDP13	M. Phil in Development Practice	SHS	22.11.2017
16	Ms. Soumi Kundu	S134CDP20	M. Phil in Development Practice	SHS	20.11.2017
17	Ms. Bishakha Mishra	S144CDP15	M. Phil in Development Practice	SHS	17.01.2018
18	Ms. Anjana John	S144CDP10	M. Phil in Development Practice	SHS	02.02.2018
19	Ms. Namrata Acharya	S144CDP09	M. Phil in Development Practice	SHS	25.01.2018
20	Ms. Themchan Raising	S134CDP23	M.Phil in Development Practice	SHS	16.03.2018
21	Ms. Arsha V Sathyan	S144CDP01	M.Phil in Development Practice	SHS	27.02.2018
22	Ms. Meenakshi Bhagat	S134CWG09	M. Phil in WGS	SHS	13.092017
23	Ms. Preeti	S134CWG12	M. Phil in WGS	SHS	05.02.2018
24	Chaitanya Khandelwal	S154CWG05	M. Phil in WGS	SHS	05.01.2018
25	Ms. Sneha Baldeo Makkad	S154CWG09	M.Phil in WGS	SHS	23.03.2018
26	Anshuman Srivastava	S134DHS02	M. Phil History	SLS	01.03.2018
27	Avinash Kumar	S125DHI01	Ph.D Hindi	SLS	02.02.2018

16.6 Recommendations of the Standing Committee on Academic Programmes (SCAP)

The AC took note of the minutes of the SCAP's 28th, 29th, 30th, 31st, 32nd, 33rd & 34th Meetings held on 17.04.2018, 20.04.2018, 01.05.2018, 08.05.2018, 11.05.2018, 15.05.2018, 25.05.2018 respectively (Minutes at **Appendix-5**) and **resolved** the following items:

16.6.1 The proposal of School of Education Studies (SES) regarding student exchange under the ERASMUS+ project and BWS+ project, revision in a course title, and the policy statement on Assessment and Academic Progress

The AC deliberated on the proposals made by the School of Education Studies (SES) (**Appendix-6**) and **resolved** to approve the following:

i. The courses, credit equivalence and change of schedule in the semester for ERASMUS+ project and BWS+ project with the Ludwigsburg University of Education (LUE), Germany.

ii. The change in the title of the following course which is a part of the MA Education (Early Childhood Care and Education): "Inclusion of Children with Special Needs" to "Inclusion of Young Children with Disability".

Regarding the policy statement on "Assessment and Academic Progress" proposed by the School Evaluation Committee of SES, the AC observed/**directed** the following:

i. The provision in the policy statement to make the MA dissertation optional for the students needs further consideration as such a move will change the organic design, objectives, and the projected graduate attributes of the programme. This decision regarding the dissertation component cannot be made based solely on the students' feedback. Instead, the School should think through ways of improving the student experience in the dissertation component. Making the dissertation optional may also create a hierarchy between those students who opt for dissertation and those who do not.

ii. To accommodate different learning styles of students, the School could consider exploring different modes of doing dissertation that do not necessarily involve substantial written expression. These modes could be script writing, documentary making, designing resource material or a product, and the like.

iii. To examine this matter further, the AC **resolved** to constitute a committee to deliberate on the place of Dissertation within the MA programme with Professor Denys P. Leighton as the Chair. The AC authorised the VC to nominate other members on this committee.

iv. The AC **resolved** to approve the other aspects of the policy statement.

16.6.2 The proposal of the School of Human Studies (SHS) regarding changes in the programme structures of the MA Psychology and MA Gender Studies programmes, and to note the review on the UGC model courses in Psychology

The AC took **note** of the SHS's review of the UGC model courses in Psychology. The AC deliberated on the School's proposal for change in the programme structures of the MA Psychology and MA Gender Studies (vide **Appendix-7**) and observed/**directed** the following:

i.   The proposal to make the MA dissertation optional for the students, needs further consideration as such a move will change the organic design, objectives, and the projected graduate attributes of the programme. This decision regarding the dissertation component cannot be made based solely on the students' feedback. Instead, the School should think through ways of improving the student experience in the dissertation component. Making the dissertation optional may also create a hierarchy between those students who opt for dissertation and those who do not.

ii. To accommodate different learning styles of students, the School could consider exploring different modes of doing dissertation that do not necessarily involve substantial written expression. These modes could be script writing, documentary making, designing resource material or a product, and the like.

iii. To examine this matter further, the AC **resolved** to constitute a committee to deliberate on the place of Dissertation within the MA programme with Professor Denys P. Leighton as the Chair. Also, the AC authorised the VC to nominate other members on this committee.

16.6.3 The proposal of the School of Human Ecology (SHE) regarding the new courses and the policy on Attendance and Field-based learning

After due deliberation, the AC **resolved** to approve the course outlines of two SHE courses titled "Social Impact Assessment: Theory and Practice" and "Gender and Environment" and the policy on Attendance and Field-based learning, **Appendix-8**.

16.6.4 The programme details of the seven undergraduate programmes of the School of Undergraduate Studies (SUS)

The AC took note that the undergraduate programmes at AUD started from the Dwarka campus in 2010 in two rounds. The BA programmes in Economics, History, and Psychology started in 2010.The BA programmes English, Mathematics, Sociology, and Social Science and Humanities (SSH) started in 2011. During this phase, the Academic Council and the Board of Studies of SUS were still in the process of being constituted. The AC and the Board of Studies (BoS) of SUS were constituted subsequently. For various reasons, there has been a delay in placing the structures of the BA Programmes before the AC for approval. However, the changes in the structure and the rules regarding assessment and attendance have been discussed in the AC from time to time for its approval.

As a major step in the direction to seek the due approvals, the general structure of the BA programme, seven BA Honours programmes, 94 Monsoon

semester courses (foundation, discipline-based and special interest), and rules for attendance, assessment and promotion were discussed in a total of 13 meetings of the BoS and six meetings of the SCAP(vide **Appendix-9**). These were recommended by the SCAP for the consideration of the AC.

A summary of the programmes and courses was presented and discussed in the AC. Based on the deliberation, the AC **resolved** to approve the following:

i. The initial BA programme structure as approved by the 1st Board of Studies (BoS) of SUS.

ii. The new programme structure as approved by the 7th BoS of SUS.

iii. The monsoon semester courses presented vide **Appendix-10**. On one Sociology course titled 'Social Movements' (SUS1SC809, 4 credits, core) there was some confusion whether all the suggestions made by the SCAP had been incorporated in the course document. The AC directed the Chair, SCAP to ensure that all the suggestions were incorporated in the course document. It was decided that after ensuring the incorporation of the suggestions, the Chair, AC, on behalf of the AC, would grant ex-post facto approval for the course.

iv. The Attendance, Evaluation, Progression and Graduation Rules of SUS.

The AC **directed** that the remaining BA courses be brought to the AC through due processes as early as possible.

16.7 **Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)**

The AC took note of the minutesof the SCPVCE's 3rdMeeting held on 08.06.2018 and 14.06.2018 (**Appendix-11**) and **resolved** the following:

16.7.1 **The School of Design's (SDes) core course titled "Final Project-Project Implementation" to be offered in the 5th semester of the MDes (Social Design) Programme**

The AC **resolved** to approve thecore course titled "Final Project-Project Implementation" (**Appendix-12**) to be offered in the 5th semester of the MDes (Social Design) Programme (2016-18 cohort) with the following **direction**:

The School should consider spreading the course over two semesters to enable the conceptualisation of the project. One semester time is too short for facilitating such conceptualisation.

16.7.2 **The course outlines of10 courses to be offered in the MA Programme of the School of Law, Governance and Citizenship (SLGC)**

After due deliberation, the AC **resolved** to approve the course outlines of the 10 core / elective courses to be offered in the MA Law, Politics and Society of SLGCwith the following observations/**directions**:

i. In future, the School should submit the proposals of new electives with a presentation on how these are aligned with the possible thematic trajectories / specializations for the students. This will require presenting the courses with the programme template including existing and projected courses.

ii. The School should also deliberate on and design mechanisms for course interfaces with other Schools of AUD.

iii. The course outlines of the 10 core / elective courses to be offered in the MA Law, Politics and Society of SLGC approved by the AC are in **Appendix-13**.

16.7.3 The courses to be offered in the 3rd and 4thSemesters of the BVoc Programmes of the School of Vocational Studies (SVS) with revised programme structure

The AC discussed the 3rd and 4th semester courses of the BVoc Programmes of SVS with revised programme structure. After deliberation, the AC observed/**directed** the following:

i. The School should review how to utilise the space provided in the General Education Component of the programmes drawing upon the in-house strengths of AUD. This is the only space in the largely externally determined programme structure that AUD can design according to its unique strengths. To facilitate this, there is a need to plan lateral linkages with SUS and other Schools.

ii. The University should also encourage the faculty members from other Schools to teach in the SVS programmes and consider teaching in SVS at par with teaching in SUS.

iii. The title of the course "Economic Application for Business" be changed to "Orientation to Economic and Business Systems".

iv. The UGC guidelines needs to be examined by the School to understand whether or not Hindi language is a required subject in the BVoc programmes. Also, the credit allocation to the Environment and Sustainability component in the BVoc programmes should be in line with the UGC guidelines.

v. The "Industrial Internship" component across the three verticals/programmes and different levels of the same programme needs to be described according to the job roles for which the students are being prepared. A general description does not help in understanding the purpose and focus of the internship. The component should also be titled differently for each of the programmes (such as, Industrial Internship for Retail, On-the-Job-Training for Tourism and Hospitality, and Internship for Early Childhood Centre Management and Entrepreneurship) and levels within each programme. This will also help in removing problems in course registration and transcript generation.

The AC **resolved** to approve the 3rd and 4th semester courses of the BVoc Programmes of the SVS with revised programme structure (**Appendix-14**).

16.8 Ratification of the decision taken by the Vice Chancellor in approving the recommendations of the SCAP and SCPVCE for the launch of new programmes from 2018-19 at the Karampura Campus

The AC **resolved** to ratify the decision taken by the VC in approving the recommendations of the joint meeting of the SCAP and SCPVCE held on 01.06.2018 (vide **Appendix-15**) for starting the following five new programmes at the Karampura Campus from the Academic year 2018-19:

i.   BA in Global Studies

ii. BA in Law and Politics

iii. BA in Social Sciences and Humanities

iv. BA in Sustainable Urbanism

v.   MA in Urban Studies

While ratifying the decision of the Vice Chancellor in approving the above programmes, the AC made the following observations on the proposal:

i.   The title of the thematic basket of courses "India and the World" be revised to "South Asia and the World" to provide a different and broader perspective to the students.

ii. The academic advisory mechanisms for these programmes and the School be carefully considered, especially with respect to the proposal of having a separate advisory committee for BA and MA programmes.

iii. The UGC requirements with regard to compulsory Hindi language or Modern Indian Language course be examined and complied with.

iv. The experience of the SUS with the initial undergraduate programme structure and the rationale for revisions therein be carefully understood particularly because the programme structures of the new BA programmes being proposed resemble the initial design of the undergraduate programmes.

v.   The concept and implementation of studio learning in the MA Urban Studies programme requires further consideration as studio engagement may need more time than a semester.

At this point, the meeting was adjourned. It was decided to take up the remaining items on 13 July 2018.

The **adjourned meeting** of the AC was resumed at 10:00 AM on 13.07.2018 in Conference Room 2, India International Centre. The following were present:

Professor Shyam B. Menon Vice Chancellor	In the Chair
Professor K. Ramachandran Nominee of the Government of NCT of Delhi	Member
Professor Madhavan K. Palat Nominee of the Government of NCT of Delhi	Member

Professor Salil Misra, Pro Vice Chancellor and Nominee of the Vice Chancellor	Member
Professor Geetha Venkataraman Dean, Assessment, Evaluation and Student Progression and Nominee of the Vice Chancellor	Member
Professor Chandan Mukherjee, Director CSSRM and Nominee of the Vice Chancellor	Member
Professor Radharani Chakravarty, Dean, School of Letters & Nominee of the Vice Chancellor	Member
Professor Krishna Menon Dean, School of Human Studies	Member
Professor Asmita Kabra Dean, School of Human Ecology and Registrar (Offg.)	Member & Secretary
Professor Sumangala Damodaran Dean, School of Development Studies	Member
Professor Tanuja Kothiyal Dean, School of Undergraduate Studies	Member
Professor Kartik Dave Dean, School of Business, Public Policy and Social Entrepreneurship	Member
Professor Dhirendra Datt Dangwal Dean, School of Liberal Studies	Member
Professor Sitansu Sekhar Jena Dean, School of Vocational Studies	Member
Dr Rajan Krishnan Dean (Offg.), School of Culture and Creative Expressions	Member
Dr Sunita Singh Dean (Offg.), School of Education Studies	Member

Special Invitees:

Professor Jatin Bhatt, Pro Vice Chancellor
Professor Ashok Nagpal, School of Human Studies
Professor Sanjay Kumar Sharma, Dean, Student Services
Professor Praveen Singh, Dean, Planning
Dr Debal C. Kar, Librarian
Professor Denys P. Leighton, Chairperson, ACIP
Professor Anup Kumar Dhar, Chairperson, ACRPM

Professor Satyaketu Sankrit, OSD, Kashmere Gate Campus
Professor Sharique Farooqi, Executive Director, ACIIE
Dr Arindam Banerjee, Dean (Offg.), Academic Services
Dr Gunjan Sharma, Assistant Professor and OSD (Teacher Education Unit), SES
Dr Rachna Mehra, Asstt. Prof.(Urban Studies) and Dy. Dean Academic Governance

Regrets:

Professor A. K. Sharma (Nominee of the University Grants Commission), Professor Farida A. Khan, Dr Mihir Shah, Professor Sabyasachi Bhattacharya (Government nominees), Professor Honey Oberoi Vahali, Dr Oinam Hemlata Devi (Nominees of the Vice Chancellor) and Professor Suchitra Balasubrahmanyan, Dean, SDes, could not attend the meeting.

The following **resolutions** were passed:

16.9   The proposal for a new Centre namely "Centre for Professional and Continuing Education (C-PACE)" and its concept note

The concept note for the institution of the proposed new Centre for Professional and Continuing Education (C-PACE) was presented by the Dean Planning. The proposal has emanated from the deliberations in the Proto-Planning Board regarding the future expansion of the University. The proposed Centre will focus on planning and offering courses in the continuing education domain in collaboration with different Schools and Centres of AUD. The AC deliberated on the concept note and **directed** the following:

i)   The Centre should work closely with the School of Education Studies that has also proposed Continuing Professional Development courses/programmes for educators. The plan of collaboration with other Schools be worked out in detail.

ii) Breaking away from the conventional training workshop approach for continuing education, the Centre should ensure excellence in the design and delivery of the programmes/courses keeping in mind the needs of the working professionals and other aspirants. While planning the activities of the Centre, the experience of the adult and continuing education departments in other universities should be studied.

iii) The proposal of the Centre to offer orientation and professional development courses for AUD faculty was appreciated. The AC suggested that these activities be aligned with the faculty career advancement policies of the University particularly with regard to the UGC requirements for orientation and refresher courses. However, the members suggested that the challenges and shortcomings of the Academic Staff Colleges of different universities be studied and borne in mind while planning these activities.

The AC **resolved** to recommend the concept note and the proposal to launch C-PACE with the above directions for consideration of the Board of Management in its next meeting. The revised concept note and the proposal is at **Appendix-16**.

16.10 Matters arising out of the Proto Planning Board (PPB) as emanating from its first and adjourned meeting held on 26.9.2017 and 12.4.2018 respectively

16.10.1 The **three year Action Plan** of the University for 2017-18 to 2019-20

The Dean Planning presented the proposed three year Action Plan of the University for 2017-18 to 2019-20. The AC deliberated on the action plan and **resolved** to recommend it, vide **Appendix-17**, for consideration of the Board of Management in its next meeting with the following observations:

i) The present and projected student strength has been taken note of. AUD has become multi-campus University operating from 3 campuses presently (Kashmere Gate, Karampura and Lodhi Road) and will further expand to include campuses in Dheerpur and Rohini in the near future. While Kashmere Gate campus has reached its utmost capacity, the strength of students in Karampura is expected to rise from about 600 presently to 2200 by 2020-21.

ii) The broad directions or areas of programmatic expansion in Karampura and Lodhi Road campuses are considered appropriate and are recommended for the consideration of the Board of Management.

16.10.2 Seven year **Strategic Plan of the University**

The proposed seven-year Strategic Plan of the University was presented by the Dean Planning to the Academic Council. The AC deliberated on the plan and **resolved** to recommend it, vide **Appendix-18**, for the consideration of the Board of Management in its next meeting, with the following observation:

Since a multi-fold expansion in the student strength is projected to reach about 15,000 in 2023-24 over the next seven years, there is a need to also work towards ensuring timely development of infrastructural facilities in accordance with the requirement of current and projected programmes on all AUD campuses.

16.10.3 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the Development Plan for RUSA funding submitted by the University as recommended by the Proto-Planning Board.

16.11 Matter arising out of the Internal Quality Assurance Cell (IQAC)

16.11.1 The Annual Quality Assurance Report (AQAR) for the Academic Year 2016-17 was considered and recommended by the Internal Quality Assurance Cell (IQAC). The same needs to be forwarded to the National Assessment and Accreditation Council (NAAC).

i) The AC **resolved** that prior to the next round of NAAC accreditation there should be an internal academic audit of the programmes and courses.

iii) The AC **resolved** to approve the Annual Quality Assurance Report **(Appendix-19)** of the University as recommended by the Internal Quality Assurance Cell (IQAC).

16.12 The proposal for a new Centre namely "Centre for Studies in Systems of Thought" (CSST) and its concept note

The AC considered the Concept Note for the proposed new Centre "Centre for Studies in Systems of Thought" (CSST) at AUD. After deliberation, the AC **resolved** to recommend the proposal for the new Centre viz., CSST and its concept note **(Appendix-20)** for consideration of the Board of Management in its next meeting, with the following suggestions:

i) Some of the activities of the Centre could be effectively carried out through seminars and other means that facilitate a constant flow of scholars and not just through taught courses.

ii) Some courses could be offered for AUD research scholars in areas that cut across disciplines such as in the area of logic and reasoning, philosophy of science and social science research.

