Development of Language and Early Literacy (four credits)

- Introduction of the following courses to be offered in the third semester of the MA programme in Social Design, already approved:
  - ➤ Aesthetics of Form and Experience III (four credits)
  - ➤ Information Technologies and Social Networks (two credits)
  - ➤ Modelling and Data Visualization (two credits)
  - ➤ Project Management (four credits)
  - ➤ Social Studio III (six credits)

- Introduction of the first semester courses as part of the MA programme in Social Design after proposed restructuring:
  - ➤ History of Design: Local and Global (three credits)
  - ➤ Aesthetics of Form and Experience-I (six credits)
  - ➤ Gender, Culture and Society (two credits)
  - ➤ Research Design and Methods-I (two credits)
  - ➤ Rural Studies (two credits)
  - ➤ Social Studio-I: Socially Situated Design (six credits)

The Council approved the restructuring of the MA programme in Social Design and suggested that the question of the nomenclature should be referred to the committee to examine the existing nomenclature of the academic programmes (under item 6.13).

The Council approved the addition of new courses to the MA programme in Economics, the addition of Dissertation component to the MA programme in English, introduction of first semester courses to the MA programme in Education (ECCE), introduction of the third semester courses in the MA programme in Social Design, and introduction of the first semester courses in the revised MA programme in Social Design.

6.6	The Council considered and approved the recommendations of the Standing Committee Research (SCR) on the following: Approved the Ph.D programme offered by the School of Culture and Creative Expressions (SCCE). However, it was suggested that the Ph.D document may be reformulated in such a way that its generic mainstream character gets highlighted. This can be done by portraying the three separate documents (Final Reflective Essay, Research Documentation, and *Gestalt*) as three connected components of a single thesis. Thus, the document should focus on what the Ph.D programme at SCCE shares in common with other Ph.D programmes even as it highlights the distinctive features of the Ph.D programme at SCCE.	Implemented
6.7	Resolved to accept the recommendations' of the SCSA on the Attendance Policy to be adopted by the SUS and the SHS. **SUS Attendance Policy as approved is as given below:** a. The policy aims to achieve a balance between the need to impress upon the students the importance of attending classes and the need to provide the students an environment where they can develop as mature and autonomous adults. The policy prescribes more stringent measures for Undergraduate students in the first two semesters. As students mature we believe they	Implemented

will be able to recognize the value of attending classes. The graded policy attempts to be more stringent with students making the transition from school to college so that they come to class and benefit from the diverse pedagogical approaches and interesting range of courses offered. As they go to higher levels we visualize that they will no longer need to be penalized for missing class and will come voluntarily and with responsibility. In addition to the grade cuts employed as a penalty for shortage of attendance, faculty may build attendance into assessment situations to create a positive perspective in students to attending and participating in classes.

b. This policy will come into effect from academic year 2014-15.

c. Attendance shall be calculated on the basis of the total number of hours of lectures, tutorials, laboratory sessions and any other form of teaching/learning activity that is scheduled as a part of the course.

d. A student of semester I or II whose attendance in a course is less than 65% but greater than or equal to 50% will have one grade point deducted from his/her final grade in that course.

e. A student of semester I or II whose attendance in a course is less than 50% will have two grade points deducted from his/her final grade in that course.

f. A student of semester III or IV whose attendance in a course is less than 50% will have one grade point deducted from his/her final grade in that course.

g. There will be no deduction in grades for shortfall in attendance for students of Vth or later semesters. However faculty will keep a record of attendance in these semesters. Student attendance will continue to be one of the determinants of decisions regarding fee waivers.

h. The above penalties shall not apply to courses that a student is repeating or to courses taken over and above the normal course load of 16 credits in each semester.

i. Apart from these school-wide penalties faculty members would remain free to base assessment components on class participation, as allowed by the Assessment Policy of the university. The assessment policy for each course must be announced in writing at the beginning of the semester.

j. Exemption from attendance on medical grounds will continue to be granted as per the present rules. The above penalties will be applied on the attendance percentage calculated after applying such exemptions.

k. The ECA Committee to recommend a set of guidelines for attendance exemptions for students participating in extra-curricular activities.

l. The attendance policy be reviewed at the end of a period of three years from the date of its coming into effect.

SHS Attendance Policy as approved is as given below:

a. It was decided in the School meeting held on 15/05/14 that a minimum attendance of 65% will be required for every course. This will imply that every course coordinator would closely monitor the students' attendance. Prior to each assessment the attendance will be calculated and only those students who qualify 65% and above will be permitted to submit/sit for their assessment*.

b. Apart from the above mentioned clause for minimum attendance, faculty members would remain free to base

Minutes of the 5th Meeting of the Board of Studies, School of Undergraduate Studies, held on Wednesday March 18, 2015.

The 5th meeting of the Board of Studies, School of Undergraduate Studies, AUD, was held on Wednesday March 18, 2015, 1pm, at Faculty Lounge, Ambedkar University Delhi.

The following were present.

1.	Dr. Rachana Johri	Chairperson
2.	Dr. Krishna Menon	Member
3.	Dr. Saumyajit Bhattacharya	Member
4.	Prof. Denys P. Leighton	Member
5.	Prof. Geetha Venkataraman	Member
6.	Prof. Honey Oberoi Vahali	Member
7.	Dr. Sumangala Damodaran	Member
8.	Dr. Praveen Singh	Member
9.	Dr. Usha Mudiganti	Member
10.	Ms. Deepti Sachdev	Member
11.	Dr. Radha Mohan(External Expert: Mathematics)	Special Invitee
12.	Dr. Parul Bansal (External Expert: Psychology)	Special Invitee

Prof. Salil Misra, Dr. Satyaketu Sankrit, Dr. Rohit Negi, Dr. P. K. Basant, Dr. Rachna Chaudhary (Members, Board of Studies) could not attend the meeting due to their pre-occupation and were granted leave of absence.

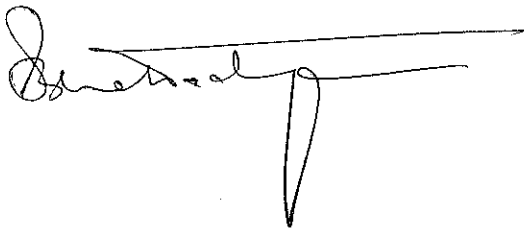The following also attended the meeting as special invitees:

13.	Dr. Urfat Anjem Mir	Deputy Dean, SUS
14.	Dr. Dharitri Narzary Chakravartty	Deputy Dean, SUS
15.	Dr. Balchand Prajapati	Programme Coordinator (BA Honours with major in Mathematics)
16.	Ms.Thockchom Bibinaz Devi	Programme Coordinator (BA Honours with major in Psychology)
17.	Dr. Kranti Kumar	Faculty (Mathematics) SUS, AUD

Before taking up the agenda items for consideration, the Chairperson, Dean SUS (officiating), welcomed all the members. In her opening remarks, the chair also mentioned that Rohit Negi Committee has submitted its report on review of BA programme structure and discussions on the recommendations of report are being held at the Programme Committee and Academic Coordination Committee, SUS level. The outcome of the deliberations will be reported to the board of studies, most likely in a meeting to be convened

before the summer break, especially to discuss the Revised BA programme structure. At that time, the Board will also have to deliberate on Foundation course component including courses on language and Environment.

Item 5.1: Confirmation of the minutes of previous meeting held on January 21, 2015.

The Chairperson, read out the minutes of the previous meeting held on January 21, 2015. The Board confirmed the minutes, except some changes that were suggested and are recorded in item **5.2.**

Minutes of the 5th Meeting of the Board of Studies, School of Undergraduate Studies, held on Wednesday March 18, 2015

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The following were present.

1.	Dr. Rachana Johri	Chairperson
2.	Dr. Krishna Menon	Member
3.	Dr. Saumyajit Bhattacharya	Member
4.	Prof. Denys P. Leighton	Member
5.	Prof. Geetha Venkataraman	Member
6.	Prof. Honey Oberio Vahali	Member
7.	Dr. Sumnagla Damodaran	Member
8.	Dr. Praveen Singh	Member
9.	Dr. Usha Mudiganti	Member
10.	Ms. Deepti Sachdeva	Member
11.	Dr. Radha Mohan(External Expert: Mathematics)	Special Invitee
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The following also attended the meeting as special invitees:

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Before taking up the agenda items for consideration, the Chairperson, Dean SUS (officiating), welcomed all the members. In her opening remarks, the chair also mentioned that Rohit Negi Committee has submitted its report on review of BA programme structure and discussions on the recommendations of report are being held at the Programme Committee and Academic Coordination Committee, SUS level. The outcome of the deliberations will be reported to the board of studies, most likely in a meeting to be convened before the summer break, especially to discuss the Revised BA programme structure. At that time, the Board will also have to deliberate on Foundation course component including courses on language and Environment.

Item 5.1: Confirmation of the minutes of previous meeting held on January 21, 2015.

The Chairperson, read out the minutes of the previous meeting held on January 21, 2015. The Board confirmed the minutes, except changes that were suggested and are recorded in item 5.2 .

Item 5.2: Matters arising from previous minutes.
Following changes were suggested

4.4.5: Modern and Post Modern World 1750-2010
It was suggested that the phrase 'not approved in the present form' may not be recorded. After deliberations, it was resolved that the course coordinator should rework on the course description in the light of suggestions made by the Board members in the previous meeting. The reworked course description may be circulated by email to members who were present in the meeting held on January 21, 2015. The external expert's comments may also be sought through email. And, subsequently, if any changes are suggested, it must be ensured that the same are made in the course description before it goes to Standing Committee on Academic Affairs(SCAP) and Academic council for approval. This should be completed before Ist of May 2015 and the action taken be reported to Board in subsequent meeting.

4.5.6:Decolonization in History (H12)

It was resolved that the reworked course description may be circulated via email to members present in the meeting held on January 21, 2015 and based on the observations of members to be received through mail, if any further changes are suggested, it must be ensured that the changes are made. The reworked course description may be taken to Standing Committee on Academic Affairs (SCAP) and Academic council for approval. This should be completed before Ist of May 2015 and the action taken be reported to Board in subsequent meeting.

4.6.8: Caste and Indian Modernity (H16)
It was resolved that the reworked course description be circulated by email to members present in the meeting held on January 21, 2015 and based on the observations received, the course description may be taken to the standing committee on Academic Affairs and Academic Council for necessary approval. Incase some changes are suggested, the same may be incorporated before sending the course for approval before, Amy ist 2015This should be completed before Ist of May 2015 and the action taken be reported to Board in subsequent meeting.

4.7.1: HBS
It was suggested this course should be offered to those students who have not done any Hindi language course and those having proficiency in Hindi should not be allowed to take this course.

Item 5.3: Approval of Mathematics Courses (Fourth, Fifth and Sixth semesters)

All the Mathematics courses were approved with the following general observations.

a) The total transaction hours should be mentioned in each course. If there is a laboratory work component in the course, the laboratory work based assessment should be considered rather than the uniform assessment situations in maths courses.

b) With regard to laboratory sessions, it was reported that 6-7 mathematics courses require laboratory work. Since as of now AUD has 10 licences, there is a need for more licenses of *Mathematica* and also the other lab requirements in terms of design of class rooms and labs.

c) The mathematics course should be packaged in a way to make them accessible and attractive for students from other disciplines.

d) It was reported by the Maths Faculty that courses on Mathematics education and history of Mathematics are under consideration for design.

e) It was reported that in the basket of electives, only Mathematical Finance (M14 and M16 (V)) and Number Theory and Cryptography (M14 and M16 (IV) have been offered so far. Even though the BA programme in Mathematics at AUD adequately addresses the mathematical core requirements of students, it was suggested that increasing the Maths faculty strength may be helpful for increasing the choice of mathematics elective courses.

5.3.1: Algebra II (M07)

Approved

5.3.2: Analysis II (M08)
Approved

5.3.3: Probability and Statistics (M09)
Some questions came up for discussion, like points on reading material used in such courses, Can there be a better pedagogic experience, the challenge to deal with theoretical and deeper level conceptual part of such a course etc. The discussion ended with the conclusion that transaction of courses on probability and statistics at large can be debated and thought through separately. However, the course content and reading material used in this course is appropriate.

Approved

5.3.4: Algebra III (M11)
Approved

5.3.5: Analysis III (M12)
It was suggested that lab. work may considered as part of this course.

Approved

5.3.6: Ordinary Differential Equations (M13)
Assessment weightage for lab Component may be mentioned in courses, where it is applicable.

Approved.

5.3.7: Discrete Mathematics (M14 and M16(i))
Approved

5.3.8:Lattices and Boolean Algebra (M14 and M16 (ii))
Approved

5.3.9: Mathematics for Computer Sciences (M14 and M16 (iii))
Approved

5.3.10: Number Theory and Cryptography (M14 and M16(iv))

Approved

5.3.11:Mathematical Finance (M14 and M16 (v))

Approved

5.3.12:Actuarial Mathematics (M14 and M16 (vi))

Approved

5.3.13: Laplace Transforms and Fourier Series (M14 and M16 (vii))

Approved

5.3.14: Advanced Algebra (M17 and M18 (i))

Approved

5.3.15: Partial Differential Equations (M17 and M18 (ii))

Approved

5.3.16: Advanced Analysis (M17 and M18 (iii))

Approved

5.3.17: Mathematical Modeling (M17 and M18 (iv))
Approved

5.3.18: Linear optimisation and Applications (M15)
Approved

Item 5.4: Approval of Psychology Courses (Fourth, Fifth and Sixth semester)

The programme coordinator (Psychology) introduced the BA programme and gave an overview of various courses. The board then took up each course for discussion.

The course wise detailed observations made and the decisions taken are as following:

5.4.1: Methods in Psychology (P07)

The prerequisite that students should have done course statistics may be done away with. In case prior knowledge of statistics is compulsory, it should be ensured that statistics courses are offered in the second or third semester. Web resources keep on changing,so reliance on such sources should be avoided by prescribing standard alternate study material.

Social Research Methods by W. Laurence Neuman may be included in the study material. The course coordinator may consider adding a module on ethnographic observation. The proposed ceiling for enrolment should be uniformly kept at 50.

Approved.

5.4.2: Understanding Childhood (P08)

The idea behind the course is laudable. However, some themes like unit I and Unit 11 are overlapping and could be merged. The focus is too much on marginal children which may be re-considered to cover childhood experience in other contexts. The issues of marginal children may be covered in not more than one unit.