16.13 Report of the Committee constituted by the Academic Council to review the Assessment policy of the University

The AC considered the following recommendations of the committee constituted to review the assessment rules:

i) In the case of BA Sociology students it was found that the programme rules need to be specified and communicated clearly to the students in advance. The SUS is in the process of getting all the rules approved at the appropriate levels **(Appendix-21)**.

ii) Certain clauses in the assessment document have been rephrased and few clauses were recommended for deletion based on the discussions with the Programme coordinators and Deans. The revised version of the Assessment policy is enclosed **(Appendix-22)**.

iii) A comparative table of the 2010 version of the Assessment policy (and amendments) and the new 2018 version **(Appendix-23).**

The AC deliberated upon the comprehensive assessment policy for the School of Undergraduate Studies which was formulated by the committee with regard to attendance requirement, progression and graduation rules so that there is uniformity in the procedure followed by faculty. The AC **resolved** to givethe following directions:

i) The information should be put out on the web page and copies given to students and faculty so that they are aware of the assessment rules.

ii) Each student be asked to give an undertaking that he/she has read the rules at the time of the admission so that there is no confusion at a later stage when the credits for the programme in which the admission was sought are finally computed.

iii) There is a need for different programme coordinators, through due process within the respective schools and in consultation with AES division, to come up with alternative assessment policies for the new schools like SVS and other programmes (BA Global/ Urban /Law Politics) in Karampura as it might have some specific requirements which need to be accommodated according to the nature of the programme.

After due deliberation, the AC **resolved** to approve the recommendations of the Committee with the above directions. The Report of the Committee is at **Appendix-24**.

16.14 The proposal for the creation of an office of Dean International Partnerships

The AC considered and deliberated on the proposal for creation of an office of Dean International Partnerships in the light of the status report on Advisory Committee on International Partnerships (ACIP) (vide **Appendix-25**). The AC took note of the fact that the ACIP has been overseeing deliberations on and establishment of academic partnerships between AUD and institutions overseas. The ACIP has been advising the Vice Chancellor on the thrust areas for international collaboration and partnership and for setting up structures and arrangements for student and faculty exchanges, collaborative research, joint academic programmes, etc.

While appreciating the need to consolidate the activities of ACIP and to bring it under the statutory structure of the University, the AC observed that these activities need technical input and the oversight of a dedicated office. After deliberation, the AC **resolved** to record the following observations/directions:

i. As the current number of AUD students who apply for student exchange programmes is very low, active measures be undertaken to encourage the students to apply. One such measure is ensuring good publicity of the exchange opportunities/ programmes.

ii. The students of AUD could be closely involved in the activities of the international partnerships office as it will not only support the work of the office, but will also enable the students to understand the processes and generate their interest in exchange opportunities.

iii. A committee with PVC I as the Chair be constituted to come out with a comprehensive proposal for creation of an office of Dean International Partnerships alongwith detailed draft ordinance laying out the duties and responsibilities of the office of the Dean IP. The committee may include external member(s) who would bring on board their experiences and expertise.

iv. The proposal that the above committee will formulate shall also include an organogram that reflects the staff structure that needs to be created to support this new office with a provision for students to be deployed as interns to work in this office.

16.15 The proposal for the creation of an office of Dean Research

The AC considered and deliberated on the proposal for creation of an office of Dean Research in the light of the status report on Advisory Committee on Research and Project Management (ACRPM) (**Appendix-26**). The AC took note of the fact that the ACRPM has been advising the Vice Chancellor on issues related to funding of research and management of projects. The

ACRPM has been advising on policies to promote faculty research and creation and management of funding arrangements for projects.

The AC took note that the scope of matters related to ACRPM has grown multi-fold, hence there is a need to house these functions in a separate unit which will focus exclusively on research and project management. While emphasizing the need to consolidate the activities of ACRPM and to bring it within the statutory structure of the University, the AC **resolved** that an office with a Dean for Research be instituted for these activities.

After deliberation, the AC **resolved** to give the following directions:

i. A comprehensive report of all faculty projects funded from the Grant-in-Aid be presented to the AC in its next meeting. The report should include project objectives, fund utilisation and a brief description of the outcomes.

ii. A committee with PVC I as the Chair be constituted to come out with a comprehensive proposal for creation of an office of Dean Research along with detailed draft ordinance laying out the duties and responsibilities of the office of Dean Research. The committee may include external member(s) who would bring on board their experience and expertise.

iii. The proposal shall also include an organogram for this office and that staff structure needs to be created.

16.16 The Concept Note for launching of academic programmes/courses in Social Entrepreneurship

The AC considered and **resolved** to approve in principle the Concept Note for launching of academic programmes/courses in Social Entrepreneurship. The following programmes aim to prepare young individuals for a career in social entrepreneurship:

i) One year Post Graduate Diploma in 'Innovation and Entrepreneurship' (**Appendix-27**)

ii) Three months' Post Graduate Certificate in Social Entrepreneurship Development' (**Appendix-28**)

The AC **resolved** to direct that the structures of both the programmes be taken through Board of Studies and SCPVCE before being brought to it.

16.17 The proposal for Faculty Development Programme (FDP)

The AC took note of the need for enhancing continuous capacity building of teachers engaged in higher education to ensure better quality in teaching – learning processes.

The IQAC keeping this in mind, organized two professional development workshops conducted by Professor Ananya Dasgupta for the faculty members on the theme of Practical Pedagogies – the first on reading and, the second on writing. The AC **resolved** to approve the proposal that the two workshops

together be recognized as being at par with the refresher / orientation course offered by ASCs that figures as a part of the CAS requirements for promotion.

The AC also **resolved** to approve the proposal for grant of certificates for the first two workshops for the faculty members on the theme of Practical Pedagogies for reading and writing in the University as organised under the quality assurance activities.

Further, the AC **resolved** to approve the proposal for Faculty Development Programme on 'Digital Learning Integrated Course Design' (**Appendix-29**).

It was suggested that the continuous professional development programmes for faculty developed and offered by AUD should be defined clearly in terms of credits/days/weeks and their equivalence established with those offered through ASCs, so as to be counted against the requirements under the CAS.

16.18 Recommendations of the Committee constituted by the Vice Chancellor to formulate draft guidelines for promotion of Library staff under Career Advancement Scheme (CAS)

The AC considered recommendations of the Committee constituted by the Vice Chancellor to formulate draft guidelines for promotion of Library staff under Career Advancement Scheme (CAS), vide **Appendix-30**. After deliberation, the AC **resolved** to recommend the same to the Board of Management for its consideration.

16.19 Confidential list of external experts to be associated with the Selection Committees under Statute 14(2)(iii)

The AC **resolved** to approve the confidential list of external experts to be associated with the Selection Committees under Statute 14(2)(iii).

16.20 Matters arising out of the Standing Committee Research (SCR) emanating from its 38th and 39th Meeting held on 06.03.2018 and 24.04.2018 respectively

The AC **resolved** to ratify the matters arising out of the Standing Committee Research (SCR) emanating from its 38th and 39th Meeting held on 06.03.2018 and 24.04.2018respectively.

16.20.1 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the proposal for the PhD programme in Economics (**Appendix-31**), with the following observations:

A holistic approach be adopted in designing courses in the methodology of research. A comparative study of the available PhD Programme in JNU and Delhi School of Economics may enable an understanding of what needs to be offered to the research students in Economics at AUD. At present, the research themes appear to be broad/generic and a few thrust areas need to be culled out. Also, the graduate attributes need to be clearly defined.

16.20.2 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the number of seats for admission to the Research programmes in the Academic Year 2018-19 as under:

School Name	Programme Name	Approved seats
SBPPSE	PhD programme in Management	08 (Eight)
School of Letters	PhD programme in English	09 (Nine)
	PhD programme in CLTS	04 (Four)
	MPhil programme in CLTS	04(Four)
	MPhil programme in Hindi	08 (Eight)
School of Development Studies	PhD programme in Development Studies	06 (Six)
School of Liberal Studies	PhD programme in History	05 (Five)
	PhD programme in Mathematics	04 (Four)
	PhD programme in Sociology	10 (Ten)
	PhD programme in Economics	06 (Six)
	MPhil programme in History	10 (Ten)
	MPhil programme in Mathematics	08(Eight)
School of Human Ecology	PhD programme in Human Ecology	06 (Six)
School of Human Studies	PhD programme in WGS	10 (Ten)
	MPhil programme in Development Practice	20 (Twenty)
	MPhil programme in WGS	10 (Ten)

16.20.3 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the Extension/Re-registration/De-registration of MPhil/PhD Scholars as recommended by the SCR in its meeting held on 08.03.2018 and 24.04.2018, as detailed below:

i) Six month extension to Ms. Hinna Gupta, MPhil History scholar (enrolment no. S144DHS02) from 01.10.2017 to 31.03.2018.

ii) Temporary de-registration to Ms Sutanuka Bhattachary, PhD WGS scholar (enrolment no. S155CWG01) from 08.01.2018

iii) Re-registration of Ms Grace Tungoe (date of enrolment- S144CDP12, date of registration- 21.07.2014, date of de-registration 15.07.2017) from 24.04.2018.

16.20.4 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the Research Scholars to opt for the new Regulations (RSR 2017)

(i) Mr. Karan Sachdeva (Enrolment No. S135ADS01) Ph.D. Scholar in SDS has opted new PhD Research Study Regulations (2017)

(ii) Mr. M.Ojit Kumar Singh (Enrolment No. S135BED020) Ph.D. Scholar in SHE has opted new PhD Research Study Regulations (2017).

(iii) Ms Shikha Gill (Enrolment no S125CPS09), Ph. D. Scholar in SHS has opted new PhD Research Study Regulations (2017)

16.20.5 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the following policy regarding repetition of course by the Research Scholars:

Partial repetition should not be an option in the research programmes. If any student fails in a course he or she should repeat the entire course.

16.20.6 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the following procedure for promoting Research Scholars from JRF to SRF:

On accepting the request for promotion from JRF to SRF, the Dean of the School will constitute a committee of three members. The Committee will consist of the Dean of the School, the Supervisor and one expert from outside the University (selected by the Dean in consultation with the supervisor). The student will make a presentation on his/her work before the committee. The committee will evaluate the progress made by the student during the period of JRF, based on which it will make its recommendation.

16.20.7 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the format of the Certificate to be issued by the Dean of the School to the Research Scholars as recommended by SCR. The format of the Certificate to be issued by the Dean of the School to the Research Scholars is given in **Appendix-32.**

16.21 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the certificates required at the time of MPhil/PhD thesis submission as recommended by SCR.

The template of the certificates to be enclosed with the theses or to be submitted along with the theses is given in **Appendix-33.**

16.22 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the transfer of PhD Scholars in Hindi from SLS to SoL as recommended by SCR.

16.23 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving 15 September as the last date of admission to the Research programme in an Academic Year as recommended by the SCR.

16.24 Matters arising out of the Advisory Committee on Research and Project Management (ACRPM) in its meeting held on 08.02.2018 and 10.05.2018

The AC **resolved** to ratify the action taken by the Vice Chancellor in approving Research Projects in AUD Centres. On the recommendation of the ACRPM in its meetings held on 08.02.2018 and 10.05.2018, the Vice Chancellor approved the AUD sponsored Research Projects (from Grant-in-Aid) titled 'Cameras of the Past', 'Poetry in the Indo-Islamic Millennium: From Manuscript to Teaching Tools', and 'Delhi Government Initiatives in Education Project' and also the externally funded Research Projects titled 'Major

Research Project scheme 2017' and 'Institutionalization of the Centre for Development Practice' (**Appendix-34**).

16.25 MoUs signed between AUD and various agencies

The AC **resolved** to ratify the action taken by the Vice Chancellor in approving the MoUs signed between AUD and (i) Tata Education and Development Trust) (ii) State Resource Centre/Partners –(a) University of Jammu, Jammu and Kashmir (b) Vikramshila Education Resource Society, West Bengal (c) Aide-Et-Action, Bhopal (d) Mahila Sabha (AMS) Telangana (e) Tata Institute of Social Sciences, Mumbai and (f) Aid Et Action Chennai. The AC recommended these for further ratification by the Board of Management (**Appendix-34A**).

16.26 Standing Committee for fee review on the Fees for the Academic year 2018-19

The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the recommendations of the Standing Committee for fee review on the Fees for the Academic year 2018-19. The Standing Committee for fee review in its meeting held on 01 May 2018 reviewed the current fee structure of the programmes offered at AUD and the principle of increasing the fee by 5% each academic year. The recommendations of the Standing Committee Fee Review are in **Appendix-35**. The AC recommended this for further ratification by the BoM.

16.27 Matter arising out of Standing Committee Student Affairs (SCSA)

The AC **resolved** to ratify the decision of the Vice Chancellor in approving the recommendations of SCSA for grant of additional one year to Ms Deepti Tandon, beyond four years to complete her MA programme in English.

16.28 MA Performance Practice (Dance) Programme to be offered by the School of Culture and Creative Expressions in the Academic Year in 2018-19

The AC **resolved** to ratify the VC's decision in approving the MA Performance Practice (Dance) Programme to be offered by the School of Culture and Creative Expressions.

16.29 The AC noted the following items reported in the meeting:

16.29.1 Report on Centre for Community Knowledge (CCK)

The Academic Council took **note** of the status report on Centre for Community Knowledge (CCK), vide **Appendix-36**.

16.29.2 Report on University Development Fund (UDF)

The AC took note of the report on University Development Fund (UDF) vide **Appendix-37** and **resolved** the following:

- Professor Valerian Rodrigues who is presently occupying the Ambedkar Chair will be completing his one-year term on 31 July 2018. However, his term is being extended by one month (from 01 August 2018 to 31 August 2018) since he is involved in editing the volume of the first ten lectures under the Ambedkar Memorial Lecture series.

- The provision of research grant for AUD students for the Research Endowment needs more publicity so that the students make the best use of it.

- Similarly, endowment for student exchange needs more publicity. They should be available in addition to other travel allowances given to students.

- The AC needs to brainstorm further as to how to utilise the research endowments better in the University.

16.29.3 The AC **noted** the progress of the Decennial Review process initiated by the University (**Appendix-38**).

16.29.4 The AC **noted** the constitution/ reconstitution of the RSCs of the School of Education Studies (SES) and the School of Human Studies (SHS) as approved by SCR in its meeting held on 29.08.2017 (**Appendix-39**).

16.29.5 The AC **noted** the report on the admission process in the MPhil/PhD programmes of SHS, for the Monsoon Semester 2017, as approved by SCR in its meeting held on 08.03.2018 and 24.04.2018 (**Appendix-40**).

16.29.6 The AC **noted** the constitution of Research Advisory Committee (RAC) for the PhD Scholars in the SDS, MPhil/PhD scholars in the SHS and the reconstitution of RAC for Ms Kopal Chaube, PhD scholar in SHE (**Appendix-41**).

16.29.7 The AC **noted** the Academic Calendar for 2018-19 as approved by the Vice Chancellor (**Appendix-42**).

16.29.8 The AC **noted** the Travel grant availed by the students for paper presentations in conferences as per the norms approved by the AC (**Appendix-43**).

16.29.9 The AC **noted** the legal opinion sought by the University on Reservations in Admissions (**Appendix-44**).

16.29.10 The AC **noted** the organization of theTenth Ambedkar Memorial Lecture.

16.29.11 The AC **noted** the Assessment and Evaluation Calendar for all the programmes for the Academic year 2018-19 (**Appendix-45**).

16.29.12 The AC **noted** the Report of the Task Group on Academic Governance Matters (**Appendix-46**).

16.30 The UGC 'Quality Mandate'

The AC took note of the UGC's letter dated 04.06.2018 circulating the UGC 'Quality Mandate' for improving the quality of higher educational institutions and the highlights of the Minimum Qualifications for Appointment of Teachers in Universities and Colleges and Measures for Maintenance of Standards in Higher Education as informed by PIB, MHRD's letter dated 13.06.2018 **(Appendix-47)**.

In this connection, the AC in its 15th meeting held on 12.02.2018 took cognizance of the amendments in the various UGC regulations regarding recruitments and career advancement scheme of the faculty and authorized the VC to expand the Advisory Committee for the Academic Services Division for the purpose of thorough examination of the faculty recruitment and Career Advancement policy of AUD in the light of the recent developments.

16.31 Any other items with the permission of the Chair

16.31.1 Request from the Mathematics faculty regarding the teaching workload of BA Mathematics Programme

The Vice Chancellor informed the AC that he had received a request from the Mathematics faculty to place an agenda item before the Academic Council pertaining to the teaching workload of BA Mathematics Programme. In this regard, the VC informed the members that a committee has been set up to examine all aspects related to the faculty workload in BA Mathematics and the report of the committee will through due process be brought to the AC for its consideration.

16.31.2 Appreciation by the Academic Council

The Academic Council **noted** that this was the last AC meeting being chaired by Professor Shyam B. Menon and it placed on record its deep appreciation for the rigorous, transparent and professional manner in which all the proceedings were conducted by him.

Professor Madhavan K. Palat, nominee of the Government of NCT, made the following remarks:

"It is my pleasant duty to recall the tenure of Shyam Menon as Vice-Chancellor of Ambedkar University Delhi, but it is equally sad that I must do so to remind ourselves that it is coming to an end. It was memorable by any standard, and it is heartening that the Delhi Government summoned wisdom enough to appoint and support him, and that he could find such an able team of colleagues to realise a common vision. As we know all too well, such an auspicious conjunction of heavenly bodies seldom occurs. I have been exceptionally fortunate to have been witness to numerous discussions on policy matters in the Academic Council. But it was especially encouraging that such deliberations over such a wide range of issues were conducted without acrimony. Again, this is unusual in our academic life, and I hope it will have set an example. The greatest challenge now is the transition. Every historian and political philosopher knows that the test of a regime is the smooth

succession to the throne; it should be our ambition to ensure that the incoming Vice-Chancellor should be able to plunge into his work without having to cause anything more than a ripple. We owe that to the citizens of Delhi, to the students of the University, to ourselves, and above all to the founder Vice-Chancellor, Shyam Menon."

Professor Jatin Bhatt, Pro Vice Chancellor1 on behalf of AC made the following observations:

"Intensity, rigour, quality, depth and breadth of deliberations define the character of Academic Council as a crucial body of University Governance. As a body providing academic scrutiny and quality benchmarks, it defines the core of the University. It sets benchmarks and expectations.

The fidelity and intentionality of such a body does not emerge by itself. It needs someone to imagine its role, quality of debates and culture of collegiality and engagement to ensure that its role and contribution is hugely significant in the value it brings to the academic milieu of an institution of higher learning.

Professor Shyam Menon as the Chair, AC and as the Vice Chancellor of AUD must be singly recognized for his intent, contribution and attaching highest benchmarks that have ensured that the significance of this body is true to its imagined role and functioning since its formation. This has been integral to his passion, commitment and responsibility of institution building which he was entrusted with.

I on behalf of the Academic Council and entire AUD fraternity would like to put on record this as one of his most significant contributions as the Chair in conceptualizing, shaping and conducting this august body. Today, as he chairs the last of his Academic Council before demitting office of the Vice Chancellor of AUD, let us extend our sincere gratitude and appreciation to him."

The meeting ended with a vote of thanks.

(Professor Asmita Kabra)
Registrar (Offg.)