Given the use of resource material in this course, there seems to be a mix of South Asia and India as entities. The case study of Sri Lanka seems to be a misfit in the course. If the objective is to design a course on South Asia specific issues, then it has to be conceptualised in a different way and vice a versa about India. There is an essentialist social constructionist a and a political side to this course. The assessment methodology lacks clarity. The issue of seeking consent of the students is not clear, as to what the Course coordinator is trying to say.

The list of reading material also is too long.

The board of Studies, (BOS) resolved that the course needs to be reworked and circulated again among Board members through mail. The opinion of the external subject expert also needs to be sought and then accordingly the decision may be taken up about the course. The action taken may be reported to the BOS in one of its subsequent meeting.

5.4.3: Experiments in Psychology (P10)

Since as per the General Assessment Document of AUD, no assessment situation can be of more than 40% weightage, the 50% weightage assigned to one of the written submissions may be examined and whether the assignment can be assessed differently to reduce the one time weightage from 50%.

The requirement of 'students having passed third semester' may be replaced with 'only for Psychology Major'.

For experimentation, there are too many suggested readings and also the complete reference details of reading material are missing.

Approved.

5.4.4: Neuropsychology through Clinical Cases: Possibilities and Limits (P11)

This course assumes a lot of prior knowledge, however, most of the students may not have basic knowledge of even Neurobiology. Biological roots of brain, brain Structure, basics on neuroscience and the sequencing of the units in the background of rationale of this course is required. Unit IV needs a mention of Brain Behaviour and Brain Biology. The subject expert offered to send a reading list.

This course looks wanting to cover too much. The first unit should explicate the rationale of the course.

The board of Studies, (BOS) resolved that the course needs to be reworked and circulated again among Board members through mail. The opinion of the external subject expert also needs to be sought and then accordingly the decision may be taken up about the course. The action taken may be reported to the BOS in its subsequent meeting.

5.4.5: Understanding Abnormality (P12)

If the Methods related courses can be curtailed in number, then Operational Psychological Diagnostic Manuel may be used for classificatory purposes. Foucault is not there in the reading list. Unit on Madness lacks clarity. It is not about defining madness. The unit may have a different title. A critical take on the medical model may be done in this course. Can

somatization and dissociative disorders be introduced? The unit on Conceptualising help may be reworked.

Approved.

5.4.6:Case Study(P13)

This seems to be a very interesting course. Whether, a course covering variety of methods could be considered. The course must require some reading material and manual details which is missing here.

Approved

5.4.7: Counselling Psychology (P14)

Reference details of study material are missing. The weightage of assessment situations also needs to be specified.

Approved

5.4.8: Psychology for India (P15)

Module on Gender and Morality needs to be reworked. on the lines of the gendered notions of morality and even the use of gender and Morality title needs to be re-thought. There are some heavy texts in the reading list. The reading material figuring at serial no 12 in the list may be dropped. The proposed ceiling for student enrolment should be uniformly mentioned in all courses.

Approved

5.4.9: Organizational Behavior(P16)

This course requires fleshing out. Mentioning only the headings does not make clear, what is covered in the course. The course coordinator may bring to the table, the way, the course is transacted in the class room.While reworking on the course, the critical rendering of the organisational behaviour may be kept in mind.

The board of Studies, (BOS) resolved that the course needs to be reworked and circulated again among Board members through mail. The opinion of the external subject expert also needs to be sought and then accordingly the decision may be taken up about the course. The action taken may be reported to the BOS in its subsequent meeting.

5.4.10: Psychological Testing (P17)

Minutes of the 7th(Seventh) Meeting of the Board of Studies, School of Undergraduate Studies, held on Friday, 15thMay 2015.

The 7th(Seventh)Meeting of the Board of Studies, School of Undergraduate Studies was held on Friday, 15th May 2015 at 10:00 a.m., at Faculty Lounge, Ambedkar University Delhi.

The following members were present:

1.	Dr Rachana Johri	Chairperson
2.	Dr Krishna Menon	Member
3.	Dr Saumyajit Bhattacharya	Member
4.	Prof. Alok Bhalla (External Expert: English)	Special Invitee
5.	Prof. N. Jayaram (External Expert: Sociology)	Special Invitee
6.	Dr Nabanipa Bhattacharjee (External Expert: Sociology)	Special Invitee
7.	Prof. Denys P Leighton	Member
8.	Prof. Geetha Venkataraman	Member
9.	Dr Satyaketu Sankrit	Member
10.	Dr Rohit Negi	Member
11.	Dr Usha Mudiganti	Member
12.	Dr Praveen Singh	Member
13.	Dr Sumangala Damodaran	Member

Dr. P.K. Basant, Prof.Salil Misra, Ms Deepti Sachdev, Dr Rachna Chaudhary (Members, BOS) could not attend the meeting due to prior engagement and were granted leave of absence.

The following members also attended the meeting as special invitees:

14.	Prof. Shyam B Menon	Vice Chancellor, AUD
15.	Dr Urfat Anjem Mir	Deputy Dean, SUS
16.	Dr Dharitri Narzary Chakravartty	Deputy Dean, SUS
17.	Dr Bhoomika Meiling	Programme Coordinator (BA Honours with Major in English)
18.	Dr Bidhan Chandra Dash	Programme Coordinator (BA Honours with Major in Sociology)

The Chairperson, Dean SUS (Officiating), welcomed the members to the meeting and after ascertaining the quorum, agenda items were taken up for discussion.

Item 7.1: Confirmation of the 6th Meeting of the Board of Studies held on 25[th]April 2015.

The Chairperson tabled the minutes of the 6th BOS Meeting held on 25th April 2015.The Board resolved to confirm the minutes, except some typo errors that need to be corrected.

Item 7.2: Matters arising from previous minutes

No matter was reported

Item 7.3: Approval of Sixth Semester English Courses

7:3:1: Mahabharata and its Modern Renderings in Fiction, Drama and Film

The course was read out by Dr. Bhoomika Meiling (Programme Coordinator, BA English) and it was informed that the course looks at renderings of *Mahabharata* in post-independent India.

The Board members suggested additions such as BhishamSahni's *Madhavi*, Amar chitra Katha series on the epic and GurucharanDas'*The Difficulty of Being Good: On the Subtle Art of Dharma.* The board was duly informed that these texts were used in the transaction of the course and that they would be included in the list. Members also suggested MT Vasudevan Nair's *The Second Turn* and Samhita Arni's *The Mahabharata: A Child's View* as useful additions to the reading list. It was noted that a list of critical readings should be added to the course.

The Board of Studies resolved to approve the course subject to suggested modifications

7:3:2: Folk, Oral, Indigenous, Popular Cultures

The Board noted that a critical and theoretical framework was missing in this course. At least one article on structuralism and mythology, preferably by Claude Levi-Strauss should be included. Also, a reading from Bruno Bettelhiem's *The Uses of Enchantment* could be used to demonstrate the complex linkages between folklore, psychoanalysis and structuralism.

The categories dealt with in this course are extremely complex and often highly debatable. Students should be given some sense of these debates. Otherwise the course runs the risk of over-simplifying very complex concepts and ideas. The Board was informed at this point that these debates were certainly part of the course. The Board then pointed out that if it was so, it

...ld not come across in the write up. The context and politics of the popular and the indigenous for instance were not addressed through ample theorization. There was a strong suggestion that the first module in this course should deal with conceptual and theoretical frameworks separately. It was also noted that the connection between folklore and nationalist thought that emerged in nineteenth century, beginning with the Grimm brothers' project, should be studied briefly in this course. The same cycle was followed in Scotland and Russia before it unfolded in India too. Readings by Richard Hoggart, Raymond Williams and Stuart Hall could make the section on the Popular more nuanced. The final suggestion was that each module should have at least one critical reading. Overall, the idea of the course was appreciated, however; it was observed that the write up also needs revision.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:3:3: Realism and Novel:

The Board advised a renaming of the course as 'Realism and the British Novel' because the course seemed to deal with British novels only. Dr. Mudiganti said that the course actually looks at Anglo-American novels. However, in practice, only British novels have been picked up so far as students read North American realist novels in the 'American Literature' course offered in the fourth semester. There is also another course titled as 'The Novel in America' which would again look at American realist novels. The course also includes Henry James who may be seen as an American novelist. It was pointed out that *The Adventures of Robinson Crusoe* should be taught in the course. The response to this suggestion was that there was a separate course on 'Rise of the Novel' which involves a thorough reading of that novel. Then the board suggested that these clarifications should be part of the write up on the course and that there should be a clearly defined list of background readings also.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:3:4: Literary Translation: process, Poetics and Politics

The Board noted that the job of a translation course at undergraduate level was not to familiarize students just with the history of translation but also with its politics. The readings in the course do not move in that direction. The course should be modular in nature to highlight different issues related to the concept of translation. For instance, one module could be about translation through translations, where translators such as M.S, Ghurye could be studied who translated Saratchandra's novels into Kannada through English translations as he did not know Bangla. Another module could be on bilingual authors such as Prem Chand and Qurratulain Hyder who translated their own work from Urdu to Hindi. Yet another module

could look at the bowdlerization of texts in the name of translation, of which Manto's writing has been a victim. Similarly there could be other modules. Also, the course should be transacted with different examples of translations and texts in translation should be integrally incorporated in the course. An important component is translation from one medium to another such as translations from written texts to cinematic, visual or pictorial texts and vice versa (Charulata could be a good example here).

The board observed that the rationale of the course needs fleshing out in terms of whether the focus of this course is on the practice of translation, politics of translation or the theoretical analysis of texts. A greater amount of clarity is required in the write up for this course. It was also suggested that collaboration between the English and Hindi Faculty may be helpful in design of such a course.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:3:5: Modernism

The component of 'Class Participation' in the assessment scheme seemed problematic to the Board. There was a suggestion of removing this term altogether and instead spelling out the method in which this grade is computed e.g. class tests, response papers, response to presentations, etc, and that the assessment weightage should be kept minimum.

The board also suggested that a list of critical readings should be included in this course.

The Board of Studies resolved to approve the course.

7:3:6: Issues of Gender in Literary Texts

It was observed that the course should begin with a module which foregrounds the concept of gender. It was also noted that the construction of gender in and through literature was an age-old reality and the rationale therefore of having mostly 19th century texts in the course was not really clear. Dr. Mudiganti's response was that the course looked at 19th century primarily because the period is associated with earliest movements and writings which triggered debates around the constructed-ness of gender.

Another question that came up for discussion was about the 'issues' studied in this course. The board suggested that the course description should define clearly the issues or questions which are to be investigated in this course? These 'issues' could be taken up and thoroughly interrogated in one module each. The title of the course may be changed to 'Politics of Gender Identity'. Also, if this was to be primarily a 19th century course, then an engagement

with the issue of colonialism, race and its interface with gender too should be brought into the course.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:3:7: Modern World Drama

It was observed that American Modern drama was conspicuously under-represented in the course. Some American plays should be added to the reading list.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:3:8: Greek Drama

The course co-ordinator should state clearly how the grade for class participation would be allotted.

Approved

7:3:9: Retellings of Ramayana

The Board suggested that Uma Chakravarti's 'The Development of the Sita Myth: A Case Study of Women and Literature' should be included in the list of secondary readings.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:3:10: Language Through Literature

The course is going to be offered as one of the Foundation Core Courses from Monsoon Semester 2015. This course will run on trail basis for one or two academic years initially. It was suggested that the course may benefit from the writings of V.S. Naipaul, Jerome K. Jerome and Martin Luther King, Jr.

Approved

7:3:11: Fiction into film

The Board was informed that this course was offered first in Monsoon Semester 2012. It has been revised and split into two courses since then. While this course remains centred around the Indian subcontinent and the representation of the period of nation building, 'Literature and Cinema' goes beyond the boundaries of fiction and the Indian subcontinent.

The Board remarked that it could be interesting to study films that were turned into literary texts too. Recent films like *Namesake*, and *Detective Byomkesh Bakshi* could also be used in

this course. It was suggested that documentaries and short films could also be included in the course. Short films by the Bangladeshi filmmaker Tanveer Mukammil could be useful. The first module should foreground the issues to be discussed in the course. A list of critical readings specifically for this module would be helpful.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:3:12: Literature and Cinema

The Board noted that the focus is more on world cinema. Alfred Hitchcock's *Rebecca* could be included here.

Approved

Item 7.4: Approval of 4th, 5th and 6thSemester Sociology Courses.

Dr. Bidhan Chandra Dash Programme coordinator BA (Honors) with Major in Sociology initiated discussion on Sociology courses by giving an overview of the overall BA sociology programme structure and various courses. The board then took up the following courses for discussion

7:4:1: Sociology of Violence

The experts appreciated the course and thought that this course should be an important component of BA Sociology Programme. It was suggested that the course should begin with a differentiation between War and violence and it should not only talk about violence in India but also bring in some comparative illustrations from other societies. Some illustrations can come from Sri Lanka or Pakistan, or even the Western countries.

Social Anthropologist Jonathan Spencer's works on Violence and Ethnic Conflict in Sri Lanka was suggested as one of the most important readings to be introduced to the students of this course. The last part of this course should have case studies on violence and conflicts. It was suggested that the module named as political violence should be renamed as 'violence and politics'. The module on symbolic violence is not clear. The module on cultural and symbolic violence may be merged and it would be appropriate to include one text that discusses variety of authors than having many texts as essential readings. The module on religious violence should be renamed as 'communal violence'. The feminist renderings of violence seem to be missing in the course. Family and violence or sites of violence need to be brought in and the module on alternatives of violence needs to be fleshed out to make clear whether the idea of alternative is utopian or strategic to dislocate violence.

he Board suggested that the course coordinator should take note of the fact that a lot of everyday violence happens in mundane ways. The illustrations of violence from other contexts e.g. racial violence should be also included. Otherwise, the students may develop the essentialist idea that violence happens in India only. Overall, the course looks to be too much for a semester course. The texts should be spread in such a way that it allows bringing in global perspectives. Screening of films such Screening films, such as Lawrence Project, Crash, Court, could be useful.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:4:2: Caste in Contemporary India

A separate course on Caste in BA Sociology Programme was intensely debated. It was underlined that caste is the overarching institution in India and understanding the dynamics of caste has been one of the major preoccupations of Sociology and Social Anthropology in India. The Board finally agreed that it was necessary to address the issue of caste in a separate course. However, the board observed that the course may be reorganised based on the experience of teaching this course. It was suggested that the course should focus more on the contemporary dimensions of caste. Some of the earlier studies on caste can be recast in more of a critical fashion, such as Gerald Barreman's critique of Dumont's Homo Hierarchicus. Few other references recommended for the course include; Rajni Kothari's book "Caste in Indian Politics"and D.R. Nagraj's The Flaming Feet, and Marc Galanter's Competing Equalities. The experts also suggested a separate module on Gender and Caste. Juan Mencher and Uma Chokravarty's works on this dimension was recommended for reading list.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:4:3: Sociological Theory

The board suggested that the sociology faculty should consider offering two courses on sociological theory to make it comprehensive and to cover the contribution of various perspectives in development of sociology as a discipline. The experts felt that it is necessary for the programme to have a course on historical development of Sociological thought or even Development of Sociology. The experts suggested that the 'idea of Social' should not be restricted to only the three founding fathers of Sociology, such as Marx, Weber and Durkheim. For example, a suggestion was made that Talcot Parsons and Sorokin may be included in this course. However, the sociology faculty responded by sharing their experience of teaching this course and underlined that including many thinkers and primary texts as

ading material has been challenging. Some theoretical trends that addresses the issues and problems of contemporary Society, such as Karl Polany's works may be introduced in the course.

The experts suggested that as far as possible, the students should be encouraged to read some of the original text of sociology. However, since it is an undergraduate programme, the importance of good secondary materials was also felt necessary. It was resolved that the readings should be a combination of both original text and secondary readings. Some targeted original text 'excerpts' can be brought in to give the students a sense of the complexity of the issues at stake. The question of when this course should be offered also came up for discussion. The external subject expert offered to provide a suggested reading list.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:4:4: Research Methods

The Board suggested that *Methods in Social Research* by William J. Goode and Paul K. Hatt, as reading material may be replaced with some other latest reading material. It was suggested that P.V. Young and Partha Mukharjee can be useful texts for this course. N. Jayaram's Book on methodology may be helpful in the module on epistemology and methods. A suggestion was also made to include feminist research methods.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:4:5: Society, Self, Psyche

Approved

7:4:6: Environment, Science and Society

Approved

7:4:7: Social Movements

The Board of studies observed that the course is too India Centric. However, the material on labour movements in India could be added. There is significant writing on labour movement in India, South Africa and Latin America. Jan Breman on labour movements in informal economy and his book on Making and Unmaking of Industrial Labour was recommended for reading material. Adivasi and Environmental movements should be separated as they are two separate issues that has historically been addressed by various movements. There should be some discussion on the LGPT and sexuality movements in this course.

The Module on 'Nationalism and its fragments' should be renamed as 'Nationalist Movements'. This module should be broadened to include varieties of nationalist and sub-nationalist movements across the world and particularly in the post independent Indian Society and accordingly the discussion in classroom should go in that direction. While discussing this course, the experts reiterated in general the analogy of area specific course, theme based and period based courses should be followed as far as possible in designing a course of such type.

It was also suggested that Arab Spring as an illustration of how traditional methods of resistance and demonstration etc, are supported by the use of latest information technology like twitter, Facebook and other modes of faster communication should be covered in this course. One of the external experts offered to provide some reading material on this.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:4:8: Gender and Society

It was suggested that the course needs to be carefully reworked to keep focus on the idea of Gender and not only on women, as the present course description seems to suggest. It was observed that issues of the economic formation of labour and its relationship with gender, such as, family as domain of labour, have not been paid sufficient attention in this course. The course should focus on gender, sexuality, labour and work and also on politics of sexuality.

Since the module / unit wise details of the course and the details of the way it is transacted are missing, the Board of Studies resolved that the course should be reworked and submitted again for consideration after adding the requisite details.

7:4:9: Religion and Society

The Board remarked that a course on sociology of Religion should be a non-theological take on religion. The focus should be on sociological approach of studying religion and the major debates on science and religion And Bettle's Sociology of Religion and Jokin Watch's What is Religion was recommended for reading material. The course should also emphasize on the secularization of religion, some of the suggested readings in this regard were Bryan Wilson's Religion in Secular Society and of course Max Weber's works on Religion. It was suggested that there should be a separate module on Gender and Religion, the works of Flavia Agnes, and Urvashi Butalia's "Other Side of Silence" may be included in reading list. Anthropologist's contribution to study of religion should be included. It was pointed out that

why Buddhism and Judaism do not figure in the representation of world religions in this course. There should also be short readings on symbolism and rituals in religion.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:4:10: Politics Law and Society

Since the module / unit wise details of the course and the details of the way it is transacted are missing, the Board of Studies resolved that the course should be reworked and submitted again for consideration after adding the requisite details.

7:4:11: Economy, Market and Society

The Board of studies noted that in the title 'market' need not be there as 'economy and society' will broadly cover all the thematic in its fold. The course contents seem to be too vast. The experts felt that the course is too heavy in its readings and there should be a text to anchor this course, suggested texts for this course were some of the works of Bohanon and Neila Kabeer. The course contents and the reading list should be compressed.

The Board of Studies resolved to approve the course subject to suggested modifications.

7:4:12: Sociology of Education

The experts felt that this course has too many loose ends and does not have a systematic reading list. The suggestion was to thoroughly rework this course. It was observed that the contents of the course need to be well thought through which in its present form is missing.

The concerned course coordinator may consult Prof N. Jayaram at the time of reworking on the design of this course. The experts noted that Sociology of Education by N. Jayaram's should also be included in the reading list.

Therefore, the board of studies resolved that the course should be reworked and submitted again for consideration.

7.4.13: Us/Them: Representations and Lived Realities of Stereotyping

Since the module / unit wise details of the course and the details of the way it is transacted are missing, the Board of Studies resolved that the course should be reworked and submitted again for consideration after adding the requisite details.

Item 7.5: To report the recommendations of Rohit Negi committee constituted by the Dean SUS with regard to new programme structure of SUS

The chairperson tabled the Review Committee Report on BA Programme Structure and described the background under which this committee was constituted. The chairperson briefed the board of studies about the salient features of the review committee report. It was also shared that feedback / comments on the review committee report have been received from the members of the Academic Coordination Committee (ACC), SUS and the Senior Management Team (SMT), AUD. The board was apprised that the committee has broadly recommended the following:

1. That the categories of courses be resolved into Foundational Core, Foundational Optional, Discipline and Electives.

2. Of the 96 credits required for completion of BA degree with Major in a Single Discipline, the students must successfully complete Foundation Core courses of 12 credits, Foundation Optional courses of 4 credits, Discipline courses of 48 credits and Elective courses of 32 credits.

3. The Foundation Core Courses should comprise of: English, Hindi and Environmental Issues and Challenges (EIC).

After detailed discussions on the various recommendations of the Rohit Negi Committee report and taking into account the outcome of the consultative process held at various levels in the school of undergraduate studies, *the Board of Studies resolved to*:

a. Accept the recommendations of the Rohit Negi Committee report

b. Authorize the dean SUS to initiate process for implementation of revised programme structure

c. If required, make minor modifications in consultation with ACC, SUS, in terms of placement of courses in semesters in order to implement the new Programme Structure after seeking approval of appropriate University authority.

d. With regard to ensuing wider participation in SUS teaching from across schools, the Board strongly felt that appropriate authority of the university must ensure participation of faculty from schools other than SLS and SHS in teaching of Foundational Optional and Elective courses. The faculty located in other schools having relevant disciplinary background should also be encouraged to contribute to teaching of Discipline courses. In this regard, if it requires formulation of certain guidelines, the Dean SUS must approach the appropriate university authority and request that necessary guidelines / instructions are formulated for smooth academic functioning of SUS on long term basis.

em 7.6: To report the teaching of course on Hindi language as main subject in BA Programme structure in view of the UGC directive

The chairperson apprised the board of studies that in compliance with UGC directive, AUD is going to introduce Hindi as main subject at the undergraduate level from the academic session 2015-2016 subject to approval of competent university authority. It was further stated that Hindi language course will be offered along the lines of English and will be designed keeping in mind the different proficiency levels of the students. The first level Hindi course will be offered to those students who have no prior knowledge of Hindi or non-Hindi speaking students. The second level course will be offered to those students who have done Hindi till class VIII and the third or advanced level is for those students who have studied Hindi till class X or above. It was also reported that AUD plans to offer other language courses in future.

Item: 7.7: To report the teaching of course on Environment as compulsory subject in BA Programme structure in view of the National Green Tribunal directive

The Board of studies was apprised that the National Green Tribunal (NGT) mandated a compulsory course on environment science to be taught at the undergraduate level. It was further reported that the NGT had asked for an undertaking of the university with regard to teaching of course on environment. So AUD having already given an undertaking is bound to offer a course on environment to every student enrolled in 2014 and beyond.

The chairperson further added that the School of Human Ecology was requested to design a course on environment in light of the NGT directive and the guidelines of UGC in this connection. The course description designed by the SHE faculty and duly approved by the Board of studies, School of Human Ecology was then tabled for consideration. Although the Course had been approved by the BOS of SHE, the SUS Board of studies took a somewhat different view of the course. It was observed that although the course adhered to the guidelines of the UGC, it could be formulated more like an awareness course with a view to bring about an attitudinal change in the way students look at the world around them. The course should avoid too much of technicality and focus more on lived experiences. To make it an interesting learning experience for students, the focus should be more on interaction between environment and human societies, how such varied interactions lead to different consequences and above all, how human beings across cultures and contexts manage such challenges. The topic on environmentalism and governance should discuss distribution of resources. The course material should necessarily include debates by Sunita Narian and Sunil K Agarwal on some of the key environmental issues.

Once this course will be offered in different semesters to students of the same cohort, the delivery of the course becomes critical. It is necessary that the faculty teaching this course are brought together for the sake of parity in transaction of the course and developing certain level of dialogic process inside the classroom. One of the experts highlighted that more than the substance, transaction of such a course when it is be offered by different teachers in different semesters to the different sections of students in the same cohort becomes very important.

The Board of studies finally resolved the following:

1. The rationale of the course needs to be fleshed out.

2. The course seems too technical. Since UGC has only given guideline, one can decide how to teach it. The Board was informed that there is a course offered in a later semester to address environmental issues. This was more in line with the suggestions of the Board.

3. The Environmental Issues and Challenges (EIC) course in its present from needs some changes in the light of above suggestions to make it more interesting and useful learning experience for the undergraduate students.
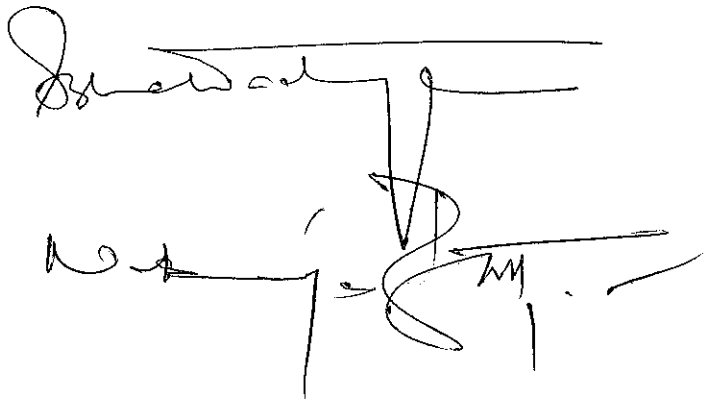
Item 7.8: Any other item:

Few members of the Board of Studies while participating in discussions on various course descriptions and the new programme structure, made some valuable suggestions. In the interest of smooth academic functioning of the SUS and for the benefit of teachers and students, *it was resolved to record the following:*

1. A uniform template for course description should be designed for the purpose of providing course related vital information to the students. It was suggested that the course description should inform the students on weekly topics to be covered, readings prescribed, assessment methodology in terms of assessment details, no. of assessment situations, due dates and weightage of each situation etc. The SUS office should collect this vital course related information in a uniform template from the faculty teaching those courses and besides uploading on the website, it should be made available to the students before the start of semester teaching without any fail.

2. It has been observed that courses on few topics such as, Environment, Gender, Caste and Research Methods are being offered by various programmes like, Psychology, Sociology History etc. There is an inherent danger of repetitions / overlaps occurring in such courses. The school of undergraduate studies, where students have to compulsorily take course from other programmes to meet their requirement of

electives may like to avoid such a practice. At the same time, AUD with interdisciplinary approach at its core should not encourage such a practice. This has implications both in terms of students ending up doing similar courses and also the burden of workload for faculty having to teach similar courses when students can take the same course from another programme. It may be in the academic interest to carry out some kind of a course rationalization exercise at the programme committee level / the ACC level or to devise any other appropriate mechanism for avoiding such overlaps/repetitions, if there are any such issues.

There being no other item left for discussion, the meeting ended with a vote of thanks.

Ambedkar University Delhi (AUD)

Minutes of the Seventh Meeting of the Academic Council held on 16 July 2015 at 10.30 am in the Private Dining Hall at the India International Centre, New Delhi

The Seventh Meeting of the Academic Council (AC) of AUD was held on 16 July 2015 at 10:30 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 A.K. Sharma *Nominee of the UGC*	Member
Professor Ashoke Chatterjee *Nominee of the Government of NCT of Delhi*	Member
Professor K. Ramachandran *Nominee of the Government of NCT of Delhi*	Member
Dr. Mathew Varghese *Nominee of the Government of NCT of Delhi*	Member
Dr. Anuradha Kapur *Nominee of the Government of NCT of Delhi*	Member
Professor Ashok Nagpal School of Human Studies	Member
Professor Geetha Venkataraman School of Liberal Studies	Member
Professor Salil Misra Dean, Academic Services & Coordinator, Academic Council	Member
Professor Chandan Mukherjee Pro Vice Chancellor & Dean, SCCE	Member
Professor Denys P Leighton Dean, School of Liberal Studies	Member
Professor Venita Kaul Director, School of Education Studies	Member

Professor Kuriakose Mamkoottam   Member
Director, School of Business, Public Policy and Social Entrepreneurship

Professor Jatin Bhatt   Member
Secretary
Dean, School of Design & Registrar (offg.)

Professor Honey Oberoi Vahali   Member
Dean, School of Human Studies

Dr. Sumangla Damodaran   Member
Associate Professor & Dean (offg.), School of Development Studies

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

Dr. Asmita Kabra   Member
Dean (offg.), School of Human Ecology

Dr. Praveen Singh   Member
School of Human Ecology

Professor Vijaya S Varma   Special Invitee
Advisor, Planning

Dr. Satyaketu Sankrit   Special Invitee
Associate Professor, School of Liberal Studies

Dr. Oinam Hemlata Devi   Special Invitee
Assistant Professor, School of Human Ecology

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

Dr. Raja Mohan could not attend the meeting.

At the outset, the Vice Chancellor & Chairperson, AC extended a warm welcome to
the Members and the Special Invitees of the AC and explained the reasons for delay
in convening the meeting of the AC. He informed that the term of the Government
nominees had come to an end on 09 October 2014 and their term was extended by
the Hon'ble Chancellor of the University till the new nominees are notified. There
was a delay in receiving the names of the new nominees on the AC from the
Government. These names have now been received. For the current Government
nominees, this is the last meeting. The Vice Chancellor then proceeded to thank the
current government nominees on the Academic Council for their meaningful
participation in the academic governance of the University.