(Professor Shyam B. Menon)
Vice Chancellor

11.3.3 Extension, re-registration and temporary de-registration of MPhil/PhD scholars for completing their respective programmes

Resolved to approve the recommendation of the SCR for extension, re-registration and temporary de-registration of MPhil/PhD degree to the following research scholars of AUD:

Name	Enrolment No	Duration	Programme
		Extension	
Bharti Mohan	S125CPS03	1.7.2017 to 31.12.2017	PhD Psychology
Ojit K. Singh	S135BED02	30.8.2017 to 28.2.2018	PhD Human Ecology
Shaina Sehgal	S135BED04	29.8.2017 to 28.2.2018	PhD Human Ecology
		Re-Registration	
Minakshi Bhagat	S134CWG09	From 17.05.2017	MPhil Women and Gender Studies
		De-Registration	
Kailash	S125CPS06	Date of Registration: 01.09.12; Temporary de-registration from 1.06.2017	PhD Psychology
Jenny Hoipineng	S125CPS05	Date of Registration: 01.09.12; Temporary de-registration from 1.06.2017	PhD Psychology
Aparajita Bhargarh Chaudhary	S125CPS02	Date of Registration: 01.09.12; Temporary de-registration from 1.06.2017	PhD Psychology
Shikha Gill	S125CPS09	Date of Registration: 01.09.12; Temporary de-registration from 1.06.2017	PhD Psychology

11.3.4 Proposal to apply the AUD Research Studies Regulations 2017 retrospectively to all PhD scholars registered

Resolved to approve the recommendation of SCR of applying the proposed AUD Research Studies Regulations 2017 retrospectively to all PhD scholars currently enrolled with AUD.

11.3.5 Draft Memorandum of Understanding (MoU) between AUD and the Centre for Women's Development Studies (CWDS) for MPhil/PhD Programme

Resolved to approve the draft Memorandum of Understanding (MoU) between AUD and the Centre for Women's Development Studies (CWDS) for MPhil/PhD Programme (vide **Appendix-4**), as recommended by SCR.

11.3.6 Revised programme structure of joint MPhil & PhD Programme by AUD and CWDS in Women's and Gender Studies

Resolved to approve the revised programme structure of joint MPhil & PhD Programme by AUD and CWDS in Women's and Gender Studies (vide Appendix-5) and recommended it for further consideration by the Board of Management.

11.4 Recommendations of the Standing Committee Academic Programmes (SCAP)

The Council took note of the minutes of the meetings of the Standing Committee Academic Programmes (SCAP) held on 27.07.2017 and 01.08.2017 (vide Appendix-6) and resolved to approve the following recommendations of the SCAP:

11.4.1 Proposed MA programme in Law, Politics and Society, and its first semester courses, to be offered by the School of Law, Governance & Citizenship (SLGC)

Resolved to approve the proposed MA programme in Law, Politics and Society, along with the outlines of the first semester foundational courses to be offered by the School of Law, Governance & Citizenship (SLGC) from the Monsoon Semester of 2017, as recommended by SCAP (vide Appendix-7). The approved first semester courses for the programme are: (i) "Introduction to Law & Legal Methods"; (ii) "Indian Constitutionalism: Law, Politics and History"; (iii) "An introduction to Jurisprudence and Legal Philosophy"; and (iv) "Law and the Making of Modern India".

11.4.2 Proposed changes in the evaluation scheme of MA History programme

Resolved to approve the change in the evaluation scheme of MA History programme of School of Liberal Studies of lowering the minimum passing grade in the dissertation from B Minus to C Plus, vide Appendix-8.

11.4.3 Revised credit structure, addition of new courses, and launch of new elective courses for MA English and MA Comparative Literature & Translation Studies (CLTS) programmes of School of Letters (SoL)

Resolved to approve the following recommendations of SCAP for MA English and MA CLTS programmes of SoL (vide Appendix-9):

(i) Revised credit of the MA English course "Indian People's Theatre Association (IPTA);

(ii) Addition of three new courses to the basket of MA English electives ("Asian Canadian Literature"; "Translation in Contemporary India"; "Remembering Partition");

(iii) Revised credit of the MA English dissertation (from 4 credits in semester IV to 8 credits across semesters III and IV);

MINUTES OF THE 4TH MEETING OF THE ACADEMIC COUNCIL

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

AMBEDKAR UNIVERSITY, DELHI
DELHI 110 006

Ambedkar University, Delhi

MA Gender Studies Programme

(To be approved by the Academic Council)

1. **Title of the Programme:** Masters Programme in Gender Studies

2. **Name of the School/Centre proposing the Programme:** School of Human Studies

3. **Level of the Programme: Predoctoral/ Masters / PG Diploma/ BA Honours/ Diploma/ Certificate :** Masters

4. **Full time/Part time:** Full time

5. **Duration of the Programme:** Two years

6. **Proposed date/session for launch:** Launched on 04th August, 2010 and being offered since then

7. **Particulars of the Programme Team (Coordinator, Members):** Dr. Rachna Chaudhary (Programme Coordinator), Team members- Dr. Shubhra Nagalia, , Ms. Lovitoli Jimo, Dr. Rukmini Sen, Dr. Shad Naved, Dr. Radhika Govinda (On Leave).

8. **Rationale for the Programme (link with AUD's vision, availability of literature, source material, facilities and resources, expertise in AUD faculty or outside, nature of prospective students, prospects for graduates):**

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

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

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

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

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

9. **Programme Objectives**:

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

10. **Structure of the Programme**:

Total No. of credits: 64
Total No. of courses: 20 (including internship and dissertation)

Choose the categories applicable to your programme:

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

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e. No. of Optional/Elective Courses: 1 (Total Credits-4)
f. No of Practical / Dissertation / Internship / Seminar courses: 3 (Seminar Internship (2 credits) , Dissertation workshop (2 credits) and Dissertation (4 credits) (6 credits) (total 8 credits)

Any other:

(Please attach the programme structure roughly along the following lines)
Programme structure attached as Annexure I

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

11. List of Courses

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

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2	Introduction to Gender	Taught, Programme specific core course, Compulsory	4	The course aims to pro... students with concept... tools that would enable them to navigate the multiple domains with... which gender operate...
3	Family	Taught, Programme specific core course, Compulsory	4	The course will introd... students to the family... social construction tha... central in the process... formation of identities...
4	Feminist Movements in South Asia	Taught, Programme specific course, Compulsory	4	The course explores significant issues, eve... and ideas in the histori... women's struggles and feminism in South Asi... with a particular focus... India.
5	Ways of Humans	Taught, Foundation course, Compulsory	4	The course attempts to capture certain essentia... aspects of human being... across time and space, aspects that talk about... way human beings situa... themselves ontological... experientially, cognitiv... and socially with the w... around them and with themselves.
6	Gender, Work and Labour	Taught, Programme specific core course, Compulsory	4	This course explores the field of Gender, Work a... Labour relating to sexu... division of labour and women's work in the development process.
7	Sexualities	Taught, Programme specific core course, Compulsory	2	The course aims to posit... an understanding of sexualities in a wide rang... of social, cultural and political contexts in orde... better understand its shif... and unstable meanings.
8	Introduction to Research Methods	Taught, Research coursework, Compulsory	2	This course aims to introduce students to the fundamentals of research the social sciences and

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

				extent to which this understanding is integr[...] into existing public hea[...] initiatives.
13	Masculinities	Taught, Programme specific core course, Compulsory	2	This course explores the various cultural, politic[...] and social contexts thr[...] which ideas of masculi[...] masculinities circulate [...] take shape.
14	Violence: Feminist Critiques and Resistance	Taught, Programme specific core course, Compulsory*	2	The course examines contemporary feminist critiques of violence aga[...] women, seeking to understand why violence[...] pervasive and integral t[...] patriarchal ideologies an[...] institutions, and explori[...] feminist resistance to various forms of violenc[...]
15	Feminist Research Methodology	Research coursework, Compulsory	2	This course combines theory with practice by acquainting students in detail with the principles[...] feminist methodology an[...] other gender-based analy[...] approaches. The readings[...] comprise of textbooks of[...] feminist methods laying [...] the conventional foundations of the differe[...] approaches.
16	Dissertation Workshop		2	This workshop will facilitate students in thinking about their areas[...] of research interest and arrive at a specific researc[...] question. The aim is to equip them to write a dissertation using a femin[...] lens in the following semester.
17	State, Nation and Citizenship	Taught, Programme specific	2	This course will attempt to highlight the intimate and

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

				contexts from the lens of gender.
20	Reading Feminist Texts	Taught in workshop and seminar mode, Programme specific course, Compulsory	2	The course will bring together several strands of feminist understanding and analysis of oppression which have been dealt with by the students in the course of the entire MA programme. It will do it by critically reading pioneering and classic feminist texts that have contributed and shaped the enriching body of feminist theories.
21	Dissertation	Practicum/Fieldwork	4	The course will allow students to do independent work under the guidance of a supervisor on any area of their interest. It could take the form of a guided research in the tradition of the social science. However, given the interdisciplinary nature of the MA in Gender Studies, students will be free to select from a variety of themes and methods for pursuing the dissertation.

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

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

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

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

Tentative timeframe for developing course details: Not required

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

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

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

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

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

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

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Our placement committee is actively working towards consolidating and buildi[...] our interaction with several organizations during the internship period. Our [...] passed out in July 2012. A majority of our first batch of pass out students has o[...] in further research and is enrolled in M.Phil./Ph.D. programmes at AUD and one [...] is in JNU. We are in the process of putting a placement cell in place and hope [...] we will be equipped to place our students in different institutions and organizatio[...]

15. Assessment Design:

The assessment pattern adopted was in keeping with both the University's philo[...] continuous assessment and the specific teaching and learning strategies prac[...] Gender Studies. With the aim of assessing and enhancing the students' ab[...] individually and collectively produce, interpret and challenge knowledge and k[...] systems from a gender aware lens, and to articulate and critically reflect on th[...] verbally and in writing, a range of assessment situations were created. These [...] short and long papers, photo-essays, reports, classroom discussions and prese[...] reviews of feminist texts, films, short stories and poems, viva voce and t[...] examinations

**16.   Special needs in terms of special expertise of faculty, facilities, requireme[...]
terms of studio, lab, clinic, library, classroom and others instructional [...]
linkages with external agencies (e.g., with field-based organizations, hospital) [...]**

Gender Studies as a field of academic enquiry has an increasingly large prese[...] several universities across India. However, our MA programme is one of the ve[...] MA programmes that are currently running even in universities which otherwise [...] M.Phil/PhD programmes or conduct project-based research through their W[...] Studies centres. With the launch of the M.Phil./Ph.d Programme in Gender Stud[...] collaboration with CWDS, we are not only in a position of privilege but also of im[...] responsibility towards development of the field at various levels.

Given the nature of an inter-disciplinary area such as Gender Studies, which [...] emerging and is going in several new and challenging directions, another vital tas[...] review and evolve a curriculum that draws from the previous scholarship and [...] simultaneously open up a dialogue with new discourses such as Queer Studie[...] Disability Studies. The need is to give a rigour and depth to the area that can attrac[...] students to possibilities of cutting edge research and a potential of a job upon comple[...] of the programmes offered by us. We also need to reach out to faculty and studen[...] colleges in Delhi and other parts of the country to communicate and publicize abou[...] programmes. Our stated goals also include building a dynamic documentation c[...] which can spearhead the coordination of research and related activities being carrie[...] by hundreds of organizations, networks and Women's Studies centers across the cou[...] There are several research projects that the current faculty of Gender Studies wa[...] undertake, individually and collaboratively, in the near future. We are also plannin[...] hold conferences, seminars and related academic activities to animate our stud[...]

18.

19.

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explore possibilities of collaborative research work and also to become a nerve center of contemporary debate and dialogue in Women's and Gender Studies between scholars, activists, policy makers and bright young minds. Our location in a university dedicated to humanities and social sciences and in the capital city of New Delhi can well enable us to do these.

Our programme is integrally linked with the women's movements and its several initiatives be it cultural, political or social. We would like to take our students to such events which can be of formative value towards consolidating their conceptual learning. A practice based component of our programme is being envisaged along with MA Psychology.

We need more personnel, both to help us with enormous official work and qualified in the field who can take up the vast organizing that is required for an effective internship and placement cell.

We would also like to build a small progamme library where case studies, photocopied materials, certain documentation, records of some guest lectures and copies of some very select books that are critical for our programme. For this we require infrastructure like storage space and filing/documenting system and personnel to manage it.
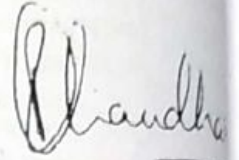
We also would like to start a small school/programme journal in the coming semesters for which we would like to request additional resources.

Expert scholars and those engaging with multiple dimensions of gender issues need to be invited from time to time in consultative capacity to help us shape our courses and readings as Gender Studies is an upcoming field of enquiry. Guests who are specialists in certain areas of our programme also need to be invited for guest lectures on particular themes of our courses. We would also like to invite experts to come for certain talks/discussions which can be of particular significance for us but can also be of broader interest to the whole AUD community.

17. **Additional Faculty Requirement**:

a) **Full time**: 1 Professor Level, 2 Associate Professor Level, 2 Assistant Professor Level

b) **Visiting/Part time/Adjunct/Guest Faculty etc**: As per requirement and a Research Associate/Fellow

18. **Eligibility for admission**: A Bachelor's degree in any discipline with 45% marks (or an equivalent grade) from a recognized university. Relaxation of 5% for candidates belonging to SC, ST and Physically Disabled categories will be given.

19. **Mode of selection (Entrance test, Interview, Cut off of marks etc)**: Entrance test and Interview

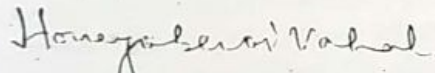20.   No. of students to be admitted: 42 sanctioned strength for each batch

Rachna Cha

Signature of Programme Coordin

Note:
1. Modifications on the basis of deliberations in the Board of Studies ma incorporated and the revised proposal should be submitted to the Academic con
2. In certain special cases, where a programme does not belong to any parti School, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

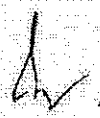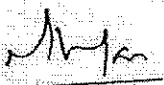The proposal was discussed by the Board of Studies in its meeting and has been appro in the present form.

Signature of the Dean of the School

AMBEDKAR UNIVERSITY DELHI

Minutes of the Eighth Meeting of the Academic Council held on 01 April 2016 at 10.00 am in the Private Dining Hall at the India International Centre, New Delhi

The Eighth Meeting of the Academic Council (AC) of AUD was held on 01 April 2016 at 10:00 am in the Private Dining Hall at the India International Centre, New Delhi. The following were present:
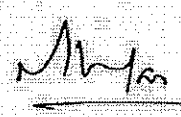
Professor Shyam B Menon Vice Chancellor	In the Chair
Professor K. Ramachandran *Nominee of the Government of NCT of Delhi*	Member
Professor Farida Khan *Nominee of the Government of NCT of Delhi*	Member
Professor Madhavan K Palat *Nominee of the Government of NCT of Delhi*	Member
Professor Chandan Mukherjee School of Liberal Studies	Member
Professor Salil Misra School of Liberal Studies & Coordinator, Academic Council	Member
Professor Honey Oberoi Vahali School of Human Studies	Member
Professor Radharani Chakravarty School of Liberal Studies	Member
Professor Geetha Venkataraman School of Liberal Studies	Member
Professor Denys P Leighton Dean, School of Liberal Studies	Member
Professor Venita Kaul Director, School of Education Studies	Member
Professor Kuriakose Mamkoottam Director, School of Business, Public Policy and Social Entrepreneurship	Member

Professor Jatin Bhatt
Dean, School of Design   Member

Dr. Rachana Johri
Dean (offg.), School of Undergraduate Studies   Member

Dr Rajan Krishnan
Dean (offg.), School of Culture & Creative Expression   Member

Dr. Satyaketu Sankrit
Associate Professor, School of Liberal Studies   Member

Dr M. A. Sikandar
Registrar   Secretary

Dr. Praveen Singh
Dean (offg.), Planning   Special Invitee

Dr Gopal ji Pradhan
Associate Professor, School of Liberal Studies   Special Invitee

Dr. Anirban Sen Gupta
Assistant Professor, School of Development Studies   Special Invitee

Dr. Ivy Dhar
Assistant Professor, School of Development Studies   Special Invitee

Dr. Mihir Shah, Professor Sabyasachi Bhattacharya, Professor Ashok Nagpal, Dr Asmita Kabra, Dr Sumangala Damodaran, Dr Rachana Johri, Dr Diamond Oberoi and Dr Oinam Hemlata Devi could not attend the meeting.

At the outset, the Vice Chancellor & Chairperson, AC extended a warm welcome to the new Members and the Special Invitees and thanked the outgoing members.

Item 8.11 : To ratify the action taken by the Vice Chancellor in approving the MoUs signed between AUD and (a) Babes-Bolyai University, Cluj, Romania, (b) Ford Foundation, (c) Rohini Ghadiok Foundation, and (d) Central Square Foundation

Resolution 8.11:

The Council ratified the action taken by the Vice Chancellor in approving the MoUs signed between AUD and the following:

(i) Babes-Bolyai University
An MoU was signed on 16.09.2015 with the Babes-Bolyai University, Romania for the exchange of students and/or staff in the context of the Erasmus+ programme.

(ii) Ford Foundation
An MoU was signed on 9.12.2015 with the Ford Foundation to support the research by the Centre for Development Practice, AUD on non-timber forest produce markets to strengthen the livelihoods of tribal communities in some of India's poorest and marginalized regions.

(iii) Rohini Ghadiok Foundation
An MoU was signed on 14.12.2015 by the Centre for Development Practice (CDP) at AUD with the Rohini Ghadiok Foundation to support the graduates from the MPhil (current) and any future undergraduate or masters degrees in Development Practice that may be offered.

(iv) Central Square Foundation
An MoU was signed on 27.01.2016 by the Centre for Early Childhood Care and Education (CECED) at AUD with the Central Square Foundation, New Delhi to establish and develop an assessment unit, which will work on standardization of the existing tools developed by the Centre, and development of new tools as required, in the field of early childhood education and development.

Item 8.12 Reporting Items

8.12.1 To report the nomination of Dr. Dhirendra Datt Dangwal, Associate Professor, SLS as the new Convenor of the Standing Committee Research (SCR)

Resolution 8.12.1

The AC noted that Dr Dhirendra Datt Dangal, Associate Professor, School of Liberal Studies has been nominated as the new Convenor of

FORDFOUNDATION   Office of the Secretary   320 East 43rd Street   www.fordfoundation.org
                                                        New York, NY 10017   (212) 573-5000

December 7, 2015

Prof. Shyam Menon, Vice Chancellor
Bharat Ratna Dr. B.R. Ambedkar University, Delhi
Lothian Road, Kashmere Gate   <u>0140-1621</u>
New Delhi 110006, India   Grant Number

Dear Prof. Menon:

I am pleased to inform you that The Ford Foundation has approved a grant of $370,000 to the Bharat Ratna Dr. B.R. Ambedkar University for the Centre of Development Practice for support for research on non-timber forest produce markets to strengthen livelihoods of tribal communities in some of India's poorest, marginalized regions. This grant is being made in response to the proposal endorsed by the University Registrar and submitted with Anup Kumar Dhar's October 16, 2014 letter to Srinivasan Iyer of the Foundation staff in New Delhi.