The following **resolutions** were passed:

Item 7.1: **Confirmation of the Minutes of the Sixth Meeting of the Academic Council held on 24 June 2014**

<u>**Resolution 7.1**</u>

Resolved to confirm the Minutes of the Sixth Meeting of the Academic Council held on 24 June 2014.

Item 7.2: **To report the Action Taken on the Minutes of the Sixth Meeting of the Academic Council held on 24 June 2014**

<u>**Resolution 7.2**</u>

Resolved to note the Action Taken Report (ATR) on the decisions taken in the Sixth Meeting of the Academic Council held on 24 June 2014.

The Vice Chancellor informed that the AC in its last meeting held on 24 June 2014 constituted a Committee, under the Chairpersonship of Professor A.K. Sharma, to examine the nomenclature of all the academic programmes at AUD. The Committee has now submitted its interim report. Once the final report is received, the same would be circulated among the Members.

The Action Taken Report (ATR) as noted by the AC is at **Appendix-1**.

Item 7.3: **To consider the Minutes of the Standing Committee Research (SCR)**

<u>**Resolution 7.3**</u>

7.3.1 The AC considered the Minutes of the SCR held on (a) 05-08-2014, (b) 09-10-2014, (c) 02-02-2015, (d) 09-04-2015, (e) 17-04-2015, (f) 27-04-2015 and (g) 08-06-2015, vide **Appendix-2**. After due deliberations, these were approved. Further, it was resolved to expand the membership of the SCR and include in it the Programme Coordinators of all M.Phil and Ph.D programmes.

7.3.2 The AC considered the revised M.Phil and Ph.D Research Studies Regulations (recommended by the SCR in its 24th meeting held on 08-06-2015). The VC requested all the members to look at the document very carefully and send suggestions, if any, to the Convenor or the

Chairperson, SCR. These suggestions can be brought again to the next meeting of the AC. After due deliberations, the revised regulations were approved vide **Appendix - 2A**, subject to amendments proposed by members to be duly considered and approved in the next meeting of the Academic Council.

The AC resolved that the Standing Committee Research be chaired by the Pro Vice Chancellor and NOT by any Professor of the University as recommended by the SCR in Section 2 of the proposed revised regulations.

7.3.3 The AC considered the revised curriculum document of the MPhil programme in Psychotherapy and Clinical Thinking presented by the Dean, School of Human Studies. Along with the change in the title of the programme to be henceforth known as **MPhil Psychoanalytic Psychotherapy**, the Academic Council also noted the salient changes in the overall structure, course title and content of the programme. In its earlier version, the M.Phil Programme in Psychotherapy and Clinical Thinking carried a total credit strength of 96. The revised M.Phil Psychoanalytic Psychotherapy Programme will have 110 credits. As the programme promised to create professional psychodynamic psychotherapists, it was noted that in the current revision the balance between theory and practice-based components had been carefully thought through. In comparison to the earlier curriculum, the revised one emphasised more on reflective practice, along with making personal work (personal therapy) mandatory for every prospective candidate to qualify for the MPhil degree. Another significant change in the programme structure centred around taught courses to be now completed by the end of the 4th semester. This would help trainees to concentrate fully on their clinical internships and research dissertation during the entire third year.

Members of the Academic Council noted that the programme was a distinctive one and of significant social relevance. However, as this was the first programme of its kind, it was considered crucial that the programme team make links with professional bodies in the area of Mental Health in India. Further, the programme team was advised to seek recognition for the programme from the Rehabilitation Council of India as well as other similarly concerned professional bodies.

The Academic Council approved the revised curriculum document vide **Appendix - 2B** and the new nomenclature of the programme, "MPhil Psychoanalytic Psychotherapy."

Item 7.4: **To consider the minutes of the Standing Committee on Academic Programmes (SCAP) held on 26 June 2015 and 29 June 2015**

Resolution 7.4

The AC considered and approved the minutes of the Standing Committee on Academic Programmes (SCAP) held on 26 June 2015 and 29 June 2015, vide **Appendix-3**.

7.4.1 The Council considered and deliberated on the recommendations of the Standing Committee on Academic Programmes (SCAP) on the following:

- Addition of the following new courses in the MA programme in Education (ECCE) already approved by the AC:
  ➢ Learning and Development in the Early Years (4 credits; SES202104)
  ➢ Developing Early Childhood Curriculum (4 credits; SES202106)
  ➢ Observing and Assessing Young Children's Development and Learning (4 credits ; SES202105)
  ➢ Workshop (1 credits; SES2023310)
  ➢ Field Attachment (1 credit ; SES202301)
  ➢ Summer Internship (4 credits; SES202303)

- Addition of the following new courses in the MA programme in Social Entrepreneurship (MASE), already approved by the AC:
  ➢ Entrepreneurship in Education Sector (4 credits; SBP2SE611)
  ➢ Local Communities, Entrepreneurship and Gender (4 credits; SBP2SE612)
  ➢ Negotiation in the Cross Cultural Context (4 credits; SBP2SE613)
  ➢ Creative Economy and Social Development (4 credits; SBP2SE614)
  ➢ Sustainable Tourism (4 credits; SBP2SE615)
  ➢ Entrepreneurship in the Health Sector (4 credits; SBP2SE616)
  ➢ New Product and Market Development (4 credits; SBP2SE617)
  ➢ Fundraising for New Social Ventures (4 credits; SBP2SE618)
  ➢ Environment and Social Impact Assessment (4 credits; SBP2SE619)
  ➢ Strategic Management of New Ventures (4 credits; SBP2SE620)

- Addition of the following new courses for different cohorts of students in the MA programme in Social Design, already approved by the AC:

- Aesthetics of Form and Experience 3 (4 credits, SDe2SD203)
- Materials and Processes (2 credits, SDe2SD403)
- Workshop/Seminar (2 credits, Sde2SD603)
- Project Management (2 credits, SDe2SD703)
- Social Studio 3 (8 credits, SDe2SD803)
- Internship (2 credits, SDe2SD103)
- Ecology, Environment and Development: Critical Technology and Sustainability (2 credits, SDe2SD304)
- Workshop/Seminar (4 credits, SDe2SD504)
- Social Entrepreneurship: New Economics (4 credits, SDe2SD604)
- Social Studio 4: System Design Project (10 credits, SDe2SD704)
- Design Practice and Ethics (2 credits, SDe2SD105)
- Independent Study (4 credits, SDe2SD505)
- Social Studio V: Final Thesis Project and Seminar (14 credits, SDe2SD805)

- Addition of the following course to the MA programme in Environment and Development, already approved by the AC:
  - Advanced Ecology (4 credits; SHE2ED323)

The Council approved the addition of above-mentioned courses to the different masters programmes already approved.

7.4.2 The Council discussed and considered the recommendation of the SCAP on the following:

- The addition of 10 seats for students to be admitted to the PG Diploma in Early Child Care and Education (ECCE), along with already existing provision of 30 seats for the two year MA programme in Education (ECCE).

The Council approved the addition of 10 seats of students to be admitted to PG Diploma in ECCE.

7.4.3 The Council considered and approved the restructuring of the BA Honours programmes of the School of Undergraduate Studies along the following lines based on recommendations of the SCAP:

- The progression of courses will be in such a way that students are offered core courses from the very first semester instead of from the second. However only one core course will be offered in the first

11/3/2016

semester so that the students retain the option of a lateral movement from one programme to another.

➢ English, Hindi and Environmental Issues and Challenges (EIC) will constitute the main foundation courses covering 12 credits. The Introduction to Social Sciences (ISS) and the Logic and Reasoning (LR) (hitherto foundation) will be shifted to foundation optional basket.

➢ There should be four credits of foundation optional. These can be taken from a basket of courses, consisting of courses on 'Gender and Sexuality', 'Equality, Discrimination and Marginalization', 'Introduction to Social Sciences and Humanities' and 'Logic and Reasoning'.

The Council concurred with the SCAP in reiterating that there should be a greater participation of faculty from all the Schools in SUS at the level of offering electives, foundational optional and sharing teaching responsibilities of disciplinary or core courses.

The Council approved the restructuring of the BA programmes along the lines recommended by the Board of Studies (BOS) of School of Undergraduate Studies and the SCAP.

Item 7.5: **To consider the recommendations of the Standing Committee Student Affairs (SCSA) made in its meetings held on 11.12.2014 and 27.05.2015**

Resolution 7.5

The AC considered the minutes of the meetings of the Standing Committee Student Affairs (SCSA) held on 11.12.2014 and 27.05.2015, vide **Appendix-4**, and approved the following items:

Recommendations of the SCSA made in its meeting held on 11.12.2014

7.5.1 **To consider the letter from UGC regarding inclusion of Mother's Name in all the application forms/Degree/Certificates issued by the University**

The committee recommended that the UGC notice for including the names of Father and Mother of the graduating students may be placed before the Academic council for consideration of its implementation.

The AC resolved that a letter seeking further clarification on this matter may be sent to the UGC by the Dean, Student Services before implementation.

semester so that the students retain the option of a lateral movement from one programme to another.

> English, Hindi and Environmental Issues and Challenges (EIC) will constitute the main foundation courses covering 12 credits. The Introduction to Social Sciences (ISS) and the Logic and Reasoning (LR) (hitherto foundation) will be shifted to foundation optional basket.

> There should be four credits of foundation optional. These can be taken from a basket of courses, consisting of courses on 'Gender and Sexuality', 'Equality, Discrimination and Marginalization', 'Introduction to Social Sciences and Humanities' and 'Logic and Reasoning'.

The Council concurred with the SCAP in reiterating that there should be a greater participation of faculty from all the Schools in SUS at the level of offering electives, foundational optional and sharing teaching responsibilities of disciplinary or core courses.

The Council approved the restructuring of the BA programmes along the lines recommended by the Board of Studies (BOS) of School of Undergraduate Studies and the SCAP.

Item 7.5: **To consider the recommendations of the Standing Committee Student Affairs (SCSA) made in its meetings held on 11.12.2014 and 27.05.2015**

Resolution 7.5

The AC considered the minutes of the meetings of the Standing Committee Student Affairs (SCSA) held on 11.12.2014 and 27.05.2015, vide **Appendix-4**, and approved the following items:

Recommendations of the SCSA made in its meeting held on 11.12.2014

7.5.1 **To consider the letter from UGC regarding inclusion of Mother's Name in all the application forms/Degree/Certificates issued by the University**

The committee recommended that the UGC notice for including the names of Father and Mother of the graduating students may be placed before the Academic council for consideration of its implementation.

The AC resolved that a letter seeking further clarification on this matter may be sent to the UGC by the Dean, Student Services before implementation.

Recommendations of the SCSA made in its meeting held on 27.05.2015

7.5.2 To consider an appeal made by the students of BA (Mathematics), SUS regarding one more chance after Partial Repeat (PR)

The AC discussed in great details of the above item of the 22nd meeting of the SCSA held on 27-05-2015.

Three students of the BA (Mathematics) 6th semester, who had failed one course even after the Partial Repeat (PR), made an appeal to the Evaluation and Attendance Committee (EAC) of the SUS, to grant them one more chance of PR. They cited some personal unfortunate incidence as the reason for their failure to clear the PR. The EAC decided not to entertain the appeal of the three students. In taking this decision the EAC went by the established criteria and procedures which clearly state that "a student failing PR (i.e., not thereby obtaining a passing course grade) shall not be allowed another PR opportunity for the same course."

The SCSA deliberated on this issue and resolved that "taking into consideration the unforeseen incident that had happened with one of the batch mates of these students, as a one- time exceptional case, the three students may be allowed to repeat the entire course (M11) assessments in July 2015. This may not be quoted as precedence."

While discussing this case, the AC, to begin with, took the views of the representative of the Mathematics faculty in the AC and then of the members of the SCSA. After ascertaining their views on the matter, the members of the AC deliberated upon the issue at length. It was argued that while taking any decision the concurrence of the Maths faculty should be sought. Also that the assessment scheme should contain some special provisions for students of the last semester of the programme, so that the failing students may not lose one whole year and may be able to complete all their credits within the stipulated time. It was also suggested that cases of this kind should not constitute precedence.

After a prolonged discussion, the AC resolved **not** to accept the recommendation of the SCSA and instructed that this matter be referred back to the School to be taken up by the Student Faculty Committee (SFC) of the programme.

7.5.3 To report the approval of the Vice Chancellor for the recommendations of Standing Committee (Student Affairs) on the following:

(a)   the request by the SBPPSE students for exemption from the 80% mandatory of attendance on medical grounds

The AC resolved to note the approval of the Vice Chancellor to the request from students of first/fourth trimester of MBA and Social Entrepreneurship (Ankur Khanna, Gaurav Kundra, Rishi Singh Arora, Saumya Jain, Aditya, Pranav Talwar and Rashmi Chadha) seeking exemption from the 80% mandatory attendance on medical grounds in the first/fourth trimester students.

(b)   the request for re-enrolling the de-enrolled students of SUS, SLS, SHE, SHS, SES and SCCE

The AC resolved to note the approval of the Vice Chancellor for the re-enrollment of the de-enrolled students of SUS, SLS, SHE, SHS, SES and SCCE as per the procedure that has been approved by the Academic Council in its sixth meeting held on 24 June 2014.

(c)   the document titled 'Assessment FAQs 2014-15' to   convey the Assessment Policy of the School of Education Studies

The AC resolved to note the approval of the Vice Chancellor for the document titled 'Assessment FAQs 2014-15' created by the SES to communicate the Assessment Policy to the students of MA Education.

(d)   the requests for re-enrolling the de-enrolled students of SCCE, SES, SHS, SLS and SUS

The AC resolved to note the approval of the Vice Chancellor for the re-enrollment of the de-enrolled students of SCCE, SES, SHS, SLS and SUS as per the procedure that has been approved by the Academic Council in its sixth meeting held on 24 June 2014.

(e)   the request for exemption from Grade cut due to short of attendance by the SBPPSE students

The AC resolved to note the approval of the Vice Chancellor to the request from Grade cut of Gaurav Kundra in the Sixth (final) Semester of MBA.

11/3/2016

(f) the request of Ms Richa Jain for award of PG Diploma in Development Studies

The AC resolved to note the approval of the Vice Chancellor to consider request of Ms Richa Jain for award of PG Diploma in Development Studies in the 4th convocation. It was noted that the Dean, SDS and the Programme Coordinator had informed through their note that Ms Richa Jain had completed all requirements for PG Diploma in Development Studies on time and has submitted a request for Diploma in July 2013. While SDS had entered all her grades on time, inadvertently the results were not formally forwarded to Dean Student Services. As a result, delay occurred in processing her request for the award of Post Graduate Diploma in Development Studies.

Item 7.6: **To consider the recommendations of the Equivalence Committee made in its first meeting held on 9 June 2015**

Resolution 7.6

Resolved to approve the recommendations of the Equivalence Committee made in its first meeting held on 9 June 2015, vide **Appendix-5**.

Item 7.7: **To ratify the decision taken by the Vice Chancellor on behalf of the Academic Council on the matters as recommended by the Standing Committee (Student Affairs)**

Resolution 7.7

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the Academic Council on the matters as recommended by the Standing Committee Student Affairs, vide **Appendix-6**.

Item 7.8: **To ratify the decision taken by the Vice Chancellor on behalf of the Academic Council on the recommendation of the Standing Committee Research about the specific number of seats to be filled through MPhil and PhD Admissions 2015-16**

Resolution 7.8

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the Academic Council on the recommendation of the Standing Committee Research about the specific number of seats to be filled through MPhil and PhD Admissions 2015-16, vide **Appendix-7**.

Item 7.9: To note the Fee Structure for Admission cohort 2015-16 (for the entire period of studies in a programme) in compliance with the Fee Policy as approved by the Board of Management

Resolution 7.9

Resolved to note the Fee Structure for Admission cohort 2015-16 (for the entire period of studies in a programme) in compliance with the Fee Policy as approved by the Board of Management, vide **Appendix-8**.

Item 7.10: To note the revised guidelines for utilization of funds under Learning Enhancement and under Field Based Learning

Resolution 7.10

Resolved to note the revised guidelines for utilization of funds under Learning Enhancement and under Field Based Learning, vide **Appendix-9**.

Item 7.11: To note the re-constitution of the Equivalence Committee as the Standing Committee of the Academic Council

Resolution 7.11

Resolved to note the re-constitution of the Equivalence Committee as the Standing Committee of the Academic Council, vide **Appendix-10**.

Item 7.12: To note the constitution of a Standing Committee for Students Travel Grant (SCSTG)

Resolution 7.12

Resolved to note the constitution of a Standing Committee for Students Travel Grant (SCSTG), vide **Appendix-11**.

Item 7.13: To note the re-constitution of the Student Welfare Fund Managing Committee

Resolution 7.13

Resolved to note the re-constitution of the Student Welfare Fund Managing Committee, vide **Appendix-12**.

Item 7.14: To note the report on the Third Annual Convocation held on the 3rd of November, 2014

Resolution 7.14

Resolved to note the report on the Third Annual Convocation of the University held on the 3rd of November, 2014, vide **Appendix-13**.

Item 7.15: To note the Academic Calendar for the year 2015-16

Resolution 7.15

Resolved to note the Academic Calendar for the year 2015-16, vide **Appendix-14**.

The meeting ended with a vote of thanks.

Coordinator, AC

11/3/2016
Registrar

AMBEDKAR UNIVERSITY DELHI

Extract of the Minutes of the 12th Meeting of the Academic Council held on 11.10.2017

12.8   Matters arising out of the Standing Committee Student Affairs (SCSA)

The Academic Council took note of the Minutes of the 31st Meeting of the Standing Committee Student Affairs (SCSA) held on 9.10.2017 and 10.10.2017, vide **Appendix –A**.

Resl.No. 12.8.1/AC (12)/11.10.2017

8.1   **Memorandum submitted by Shri Akunth, second year student of BA SSH for promotion to the third year**

The Council considered the recommendations of the SCSA on the memorandum submitted by Shri Akunth, second year student of BA SSH for promotion to the third year.   The Council took a serious note of the lapses and lack of coordination amongst course teachers i.e. Ms Thokchom Bibinaz Devi and Mr Wrick Mitra, Assistant Professors, SUS/SHS as there were undue delay in submission of attendance records and grades pertaining to students.

After due deliberations, the Council **resolved** as under:

(i)   Shri Akunth be promoted to the Third year (5th semester) as an exceptional case by relaxing the extant rule of passing of a minimum of 14 courses for promotion to the third year as he could clear 13 courses out of the required 14. However, this shall not be quoted as a precedent.

(ii) Shri Akunth be exempted from the ceiling of a maximum of 10 courses in a year during 2017-18, in order to enable him to clear the failed courses within the minimum stipulated duration of the programme.

(iii) He be advised to clear the failed courses in the subsequent semesters (i.e. 5th and 6th) as per the rules of AUD.

(iv) The teachers concerned be directed to give him the assessments he had missed till date for all the 5th semester courses. They may also be directed to give him adequate help/tutorials for the classes that he has missed. The Dean, SUS is authorized to initiate steps for this.

Further, the Council **resolved** to constitute a committee comprising the following members to identify the lapses on the part of the teachers and other constituents of the system and recommend appropriate actions to be initiated. Further, the committee shall come up with concrete suggestions in order to ensure an appropriate system in place to ensure non- recurrence of such lapses in future:

a.   Pro-Vice Chancellor-II (Chair)
b.   Dean, Assessment, Evaluation and Student Progression
c.   Dean, Student Services
d.   Dean, Academic Services
e.   Dean, School of Human Studies
f.   Dean, School of Undergraduate Studies

The Committee shall submit their recommendations latest by 27th of October, 2017. The Council also took note of the allegations made by Shri Akunth in his memorandum about the discrimination based on caste and gender and **resolved** to refer the matter to the Grievance Redressal Committee for students constituted by the University.

Further, the Council **resolved** to authorize the Vice Chancellor to constitute a committee to streamline the ERP system in order to avoid the problems related to grades, attendance records etc., of the students.

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AMBEDKAR UNIVERSITY DELHI

<u>**Extract of the Minutes of the 12th Meeting of the Academic Council held on 11.10.2017**</u>

<u>**Resl.No. 12.8.2/AC (12)/11.10.2017**</u>

8.2 **Cases of Ms. Swati, Ms. Kirtika Pawar, Ms Tanya Jaswal, Shri Sriharsh Sharma Churai, Ms. Nawasha Mishra, Shri Ayush Anant and Ms. Manuja Rawat for award of Bachelor's degree in the forthcoming Convocation on 8 December 2017**

The Council considered the recommendations of the SCSA on the above cases. After due deliberations, the Council **resolved** to approve the following:

(i) The twelfth elective Sociology course done by the students in the final year be considered as their twelfth core Sociology course which enables the students to complete their 96 credits to become eligible to be awarded their BA Honours Sociology degree.

(ii) The programme coordinators be informed that the Academic Council has viewed the lapses on their part very seriously and that the AC has directed them to ensure that such errors which have serious consequences should not occur in future.

(iii) Systems be improved in SUS to prevent such occurrences.

(iv) The faculty members be made aware of the assessment rules.

Further, the Council **resolved** to authorize the Vice Chancellor to constitute a committee to relook at the assessment rules.

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AMBEDKAR UNIVERSITY DELHI

Extract of the Minutes of the 12th Meeting of the Academic Council held on 11.10.2017

Resl.No. 12.8.3/AC (12)/11.10.2017

8.3 **Request for promotion to 3rd year by Ms Anjali Nair, second year student of BA Economics Honours**

The Council considered the recommendations of the SCSA on the request of Ms Anjali Nair and after due deliberations, **resolved** to approve the following:

(i) Ms Anjali Nair be promoted to the 3rd year and be advised to repeat the compulsory language course in the current semester.

(ii) SUS office be advised to communicate to students in writing about the specific rules of promotion from time to time. Such rules be uploaded on the University website and a handbook be printed for distribution among students at the time of their admission.

(iii) The teachers be directed to arrange for those assessments of Ms. Anjali Nair that she has missed till date for all the 5th semester courses. The concerned teachers be directed to give her adequate help/tutorials for the classes she has missed.

*****

AMBEDKAR UNIVERSITY DELHI

Extract of the Minutes of the 12th Meeting of the Academic Council held on 11.10.2017

Resl.No. 12.8.4/AC (12)/11.10.2017

8.4 **Request for promotion to 3rd year by Shri Aalekh Roy, second year student of BA Mathematics Honours**

The Council considered the recommendations of the SCSA on the request of Shri Aalekh Roy and after due deliberations, **resolved** to approve the following:

(i) Shri Aalekh Roy be promoted to the 3rd year and be advised to repeat the Compulsory language course in the current semester.

(ii) SUS office be directed to communicate to students in writing about the specific rules of promotion from time to time. Such rules be uploaded on the University website and a handbook be printed for distribution among students at the time of their admission.

(iii) The teachers be directed to arrange for those assessments of Shri Aalekh Roy that he has missed till date for all the 5th semester courses. The concerned teachers be directed to give him adequate help/tutorials for the classes he has missed.

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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
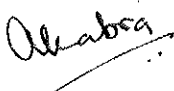Dean (Offg.), School of Education Studies

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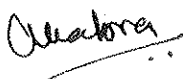
16.6.3 The proposal of the School of Human Ecology (SHE) regarding the new courses and the policy on Attendance and Field-based learning

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 3rd Meeting 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
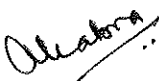
The AC **resolved** to approve thecore course titled "Final Project-Project Implementation" (**Appendix-12**) to be offered in the 5th semester of the MDes (Social Design) Programme (2016-18 cohort) with the following **direction**:

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
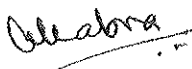
The AC considered and deliberated on the proposal for creation of an office of Dean International Partnerships in the light of the status report on Advisory Committee on International Partnerships (ACIP) (vide **Appendix-25**). The AC took note of the fact that the ACIP has been overseeing deliberations 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.
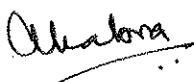
The template of the certificates to be enclosed with the theses or to be submitted along with the theses is given in **Appendix-33.**

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
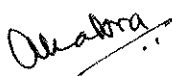
The Vice Chancellor informed the AC that he had received a request from the Mathematics faculty to place an agenda item before the Academic Council pertaining to the teaching workload of BA Mathematics Programme. In this regard, the VC informed the members that a committee has been set up to examine 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."

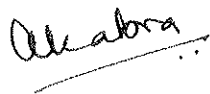Professor Jatin Bhatt, Pro Vice Chancellor1 on behalf of AC made the following observations:

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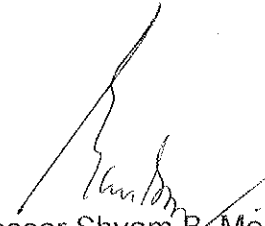
Professor Shyam Menon as the Chair, AC and as the Vice Chancellor of AUD must be singly recognized for his intent, contribution and attaching highest benchmarks that have ensured that the significance of this body is true to its imagined role and functioning since its formation. This has been integral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

Confirmation Minutes of Continuation of the 4th Adjourned Meeting of Board of Studies, Wednesday January 21, 2015, 11.00 am, Faculty Lounge

The continuation of 4th Adjourned Meeting of the Board of Studies, School of Undergraduate Studies was held on Wednesday, January 21, 2015 11 am at Faculty Lounge, Ambedkar University Delhi, in which the following were present.

1.	Dr. Rachana Johri	Chairperson
2.	Dr. Saumyajit Bhattacharya	Member
3.	Dr. P. K. Basant	Member
4.	Prof. Salil Misra	Member
5.	Prof. Denys P. Leighton	Member
6.	Prof. Geetha Venkataraman	Member
7.	Dr. Praveen Singh	Member
8.	Dr. Rohit Negi	Member
9.	Dr. Satyaketu Sankrit	Member
10.	Dr. Usha Mudiganti	Member
11.	Prof. Devendra Choubey (External Expert: Hindi)	Special Invitee

Prof. Honey Oberoi Vahali, Dr. Krishna Menon, Dr. Sumangala Damodaran , Dr. Rachna Chaudhary and Ms. Deepti Sachdev (Members, Board of Studies) could not attend the meeting due to their pre- occupation and were granted leave of absence.

The following also attended the meeting as special invitees:

1.	Prof. Shyam Menon	Vice Chancellor, AUD
2.	Dr. Urfat Anjem Mir	Deputy Dean, SUS
3.	Dr. Dharitri Narzary Chakravartty	Deputy Dean, SUS
4.	Dr. Chirashree Dasgupta	Ex. Deputy Dean, SUS
5.	Dr. Minaketan Behera	Programme Coordinator (BA Honours with major in Economics)
6.	Dr. Dhiraj Kumar Nite	Programme Coordinator (BA Honours with major in History)

The Fourth Adjourned Meeting of Board of Studies resumed with the Chairperson, Dean SUS (officiating) welcoming all members. In the introductory remarks, the Dean SUS (officiating) informed the members about the cause of delay in convening the Board of Studies meeting. The previous meeting was held on May 20, 2013.The agenda of the last BOS was extremely long. As such matters could not proceed beyond the first two items that dealt with the minutes of the previous meeting. Given that, it was not possible to complete the items on the agenda of the meeting, the decision was taken to treat the present meeting as a continuation of the fourth adjourned meeting

The board members were apprised about two minor changes about the format of Board of Studies meeting. The Dean reported that firstly, it was felt appropriate to keep the agenda items short and also present courses programme wise rather than semester wise. Secondly, since few disciplines were not represented in the Board of Studies, it was thought prudent to invite concerned subject specialists (those not represented in the Board of Studies) as special invitees when courses of such programmes are presented for consideration.

The above mentioned changes were proposed to ensure fruitful discussions as well as smooth transaction of agenda items in future BOS meetings. The chair then requested Prof Geetha Venkataraman, ex Dean SUS (Chairperson at the time of previous BOS meeting) to apprise briefly the Board members about the proceedings of previous adjourned meeting.

The board approved the above changes in the format of BOS meeting, as proposed by the Dean SUS (officiating).

Item 4.1: Confirmation of the minutes of the previous BOS meeting held on March 13, 2013.

As verbally communicated by the then incumbents, the minutes of the 3rd BOS were read out in the meeting on May 20, 2013. The minutes of the 3rd meeting are appended herewith.

Item 4.2: Matter arising from the previous minutes

As verbally, communicated by the then incumbents, few matters came up for discussion. Since the discussion remained inconclusive, the matters were not recorded formally.

Item 4.3: Interim Report on Review of Foundation Courses

There were detailed discussions held on the report. However, no concrete suggestions were made.

4.4 Approval of fourth Semester Courses

Economics Courses

The discussion on agenda item 4.4.1 to 4.4.4 was initiated by Dr. Minaketan Behra and Dr. Chirashree Das Gupta by giving an overview of the fourth semester Economic courses.