These terms apply to your organization's use of the Foundation's grant:

Grant funds are available over a three-year period beginning December 1, 2015.

Under United States law, Ford Foundation grant funds may be expended only for charitable, scientific, literary, or educational purposes. This grant is made only for the purposes stated in this letter and the documents referenced above, and it is understood that these grant funds will be used for such purposes substantially in accordance with the attached approved budget. It is also understood that no substantial variances will be made from the budget without the Foundation's prior approval in writing. Any grant funds not expended or committed for the purposes of the grant, or within the period stated above, will be returned to the Foundation.

By countersigning this grant letter, you agree that your organization will not promote or engage in violence, terrorism, bigotry or the destruction of any State, nor will it make subgrants to any entity that engages in these activities.

Working with Visionaries on the
Frontlines of Social Change Worldwide

FORDFOUNDATION

Prof. Shyam Menon   -2-

Written reports are to be furnished annually during the grant period. A final written report is to be furnished at the end of the grant period. These reports should be sent to the Foundation's Representative in New Delhi via s.sharma@fordfoundation.org and should contain: (1) a narrative account of what was accomplished by the expenditure of funds, including a description of progress made toward achieving the goals of the grant; and (2) a financial accounting, in U.S. dollars, according to the line-item categories of the attached approved budget, which includes a statement by the responsible financial officer of your organization certifying the accuracy of the report. At the end of the grant period the Foundation also shall be furnished a copy of any publication, audio or video program, film or other media product produced by your organization under this grant for archival and/or research purposes. The Foundation shall have the right to make and disseminate additional copies of any such grant product. In addition, your organization hereby grants to the Foundation a license to disseminate on the Foundation's website any product produced by your organization under this grant.

In addition, to ensure that the Foundation's grants have as broad an impact as possible, you agree to widely disseminate all products funded by this grant to which you hold the copyright, and to license such products to the public under a non-exclusive Creative Commons Attribution 4.0 International license (or a more recent version of such license). For information on Creative Commons and this license, please visit http://creativecommons.org/ and http://wiki.creativecommons.org/Grantees. You also agree to include in all narrative reports required under this grant information on how you fulfilled your requirement to openly license and disseminate the work products of this grant (e.g., by posting them on your website with a statement that they are licensed to the public subject to the Creative Commons Attribution 4.0 International license).

So that the Foundation may comply with the tax laws of the United States to which it is subject, it is understood that Foundation grant funds may not be used for any of the following purposes: to carry on propaganda, or otherwise to attempt to influence any legislation through (i) an attempt to affect the opinion of the general public or any segment thereof or (ii) through communication with any member or employee of a legislative body, or with any other governmental official or employee who may participate in the formulation of the legislation (except technical advice or assistance provided to a governmental body or to a committee or other subdivision thereof in response to a written request by such body, committee or subdivision), other than through making available the results of nonpartisan analysis, study or research; to conduct programs to register voters.

In the application of its resources to serve the public interest, the Foundation gives high priority to the realization of equality of opportunity for all members of society. The Foundation works to implement this policy in a variety of ways, internationally as well as in the United States, with due respect for the great diversity of situations in different countries and cultural contexts. It is

Prof. Shyam Menon   -3-

the Foundation's expectation that serious attention will be given to the needs and well-being of women and underrepresented groups in your society and to their participation in this Foundation-supported program.

The Foundation may monitor and conduct a review of operations under this grant, which may include a visit from Foundation personnel to observe your program, discuss the program and finances with your personnel and review financial and other records and materials connected with the activities financed by the grant.

The Foundation is authorized to conduct audits, including on-site audits, at any time during the term of the grant, and within four years after completion of the grant.

The Foundation will include information on this grant in its periodic public reports.

Failure to comply with the terms of this letter or applicable laws and regulations may result in immediate cessation of funding and/or support from the Foundation. In addition, if your organization expends or commits any part of the grant funds for purposes or activities other than the purposes and activities for which this grant is made, your organization must repay the Foundation an amount equal to the amount of grant funds so expended for other purposes or activities.

If this letter and the attached budget correctly set forth your understanding of the terms of this grant, will you please indicate your organization's agreement to such terms by having the letter countersigned by an appropriate officer of your organization and returned in its entirety to the Foundation's Representative in New Delhi via s.sharma@fordfoundation.org or by fax at 91-11-47105380 / 47105390.

Your organization has previously submitted to the Foundation an Equivalency Affidavit and accompanying documentation. It is understood that by countersigning this letter your organization confirms that there have been no material changes in such statement or documentation and that you will inform the Foundation of any material changes in such statement or documentation in the future.

Communication regarding current administrative arrangements for this grant should be directed to the Grants Manager in New Delhi, Seema Sharma, by telephone at (+91-11)4710 5340 or via e-mail at s.sharma@fordfoundation.org.

In all correspondence concerning this grant, reference should be made to the grant number designated on the first page of this letter.

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Prof. Shyam Menon   -4-

On behalf of the Foundation, may I extend every good wish for the success of this endeavor.

Sincerely,

Elaine Kranich

Elaine Kranich
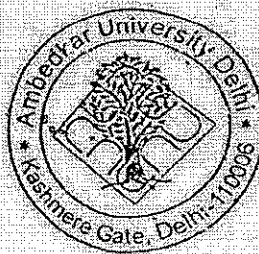Director, Office of the Secretary

Attachment

ACCEPTED AND AGREED:

Bharat Ratna Dr. B.R. Ambedkar University
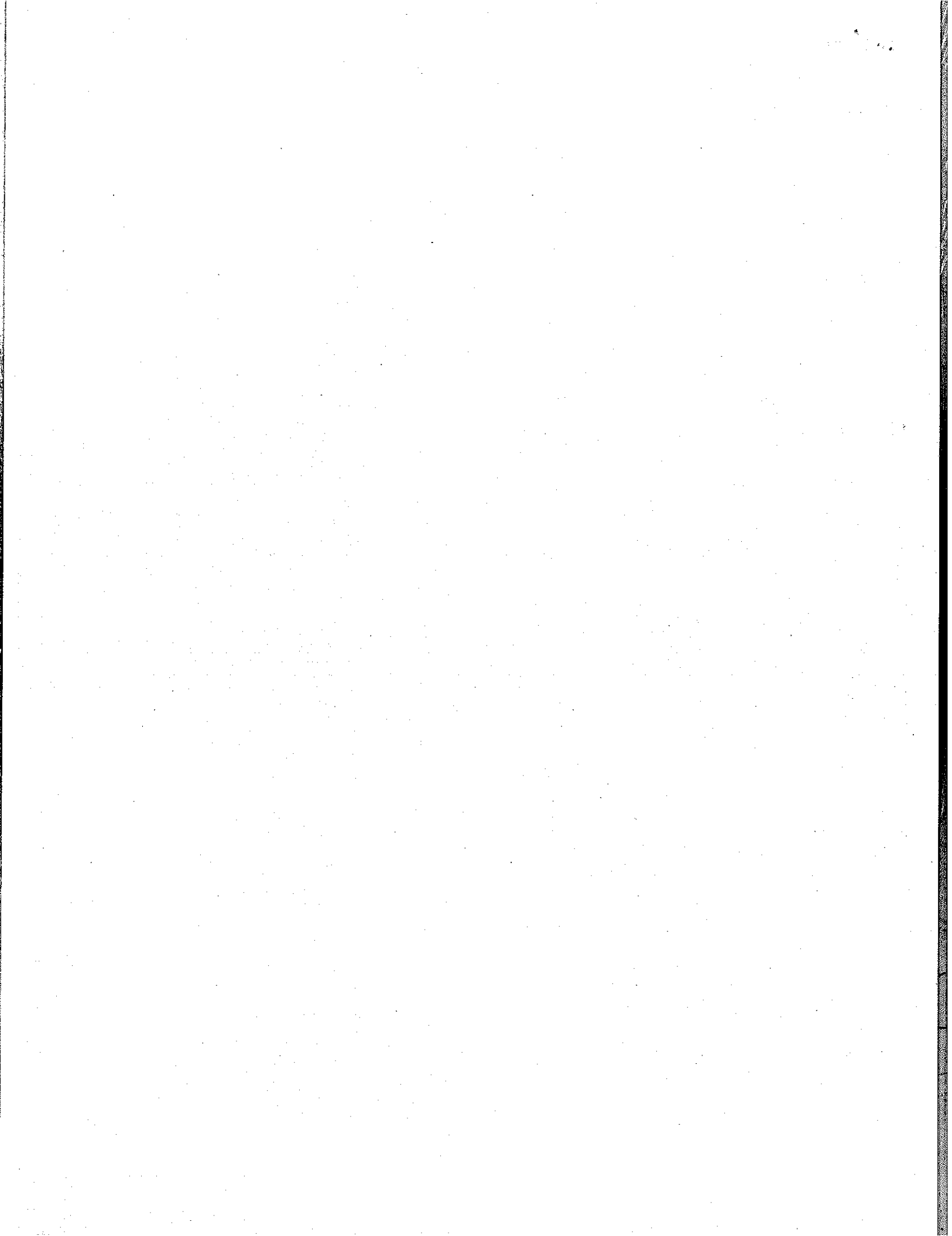
By: DR. M.A. SIKANDAR   Title: REGISTRAR
    (Printed Name)   AMBEDKAR UNIVERSITY
                                         DELHI

    (Signature)   Date: 09/12/2015

Decisions taken at SHS BOS held on March 14th, 2018 (minutes attached) for consideration by SCAP:

Following are the decisions approved by the BOS of SHS with regard to Psychology and Gender Studies MA and the UGC Psychology Model Syllabus:

Psychology MA (changes proposed for the class joining the program in 2018)

1.   Dissertation course to be treated as elective component rather than a core component towards fulfilment 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 4th semester, in place of dissertation work.

4 Opening up the Option to Earn a Diploma after One Year of Programme after one year of MA Psychology Programme, student would have to have completed the internship requirement. (This practice already exists within SHS for Gender Studies)

5 The open elective "Situating Disability Studies" offered by Prof. Anita Ghai, School of Human Studies to be made one of the electives that Psychology students may opt for.

(Psychology course structure attached)

Gender Studies (changes proposed for the class joining the program in 2018)

1 Some existing core courses have been permitted by the BOS to be changed into electives, and it was decided that greater scope for both internal electives as well as open electives should be encouraged in a graded manner.

2 Opening One More Open Elective Slot within the course structure

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.

3 Electives within the Gender Studies Program)

3.1 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.

3.2 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).

4 Increasing of credits for internship from 2 to 4

Overwhelming feedback from the students who have successfully completed the programme has been in favour of internships. 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.

5 Increasing of credits for Dissertation from 4 to 8

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.

5.1 Given the difficulty that is experienced by some students to write a dissertation 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.

5.2 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.

Note: These above mentioned changes will be applicable from the 2018admissions onwards for both courses This is applicable both for MA Psychology and Gender Studies.

UGC Expert Committee on Model Courses in Psychology

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.

M.A. Psychology (Psychosocial Clinical Studies)

Programme Structure

	Semester I	Semester II		Semester III	Semester IV
Foundational Courses	1. Ideas, Knowledge and Ethics (4)	6. Ways of Humans (4)		11. Politics, Resistance and Transformation (4)	
Programme Specific and Core Courses	2. Psychology as a Human Science: History and Debates (4)	7. Reading Freud (4)	10. F I E L D W O R K (4)	12. Childhood Identity and Society (4)	17. Psychic Work: Paradox and Process (2)
	3. Family and Identity in India (4)	8. Life at the Margins (4)		13. Psychotherapeutics (4)	
Research Coursework				14. Qualitative Research Methods (4)	
Seminars / Workshops	4. Experiencing the Self (4)				19. Listening Communicating and Relating (2)
	5. Clinical lectures on Psychopathology (2)				
Practicum / Fieldwork		9. Preparing for Clinical Work (4)		15. Research Project/Dissertation/ elective course on offer (4)	
Elective (Select 2 out of three, 4 credits each)					16. Deconstructing Normalcy (4)/ 18. Psychoanalytic Psychotherapy (4) /20. Gender and Psychology/ 21. Situating Disability(4)*

* Students are expected to choose two elective out of the four courses of 4 credits (Gender and Psychology/Psychoanalytic Psychotherapy/Deconstructing Normalcy/Situating Disability).

Note: Components in the programme structure, introduced for revision as agenda item 1,2 and 3, have been highlighted.

(4)

Ambedkar University Delhi

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.

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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.

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 to maintain a daily dairy 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 4th semester. The present structure is experienced as cramming them with classroom teaching in the 4th 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

	Semester 1	Semester 2	Summer Holidays	Semester 3	Semester 4
Foundational courses	1. Ideas, Knowledge and Ethics (4)	5. Ways of Humans (4)	10. Internship (2)	11. Experiencing the Self *or* 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 Movements in South Asia (4)	8. Global 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	4 credits	14 credits	14 credits
Foundational courses	1. Ideas, Knowledge and Ethics (4)	5. Ways of Humans (4)	9. Internship (4)	10. Experiencing the Self or 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 Or Global Feminisms (4)			13. Bodies Or Violence: Feminist Critique and Resistance (2)
Open Elective				12. Health Or 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)

UGC Expert Committee on Model Courses in Psychology

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.

AMBEDKAR UNIVERSITY DELHI
SCHOOL OF HUMAN STUDIES

THIRD BOARD OF STUDIES MEETING
15TH 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

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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 enthusing 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 over-arching 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 Vaishanavism 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 be-ing 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

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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

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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 where 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

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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.

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- 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 K C	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 (AUD)

Sixth Meeting of the School of Human Studies Board of Studies: Minutes

Friday, 26th 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 5th 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 is 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 Chakravearti'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 3rd 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 accountablility.

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.

DRAFT AGREEMENT

BETWEEN

AMBEDKAR UNIVERSITY, DELHI (AUD)

AND

CENTRE FOR WOMEN'S DEVELOPMENT STUDIES (CWDS)

1. In a Memorandum of Understanding already signed between the two parties, a collaboration between AUD and CWDS has been agreed upon. It will be carried out between the School of Human Studies (SHS/AUD) and CWDS to launch an Mphil/PhD programme jointly in Women's and Gender Studies (WGS).

2. The collaboration shall be carried out through activities which initially shall include:

    - Joint launch of the MPhil/PhD in Women and Gender Studies
    - Sharing of teaching and supervision
    - Sharing of teaching and learning material
    - Sharing of information on research and educational programmes
    - Systematic sharing of pedagogies developed through this collaboration with other Women's Studies Centres and the University Grants Commission's programme on women's studies.
    - Any new activity as deemed necessary by both to further the above cause.

    For the types of activities described above to take place, an appropriate 'Agreement' is hereby formally put in place.

    JOINT COORDINATION

3. Each institution shall appoint members/invitees to the following committees:

    a) Administrative Committee: The committee will periodically review and identify ways to strengthen the collaboration between the two institutions. Membership will consist of the Vice Chancellor or the designated nominee of the Vice Chancellor and Dean, School of Human Studies (SHS/AUD), and the Director or designated nominee of the Director and designated faculty of CWDS.
    b) Research Studies Committee (RSC), AUD/School of Human Studies: The RSC is a mandatory body formed within the guidelines providing by the Standing Research Committee (SRC) of AUD. RSC is the School Research Committee of AUD and its purpose is to propose and review research related activities and

research programmes conducted by the School, including MPhil/PhD programmes. Membership will be from SHS faculty and one nominated (by CWDS) invitee to represent CWDS in those meetings where matters pertaining to the collaboration are to be discussed.

c) Coordination Committee: the committee will coordinate the coobaration on its behalf, including institutional, academic and student related issues. . Matters pertaining to the Student-Faculty Committee from the Mphil/PhD programme in WGS will be referred to and deliberated upon by the coordination committee.Membership will consists of 1-2 faculty members from each institution.

d) Admissions Committee: The committee will oversee all processes and conduct admissions. Membership will consist of 2-3 faculty members from each institution.

e) WGS Programme Advisory Committee: This committee will oversee all research related issues, including research supervision, pertaining to thw MPHil/PHD programme in Women's and Gender Studies being offered by the AUD-CWDS collaboration. Membership will consists of 2 faculty members from School of Human Studies (SHS/AUD); one member from any School other than SHS (AUD); and 2 members from CWDS.

f) Collaboration Committee of all teaching faculty: It will meet periodically, at least once towards the end of each semester to review all academic and teaching activities of that semester. Membership will consist of all teaching faculty involved in running of the WGS Programme to anchor academic and teaching activities.

4. The CWDS has also instituted a sub-committee on Women's Studies that will oversee the coordination process from within the CWDS, which reports and makes recommendations to the Executive Committee of the CWDS, the final decision making authority of the CWDS. One member from AUD will be invited to meetings where matters pertaining to the collaboration are to be discussed.

5. Both AUD and CWDS are subject to broader policies and regulations of the statutory bodies in each institution. The regulations and processes formalised and followed by the collaboration will be recognize the governing structures of AUD and CWDS.

PROGRAMME

6. a) The title of the programme will be the AUD-CWDS M.Phil/PhD Programme in Women's and Gender Studies.
b) The names of both institutions (AUD and CWDS) will be present on the final marks transcripts given to the students. Wherever possible, the joint nature of the programme will be announced such as, the Dean, SHS and Director, CWDS will sign on dissertations/thesis submitted by the students; public documents pertaining to the collaboration and so on.
c) All teaching/supervision/administrative and any other workload pertaining to the collaboration will be shared equally by members of both, AUD and CWDS.

d) The CWDS and AUD jointly agree on the structure of the M.Phil/PhD programme as outlined in the detailed Course Proposals, which includes course credits, course content, and so on. (refer to Annexure 2).

e) The core courses will be jointly coordinated with at least one member from each institution, including teaching, assessment and evaluation. (refer to Annexure 2)

f) As a general practice, a single supervisor will be assigned to a student for the M.Phil/PhD dissertation. The process of allotting supervisors will be undertaken by the WGS Programme Advisory Committee.

FINANCIAL CONSIDERATIONS

7. a) According to the MoU already signed, the MoU imposes no financial obligation on either institution.

b) AUD will share half the fee submitted to AUD after deducting any/all scholarships/waivers offered to the students.

c) Expenses incurred by Faculty towards running the programme will be borne by their respective institution**.**

This Agreement is signed subject to approval by the respective academic/administrative bodies.