All the fourth semester economic courses were approved with the following observations:

4.4.1 Microeconomics II (EC07)

It was generally felt that complete citation details of the reading material are missing in few courses. That a uniform citation style be used for giving the details of reading material. The courses should be sent to standing committee on Academic Programmes after making the necessary changes, as suggested by the BOS members.

4.4.2 Macroeconomics II (EC08)

It was suggested that the goal and objective of the course should be specific and main topics should be reflected upon.

4.4.3 Mathematical Methods for Economics (EC09)

Economics being a fast changing subject with many additions taking place, the readings list should include recent material. These may be segregated into Essential and Suggested Readings .

4.4.4 Development Economics: Historical Perspective (EC10)

It was suggested that there being so much development going on this area, the reading list needs to be updated. And also Abhijeet Banerji should be introduced to students.

History Courses

The discussion on agenda items 4.4.5 to 4.4.8 was initiated by Dr. Dhiraj Nite, with an introduction about the History programme, 4th semester courses. The board members made the following observations:

4.4.5 Modern and Post Modern World 1750-2010 (H06)

 The course coordinator needs to define what is modern, pre-modern and post-modern. The Ottoman Empire seems out of place in the course. This may be a problem of nomenclature. The BOS suggested that clarification be made on this point. If the attempt is to do a global history, the ideas of emerging ideologies vis-a-vis capitalism have to be addressed. A question was also raised about the inclusion and relevance of the category of 'civilization' or 'empire'.   Module VIII does not seem to fit in the course, the way other modules have been given. Therefore, there is a need to rework the course keeping in mind the following:

Some content must be done away with. First the concepts of premodern, modern and post modern may be introduced. This may be followed by a comparison of four worlds, India, Arab, China and Europe. Marxist and Weberian tradition of looking at the world may be considered. Is the progression simply chronological or thematic? There is a need to interrogate modernity, post modernity and industrialization as a sign of modernism.

While the idea of the course was appreciated, it was felt that the course needs to be reworked. Not approved in the present form. After restructuring, the course may again be presented for consideration.

4.4.6 Medieval India-II (Economy and Society)-H07

The course was considered to be located in the history of Delhi and very north centric. It leaves out East and South of India. The course needs to include Bahmani, Shankaras and Bhaktas in the South. It was noted that the medieval period is when identity was constructed along Hindu-Muslim lines. There was considerable enrichment of local traditions. The work by Bahuguna on Sants who are not Muslims would be helpful. The discussion of religious movements is limited to Bhakti and Sufi. Kunal Chakarvarty's work on how Bengal was created is a good piece of scholarship that should be included in the reading material. A typo in the reading list i.e. Ashraf in place of Ashram, was pointed out.

Approved subject to suggested modifications

4.4.7 India c. 1700 – 1857 (H08)

Clarifications were sought on several questions including why the course includes a module on the emergence of 'middle class'? How is the middle class defined in the course? Was the Bhadralok middle class?

Approved subject to suggested modifications.

4.4.8 Introduction to Society and Culture in East Asia (H09)

Since it s a basic survey course Taiwan and Vietnam must be covered in the course. Including the contrasting history of Vietnam in the course will make it a very interesting in the context of reconstruction of the ideological strands.

Approved subject to suggested modifications.

Hindi Course

4.4.9 Sahitya Ki Samajh (SKS)

The course should have more reference books: poetry, prose examples should be included to facilitate the ease of understanding for the students. Literary texts need to be included in the list. The anthologies of the Sahitya Akademi were recommended. The subject expert offered to provide a suggested reading list.

Approved subject to suggested modifications

4.5 Approval of fifth semester courses

The fifth semester courses were also taken up for discussion discipline wise and following suggestions were given:

Economics courses

4.5.1 International Economics (EC11)

It should have presentation or a term paper as one assessment situation.

Approved

4.5.2 Political Economy I (EC12)

Theories that grapple with actual trade and how it happens needs to be included.AUD should have course on how actual trade happens. Actual trade cannot be explained by all theories. Corpus trade theory is easier, practical, and mainstream and will not take much of the syllabus. Trade theory literature should look at the space analysis.

This may be achieved by offering a new course on Trade.

Approved subject to suggested modifications

4.5.3 Development Economics: Theory and Policy (EC 13)

Issue of gender and development should be taken up since these seem within the scope of EC13. Some of the development concepts should come at the beginning: micro economics,

feminist economics, gendering of economics. The course could consider questioning the idea whether development can be understood only through the perspective of expert.

Approved subject to suggested modifications

History Courses

4.5.4 Modern India, 1857-1947(H10)

Include Hazari Prasad Dwivedi's book on Bhakti and the book on identity history edited by Badri Narayan, Deepak Kumar and Devendra Choubey. Prof Choubey offered to send a reading list.

Approved subject to suggested modifications

4.5.5 Delhi in History (H11)

A suggestion was made that Delhi's two traditions be considered. A reference to literary, classical Hindustani musical and culinary traditions may be made. Writers before Ghalib may also be considered? The expertise of Narayani Gupta may be sought.

Approved subject to suggested modifications

4.5.6 Decolonization in History (H12)

The introduction to the course should reflect the philosophical basis of the intellectual traditions dwelt upon in the course. This course was considered to be very complex and lengthy. The reading list needs to be pruned keeping in mind, how much a student can read.

While the idea of this course was appreciated but it was felt that a huge and vast experience cannot be covered in a modular based course in semester system. The course needs to be reworked precisely the way it is transacted and may then be presented for consideration.

4.5.7 Introduction to Indian Art and Architecture (H13)

Most such courses seem to continue the Percy Brown tradition of looking at art and architecture. Inclusion of Kalidaska Bharat by Bhagwat Saran Upadhyay and Bhartiya Kala by Vasudev Sharan Agarwal in the Reading was suggested.

Approved subject to suggested modifications.

4.5.8 History of the Indian Ocean World (H17)

Approved

4.6 Approval of Sixth Semester Courses

Economics courses

4.6.1 Issues in the Indian Economy (EC14)

The reading list needs to be updated to incorporate material pertaining to liberalism and neoliberalism. If MGNREGA experience has to be included in this course, then reading list

Minutes of the 6th Meeting of the Board of Studies, School of Undergraduate Studies, held on Wednesday, 25th April 2015.

The 6th Meeting of the Board of Studies, School of Undergraduate Studies, held on Wednesday, 25th April 2015 at 10:00 a.m., at Faculty Lounge, Ambedkar University Delhi.

The following members were present:

1. Dr Rachana Johri	Chairperson
2. Dr Krishna Menon	Member
3. Dr Saumyajit Bhattacharya	Member
4. Dr Prabhat Kumar Basant	Member
5. Prof. Alok Bhalla (External Expert: English)	Special Invitee
6. Prof. Denys P Leighton	Member
7. Prof. Honey Oberoi Vahali	Member
8. Dr Satyaketu Sankrit	Member
9. Dr Rohit Negi	Member
10. Dr Usha Mudiganti	Member
11. Dr Praveen Singh	Member

Prof. Salil Misra, Prof. Geetha Vekataraman, Dr. Sumangala Damodaran, Ms Deepti Sachdev, Dr Rachna Chaudhary (Members, BOS) could not attend the meeting due to prior engagement and were granted leave of absence.

The following members also attended the meeting as special invitees:

1. Dr Urfat Anjem Mir	Deputy Dean, SUS
2. Dr Dharitri Narzary Chakravartty	Deputy Dean, SUS
3. Dr Bhoomika Meiling	Programme Coordinator (BA Honours with Major in English)
4. Mr Benil Biswas	Faculty, SCCE
5. Mr Anand Saurabh	Faculty, SLS

The Chairperson, Dean SUS (Officiating), welcomed the members before taking up the agenda.

Item 6.1: Confirmation of the 5th Meeting of the Board of Studies held on 18th March 2015.

The Chairperson tabled the minutes of the previous meeting held on 18th March 2015. The Board Confirmed the minutes, except some changes that were recommended and are recorded in **6.2**.

Item 6.2: Matters arising from previous minutes

Following changes were suggested:

5.3: All the Mathematics courses were approved with the following general observations.

a) The total transaction hours should be mentioned in each course. If there is a laboratory work component in the course, the laboratory work based assessment should be considered rather than the uniform assessment situations in maths courses.

b) With regard to laboratory sessions, it was reported that 6-7 mathematics courses require laboratory work. Since as of now, we only have 10 licences, there is a need for more licenses of *Mathematica* and also the other lab requirements in terms of design of class rooms and labs. Lab

c) The mathematics course should be packaged in a way to make them accessible and attractive for students from other disciplines.

d) It was reported by the Maths Faculty that course on Mathematics education and history of Mathematics is under consideration for design.

e) It was reported that in the basket of electives, only Mathematical Finance (M14 and M16 (V)) and Number Theory and Cryptography (M14 and M16 (IV) have been offered so far. Even though the BA programme in Mathematics at AUD adequately addresses the mathematical core requirements of students, it was suggested that increasing the Maths faculty strength may be helpful for increasing the choice of mathematics elective courses.

5.4.1: Methods in Psychology (P07)

The prerequisite that students should have done course statistics may be done away with. In case prior knowledge of statistics is compulsory, it should be ensured that statistics courses are offered in the second or third semester. Web resources keep on changing, so reliance on such sources should be avoided by prescribing standard alternate study material.

Social Research Methods by W. Laurence Neuman may be included in the study material. The course coordinator may consider adding a module on ethnographic observation. The proposed ceiling for enrolment should be uniformly kept at 50.

5.4.2: Understanding Childhood (P08)

The board of Studies, (BOS) resolved that the course needs to be reworked and circulated again among Board members through mail taking into account suggested modifications and changes. The opinion of the external subject expert also needs to be sought and then accordingly the decision may be taken up about the course. The action taken may be reported to the BOS in its subsequent meeting.

5.4.4: Neuropsychology through Clinical Cases: Possibilities and Limits (P11)

The board of Studies, (BOS) resolved that the course needs to be reworked and circulated again among Board members through mail taking into account suggested modifications and changes. The opinion of the external subject expert also needs to be sought and then accordingly the decision may be taken up about the course. The action taken may be reported to the BOS in its subsequent meeting.

5.4.9: Organizational Behavior (P16)

The board of Studies, (BOS) resolved that the course needs to be reworked and circulated again among Board members through mail taking into account suggested modifications and changes. The opinion of the external subject expert also needs to be sought and then

...cordingly the decision may be taken up about the course. The action taken may be reported to the BOS in its subsequent meeting.

Item 6.3: Approval of 3rd, 4th, 5th and 6th Semester English Courses

The BA Programme structure with Major in English was introduced by Dr Usha Mudiganti, informing the Board that there are no core courses in the BA English Programme. The concern of not having core courses was raised. It was stated by the English faculty that though there are no core courses as such, nine major areas of study have been identified and each cohort is offered courses in such a way that all these areas get properly covered over the period of six semesters. Students are expected to pick up courses from all these baskets. They do take courses from most baskets. Also, while selecting electives for offer to a particular cohort, the Programme Committee takes note of the courses they have been offered already in the previous semesters to avoid repetition and over-representation from any particular basket.

Of the courses listed for discussion in the present BOS, 14 have not been offered yet. The courses on offer were taken up first.

6.3.1: Introduction to Literary and Cultural Forms (EN01)

It was noted that the rationale and transaction needs to be well presented in the written version of the course. The course seems quite ambitious from the range of readings mentioned. The objectives of the course were discussed. It was felt that the logic behind the choice of some literary forms and the exclusion of others from the course needs to be taken note of. Also, the course may gain from having readings arranged around a theme. The list of readings should include some critical texts.

The idea of opening up of literature through the use of cultural forms has to seep into the write up and the transaction of the course. The problematization of the literariness of literature should be foregrounded throughout the course.

With suggested modifications, the course was approved.

6:3:2: The Romantic Age (EN 22)

It was suggested that the nomenclature be changed as these transmissions were taking place during a period of revolution which spills beyond the strictly defined Romantic Age. It should induce the idea that revolutions were taking place across Europe around the same time. If parts relevant to the course (e.g. 19th Century Poetry) are being done already in some other course then it must be said so in the outline. The period concerned was a major period of protest against slavery and also marked the beginning of the anti-colonial movement which needs to be brought in. Critical readings related to these themes should be added. Also, all the material used for teaching and assessments should be mentioned in the list.

With suggested modifications, the course was approved.

6:3:3: Political Speeches and Writings by Literary Writers (EN 21)

It was noted that there should be guidelines on the manner in which selections amongst the readings will be made. One instructor maybe doing it in a particular manner, but the course may also be taken up by another instructor. There should be clarity in visualizing it.

)th suggested modifications, the course was approved

6:3:4: Shakespeare (EN 20)

Since this seems to be a course on Shakespeare as a dramatist and poet, there is a possibility of making another course on adaptations of Shakespeare's works.

Approved.

6:3:5: Post- Colonial Literatures (EN09)

The course is very Anglo-centric, with no French, Spanish or Portuguese post-colonial literature. It should include debates about what is post colonial and what are the different forms of post-coloniality. A good text to include would be *Raag Darbari*. Aboriginal, South African, Native American literature should also be included. The rationale of the course should be clarified.

With suggested modifications, the course was approved

6:3:6: The Epic

Ramayana or *Mahabharata* or any other Indian epic should be included in this course. There should also be readings here exploring the relationship between national sentiments and epics in 19th and 20th century. *Maghnad Badha Kavya* by Michael Madhusoodan Dutt is a good example. Also include a list of critical readings.

With suggested modifications, the course was approved

6:3:6: American Literature

The title needs to be reconsidered as it does not clarify which America the course is about. It can be either The North American Literature or The Literature of the USA. The write up also needs to be changed accordingly. Supply a secondary reading list too.

With suggested modifications, the course was approved

6:3:7: Modern Movements in the Arts

The title may be changed to Modern Movements in European Arts. Inclusions from Russia and Eastern Europe would make it complete. Also, movements in architecture, photography, murals and classical music could add to the richness of the course. Could drama also be included, with a play like *Ubu Roi* being an entry point? In case some special assessment methodology is being used in the course, the write up should state it clearly.

Approved.

6:3:8: Study of English Language

After several deliberations on the title, it was found appropriate as it is.

Approved.

6:3:9: Contemporary Indian Drama

The course looks more like one on Modern Indian Drama. The reading list should be stretched to the twenty-first century by adding more contemporary plays such as illustrations from street theatre and Jana Natya Manch productions.

With suggested modifications, the course was approved

6:3:10: Tragedy Down the Ages

Oedipus could be replaced by *Antigone*. Brecht's essay on tragedy may be added to the secondary reading list. Jan Kott's *The Eating of the Gods* and George Steiner's *The Death of Tragedy* should also be included. The reading list needs revision.

With suggested modifications, the course was approved.

6:3:11: Introduction to Cultural Studies

A concrete sense of Culture Studies has to be imparted to students. At undergraduate level, this cannot be done with theory alone. Some textual examples to illustrate the theory are needed in this course. In its current format, the intention of the course is not clear. It should be broken into distinct modules and it should use examples to forge the significance of cultural studies. Raymond Williams should be introduced to understand from theatrical vantage point how culture can be studied. John Berger, Habermas and McLuhan need to be included in the reading list.

The Board of Studies resolved that in order to get approval, the course needs to be reworked and circulated with suggested modifications and changes.

6:3:12: The Victorian Age Through Poetry and Painting

The course should include paintings and poetry related to abolishment of slavery, the representation of the colonial 'other' and the picturesque paintings of the East. The assessment pattern should be reconsidered.

With suggested modifications, the course was approved

6:3:12: Modern Short Fiction and Novella

If Dostoevsky, Maupassant, Poe, Chekhov, Gogol and Perkins are to remain in the course, then the word 'modern' should be removed from the title of the course. Devi Rassundari's *Amar Jiban* should be removed from the reading as it is an autobiography and not fiction.

With suggested modifications, the course was approved

6:3:13: Approaches and Theories of Language Learning/ Teaching

This course could be shifted to the Special Interest category as it specifically addresses the needs of students who may be aspiring for a B.Ed degree.

Approved.

6:3:14: Nineteenth Century Poetry

Some more inclusions from the Indian sub-continent are required in this course. A secondary reading list is also needed.

With suggested modifications, the course was approved

6:3:15: Written for Children and Young Adults

Justify in the rationale the inclusion of novels written originally for adults such as *Robinson Crusoe, Gulliver's Travels*, etc. The politics of appropriation and abridgement should be clearly stated in the write up. The course should proceed through questions and not through a history of children's literature. Also, include Indian texts in the reading list.

With suggested modifications, the course was approved

6:3:16: Introduction to Literary Theory

Freud's *Interpretation of Dreams* should be added to the secondary reading list. Include either Cixous or Irigaray. In the module on Marxism, Lukacs should be included. One reading on post-colonialism could also be added. The course should also include Walter Benjamin. An overarching reading which covers the gaps in the modules would make the course complete.

Approved.

6:4: Approval of other discipline courses: Political Science & some electives

6:4:1 Politics in South Asia (PISA)

The Board noted that several key aspects have been left out in this course. It may be wrong to assume that South Asia begins with 1947 and ends with Pakistan and Bangladesh, Afghanistan is there too in this region. The post-colonial is pre-given and should be seen as a region in ancient context when there was no state but only a directional sense of it. The geographical historical aspect must be reflected. Amitabh Ghosh and other non-political science literature could be used as readings for South Asia, Cambodia, Bamiyan Buddha and the multi-cultural aspect of the region to show how cultures have worked together.

Deconstruct the politics of south Asia and address the question of hegemony India is trying to establish in South Asia. Peace and civil society movements should be brought in.

Political economy needs to be reflected by looking at how caste is operating in South Asian countries, how gender or elections work in these countries. How diverse developments are affecting the region and the efforts to create a regional integration. The aspects of transnational trade, etc need discussion.

Since the course is not offered as Political Science Hons programme but as optional to students from different disciplines, other elements like culture, society, economy becomes important.

e board resolved that the course should be reworked and circulated with suggested changes and modifications.

6:4:2: Contemporary Indian Political Thought (CIPT)

The Board wondered why it is not Political Thought in Contemporary India, what makes it Indian or otherwise, or whether there is anything distinct like Indian and other thought. It should be not just about the state but also about power, not concentrated in state but in caste, gender, etc. because that's the nature of our political thought.

It is important to bring in tribes as in our political discourse we always ignore tribes. Some of the modules should be reworked. The first module may be renamed as Political Thought: Understanding Modern India. The module on Caste Inequality cannot be possible without gender component. The reading on Inequality should have Pandita Ramabai. The module on secularism also should have some additional readings. Understanding Popular Democracy maybe made simply Understanding Democracy. It should introduce big debates on democracy and must have voices from the communists.

The board resolved that the course should be reworked and circulated with suggested changes and modifications.

6:4:3: Democracy and Development in India (DDI)

First point noted was that there is no getting away from Gandhi and Ambedkar debate on Panchayati Raj. Success of Indian democracy could be included. Third module could be moved to 2nd. Amit Bhaduri's development book leaf could be used. Turning the Time by Rajni Kothari, et.al, etc. Feminist understanding of the state, Dalit perspectives and Understanding (Xaxa), Adivasi Politics (4 volumes).

Governance by experts becoming an endemic problem. How do you define governance and the experts who should come to governance is a debate. Prabhu Patnaik, Rajiv Bhargava, have written on the issue. Why not leave governance as open ended? The tension between democracy and governance is an issue. Since it is not a course for Political Science hons., it can deviate from the conventional nature of discipline oriented course.

The module on development models should have global studies perspective. Other schools should be involved like SDS. How to think about consequences of development may be through introduction of readings in science fiction.

Aditya Nigam's Desire Named Development should be included in the readings.

The board resolved that the course should be reworked and circulated with suggested changes and modifications.

6:4:4: Critical Perspectives on Creative Explorations (CPCE)

The course coordinator (Benil Biswas) briefed the BOS about the course. This course was introduced in WS 2015 mainly to introduce students to ideas through creative media. Dr Urvashi Butalia would be joining to do some modules of the course. Cinema studies are not just cinema but taken from literature and different genre emerges from literature.

The Board cautioned that European and American cinema have radical differences as between them and Indian. Students should be familiarized with what representative means and with language of cinema. Bymokesh Bakshi, the detective movie for example for cinematic visuals and representation, forms where spatial use of narratives is important.

Indian writings on cinema like that of Mrinal Sen on Charlie Chaplin along with a film on Chaplin, and representation along with what Mrinal does , making connection to Marxist.
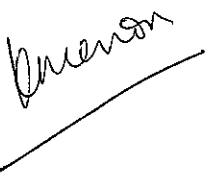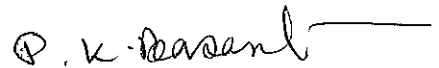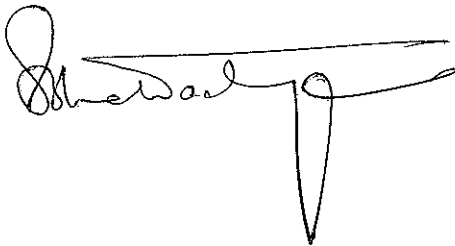
It was noted that the Indian component is missing, also visual and cinematic can merge, how to foreground objects, different ways of looking at representation, giving ranges, is important. The manner of transaction should be spelled out more clearly. Assessment pattern should be well thought.

With suggested modifications, the course was approved.

6.5: Any other item

The Board resolved that all course(s) approved with modifications suggested in the Board of Studies should be sent back to the concerned course coordinators / programme committees for making the necessary changes and then the Revised proposal be submitted to the Standing Committee for Academic Programmes, AUD and the Academic, Council, AUD for necessary approval. It was also decided that the remaining English courses that could not be considered today shall be taken up for discussion in the next meeting.

There being no other item left for discussion, the meeting ended with the chair thanking all the members for sparing their valuable time and cooperation for smooth conduct of the BOS meeting.

14th MEETING OF
BOARD OF STUDIES
(SCHOOL OF UNDERGRADUATE STUDIES)
WEDNESDAY, MAY 22, 2019
11.00 AM
FACULTY LOUNGE,
KASHMERE GATE CAMPUS

AGENDA

Ambedkar University Delhi
Lothian Road, Kashmere Gate, Delhi 110006

AGENDA

School of Undergraduate Studies
Fourteenth Meeting of Board of Studies
Wednesday, 22nd May, 2019, 11.00 am
Faculty Lounge, Kashmere Gate Campus

ITEM 14.1

To confirm the Minutes of the previous Board of Studies held on 25/09/2018

School of Undergraduate Studies

Minutes of the 13th BOS meeting

The 13th meeting of the SUS BOS took place on 25th September 2018 from 10.00 am to 1.30 pm. The following members were present:

It was attended by the following members:

Externals Experts

1. Dr. Janaki Abraham

2. Prof. Amber Habib

Others:

1. Prof. Rachana Johri

2. Prof. Dhirendra Dangwal

3. Dr. Rukmini Sen

4. Dr. Jyotirmoy Bhattacharya

5. Prof. Tanuja Kothiyal (Dean SUS)

6. Prof. Goaplji Pradhan

7. Dr. Parag Waknis

8. Dr. Cybil

9. Ms. Priyanka Jha

10. Dr. Ishita Mehrotra

11. Arindam Banerjee

Members Absent:

1. Prof. Simi Malhotra
2. Dr. Anushka Singh
3. Dr. Divya Chopra
4. Ms. Neetu Sarin
5. Dr. Asmita Kabra
6. Shelmi Sankhil
7. Prof. Krishna Menon
8. Dr. Anshu Gupta
9. Prof. Sumangala Damodaram

Discussion:

- The Chair welcomed the members of the Board of Studies
- The minutes of the 12th Board of Studies meeting were confirmed. There was a brief discussion on the status of CBCS, which was discussed in detail in the 12th BOS meeting. The Dean SUS reported that there are internal discussions taking place on the process of transition to CBCS. Issues of workload and the difference in the credit system need to be sorted out while the preparation for CBCS has already been done.
- It was reported that the elective course "Introduction to Gender", offered by the Gender Studies Programme of the School of Human Studies, will be presented for discussion at the next Board of Studies meeting.
- The course "Contemporary Literatures of the North East: Fiction and Poetry" was presented by Mr Shelmi Sankhil, the course coordinator. This course is offered by the Comparative Literature and Translation Studies Programme of the School of Letters. The course had been offered as a double-coded course – a provision to allow for the possibility of students of BA English students choosing to do it as a discipline elective while it was offered as an elective course for all SUS students. There was some discussion on the double-coding and the rationale for elective courses within SUS. It was noted that the double-coding was done, as a contingent measure, when the English faculty requested the CLTS faculty to help them out due to an urgent shortage of English faculty to teach all the English courses offered in that semester. However, it was also observed that both the CLTS and English Programme groups do not think that this should be a permanent feature of the course. It was discussed that it is useful to have specialised elective courses which would build an interest in a discipline among students of SSH and also that of other majors for them to explore the possibility of pursuing a postgraduate degree in that discipline. Further, it was also noted that the BA English Programme's structure and logic would necessitate that courses offered as English electives be discussed within the BA English Programme Committee and that the English group be involved with the running of the course. During the discussion of the course, it was suggested that adding an introductory module would be help in highlighting the diversity within the region and that the comparative literature framework of the course can be detailed in this module. It was also recommended that some translated texts from literature written in the languages of the region should be added to the syllabus of the course. Further, it was suggested that some of the assessments should reflect a comparative literature aspect. The course was passed with a recommendation to make the revisions suggested above. It was recommended that the changes should be incorporated in the course document before it is presented to the SCAP.
- Mr Shelmi Sankhil presented another elective course which he coordinates and is offered by the CLTS programme. The course is titled "Reading Fantasy: Tolkien and Lewis". It was suggested that Module 1 of the course should be strengthened to reflect the rationale for fantasy being the frame for the course and to include a discussion on the ways in which the genre of fantasy has changed over time. The course was passed with a recommendation to make the revisions suggested above. It was recommended that the changes should be incorporated in the course document before it is presented to the SCAP.
- The course Democracy and Development in Indian Politics was presented by Dr Ishita Mehrotra. It was reported that the course had already been discussed in a previous BoS and

that the changes suggested by the Board were incorporated. It was recommended that the changes should be incorporated in the course document before it is presented to the SCAP.

- The course Politics in South Asia was presented by the course coordinator, Ms Priyanka Jha. It was suggested that some readings should be changed and that the number of topics to be taken up for discussion in class should be reduced in Module 5 of the course. Writings by Kumari Jayawardena on Feminism and Nationalism in South Asia, the writings of Kuldeep Nayyar and Anuradha Chinoy were also suggested for inclusion in the course. It was noted that some revision is required in the assessment aspect of the course. The course was passed with a recommendation to make the revisions suggested above. It was recommended that the changes should be incorporated in the course document before it is presented to the SCAP.

- Dr Parag Waknis presented to the Board a discrepancy within the Core Economics Courses and submitted that corrective measures taken by the BA Economics Programme Committee be endorsed by the Board. The requests for change made by the BA Economics Programme Committee were that their courses EC111: Introduction to Econometrics and EC114: Applied Econometrics be recognized as being sufficient to fulfil the Econometrics requirement to earn the BA Economics degree and that from the academic year 2019-20 the BA Economics Programme Committee wishes to discontinue offering EC114: Applied Econometrics and will offer only EC111: Introduction to Econometrics for the students to fulfil the Econometrics requirement to earn the BA Economics degree.

- The course "Understanding Minority Discourse in Indian Politics" was presented by Dr. Cybil K Vinodan. There was a discussion on the terms 'marginality' and 'minority'. It was observed that the course seems to focus on minority rather than on marginality. It was also suggested that the course was too intense for a BA course. The course was not approved and returned back to incorporate for discussions held in the meeting.

Dr. Janaki Abraham   Prof. Simi Malhotra   Prof. Amber Habib

Dr. Tanuja Kothiya/
(Dean, SUS)

ITEM NO. 14.2

To approve the Foundation Course

14.2.1   Introduction to Gender

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Human Studies
Programme(s)	Gender Studies Program
Course title	Introduction to Gender
Course code	SUS1FC041
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Foundation Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon semester 2015
Course coordinator and team	Lovitoli Jimo (Shubhra Nagalia; Dhruv Pande)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
   Yes, it connects to the paradigms of other Gender Studies courses at many levels.

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

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 50 (as per AUD norms)

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

5. How does the course link with the vision of AUD?
   The course trains students to situate themselves in complex gendered relationship, acquire sensitivity and awareness of the marginalized and the other in our society. It speaks to the AUD vision of social justice and cutting edge knowledge productions.

6. How does the course link with the specific programme(s) where it is being offered?
   The course is part of SUS Foundation Elective course, and it introduces students to basic concepts of social sciences and gender.