Signed by **Signed by**
Sumati kumar **(Indu Agnihotri)**
Registrar **Director**
AUD **CWDS**
Date: **Date: 2013**

ANNEXURE 2

Programme structure: Credits and Course Titles of MPhil/PhD Programme:

Course work of 18 credits and a 12 credits dissertation for M.Phil.
TOTAL: 30 credits

The requirement of any additional course/s for students to compensate for any gap will be evaluated and recommended by the Research Standing Committee (RSC) on a case to case basis. An average of credit courses from a minimum of 2 credits to a maximum of 8 credits can be recommended by the committee. Any student can opt for additional courses on offer within the programme (electives) or in any programme of other Schools apart from the essential requirement of completing course work equivalent to 18 credits in the first year. The additional credits will not be computed in calculating the programme grade average but they will be included in the marks transcript given to the students along with their degree.

Transition to PhD.
MPhil to PhD: For admission to PhD after 1 year of coursework, the student must complete 18 credits of MPhil programme course work. A student completing the prescribed course work and achieving a grade average of A Minus (8 on an 10 point scale) and fulfilling other thesis pre-submission requirements of the MPhil programme may be offered admission to doctoral studies *without award of the MPhil degree*. In such cases, the RSC shall determine whether additional course work or acquisition of skills is necessary before the student formally proceeds to doctoral thesis research/ writing. At the very least defense of a modified research proposal is required for doctoral registration, as directed by an RSC.

The student aspiring to move into a PhD has to complete 1 year long course work equivalent to 18 credits (Courses 1-6) as essential requirement.

Direct PhD scholars will also be required to do course work, as determined by the RSC. PhD scholars who are not MPhil holders in areas pertaining to Women's and Gender Studies shall normally be required to complete courses prescribed for MPhil students of up to 18 credits (as described in the sections of programme structure above). Even those PhD scholars who already hold an MPhil degree in areas pertaining to Women's and Gender Studies may be asked to undertake MPhil course work if the RSC decides that research on the topic requires a particular kind of course work that the student has not yet completed in her/his education. A minimum average of A Minus (8 on a 10 point scale) will be required to proceed to doctoral thesis/research writing.

Other requirements for PhD have been stipulated in the university regulations and in the MoU between AUD and CWDS, and these shall apply to all PhD scholars.

Electives will be offered within the Women's and Gender Studies MPhil/PhD programme. However, students can opt for elective courses from outside the programme in any School, as recommended by the RSC.

Course Coordinators

There are course coordinators from each institution, for each course. They will plan, teach and may invite other faculty, from within CWDS and AUD or guests from outside to teach the course that they are coordinating. The coordinators for the courses to be offered in the proposed MPhil/PhD programme from AUD and CWDS for the academic year 2012-2013 are as follows:

1. Women's Movements (Seminar mode) -- Dr. Indu Agnihotri and Dr. Seema (CWDS); Dr. Shubhra Nagalia (AUD)

2. Reading Texts in Historical Context -- Prof. Mary John (CWDS); Dr. Anup Dhar (AUD)

3. Research Methodologies Through Exemplary Works (Semester 1) -- Prof. Renu Addlakha; Dr. Neetha N. (CWDS); Dr. Rachana Johri (AUD)

4. Feminist Theories -- Prof. Mary John (CWDS); Dr. Jayati Lal and Dr. Rachna Chaudhary.

5. Research Methodologies Through Exemplary Works (Semester 2) -- Prof. Renu Addlakha and Dr. Neetha N. (CWDS); Dr. Rukmini Sen (AUD)

6. Dialogue with Researchers: Dr. Bijoya (CWDS); Dr. Rachana Johri/Dr. Shubhra Nagalia (AUD)

Dissertation + Dissertation Research Practicum: Individual faculty with specific areas of research chosen by students

Requirements to be met by students during the second year of their M.Phil (upon completion of coursework) include periodic meetings with their supervisor/s and/or submission of progress reports. Scholars could be required to make presentations of their research work to the faculty and research scholars once or twice in each semester.

The following are course titles of the MPhil programme. Taking into account the above

mentioned anticipated diversity in student backgrounds, the courses have been planned in a flexible manner, so as to accommodate a range of needs and degrees of preparedness for post-graduate study and research. Apart from required courses, students may select additional courses that can be tailored to their particular requirements.

Courses:

The courses are spread over 2 semesters. The distribution of courses and the credit allocation is as follows:

Total Credits: 30

Courses 1-3: Semester 1
Courses 4-6: Semester 2
Dissertation Research Practicum + Dissertation: Semesters 3-4

1. Women's Movements (Seminar mode, 4 credits) 2. Reading Texts in Historical Context (4 credits) 3. Research Methodologies through Exemplary Works (2 credits)	4. Feminist Theories (4 credits) 5. Research Methodologies through Exemplary Works (2 credits) 6. Dialogue with Researchers (2 credits)
Dissertation Research Practicum + Dissertation (12 credits)	

COURSE DESCRIPTIONS:

1. Women's Movements (4 credits; Semester 1)

The emergence of women's Studies as an academic perspective within academia across the world has been one of the significant contributions of the women's movement in recent times. This emerged from pressure mounted within the movement to confront inequalities, including patriarchy and gender based exclusions, which remain(ed) embedded within the given social structures. Whereas women's subordination and oppression continue to be located within specific socio-cultural contexts, the movement has drawn upon a long history of resistance to posit alternate visions of structural and social change with a focus on both individual and collective rights.

This paper focuses on significant interventions at historical conjunctures in different locations to pose to students the vastly different possibilities of analysis that such movements and moments offer. These include ways to understand the dynamics of social change, how and when they may coincide/ coalesce with historic moments for social transformation and how movements are sustained, including in apparently not so historic moments. The course will attempt to explore key dimensions relating to women's struggles over the last two centuries to explore the spread, linkages and debates between ideas flowing from women's struggles in different parts of the world from their specific historical context and how these have contributed to a rich resource for advancing perspectives to analyze society from Women's and Gender Studies' perspectives.

An attempt will be made to focus on some of the critical issues which have featured in campaigns in India and across the world with reference to broader context of socio-historical processes and developments. These include the advent of capitalism in modern times, which significantly prepared the ground for liberal democratic regimes and welfare states, as well as alternatives posed by socialist movements, contestations of imperialism by national liberation struggles and the emergence of the 'women's question' with reference to formation of nation states in the post Second World War period.

A section of the course will attempt to focus on the 1960s and 70s - sometimes called the 'long sixties' – to analyze the effects of emergent politics on the women's movement and that of women's movement perspectives on contingent political debates in this period. It shall explore linkages with the civil rights and anti war movement in the US, emergence of New left and Third World perspectives to contextualize debates on women's rights and feminism, including with reference to special issues and campaigns against violence, for abortion rights and women's work, including unpaid work within the domain of the household.

In more recent decades, the context of globalization and the turn to politics of identity/difference have focused attention on a multiplicity of issues, opening up new sites of resistance and change. The South Asian context offers a challenging context for women with regard to some of these. Further, questions of race, caste, class, ethnicity, religious identity, sexuality, and disability have posed contentious questions, which fracture an abstract notion of unity and interrogate homogenous constructions of 'woman,' including Third World women and Feminism. The Development Debate which sought to push gendered perspectives has been extended to the complex terrain of development processes, to include environmental concerns, rights of communities over natural resources and those of women in the affected communities / social groups.

How does the women's movement respond to these changes and challenges? What are the alliances it seeks in order to influence processes of social transformation? Further, how do we develop analytical tools to understand the complexity of such varied movements for democratic rights with sensitivity to both the diversity and complexity of the social and ideological terrain?

Readings:

Maxine Molyneux, *Women's Movements in International Perspective* (ILAS/Palgrave) 2000

Peggy Antrobus, *The Global Women's Movement: Origins, Issues and Strategies for a New Century* London: Zed Books, 2004.

Joan W. Scott, *Gender and the Politics of History,* New York: Columbia University Press, 1988;

Chandra T. Mohanty, *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity* (2003)

Sandra Harding (ed.) *The Feminist Standpoint Theory Reader Intellectual and Political Controversies*, Routledge, New York, 2004.

Seyla Benhabib, *Feminism and Postmodernism* in Linda Nicholson (ed.) *Feminist Contentions A Philosophical Exchange,* Routledge, New York/London, 1995.

Radha Kumar, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India,* 1800-1990s, Kali, New Delhi, 1993.

Uma Chakravarti, *Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations* in Kumkum Roy (ed.) *Women in Early Indian History*, Manohar, Delhi, 1999.

Partha Chatterjee: The Nation and Its Fragments, *and Postcolonial Histories*, OUP, Delhi 1994.. OUP, New Delhi.

Barriteau & Reddock (eds.) *Confronting Power Theorizing Gender: Interdisciplinary Perspectives in the Caribbean,* West Indies Press, 2003.

E.J. Hobsbawm, *The Age of Empire, 1875-1914*, Viking Ed., 1987/1995, Delhi, pp195-196.

Sheila Rowbotham, *A Century of Women: The History of Women in Britain and the United States* (Viking, 1997)

Betty Friedan, *The Feminine Mystique*, W. W Norton and Co., 1963

Bell hooks, *Ain't I a Woman? Black Women and Feminism*, South End Press, 1981

Samita Sen, *Women and Labour in Late Colonial India the Bengal Jute Workers*, Cambridge, Cambridge, 2006.

Ben Fine, (2010) *Women's Employment and the Capitalist Family,* London: Routledge. (Routledge revivals)

Lourdes Beneria, *Gender, Development, and GlobalizationRoutledge, 2003*

Uma Chakravarti, *Rewriting History. The Life and Times of Pandita Ramabai*, Kali, New Delhi, 1998

Geraldine Forbes, *Women in Modern India,* Cambridge, Cambridge*, 1998.*

Gail Minault, *Secluded Scholars: Women's Education and Muslim Reform in Colonial India (1997)*

S. Rajadurai and V. Geetha, *Towards a Non-Brahmin Millennium From Iyothee Thass to Periyar,* Samya, 1998,

Maitrayee Chaudhuri (ed.) *Feminism In India*, Kali/Women Unlimited, New Delhi, 2004.

Anne Phillips, *Politics of Presence,* OUP, London, 1995.

Sharmila Rege, *Writing Caste/ Writing Gender: Narrating Dalit Women's Testimonios*, Zubaan, 2006, New Delhi

R. Ray, *Fields of Protest: Women's Movements in India*, Kali for Women, New Delhi, 2000.

Anupama Roy, *Mapping Citizenship in India*, Oxford: Oxford University Press, New Delhi, 2010

Mary E. John and Janaki Nair, *A Question of Silence, Sexuality in Modern India*, 1998, Kali, New Delhi

Addlakha, Renu (2007): "Gender, Subjectivity and Sexual Identity: How Young People with Disabilities Conceptualise the Body, Sex and Marriage in Urban India" (New Delhi: CWDS Publications)

II. **Reading Texts in Historical Context (4 Credits, Semester I)**

The aim of the course is two-fold. At one level, it is to see how a researcher comes across a question or an enquiry, where are the questions coming from, what are the personal/experiential, intellectual, political and historical contexts of the questions, how the author tries to find answers, what he or she does to answer the question, what literature does he or she look at, how does he or she go about finding answers, what were the drawbacks, what were the surprises, what emerged as nodal points/coordinates of the work, what were the findings, how could the findings possibly affect or alter our understanding. In other words, it is to see how a researcher has gone about doing his or her research. In that sense, it is a revisiting of the *process* of research. Students will read a particular text or texts, along with excerpts from others whose ideas have been drawn upon in the course of undertaking the research. In each case close attention will be paid to different dimensions of the inquiry, the role of others with different but related questions, the role of theory and evidence, and so on.

In the 2012-13 course the two main texts would be Simone de Beauvoir's *The Second Sex* [1949] and Mrinalini Sinha's *Spectres of Mother India* [2007]. Selections from *The Second Sex* will examine how she sets up different stages of her investigations and arguments, the context in which she wrote, and include selections from Engels, Marx and Freud. Selections from *Spectres of Mother India* will pay particular attention to the historical context that the book deals with, the frameworks of the analysis, some of the sources, as well as other key readings such as the work of Tanika Sarkar and Partha Chatterjee.

Readings:

Moi, T. 2009. *Simone de Beauvoir: The Making of an Intellectual Woman* – Oxford University Press, USA – 2009.

Beauvoir, Simone de. 1997 (1949). *The Second Sex* – Vintage Books, London.

Freud, S. 1933 (1932). "Femininity", Lecture XXXIII from *New Introductory Lectures on Psychoanalysis* in *On Femininity* ed. L. G. Fiorini and G. Rose – Karnac Books - London, 2010.

Engels, F. *The Origin of the Family, Private Property and the State* (excerpts). (translated with an introduction by Eleanor Leacock.)

Marx, K. 1993. *Grundrisse: Foundations of the Critique of Political Economy (Rough Draft)* – Penguin Books, London, pp. 83 - 111.

Sinha, M. 2007. *Spectres of Mother India: The Global Restructuring of an Empire*.

Sinha, M. 1998. (ed.) *Selections from Mother India*, New Delhi: Kali for Women (including responses by Muthulakshmi Reddi and E.V. Ramaswamy Naickar.)

Sarkar, T. (2001). *Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism.* New Delhi: Permanant Black.

Chatterjee. P. (1994) *The Nation and its Fragments: Colonial and Postcolonial Histories.* Delhi: Oxford University Press.

III. **Research Methodologies through Exemplary Works (2 credits, Semester I and II)**

The course will highlight how gender is marginalised in knowledge and knowledge production in different disciplines like the natural sciences, social sciences and humanities regards such knowledge as inherently androcentric (male-centred), since men have occupied positions of power and authority in all domains of social life, including the academy. Conventional knowledge systems revolve around notions of truth, rationality, universality, objectivity and the scientific method. In this framework, the researcher is envisaged as a detached, unbiased and objective observer. Given the historical dominance of patriarchy, feminism, feminist theory and methodology contest this approach to knowledge and proposes alternate more gender-sensitive perspectives. It is the purpose of this course to both describe the feminist critique of conventional knowledge and the alternate paradigms of approaching knowledge and doing research that are less sexist and more sensitive to both the location of the researcher and the object/subject of study. Exemplary feminist research articles shall be taken in this course to demonstrate the research methods used in these works and their connections with epistemologies.

Some key themes shall be taken up to illustrate not only how myriad research techniques maybe used for a single issue, but also how different facets or dimensions of the apparently same phenomenon get highlighted from different methodological perspectives.. Heterosexual marriage and family, motherhood, violence poverty, labour, health, disability, education, migration etc are some themes that shall be taken up to discuss key approaches. Methodologies that actively engage with concepts like subjectivity of the researcher, individual experience, questioning the qualitative-quantities distinctions, power relations in research etc and most importantly how to arrive at a research problem will be taken up. For instance, taking the theme of gender and labour, one may look at women's participation in the work force from macro-level data sets like the census and NSSO data sets and arrive at quantitative findings. From another perspective, one may look at how housework and reproduction conceptually constitute distinctive forms of work that are not necessarily labour in the market sense of the term. Then, one may look at the sexual division of labour at the household level and examine the concept of double burden of work through qualitative studies.

Looking at women and work in the formal sphere, one may look at issues of status and profession through organisation-based ethnographies. There is enough published material in the form of research papers and articles to provide this theme based methodological perspective to students. Some of the material can in fact be culled out from the attached list of suggested readings.

> *The course will have both a theoretical and practical component. In addition to reading and deconstructing methodologically different types of published research studies, students will be given practical exposure to doing research through small method specific exercises like developing and administering questionnaires or qualitative interviews, reading and developing narratives, culling out specific information from macro-data sets like NSSO, etc.*
> *Assessment will be on the basis of written assignments involving methodological deconstruction of chosen texts and practical method-based exercises.*

Readings:

Haraway, D. Ed. 1991. Simians, cyborgs and women: The re-invention of nature. New York: Routledge.
Keller, Evelyn Fox. 1985/ Reflections on gender and science. New Haven Conn.: Yale University Press.

Longino. H. 1990. Science as social knowledge: Values and objectivity in scientific inquiry. Princeton: Princeton University Press.

Martin, E. (1994). *Flexible Bodies: Tracking Immunity in American Culture from the Days of Polio to the Age of AIDS*. Boston: Beacon Press.

Jagger, A. M. and I. M. Young. Eds. A companion to feminist philosophy. London: Basil Blackwell.

Evans, M. Ed. 1982. Readings on the subordination of women. Oxford: Fontana.
In addition main works of Juliet Mitchell, Nancy Chodorow and Carol Gilligan could be included.

De Lauretis, T. (ed.) (1986) *Feminist Studies/Critical Studies*. Bloomington, Indiana: Indiana University Press.

Fonow, M. and J.A. Cook (eds.), *Beyond Methodology: Feminist Scholarship as Lived Research*. Bloomington, Indiana: Indiana University Press.

Hammersley, M. (1992) *What's Wrong with Ethnography: Methodological Explorations*. London: Routledge.
Harding, S. (ed.), *Feminism and Methodology: Social Science Issues*. Bloomington, Indiana: Indiana University Press.

Stanley, L. (ed.)(1990) *Feminist Praxis: Research, Theory and Epistemology in Feminist Research*. London: Routledge.

IV. **Feminist Theories (Semester II, 4 Credits)**

This seminar is designed to provide students with a genealogy of feminist theories on key concepts such as patriarchy, sex, gender, sexuality and feminism. Eschewing the dominant narrative mode of representing the history of feminist theory as a series of 'waves,' we will examine the history of ideas on and different theoretical and disciplinary approaches to the study of women and gender. How have women entered the disciplines as objects and subjects of knowledge? How have various strands of social thought (liberal, materialist, Marxist, psychoanalytic, poststructuralist, postcolonial, etc.) influenced conceptualizations of women and gender and how have feminists responded to key social thinkers from these perspectives? How do gender relations infect and intersect with other relations of difference/hierarchy/power, such as class, race, caste, nation, disability; and how do questions of universality, community/culture affect their articulation? By means of addressing these and other questions, one of the key aims of the course is to understand the linkages between core theoretical movements that have influenced feminist scholarship over the past several decades, and the challenges that they pose for the practice of feminist inquiry and modes of theorizing across the disciplines and in the Indian context.

This course is envisioned as an intervention in traditional accounts of feminist theory. It will bridge existing divides between empirical and theoretical tracts; the political work of movement activism and economic, policy statements on the one hand, with discursive and abstract analysis of the subjects of these reports and accounts on the other hand; and the concerns of 'foundational' texts in so called 'first', 'second' and 'third' worlds at different historical conjunctures. The aim throughout is to trouble received accounts of what counts as Theory; to inculcate and train students to read a variety of influential texts theoretically rather than to read these texts as Theory and, in so doing, to develop their own repertoire of feminist theories that are relevant to their worlds and intellectual concerns.

Readings:

Alarcón, Norma. 1997. "The Theoretical Subject(s) Of *This Bridge Called My Back* and Anglo-American Feminism." Pp. 288-300 in *The Second Wave: A Reader In Feminist Theory*. London and New York:

Routledge.

Anzaldua, Gloria. ed. 1990a. *Making face, making soul, haciendo caras: Creative and critical perspectives by feminists of color.* San Francisco: aunt lute books.

Bose, Brinda. 2005. "Postcolonial Feminisms: Nation, Gender and Sexualities in India." *Feminist Theory* 6: 87-97.

Bulkin, Elly, Minnie Bruce Pratt and Barbara Smith. 1984. *Yours in Struggle: Three Feminist Perspective on Anti-Semitism and Anti-Racism.* Ithaca, N.Y.: Firebrand Books.

Butler, Judith and Joan Scott. (Eds.). (1992). *Feminists Theorize the Political.* New York: Routledge.

Butler, Judith. 1999 [1990]. *Gender Trouble: Feminism and the Subversion of Identity.* New York: Routledge.

Chakravarti, Uma. 1993. "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State." *Economic and Political Weekly* 28(14):579-585.

Committee on the Status of Women in India. 1974. *Towards Equality: Report of the Committee on the Status of Women In India.* New Delhi: Ministry of Education and Social Welfare, Government of India.

Davis, Angela. 1983. *Women, Race, and Class.* New York: Vintage Books.

de Lauretis, Teresa. 1988. "Displacing Hegemonic Discourses: Reflections on Feminist Theory in the 1980s." *Inscriptions* 3/4:127-144.

Dhanda, Meena, ed. 2008. *Women's Reservation.* New Delhi: Women Unlimited.

Friedan, Betty. 1963. *The Feminist Mystique.* New York: W.W. Norton and Company.

Gandhi, Nandita and Nandita Shah. 1992. "Rhythms Of A Movement," pp. 15-35 in *The Issues At Stake: Theory And Practice In The Contemporary Women's Movement In India.* New Delhi: Kali for Women.

García-Arroyo, Ana. 2010. *Alternative Sexualities in India: The Construction of Queer Culture.* Kolkata: Books Way.

Hemmings, Claire. 2005. "Telling Feminist Stories." *Feminist Theory* 6: 115-39.

Hirsch, Marianne and Evelyn Fox Keller. (Ed). 1990. *Conflicts in Feminism.* New York: Routledge.

John, Mary. (Ed.). 2008. *Women's Studies in India: A Reader.* New Delhi: Penguin Books India.

Lorde, Audre. 1984. *Sister Outsider.* Freedom, CA: The Crossing Press.

Lugones, M. and E. Spelman. 1983. "Have we got a theory for you! Feminist theory, cultural imperialism and the demand for the woman's voice'." *Women's Studies International Forum* 6: 573-81.

Maynard, Mary. 1995. "Beyond the 'Big Three": The Development of Feminist Theory in the 1990s." *Women's History Review* 4:259-282.

Menon, Nivedita. *Gender and Politics in India.* Delhi: Oxford University Press.

Moraga, C. and G. Anzaldua. (ed). 1983 [1981]. *This Bridge Called My Back: Writings By Women Of Color.* New York: Kitchen Table: Women of Color Press.

Nair, Janaki and Mary E. John. (ed). 2000. *A Question of Silence: The Sexual Economies of Modern India.* New Delhi: Kali for Women.

Nicholson, Linda. 1990. *Feminism/Postmodernism.* New York and London: Routledge.

Okin, S.M. (ed). 1999. *Is multiculturalism bad for women?* Princeton: PrincetonUniversity Press.

Pathak, Zakia, and Rajeshwari Sunder Rajan. 1992. "Shabano." Pp. 257-279 in *Feminists Theorize the Political*, edited by Joan W. Scott. Routledge.

Pateman, Carole. 1988. *The Sexual Contract.* Stanford, CA: Stanford University Press.

Rubin, Gayle. 1975. "The Traffic in Women: Notes on the 'Political Economy' of Sex," pp. 157-210 in *Toward an Anthropology of Women*, edited by R. Rapp. New York: Monthly Review Press.

Sangari, Kum-kum. 1995. "Politics Of Diversity: Religious Communities And Multiple Patriarchies," Part 1, *Economic and Political Weekly* 30 (51): 3287-3310; and Part 2, *Economic and Political Weekly* 30 (52):3381-3389.

Sangari, Kum-kum, and Sudesh Vaid, eds. 1986. *Recasting Women: Essays in Indian Colonial History*. New Delhi: Kali for Women.

Sargant, Lydia. (ed). 1981. *Women and Revolution: The Unhappy Marriage of Feminism and Marxism*. Boston: South End Press.

Scott, Joan. 1988. *Gender and the Politics of History*. New York: Columbia University Press.

Seigel, Deborah. 1997. "Reading Between The Waves: Feminist Historigraphy in a "Postfeminist" Age." Pp. 55-82 in *Third Wave Agenda: Being Feminist, Doing Feminism*. Minneapolis and London: University of Minneapolis Press.

Smith, Barbara. (ed). 1983. *Home Girls: A Black Feminist Anthology*. New York: Kitchen Table Women of Color Press.

Snitnow, Ann, Christine Stansell, and Sharon Thompson. (ed) 1983. *Powers of Desire: The Politics of Sexuality*. New York: Monthly Review Press.

Tharu, Susie, and Tejaswini Niranjana. 1996. "Problems for a Contemporary Theory of Gender." Pp. 232-260 in *Subaltern Studies IX*, edited by Shahid Amin, and Dipesh Chakrabarty. Oxford University Press.

Tharu, Susie. 1997. "The impossible subject: caste in the scene of desire." in *Embodiment: Essays on Gender and Identity*, edited by Meenakshi Thapan. Oxford University Press.

Weedon, Chris. 1987. *Feminist Practice and Poststructuralist Theory*. Oxford and New York: Basil Blackwell.

V. Dialogue with Researchers (2 Credits, Semester 2)

In this course students will meet for six sessions in the semester. The course will draw on lectures by AUD and CWDS affiliated faculty and scholars, in addition to guest lectures by outside visitors who are invited to give public lectures at either institution. The purpose of the Dialogue is to introduce students to the craft of research and publishing by reading a cluster of publications by the visiting scholar, attending their public lecture, and then meeting with them in the Dialogue to discuss the process of their research—from the evolution of their theoretical approach and research questions, including the execution of research practices, and on to writing of the monograph or articles. The aim is for this course to complement students' learning in the 'theory' and 'methodology' courses to gain a grounded understanding of how questions evolve and the practices of scholarship beyond the classroom. Lecturers will talk about their ongoing and recent research and publications in a variety of fields, enabling students to simultaneously expand their repertoire of knowledge on substantive issues in contemporary feminist scholarship. In addition to sessions with the speakers, students will write brief précis reflections on each session, with an eye to developing critical assessments the use of methods appropriate to specific research questions in feminist scholarship.

VI. Dissertation Research Practicum (Semester III)

By the third semester, students will have completed their required coursework, and will have had many opportunities to read theories and methods and monographs in their specific topic of interest. Building on this knowledge base, this course is designed as a research practicum in which students in a dedicated interaction with their supervisors will develop their dissertation proposals over the course of the semester. Although students

will be working on a variety of topics and from different disciplinary engagements, in this course they will work on the common elements that comprise a research proposal. The course will take them through developing a statement of their research questions; identifying and formulating a literature review on the topic; selecting their research sites, historical period, archives, or primary texts as appropriate to their field; specifying their methodology for the research; and their expectations of outcomes, findings, conclusions. This will happen along with the field work that students will complete in the semester. Students will be writing elements of their proposals continuously throughout the semester. Furthermore, at each stage they will present their work to each other in class for peer review and feedback. In this way, students will also learn about each others' projects over the course of the semester. This learning-as-we-are-doing is the true value of a 'practicum;' we will thus learn from each others' projects through these classroom exchanges on various aspects of the research process

AMBEDKAR UNIVERSITY DELHI
SCHOOL OF HUMAN STUDIES

THIRD BOARD OF STUDIES MEETING
15TH 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 enthusing 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

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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 over-arching 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 Vaishanavism 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 be-ing 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

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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 where 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 K C	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
4TH 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'etre, 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

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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 it's 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 complacence 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 shred 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 it's 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 am 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 3rd 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 3rd 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 4th 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 dairy 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

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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 4th semester. The present structure is experienced as cramming them with classroom teaching in the 4th 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

	Semester 1	**Semester 2**	Summer Holidays	**Semester 3**	**Semester 4**
Foundational courses	1. Ideas, Knowledge and Ethics (4)	5. Ways of Humans (4)	10. **Internship** (2)	11. Experiencing the Self *or* 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			

	Semester 1	Semester 2	Summer Holidays	Semester 3	Semester 4
	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	**4 credits**	14 credits	**14 credits**
Foundational courses	1. Ideas, Knowledge and Ethics (4)	5. Ways of Humans (4)	9. **Internship** (4)	10. Experiencing the Self **or** 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) 4. Sexualities (2)	7. State Nation Citizenship Law (2)			
Internal Elective		8. Feminist Movements in South Asia			13. Bodies **Or**

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		Or Global Feminisms (4)			Violence: Feminist Critique and Resistance (2)
Open Elective				12. Health **Or** 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)

[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
Minutes of the 23rd Meeting (3rd Part) of SCR

Venue: Committee Room-1, AUD
Date: 27.04.2015
Time: 2.30 p.m.

Attendees	Absentees
1. Prof. Chandan Mukherjee 2. Prof. Kuriakose Mamkoottam 3. Dr. Asmita Kabra 4. Prof. Denys P. Leighton 5. Dr. Rachana Johri 6. Prof. Honey Oberoi Vahali 7. Prof. Ashok Nagpal	1. Prof. Salil Misra 2. Prof. Jatin Bhatt 3. Prof. Venita Kaul

> ➢ Dr. Sumangala Damodaran and Sh. Deepan Sivaraman could not attend the meeting due to their prior commitments.

S.No.	Agenda item	Decision or Action
1	Confirmation of the minutes of the 23rd meeting (2nd Part) of the Standing Committee Research held on 17.04.2015.	Resolved to confirm the minutes of the meeting as circulated.
2	To discuss and approve the numbers of study seats to be advertised for admission to the respective MPhil and PhD programmes in 2015-2016.	As admission numbers for some (not all) programmes had been provided by School Deans, it was decided to defer approval until numbers of 'seats' in all programmes had been provided to SCR Convenor. Approval would then occur as soon as possible through circulation. NOTE: a document was circulated via email by the SCR Convenor on 20 May 2015, containing the request to have the 'seats' approved by circulation. As of 25 May 2015, no objections or modifications had been made by SCR members to the numbers of seats in each programme. The document (see attachment 1) should therefore be considered accepted by the SCR.
3	Continue reviewing documents placed before SCR at the previous meeting (17.04.2015) concerning revision of the MPhil programme 'Psychotherapy and Clinical Thinking'—the revised programme to be named 'MPhil in Psychoanalytic Psychotherapy'.	The documents 'MPhil Psychoanalytic Psychotherapy and Clinical Thinking' (attachment 2) and 'Table MPhil Psychotherapy and Clinical Thinking Revised Programme' (attachment 3) were introduced by Prof. Honey Oberoi. These incorporated changes to the documents discussed in the SCR meeting of 17.04.2015. The SCR agreed to introduce the (revised) programme documents to the Academic Council with the recommendation that the existing SHS programme 'MPhil Psychotherapy and Clinical

		Thinking' be renamed 'MPhil Psychoanalytic Psychotherapy' (i.e., that candidates be admitted to the latter programme starting in 2015 and that the students of 2015 and subsequent batches be awarded the degree 'MPhil Psychoanalytic Psychotherapy'). NOTE: some small changes (e.g., re-formatting) were subsequently made to these documents by Prof. Oberoi with consent of the SCR.
4	Continued (and final) discussion of proposed revisions to the May 2010 research studies regulations, in continuation of discussion of the same in SCR meetings during the Winter Semester 2015.	Prof. Leighton led SCR members through discussion of proposed changes to the 2010 RSR, which had been initiated by an ad hoc sub-committee of the SCR in 2014. The (proposed) revised RSR were accepted by the SCR on 27.04. 2015. Prof. Leighton subsequently made a few small changes and corrections to the document, which was circulated by email after the meeting; SCR members offered no objections or further modifications to the circulated document. SCR *decided to present the revised (2015) RSR (attachment 4) to the Academic Council for approval in its next meeting.*
5	**Other agenda items.**	Due to shortage of time and the extended duration of the meeting (150+ minutes), the document re: a proposed MPhil and PhD programme in mathematics was not taken up for discussion.

(Denys P. Leighton)   (Chandan Mukherjee)

Dear Sir,

I would like to inform you that the PVC Sir has agreed for inclusion of the items sent by Prof. Kuria on the agenda for the SCR meeting on 08.06.15.

Further, may I circulate the draft minutes of the 23rd meeting (part 3) of SCR among the members alongwith the additional agenda items (of Prof. Kuria) of 24th meeting of SCR.

Dear All,

Please find attached herewith the following:
1. The draft minutes of the 23rd meeting (continued meeting i.e. Part 3) of the SCR held on 27 April, 2015, for your kind perusal. Related documents are also attached herewith for ready reference;
2. Action Taken Report on the Minutes of the 23rd meeting of the SCR (continued meeting i.e. Part 2) held on 17.04.15;
3. Additional agenda items for the forthcoming 24th meeting of SCR to be held on 08.06.15.

Dear All,

This is a gentle reminder about tomorrow (5th of June, 2015)'s SMT meeting at 11.00 am in the Staff Lounge.
I shall be very grateful, if you could kindly carry the copy of the report (of Student Council) which was circulated on 12.05.15.

Deepti Sachdev <deepti@aud.ac.in>

Program Meeting Minutes 28th July 2019

Deepti Sachdev <deepti@aud.ac.in>   Mon, Jul 29, 2019 at 8:46 AM
To: Rajinder Singh <rajinder@aud.ac.in>, "Dr. Honey Oberoi" <honey@aud.ac.in>, Mamatha Karollil <mamatha@aud.ac.in>, Anshumita Pandey <anshumita@aud.ac.in>, Rachana John <rachana@aud.ac.in>, Vatsala Saxena <vatsala@aud.ac.in>, Wrick Mitra <wrick@aud.ac.in>, Anita Ghai <anitaghai@aud.ac.in>, Ashis Roy <ashis@aud.ac.in>, Gangmumei Kamei <gangmumei@aud.ac.in>, "Ms. Shefali Singh" <shefali@aud.ac.in>, Neetu Rana <neeturana@aud.ac.in>, Neetu Sarin <neetu@aud.ac.in>, Nikita Jain <nikitajain@aud.ac.in>, Vikas Deepak <vikasdeepak@gmail.com>, Vinod R <vinod@aud.ac.in>, Thokchom Bibinaz Devi <bibinaz@aud.ac.in>, Vikas Deepak <vikasdeepak@aud.ac.in>

Please find below the minutes for MA Psych program meeting held on 28th July 2019

Members Present: Neetu R., Anshumita, Mamatha, Wrick, Honey, Rachana, Vikas, Rajinder, Ashis, Deepti, Bibinaz, Ashis, Neetu S.
Vatsala and Nikita informed of their leave and were unable to join the meeting

Agenda

1. **Orientation**: The program team decided that MA Orientation is to be held on 5th August 2019, keeping in mind 1st and 2nd Aug as orientation dates for UG program.

Schedule:
- 10.30 am: Introduction to SHS and to MA Psychology program: Honey/Rachana and Deepti
- 10.45 am: Anti Ragging and Equal Opportunity Cell: Gangmumei and Mamatha
- 11.00 am: Orientation to CPSH: Anita
- 11.15 am: Orientation to Ehsaas: Ehsaas team
- 11.30 to 12.30: Screening and discussion of Tubelight ka Chand- moderated by Anshumita and Shefali
 The orientation will be followed by an informal interaction of the 1st yr students with some students from the 2nd year.

2. **Assessment Calendar**
1st day of classes.6th august
Last day of classes: 15th Nov
27th Sept uploading of first set of grades on ERP

Assessment committee to circulate the calendar to all of us, with dates as discussed in the meeting

3. **Elective course on OB**- Mr Gangmumei Kamei presented his elective course to the program team. There was a rich and fruitful discussion regarding the epistemology, pedagogy and structural scheduling of the course. Faculty agreed to email Gk with more streamlined feedback. A closer consultative group with some experts from outside, along with Mr Wrick Mitra and Ms Anshumita Pandey, was proposed for the next consultative meeting on the course. GK to suggest the names of outside experts to the Program Coordinator to set up the next meeting.

Program Meeting- 22nd August 2019
Members present: Rachana, Mamatha, Anshumita, Shefali, Vinod, Wrick, Honey, Ashis, Vatsala, Gangmumei, Vikas, Neetu, Bibinaz, Deepti

Rachana presented a version of an alternative program strcuture for the program team to consider and deliberate upon. Some of the broad criteria to keep in mind as we rethink the credit load:
1. The need to reduce the credit load of the program to 64 credits was expressed unanimously.
2. A more rigorous dissertation- 6 to 8 credits
3. Thinking carefully about the sequencing of the courses in various semesters
4. Opening up options for electives for MA students
5. Keeping in mind that the program structure should be representative of the various interests and expertise of the different faculty
6. thinking through replication of content in various courses. can these be combined
7. The broader question of how we are as a School- thinking of links across MA programs housed under SHS

As per the program structure presented in the meeting:
Sem1:
ETS (4 credits)
LAM (4 credits)
PCW (4 credits)
PHS+IKE (4 credits)

Sem 2
LCR (4)
QRM (4)
RF (4)
PRT / Paper of Psychology in/for the contemporary context (4)

Internship - during summer break and through the 3rd semester (2 credits)

Sem 3
Internship related electives offering field related expertise and supervision (4credits)
FII + CIS (4)
Psychopsyoth/ GAP/OB/ (4)
Psychother/DNC/ Psychoana after Freud (4)
Electives from GS/ Disability studies/outside SHS (4)

Sem 4
Dissertation - through third and fourth semester (6)
Electives from outside (4)

Mamatha raised the concern if this would bring down teaching load. The discussion that followed emphasized that opening up electives would impact class size and assessment load on the teacher optimizing it.

MPHIL PSYCHOTHERAPY AND CLINICAL THINKING

2015

INTRODUCTORY NOTE TO THE ACADEMIC COUNCIL

and

DETAILED TABLE OF PROPOSED REVSIONS

The MPhil Psychotherapy and Clinical Thinking programme was approved in 2011. This is a professional programme geared towards training psychoanalytic psychotherapists. It demands rigorous faculty inputs, close supervision of on-going clinical work and intensive one on one training time.

We completed the training of one cohort (17 candidates) in 2014. In the review meeting, in which many experts from the field of mental health, including Adjunct and Visiting clinical faculty who had contributed to the programme from 2011-2014 participated. The meeting was held on 12th April 2014. As the discussions progressed, it was suggested that we undertake a gap year in order to do programme evaluation and feedback exercise (This would allow for a reflective pause and consolidation of other academic programmes of SHS as well, as the School had initiated, in a short duration, a number of highly ambitious and demanding programmes). With respect to the MPhil PCT programme, along with other experts, the V.C. also suggested that we needed to rethink the balance between the theory and practice oriented components of the programme; the sequencing of courses across semesters, create a list of readings from the existing body of literature of particular relevance to our Indian context and develop/ strengthen the faculty commitment within AUD as well as in the professional community who would be interested in contributing to the programme. Other members of the review committee also made many constructive suggestions, which were taken into serious consideration.

Subsequently several programme revision meetings were held in May, July, Oct, November 2014 and Feb and March 2015. In the process of revising the programme, we interviewed and collected feedback from all major stakeholders- students, Adjunct faculty, professionals in the Mental Health field who were supporting the programme, teachers and supervisors from AUD. We looked at and reanalysed the "relics" and "traces" that the students had left- written assessments and dissertations. We also **reconsidered the balance between the theoretical and practice oriented components** of the programme. Our discussions geared towards the position that while more rigour needed to be brought into the theoretical courses, the practice based components needed to be increased and made more rigorous if the professional promise was to be kept alive. Also, that the **teaching of theory had to be inclusive of case studies**, clinical accounts and related material of particular significance to Indian context. We debated on the relationship between the **Universal and the cultural specific in matters of psyche**, the unfolding of unconscious content and the manifestation of symptomatic states. This also implied that along with required course revision, an exercise of re-envisioning and re-sequencing the different components of the programme had to be undertaken.

From the point of view of curriculum framing- we have **now given emphasis to reflective immersions, practicum based and seminar based courses in the beginning of the programme**. This will give way to intensification of theoretical inputs, perspective based courses, understanding of psychopathology and therapeutic process in semester three and four. The last two **semesters five and six will be devoted entirely to clinical practice and the research dissertation**.

The revisions were taken through the **RSC of SHS** and then to the **Standing Committee Research**, AUD on the 17th and 27th of April 2015. The SCR made a number of constructive suggestions, which have all been included in the revised MPhil document. It is now being placed before the A.C. for approval.

The following document details the proposed revisions in relation to the former programme approved in 2011.

MPhil Psychotherapy and Clinical Thinking revised programme

Existing Programme	
Programme title	MPhil Psychotherapy and Clinical Thinking
Duration:	3 years
Total credits:	96
Credits for theory based taught courses	72
Credits for Psychosocial and clinical internships	16

Dissertation	8
Personal work	Non credited

REVISED PROGRAMME	
Programme title	MPhil Psychoanalytic Psychotherapy
Duration:	3 years
Total credits:	110 (assessed/graded credits 98. Non graded credits 12)

Credits for theory based taught courses	50		Personal work	10 non graded credits
			Clinical lectures and workshops	2 non graded credits
Credits for Psychosocial and clinical internships	36			
Dissertation	12			

REVISED TITLE: MPhil Psychoanalytic Psychotherapy

The rationale for title change stems from the fact that Psychoanalytic Psychotherapy is a globally accepted professional nomenclature and field of clinical practice and is now slowly gaining recognition in Indian context.

Salient changes in the revised programme

The **balance between theory and practice has been rethought**. The revised proposal has a much greater focus on practice based components, internships and reflective immersions (36 credits instead of 16 in the earlier version). Theory papers have now been kept at 50credits (earlier 72 credits). In these too, the focus is on reading clinical case material and small group based readings as well as there is a greater place for guided reading courses, self-study, work and reflection in small groups contexts .

In the earlier programme **8 credits were for dissertation. In the revised programme 12 credits are devoted to dissertation.**

Personal work- personal therapy for the candidate in training- has been made compulsory. Every candidate will have to complete 150-200 sessions of personal therapy with a trained clinician in order to qualify for the degree. 10 non assessed credits have been devoted to it. In the earlier version of the programme, personal therapy was encouraged but not made into a compulsory aspect.

Participation in clinical lecture series and workshops will earn the student 2 non assessed credits. This was not accounted for in the earlier programme.

All **taught courses will be completed by the end of semester 4**. This will enable students to immerse themselves in clinical practice and to work with full concentration on their dissertation during semester 5 & 6.

Streamlining and tightening of course content has been attempted. Building on experience from having run the programme for its entire length between 2011-2014, a more cogent and thought through programme can now be offered to the candidates. The programme has been reconceived as having the following baskets/types of courses-

1. **Perspective based courses,**

2. **Enhancing skills, techniques and preparatory orientation**

3. **Understanding states of psychological conflict, distress and breakdown**

4. **Focusing on psychotherapeutic processes**

5 **Guided reading/ elective courses**

6. **Clinical seminars and on-going lecture series**

7. **Reflective immersions, group processes,**

8. **Clinical and community based internships**

9. **Research Dissertation.**

Major re-sequencing of courses has been imagined now. Courses which will help the students be oriented to clinical practice and thinking in a broad based manner have been kept in the earlier semesters. In semester 3 and 4 they will go into a more intensive reading of theory and engagement with long term therapeutic work.

An attempt has been made towards a more even distribution of credits across semesters. The distribution of credits across semesters was uneven in the earlier version of the programme.

Existing programme

Taught courses + Internship						
Semester	1	2	3	4	5	6
Credits	11	17	11	18	15	24
personal work (desirable Non graded)	0 credits					
Clinical seminars, lectures and workshops	0 credits					

Revised Programme

Taught courses + Internship						
Semester	1	2	3	4	5	6
Credits	16	16	18	18	30	
Personal work (compulsory Non graded).	10 credits					
Clinical Lecture series and workshops (non graded)	2 credits					

Core components of the programme

Programme components	Existing programme	Revised programme - credits	
Theoretical/taught courses	72 credits	50 credits	
Psychosocial and clinical internships including reflective immersion	16 credits	36 credits	
Dissertation	8 credits	12 credits	
Personal work	Desirable (non credited)	Compulsory (10 credits non assessed)	
Attendance and participation in clinical lectures	Desirable (non credited)	Compulsory 2 credits (non assessed)	

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SEMESTER WISE CHANGES

PRESENT PROGRAMME STRUCTURE
Semester -1

Mode of teaching and nature of course	Course title	Credits
Taught , Compulsory, Theory	**Psychotherapy: Introduction to principles and processes**	3
Taught , Compulsory, perspective based Theory	**Psycho-social clinical mode of thinking: reading Erik Erikson**	2
Taught, compulsory, perspective based, theory	**Psychotherapy in Indian Context: Challenges and Struggles**	3
Discussion oriented/ seminar based, compulsory	**Preparing to work in the clinic: reflections and selected readings**	3
Group processes	**Participation in experiential group (15 hours)**	Non- Credited

REVISED PROGRAMME STRUCTURE
Semester -1

Mode of teaching and nature of course	Course title	Credits
Taught/ discussion oriented/ seminar based/compulsory	**Psychosocial Clinical Thinking and practice**	**4**
Skills techniques and preparatory orientations	**Psychological Assessment – a focus on projective techniques**	4
discussion oriented/ seminar based Compulsory	**On becoming a practitioner**	2
Taught/ discussion oriented/ seminar based	**Introduction to Family therapy**	2
Seminar/presentation based	**Early dev of the human psyche-Infant observation-1**	2
Group processes/reflective immersions	**Ist experiential immersion**	2
Seminar based	**Lecture series**	Compulsory participation
Internship/field and practise based	**Psychological testing in clinical and related human context**	Credits shared with theory paper
Self-reflexive work	**Personal work**	To be carried over till semester -6
	Students begin to do Intake interviews at Ehsaas clinic	To be carried over till semester -6

Specific Changes across semester:

Ist semester:

In the revised format, the programme will begin with ***Reflective immersion-1****.*The purpose of the immersion will be to provide the candidates with a first-hand feel of psychoanalytic processes and sensibility. The reflective immersion may take place in a field site of mental healing or at the university as a ten day intensive immersion into books, psychological narratives, literary stories, cinematic representations and their interpretations. Students may create a theatre performance or write scripts at the end of the immersion on themes carrying psychological and self-reflexive import. The introspective and analytic thrust of the immersion would enable one to feel, receive and work with experience. A focus on listening and sensing human themes would guide this process. (2 credits)

In the proposed revision, the course ***Psychosocial Clinical thinking and practice*** *(*4 credits) will include two of the earlier courses *Psychotherapy: Introduction to principles and processes* as well as psychosocial *clinical mode of thinking*. We thought a single, intensively taught course in Psychosocial Clinical Thinking and practice would orient the student towards a way of practice and as well as about thinking around clinical and psychosocial issues. The course will focus on symptoms and the special meanings they carry in psychoanalytic work. Also introduce students to primary thinkers in the field and their contributions.

Psychological Assessment: A focus on Projective techniques – Students will be introduced to the major projective techniques. Test administration, scoring, interpretation and report writing will be focused on. This will be coupled with a brief internship and learning to use the projective tests in clinical and related human settings. (4credits) Earlier too this was a 2nd semester course (3 credits).

Psychotherapy in Indian context has now been shifted to semester two and is entitled as introduction to *Psychoanalytic & Psychotherapy in Indian context (2 credits).*

Family Therapy: An introduction*-* has been brought from semester 4 to semester one and has been given 2 credits (instead of 4 credits). Placing the course in semester 1 is warranted as it is a course whose purpose is to orient the students and give them an idea of family therapy in a broad based manner. If some students indicate a special interest to grow in this direction, then they can use this as a site for their special interest internship.

Early Development of the Human psyche- Infant Observation: This was earlier offered as 3rd semester course and entitled as *Human Development: Infancy and Childhood* (4 credits), in the proposed revision, the course has been spread across 2 semesters (each carrying 2 credits) and has been placed in semester 1 and 2. The rationale for the change being that as students will be introduced to the programme, in the beginning itself they will learn to observe an infant and imagine about the beginnings of psychic life. This will be an orientation which will guide them across the years of their training. Also, by bringing the course early on, observation will precede theory, allowing for students to learn how to reflect on what they have perceived and observed. This will help them to formulate their own hypothesis, without imposing theory on life and its actualities.

Reading Freud: a focus on selected case studies (2 credits) now comes in semester 1 instead of semester 2. Earlier this was a three (3) credit course. Now we have focused it on reading of clinical case material and limited it to two case studies along with a few papers on technique. This too will form the base for students to start thinking of case material and the approach to meet it by going back to Freud and the classical approach.

Total credits for semester-1- **16**

On-going Clinical lecture series and clinical seminars would enable students to build their preparedness to meet the pending demands of clinical practice. Even as students will be encouraged to start their personal therapy (which would function as a template for them to work with those in distress), they would receive inputs to begin doing intake interviews and formulating a clinical diagnosis at Ehsaas, the Ambedkar University Clinic.

PRESENT PROGRAMME STRUCTURE
Semester -2

Mode of teaching and nature of course	Course title	Credits
Taught, discussion based, compulsory	**Psychoanalysis and psychotherapy: origins and early development**	3
Taught, discussion based, compulsory	**The intersubjective and relational in clinical work: Reading D.W. Winnicott**	2
Discussion oriented/ seminar based	**Introduction to psychological and Projective Assessment: Rational, Issues and considerations with a special focus on the Rorschach Ink Blot test**	**3**
Taught, discussion based, compulsory	**Reading Freud and post-Freudian thinkers**	3
Taught/ discussion based	**The Indian Context continued: Forging creative links from Bose to Kakar**	2
Group work	**Participation in Experiential group – (15 hours)**	Non-Credited
Clinical Internship	**Clinical Internship-1**	4

REVISED PROGRAMME STRUCTURE
Semester -2

Mode of teaching and nature of course	Course title	Credits
Taught/ discussion oriented/ seminar based	**Gender, Body and Subjectivity**	**4**
discussion oriented/ seminar based	**Preparing to work in the community**	2
Taught/ discussion oriented/ seminar based	**Reading Freud: Relating with States of conflict in the psyche**	4
Taught/ discussion oriented/ seminar based	**Introduction to psychoanalytical psychotherapy in Indian context:**	4
Seminar/presentation ;based	**Early dev of the human psyche-Infant observation-2**	2
seminar based	**Lecture series continued**	(compulsory participation)
Clinical internship	**Students continue with crises intervention work at Ehsaas clinic.**	To be continued till end of sem 6
Internship-field and practise based learning	**Initiation of community based Internship**	To be continued till semester 4 end
Self-reflexive work	**Personal work**	Continuing

Semester 2

Preparing to work in the Community- 2 credits. In the earlier version of the programme this was a Semester 3 course (of three credits). Coming now in semester 2, the course will orient students to choose a site in the community and begin their community based internship which will be concluded at the end of semester 4 (beginning of semester 5). Last time, we were unable to develop links with community based sites, this time we have been able to establish some connections with NGOS and those working in Mental Health field. Hence, we would like the students to start working in the community from early onward.

The early development of the Human Psyche: Infant observation continued- Part -2 . In the earlier version this came in the 3rd semester (the rationale to shift it to an earlier semester has already been detailed above).

Gender, Body and Subjectivity -(4 credits). Earlier this was a semester 5 course earlier, called as Feminist Thinker in Psychoanalysis. It has been placed in the third semester now, as it will provide a foundational matrix to students to include a gender sensitive perspective while working with states of human experience.

Reading Freud :Relating with States of conflict in the psyche (4 credits) In this course, students will learn to work with anxiety and conflict as well as develop the capacity to think through clinical states such as hysteria, depression, phobias, panic states and obsessive compulsive disorders by journeying through Freud's well known case studies. In the earlier version, the stress was more on the process of psychotherapy, in the present revision, we have tried to give equal weightage to the understanding of psychological states of conflict and breakdown as well as the process, forms and setting of psychotherapy, particularly, psychoanalytic psychotherapy. In this sense this particular course will help students get familiarised with a few disorders in some depth, the method of case study as well as the processes involved in practice.

Introduction to psychoanalytical psychotherapy in Indian context: (4 credits) The course will acquaint students to issues concerns, practices and setting of psychotherapy. A focus on kinds of imagination of psychoanalytically inspired work- a three- fold emphasis on developmental concerns, culture and psyche and issues of psychoanalytic psychotherapy guide the flow of the course. Settings in which therapy is practiced: private, hospital based, community and field oriented will draw upon the trainee's imagination. In the earlier version, there were two courses which had overlapping content- in semester1- there was a course *Psychotherapy in Indian context* and in Semester 2 there was a course *Psychoanalysis and psychotherapy*. In the present revision, we have sifted out the overlaps and tried to form a cohesive 2 credit introductory course.

Total Credits for Semester 2- 16

Special lecture series: (non-credited compulsory participation: Special lectures, including introduction to psychiatry, how to differentiate between organic states, use of medication- when and how, care for the elderly and those with terminal illness, how to differentiate between an organic disorder, clinical states, role of medication, thinking about suicide, communities behest by psychosocial conflict and the relationship between Law and Mental Health. Student gets to work with mentors in crisis intervention model, learns to do brief supportive-insight based therapy.

Enters the community and chooses a site of engagement (from amongst the sites that AUD has contact with) under supervision with a mentor.

Student is encouraged to enter personal work.

Special interest summer internship is undertaken

PRESENT PROGRAMME STRUCTURE
Semester -3

Mode of teaching and nature of course	Course title	Credits
Taught /discussion based, compulsory	**The unconscious in Clinical Manifestation**	4
Taught /discussion based, compulsory	**Human Development: Infancy and Childhood with a special focus on Infant observation**	4
Taught /discussion based, compulsory	**Preparing to work in the community: Reflections and Selected readings**	3
Clinical Internship	**Students begin work at Ehsaas Clinic**	

REVISED PROGRAMME STRUCTURE
Semester -3

Mode of teaching and nature of course	Course title	Credits
Taught/ discussion oriented, compulsory	**Psychoanalytic ideas in Indian culture- Giriendrashekar Bose and non-European imaginations of psychoanalytic work**	2
Discussion oriented, skill based/ compulsory	**Psychosocial research methods**	2
Taught, discussion oriented, compulsory	**Development of the human: pre-latency, latency stage and adolescence**	2
Case study oriented/ compulsory	**Relational and inter-subjective perspectives in psychoanalysis and psychotherapy**	2
Taught/ seminar based/ compulsory	**Transference, dreaming and unconscious communication**	2
Presentation of clinical work	**Clinical seminars**	On going
Group processes/ reflective work	**2nd experiential immersion**	2
Seminar based	**Lecture series continued**	On going
Clinical internship	**Clinical work at Ehsaas- long cases**	
Guided reading/ elective	**Guided reading course**	2
Process oriented internship under supervision	**Clinical internship in special interest setting (during vacation period)**	4

Semester 3

Second experiential immersion: (2 credits)This will help the students to imagine psychoanalytic work in socio-cultural contexts- readings from sites afflicted by war, violence, poverty, conflict and unbearable traumas. The purpose of the immersion will be to create a dense experiential axis around possibilities of work by going into texts, feeling states, readings done in group context/ and or visiting a community grappling with the above cited issues). This is a new addition to the programme.

Psychoanalytic ideas in Indian culture:*Girindrashekar Bose and non- European imaginations of psychoanalytic work.*(2credits).This is a reformulation of the earlier Ist semester course, *Psychoanalytic ideas in Indian culture*. Instead of this being a course which will take students directly to the clinical work site, in the present reformulation, the course will help them to develop their perspective and thinking around imagination of psychoanalysis in India keeping the cultural question in mind.

Psychic Development of the human: **pre latency stage and adolescence** 2 credits. This is a new course. We have added this course as it will help take the developmental perspective beyond infancy and early childhood to include developmental challenges which meet the human being, even as she grows through the latency stage and marks one's advent into the period of adolescence.Human Development is a complex process and this course will allow the student to be grounded well into the theory which has

Understanding primitive states: Along the relational Axis (2 credits) Earlier this was a sixth semester course, now we have placed it in the third semester. We have also taken from the earlier 2nd semester course on *The Intersubjective and Relational in clinical work*, as we have envisioned the kind of clinical integration which is demanded in breakdowns at a primitive level of the Self. A focus on Self in crises, such as in Borderline, Narcissistic, Depressive, Paranoid and Schizoid states will help the student to work with patients in their clinical practice.

Transference, dreaming and unconscious communication: **a distinctive axis of psychoanalytic perspective** (2 credits). Earlier it was a 4th semester course, now we are placing it in the 3rd semester, as it will help the students to focus on psychotherapeutic process early on. From the third semester onward, we hope they will begin taking up patients for long term work and so this course will enable them to anticipate psychic processes likely to be unfolded in the clinical situation.

Introduction to models in psychosocial research- 2credits. The earlier 4th semester course (of 4 credits) has now been divided into two module based courses, coming as they do in the 3rd and 4th semester (2+2 credits). As the students will begin working on their dissertation from semester 4 onward, the placing of the course will acquaint them with ways of thinking about research.

Guided reading course- followed by special internship in area of choice over 4-6 weeks of winter break. Earlier this came too late, in the sixth semester, now it will be followed by a special interest internship.

Special interest internship during vacation period (2+ 2 credits)

Student is encouraged to take up at least two long term cases at Ehsaas clinic.

Actively participates in the clinical work at Ehsaas and also in clinical research of CPCR

Clinical seminars will be held on a bi-weekly basis. Mentorship, supervision in place.

Total credits for Semester 3- 14+ 4 (for special interest internship)

PRESENT PROGRAMME STRUCTURE
Semester -4

Mode of teaching and nature of course	Course title	Credits
Taught /discussion based, compulsory	**Transference and Dreaming: A distinctive axis of psychoanalytic setting**	**3**
Taught /discussion based, compulsory	**The unconscious in Cultural Crucible**	3
discussion based,	**Research Methodology: Models of psychosocial clinical research**	4
discussion oriented workshop based, compulsory	**Family Therapy with a focus on Structural family therapy and psychodynamic perspectives**	4
Seminar	**Participation in weekly clinical seminar**	Non-credited
Internship	**Clinical Internship-2**	4

REVISED PROGRAMME STRUCTURE
Semester -4

Mode of teaching and nature of course	Course title	Credits
discussion oriented, compulsory	**The psychological complexity of the human: Reflections in literature, art and film**	2
Taught, discussion oriented, compulsory	**Clinical processes in Cultural crucible- (myth, legends, folktales**	2
Taught, discussion oriented, compulsory	**Psychosocial clinical research methods**	2
discussion oriented, compulsory	**Intensive reading of clinical case studies**	4
Taught, discussion oriented, compulsory	**Working with States of psychic disintegration: A focus on psychosis, disintegrating self-states, break down**	2
Seminar based	**Clinical seminars**	(non-credited)
Seminar based	**Lecture series continued**	
Clinical Internship	**Work at Ehsaas- long psychotherapy cases**	
Internship	**community internship completion& evaluation**	6
Research	**Dissertation**	Ongoing

Semester 4

The psychological complexity of the Human: **representations from literature, poetry and films**(2 credits). In the earlier version, this was a sixth semester course, leaving very little time for the students to integrate insights from films, literature and creative modes of expression into their model of working with humans. As a fourth semester course, it will help them to strengthen their perspective more fruitfully.

Clinical processes in Cultural crucible- (myth, legends, folktales (2 credits). In the earlier version also this was a fourth semester course and remains so in the revised plan as well.

Working with States of psychic disintegration: A focus on psychosis, disintegrating self-states, break down. (2 credits). In the earlier version this came in the 5th semester, now it will be placed in semester 4.

Clinical Research Methods (2 credits). Constituting the second module of the research methods course, this will focus on acquainting students with clinical research methods. In the earlier programme design too it was a fourth semester course

Intensive reading of selected clinical case studies-Deepening reflection on process of psychoanalytic psychotherapy 4 credits (Students will read case studies by thinkers like Freud, Winnicott, Milner, Searles, Eigen, Kakaretc). It had been our observation thatstudents could learn from case studies more about psychological phenomenology and psychopathology as well as about the process of psychotherapy than they could from the reading of theoretical material. Hence we have given a salience to the reading of selected case material in this revised programme schedule.

Completion of Community based internship- submission of community based report and its evaluation (6 credits)

Clinical seminars continuing

Mentorship and supervision in place

Total credits for Semester 4- 12+6 for completion of the community based internship

PRESENT PROGRAMME STRUCTURE
Semester -5

Mode of teaching and nature of course	Course title	Credits
Taught /discussion based, compulsory	Psychotherapeutic setting and analytic process	3
Taught /discussion based, compulsory	Explorations into primitive states of distress and suffering	4
Workshop oriented, compulsory	Psychological Assessment of Personality, Cognitive functions, Intelligence and Learning disability	4
Taught /discussion based, compulsory	Psychoanalysis & Feminism:	4
Seminar based	Lecture series on Revisiting different models of psychotherapy: Forging creative linkages and exploring complementary spaces between existentialism, humanism, CBT and psychodynamic work	Non-credited

REVISED PROGRAMME STRUCTURE
Semester -5

Mode of teaching and nature of course	Course title	Credits
Seminar	Clinical seminars	2
Seminar based	Lecture series continued	2 on-going to be awarded in sem 6
Internship	Work at Ehsaas- long term patients	8 credits to be finally evaluated in semester – 6
Guided reading (elective)	Guided reading course - (in Small groups/individual)	2
Research	Dissertation	Ongoing, 12 credits to be assessed in semester – 6

Semester 5

Guided Reading Course-2 (2 credits- to be offered as an elective in small groups or as a guided reading course). This will allow for students to grow in desired directions and also prepare for their dissertations.

Intensifying clinical work at Ehsaas and other clinical sites (8 credits). The clinical work of the students at Ehsaas clinic will be finally assessed in semester – 6.

Clinical Seminar continues (2 credits)

Ongoing dissertation related research (12 credits). The student's dissertation will be submitted and assessed in semester – 6.

PRESENT PROGRAMME STRUCTURE
Semester -6

Mode of teaching and nature of course	Course title	Credits
Taught /discussion based, compulsory	**Integrating primitive states, symbolization and clinical thinking**	3
discussion based workshop oriented compulsory	**Representation of the psyche in Literature, Art and Aesthetics**	**2**
Guided reading	**Guided Reading Course**	**2**
Internship	**Evaluation of ongoing clinical work**	**8**
Research	**Research Dissertation**	**8**

REVISED PROGRAMME STRUCTURE
Semester -6

Mode of teaching and nature of course	Course title	Credits
Seminar	**Clinical Seminar**	2
Seminar based	**Lecture series continued**	2 (carried over from previous semesters- to be awarded now)
Clinical Internship	**Completion and evaluation of clinical work at Ehsaas**	8 (carried over from previous semesters, to be awarded now)
Guided reading (elective)	**Guided reading course- (to be offered in small groups/to individuals)**	2
Research	**Dissertation submission and evaluation**	12 (to be evaluated and assessed now)

Semester 6

Guided Reading Course-3(2 credits) to be offered in small groups or as a guided reading course)

Intensifying clinical work at Ehsaas and clinical Sites

Clinical Seminar continues (2 credits)

Submission of two long cases and clinical reports- evaluation of the student's work at the University clinic (8 credits)

Dissertation to be submitted and assessed (12 credits)

For presence and participation in **clinical lecture series and workshops**-(2 credits)

Total credits for semester 5 and 6= 10+8+4+4=2=28

(12 credits for dissertation, 8 for clinical submission, 4 for clinical seminars and 4 for guided reading courses and 2 for clinical lecture series).

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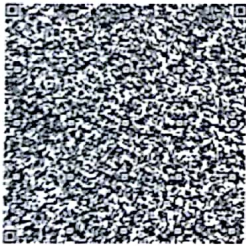
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MEMORANDUM OF UNDERSTANDING

BETWEEN

AMBEDKAR UNIVERSITY DELHI (AUD)

AND

## CENTRE FOR WOMEN'S DEVELOPMENT STUDIES (CWDS)

1. Ambedkar University Delhi (AUD) was founded with a focus on research and teaching in the social sciences and humanities and guided by Dr. Ambedkar's vision of bridging equality and social justice with excellence. AUD welcomes and encourages cutting edge, unconventional and interdisciplinary research in new and established fields. Centre for Women's Development Studies (CWDS) is a research institute being supported by Indian Council of Social Science Research under the MHRD. First established in 1980, CWDS is arguably the premier research institute in the field of women's studies, with decades of experience in interdisciplinary research and advocacy, amply strengthened by its library which is a resource for scholars, students and the interested public both in India and abroad. AUD and CWDS, recognizing their mutual strengths in research and higher education, heretofore agree to collaborate with each other in areas of mutual interest. The collaboration has been offering M.Phil/Ph.D programme in Women's and Gender Studies since 2012 and would continue to do so under the new Memorandum of Understanding (MoU). The areas of collaboration and cooperation may include any programme at either institution that could help foster and develop the relationship on the basis of reciprocity, best effort, mutual benefit and frequent interactions. The terms of collaboration for each activity under this Memorandum of Understanding (MoU) shall be mutually discussed and agreed upon in the future, and will be formalised under separate Agreements.

2. The coming together of AUD and CWDS has enabled each institution to build on their respective strengths of teaching and research in providing an MPhil/PhD programme in Women and Gender Studies. AUD is currently offering an MA programme in Gender Studies and also electives to the Postgraduate students from other programmes and Undergraduate students at AUD, while CWDS has experience in teaching through short term courses and refresher programmes for teachers. AUD on the other hand has been developing and offering new MPhil and PhD programmes in several interdisciplinary fields. Also, by virtue of the flexibility of its institutional context, AUD is particularly well positioned to provide the kind of partnership for developing a new MPhil/PhD programme.

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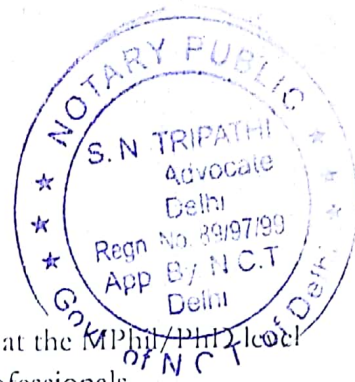
(1) Thus the broad aims of the collaboration are to:

* Develop new curricula and methods of pedagogy at the MPhil/PhD level
* Produce well trained researchers, teachers and professionals
* Contribute to the existing body of knowledge and practice in women's and gender studies

(2) The collaboration shall be carried out through activities which initially shall include:

* Offering the MPhil/PhD in women and gender studies
* Shared teaching and supervision
* Sharing of teaching and learning material
* Share information on research and educational programmes
* Systematic sharing of pedagogies developed through this collaboration with other women's studies centres and the University Grants Commission's programme on women's studies.
* Any new activity as deemed necessary by both to further the above cause.

Upon successful completion of five years of this collaboration, this revised MoU is being renewed to continue the collaboration. For the types of activities described above to take place, an appropriate 'agreement' will be formally put in place. This shall include a technical description of the proposed activities, financial arrangements and shall identify persons responsible for its implementation, etc.

3. Each institution shall appoint two members of its staff/faculty to coordinate the collaboration on its behalf. One would be the designated coordinator and the other would be the shadow/co-cordinator. One designated member of the office staff will also be notified. Further, an administrative committee, consisting of the Dean of School of Human Studies and designated faculty of AUD, and the Director and designated faculty of CWDS will periodically review and identify ways to strengthen the collaboration between the two institutions. Finally a core group of faculty will be set up to anchor academic and teaching activities.

4. Wherever the Programme is mentioned it should be 'Joint programme for M.Phil/Ph.d in Women's and Gender Studies offered by AUD-CWDS or 'AUD-CWDS Collaborative Programme in Women's and Gender Studies

5. Each institution agrees not to use the other's name or logo in publicity related material without written consent from the other.

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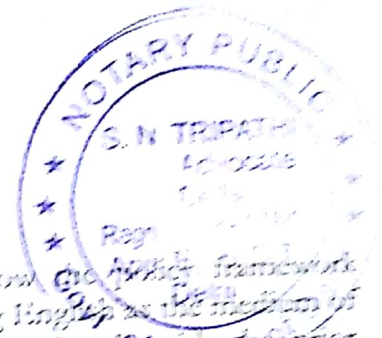
6. The programmes offered by the collaboration will follow the broad framework applicable to other research programmes at AUD including English as the medium of instruction. Any changes or exception can be implemented only with the prior approval of relevant authorities.

7. All events, jointly organized by the collaborating institutions will be within the larger institutional policy framework.

8. Faculty of CWDS are and will continue to be fully involved in all M.Phil/ Ph.D Programme in Women's and Gender Studies related work which involves course planning; curriculum development; running of the programme including admission process, teaching, evaluation, supervision and preparation of results etc. The CWDS faculty, for the purpose of this collaboration, shall be considered 'internal' supervisors/co-supervisors as long as the University (viz., SCR) is satisfied with the qualifications or expertise of those supervisors. This arrangement has been approved by the SCR in its meeting held on 3rd June, 2013.

9. The Intellectual Property policies in place at each institution shall apply to the activities initiated and implemented by the respective researchers. AUD and CWDS agree to respect each other's rights to Intellectual Property. The Intellectual Property rights that arise as a result of any collaborative research or activity under this Memorandum of Understanding will be worked out on a case-by-case basis, and will be consistent with the official Intellectual Property policies of the two institutions.

10. This MoU shall remain in force for a period of three (3) years from the date of the last signature. In the beginning of the third year an assessment report will document the usefulness and the value of the collaboration.

11. This MoU imposes no financial obligation on either institution. Collaborative activities that require funding should not be implemented before the necessary resources have been secured. Proposals may be formulated jointly and submitted as required and funds may flow as per arrangements mutually agreed upon. The relevant financial protocols and statutory requirements would be followed by the respective parties.

12. Either institution may terminate their involvement with six months advance written notice to the other institution. Once terminated, neither AUD nor CWDS will be responsible for any losses, financial or otherwise, which the other institution may suffer. However, AUD and CWDS will ensure that all activities pertaining to currently enrolled students are concluded successfully.

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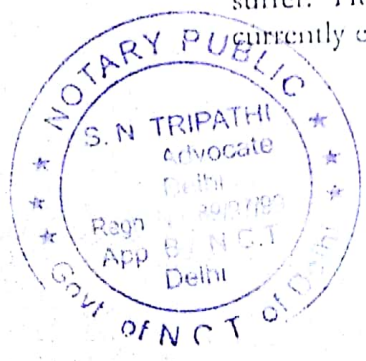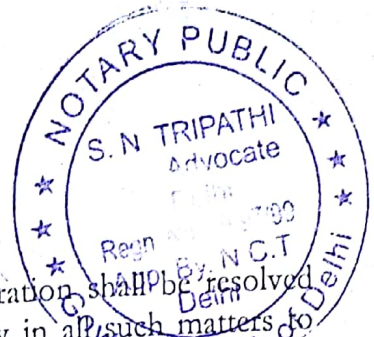
13. Differences, if any, that may arise in respect of this cooperation shall be resolved amicably. Vice-Chancellor, AUD, shall be the final authority in all such matters to decide upon engagement of AUD under this MOU, and with regard to engagement of CWDS under this MOU, the Director, CWDS shall be the final authority.

This Memorandum of Understanding (MoU) is signed subject to approval by the respective academic/administrative bodies.

Signed by
(Prof. Asmita Kabra)
Registrar
Ambedkar University Delhi
Date:

Signed by
(Prof. Indu Agnihotri)
Director
Centre for Women's
Development Studies
Date:

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MEMORANDUM OF UNDERSTANDING

BETWEEN

AMBEDKAR UNIVERSITY, DELHI (AUD)

AND

CENTRE FOR WOMEN'S DEVELOPMENT STUDIES (CWDS)

1. AUD and CWDS, recognizing their mutual strengths in cutting edge research and higher education, heretofore agree to collaborate with each other in areas of mutual interest. The goal of this collaboration is to launch an MPhil/PhD programme in Women and Gender Studies. The areas of collaboration and cooperation may include any program at either institution that could help foster and develop the relationship on the basis of reciprocity, best effort, mutual benefit and frequent interactions. The terms of collaboration for each activity under this Memorandum of Understanding (MoU) shall be mutually discussed and agreed upon in the future, and should the need arise, may be subject to appropriate and separate Agreements, that may be executed by the concerned Deans and Directors.

2. The coming together of AUD and CWDS will enable each institution to build on their respective strengths of teaching and research in providing an MPhil/PhD programme in Women and Gender Studies. AUD is currently offering an MA programme in Gender Studies, while the CWDS is a research institute being supported by the Indian Council of Social Science Research under the MHRD. First established in 1980, it is arguably the premier research institute in the field of women's studies, with decades of experience in interdisciplinary research and advocacy, amply strengthened by its library which is a resource for scholars, students and the interested public both in India and abroad. CWDS has experience in teaching through short term courses and refresher programmes for teachers. AUD on the other hand has been developing new MPhil and PhD programmes in several interdisciplinary fields. Also, by virtue of the flexibility of its institutional context, the AUD is particularly well positioned to provide the kind of partnership for developing a new MPhil/PhD programme.

3. Thus the broad aims of the collaboration are to:

   - Develop new curricula and methods of pedagogy at the MPhil/PhD level
   - Produce well trained researchers, teachers and professionals
   - Contribute to the existing body of knowledge and practice in women and gender studies

4. The collaboration shall be carried out through activities which initially shall include:

   - Joint launch of the MPhil/PhD in Women and Gender Studies
   - Shared teaching and supervision
   - Sharing of teaching and learning material
   - Share information on research and educational programmes
   - Systematic sharing of pedagogies developed through this collaboration with other women's studies centres and the University Grants Commission's programme on women's studies.
   - Any new activity as deemed necessary by both to further the above cause.

For the types of activities described above to take place, an appropriate 'agreement' will be formally put in place. This shall include a technical description of the proposed activity, financial arrangements and shall identify persons responsible for its implementation, etc.

5. Each institution shall appoint two members of its staff/faculty to coordinate the collaboration on its behalf. Further, an administrative committee, consisting of the Vice Chancellor and Deans of AUD, and the Director and designated faculty of CWDS will periodically review and identify ways to strengthen the collaboration between the two institutions. Finally a core group of faculty will be set up to anchor academic and teaching activities.

6. Each institution agrees not to use the other's name or logo in publicity related material without written consent from the other.

7. The Intellectual Property policies in place at each institution shall apply to the activities initiated and implemented by the respective researchers. AUD and CWDS agree to respect each other's rights to Intellectual Property. The Intellectual Property rights that arise as a result of any collaborative research or activity under this Memorandum of Understanding will be worked out on a case-by-case basis, and will be consistent with the official Intellectual Property policies of the two institutions.

8. This MoU shall remain in force for a period of five (5) years from the date of the last signature. In the beginning of the third year an assessment report will document the usefulness and the value of the collaboration.

9. This MoU imposes no financial obligation on either institution. Collaborative activities that require funding should not be implemented before the necessary resources have been secured. Proposals may be formulated jointly and submitted as required and funds may flow as per arrangements mutually agreed upon. The relevant financial protocols and statutory requirements would be followed by the respective parties.

10. Either institution may terminate their involvement with six months advance written notice to the other institution. Once terminated, neither AUD nor CWDS will be responsible for any losses, financial or otherwise, which the other institution may suffer. However, AUD and CWDS will ensure that all activities pertaining to currently enrolled students are concluded successfully.

11. Should there be a dispute relating to any aspect of the cooperation, the Vice Chancellor, AUD and the Director, CWDS will jointly resolve the dispute in a spirit of mutual respect, independence and shared responsibility.

This Memorandum of Understanding (MoU) is signed subject to approval by the respective academic/administrative bodies.

Signed by	**Signed by**
(Chandan Mukherjee)	**(Indu Agnihotri)**
Registrar	**Director**
AUD	**CWDS**
Date:	**Date:**