7. **Course Details:**
   a. Summary: The course attempts to introduce undergraduate students to gender – as an analytical category, as a social identity and as an investment to our gendered selves. As an analytical category, the course would seek to ask as to while men and women seem to be everywhere, gender requires unveiling? Similarly, why are societies, power, ideas and everyday life organised around the gender a person is assigned? And, finally, why even as we may recognise societal norms to be oppressive, are we so occupied in the production and execution of our own selves as gendered? Taking off from the last module, we would now ask as to while race and caste seem social and thus fixed, desire and sexuality seem transgressive, as concepts & in relation to each other. We are also going to interrogate how sexualities come about to be personal, and what are the different claims to recognition that such desires involve.

b. Objectives:

1. Identify key concepts and terms of Gender.

2. Demonstrate knowledge of key texts and topics related to Gender.

3. Use written and oral skills to apply to an academic argument.

4. Demonstrate an awareness of critical skills required to read a range of texts.

5. Apply research skills to source materials for class presentations and assessment tasks.

6. Ability to acquire knowledge and skills, including "learning how to learn" for life-long learning.

c. Expected learning outcomes:

1. Students should be Capable of demonstrating comprehensive knowledge and understanding of the key concepts of the course.
2. Students should be capable to apply analytic thought to a body of knowledge, and analyse as well as evaluate arguments.
3. Students should be able to work effectively and respectfully with diverse teams and present their collective work.
4. Students should acquire critical sensibility to lived experiences, with self awareness and reflexivity of both self and society..

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

Module 1 - : Sex, Gender & Sexuality
The course begins with the idea of gender and what it means. The attempt of the module is to open up gender to its entanglements with sexuality and why a study of their relationship enriches our understanding of sex/gender/sexuality.

Module 2: Gender and Violence

In this module the course looks into: What is the relationship between violence and gender? Is violence something that acts upon women, like power? Or is it constitutive of the very texture of gender? If it is, then are we condemned to live with violence or is it something that we can actively negotiate and mobilise around?

Module 3: Gender and Identity

This module seeks to open up not only the operations and circulation of gender as an identity but also the risky business of identification. We not only look at how some continue to be excluded out of identities but also the difficult negotiations many do to enter these identities. If we recognize gender to be both social and personal identity then how do we negotiate desires within the constraints of identity?

Module 4: Questions from the Women's Movement: Family & Property

Women's Movement recognizes family as a site of violence and as a site of reproduction for gender ideology. Property has also been an important issue for the Movement. While all these Movements are based upon women, there have been fault lines assuming Women as a homogenous unified category. The course would also look at these issues.

d. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Introductory lecture in a discussion mode the concepts of gender, sex and sexuality	Familiarise the students with the course objectives and the key concepts of the course.	Discussion	Wajeda Tabassum, "Utran [Castoffs]", in Tharu and Lalita, eds. Women Writing in India: Volume II: (New Delhi: OUP, 1993); pages 411-416.	
2	Discussing further key concepts of feminism and a feminist perspective.	Elaborate on the key concepts of previous lecture and adding to them.	Menon, Nivedita. "Introduction' page vii to xii; Zubaan, N.D. 2012	Film: Chandni Bar	
3	Screen sections of a film 'Dhobi Ghat.' followed by a discussion.	To elaborate and deepen the introduced concepts in a format that is engaging.	Film selections	Agha Shahid Ali, selections of poems from "The Veiled Suite", 2009	
4	Discuss a reading to clarify the relationship between sex-gender and sexuality.	To train students to engage with texts and relate discussed concepts with a text on sex and gender.	Fausto-Sterling, Anne 'Five Sexes. Why Male and Female are not Enough' in The Sciences, March/April 1993, page 20-25		First Assessment, 20% based on a written essay on the film 'The Danish Girl' or 'Dance Like a Man' Hindi Film-
5	Discuss the concept of violence and its relationship with gender through an	Familiarise students with experiential readings and	Sohaila Abdulali, "I fought for my life... and	Urmila Pawar—The Weave of my Life, Stree,	

	experiential reading.	relating them with theoretical concepts.	won", Manushi, No. 16 (June–July), 1983. * link given below	2008; pages 41-46	
6	Screen a short film and discuss intersectionality theory in the context of gender and violence.	Equip students to engage with versatile texts	Bawandar	Anzaldua and Moraga; 'La Guera' in This Bridge called My Back, Kitchen Table-Women of Colour Press, 1981, pages 27-34	
7	Consolidate the concepts with a reading that is a conceptual piece that uses life narratives.	Tran students to learn complex concepts though a variety of texts.	Urvashi Butalia,. 1998. The Other Side of Silence: Voices from the Partition of India, New Delhi: Penguin Books, 1998. pages 125-143.	Flavia [Agnes] and Women's Centre, Bombay, My Story, Our Story: Of Rebuilding Broken Lives (Bombay: Women's Centre, 1984).	Assessment two of 30% weightage. Presentations of each team (5-6 students) on any chosen contemporary event of violence and gender.
8	Introduce and discuss the concept of identity and its relation with gender	The use of yet another kind of text trains students to engage with different registers and build their arguments using a variety of sources.	S. Joseph, "Identity Card" [poem/trans.], in K. Satyanarayana and Susie Tharu, eds. The Exercise of Freedom: An Introduction to Dalit Writing (New Delhi: Navayana, 2013).	Film: Darmiyaan or Khamosh Pani	
9	Discuss the concept of gender and identity to consolidate previous discussions through a reading.	Diversity of contexts and characters will enable students to be trained in an intersectional approach.	Kunzang Choden, "My Name, My Identity", in Tales in Colour and Other Stories, (New Delhi: Zubaan Books, 2009). pp. 1-5.		Assessment 3 of 20% weightage. A collage of cuttings or photographs with a theme of gender and identity in its intersection with class, caste etc. The collage wll be submitted with a paragraph

				describing its key points.
10	Discuss 'family', a prominent issues of concern to the Indian women's movements	Train the students to use concepts and relate them with concepts raised by the movement.	Chaudhary, Prem; 'Customs in a Peasant Economy' in 'Recasting Women, Kali for Women, New Delhi, 1989 pages 408-413	Film : Daman or Matrubhoomi	
11	'Sati' also has been crucial to women's movements.	Continue the training to understand movements also as sites of producing theory and knowledge.	Mani, Lata; 'Contentious Traditions: The Debate on Sati in Colonial India' in 'Recasting Women, Kali for Women, New Delhi, 1989 pages 115-120	Film: Water	
12	Wrap up using a text that explains the concept of 'multiple patriarchies.'	Learn how to wrap up an argument and thereby acquire the skill to build up and wrap an argument.	Sangari, KumKum and Vaid, Sudesh; 'Introduction' in 'Recasting Women,' Kali for Women, New Delhi, 1989,'pages 18-34		Assessment four of 30% weightage. A written essay on a preset question based on the last unit.

*http://www.manushi-
india.org/pdfs_issues/articles/I%20Fought%20for%20My%20Life.pdf

8. **Pedagogy:**
   a. Instructional strategies:
      Innovative : including enhanced class participation & deliberation, a dialogical lecture together with continual discussions

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

   c. Expertise in AUD faculty or outside
      Seminars by guest speakers & students will be encouraged to participate in national & international conferences

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

Yes, organizationsworking on Gender-related themes, activists, social practitioners in urban & rural settings will be invited.

[signature] 14/05/19

Signature of Course Coordinator(s)

Note:

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

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

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

[signature]

Signature of the Dean of the School

ITEM NO. 14.3

To approve the Elective courses

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Culture and Creative Expressions
Programme(s)	Undergraduate Studies – B.A. Honours (SSH)
Course title	Basics of Performance Making
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	ELECTIVE
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG – 5th Semester
Course coordinator and team	Deepan Sivaraman/ Benil Biswas

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

   It is connected to some other elective courses offered by SCCE such as Introduction to Cultural and Creative Expressions.This course will also potentially orient student towards pursuing a Masters in courses like Performance Studies offered by SCCE.

2. Specific requirements on the part of students who can be admitted to this course:

   No prior knowledge is required. It is also open for students of all other disciplines.

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

   Up to 12 students, given the intense nature of the course, with performance workshop, performance viewing at multiple venues.

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

   Monsoon semester, lecture, workshop and discussion mode, Semester-long Course.

5. Proposed date of launch: Monsoon Semester 2019

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

The course aims to destabilize the traditional hierarchies of theatre and encourage the students to work together in creative processes. It also engages students in practice as a mode of learning and knowledge creation.

7. Course Details:

    a. Summary:The idea of this course is to introduce undergraduate students to the basic concepts of performance making in the contemporary milieu. The students will be made to go through a semester long process at the end of which they will come up with one or more short performance pieces. The process will emphasize the hybrid quality of theatre where various elements like objects, sound, text, actor's body come together in a designated space and time. The course is conceptually built around three basic frameworks that will underlie all the workshop and seminar sessions – **Meaning Making, Non Hierarchy** and **Learning though Practice**. These three concepts will be constitutive of the process that the students will go through the entire semester which will be structured around three basic elements of any Theatre Performance namely, **Text, Body** and **Space.**

All performances are geared towards meaning. The various elements of theatre from the actor to the light design to the soundscape etc of a performance piece are mediums through which the audience can *make meaning* of what they are watching. A lot of times, the process of making involves decisions about what meaning one wants to be conveyed. This is fundamental to understanding a performance piece. At the same time, one needs to realize that while there is meaning to be derived from the text that an actor delivers onstage, but that isn't the only medium of meaning. In a theatrical production, the space in where the performance is taking place, or the soundscape of the performance along with the costumes that the actor is wearing, all of these elements produce affects.

Traditionally, when it comes to theatre, the script is very often privileged as the starting point for the process of making theatre. However, since the onset of the 20th century in Europe this tradition has been challenged by many avant-garde artists. Since the 1980s in India too, we have seen the emergence of a new language of theatre based on collaboration not just between the director and the playwright but between directors, musicians, visual artists, writers, actors etc. This hybrid nature of theatre requires a specific set of collaborative skills where

all the various aspects of theatre are brought together in a *non hierarchical* structure.

The process will pit the students to try and engage with this variety of perspectives that are brought together. Theatre, throughout its history has always been considered to be a space of learning. Also it must be said that the learning through our experiences is not the same register as theoretical learning, but the practice of theatre with its emphasis on research and its dealings with materials is a rich tapestry of knowledge to gain from.Through these sessions, one will be challenged to look at practice as a mode of knowledge creation and learning.

b. Objectives: The aim of the course is to introduce the students to contemporary modes of theatre making where they will go through the experience of structuring short performances and executing them.The course will take the students through three modules dealing with **Text**, **Body** and **Space**.

The students will consider what writing for theatre encapsulates, and how the process of writing itself may be decentralized in the process of performance making. It'll challenge traditional notions of art making by introducing them to the new discourses in performing arts. The course will try and engage the students to try out improvisations with gestures and text to orient them towards an understanding of play making process wherein the body of the performer becomes a prime driver of meaning. Along with text and body, the course will also deal with the question of spatiality of a performance. The students will engage with space as a fundamental concern of performance making and how a difference of spaces can give different meanings to a performance.

The students will be encouraged to collaborate with their peers in these practical explorations and performances. The course will strive to create a critical appreciation for performing arts by taking the students through a process where they will be creatively engaged in making a piece of performance themselves.

c. Learning Outcome:
   i. At the end of the course, the students will have a basic understanding of the tools that is required to craft a performance.
   ii. The course will also equip the students with a conceptual grasp of performance making in the contemporary times.
   iii. Moreover, the semester long process will orient the students towards a more critical understanding of performances as well as rituals around them.

iv. It will also create an appreciation for 'practice' as a mode of knowledge creation and transmission.

d. Overall structure: This course structure is predominantly workshop mode where students will write and execute short performances. Class room lectures, video screenings of theatre performances, student-led discussions will aid the learning process by providing a framework for the students to help them to critically reflect on their own work. Since this course includes performance practice the structure and the requirements of this course will be different from existing theoretical courses. Besides the typical four hours lecture sessions in alternative weeks students will have to spend several hours to take part of the performance making process. The extra hours students will spend will be deducted from class room lectures and it will be considered as normal teaching hours.

e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Schedule/ Tentative Course Outline: Lectures along with reading material

Week 1 and 2

Introduction

Readings:

1. Hamilton, James R., "Theatrical Performance is an Independent Form of Art"in *The Art of Theatre*, 2007: 23-40
2. Leach, Robert, "Drama and Society" in *Theatre Studies – The Basics*, 2008: 80-91

The introductory classes will frame the course and the process to follow with emphasis on the basic elements constitutive of theatre. It'll also present a few ideas on theatre and why it matters in society.

Assignment: To observe any performance around in their surrounding and write a description of the event.

Week 3

Workshop: Making a Performance

After the introductions, in these two classes students will be made to go through a short process of theatre making. Students will be divided into groups and they will have to come up with a short 2 to 3 minute performance based on any story or experience or memory etc. This will be more of an impromptu, makeshift performance in order to see what questions and solutions the students come up with.

Week 4, 5 and 6

Workshop: Text and Gesture

The previous workshop will be followed by reflections on each other's performances. This will be followed by discussions on some basic forms of text like monologues, dialogues, soliloquies etc. Taking off from the previous workshop, the students will be asked to rework their previous pieces and they will be made to work on the relationship between the text and their bodies and how meaning is conveyed through this relationship.

Performance viewing: Snippets of Kudiyattam and Cirque du Soleil.

Week 7

Seminar: A Dramaturgical Perspective on Performance

Readings:

1. Barba, E.,"The Nature of Dramaturgy: Describing Actions at Work" in*New Theatre Quarterly*. 1 (1): 75–78. (1985)

2. Peter Eckersall, Paul Monaghan, Melanie Beddie, *The Dramaturgies Project*, RealTime issue 70: 25- 32(2005)

It will introduce the idea of dramaturgy as a structuring of a performance piece. It'll also shed some light on contemporary performance practices and the role of 'text' therein.

Assignment: Are actors writers as well and if so how do they write?

Week 8 and 9

Workshop: Spaces and Narratives

Readings:

1. Howard,Pamela, "Space" and "text in*What is Scenography?*(2002):1-16, 17-34

The workshop will explore the relationship between space and text. The students will be first asked locate a space where they would like to present their previous work with modifications. These classes willalso introduce to students a brief history of theatre architecture and how it has moved outside of the European Proscenium spaces.

Week 10, 11 and 12

Workshop: Space and Co-Presence

Carrying on from the previous workshop, these three weeks will expose the students to ideas like site specificity, found spaces and promenade performances etc, in order to explore the relationship between spaces and performance. In the workshop, students will be asked to first locate a space and then respond to that space. This could be a 2-3 minutes short performance or an installation. The relationship between the 'spectator' and 'performance' will also be introduced as a critical intervention of spatiality of performance. .

Week 13, 14, 15

Final student led performances based on a piece of text or film. Students will adapt it to a performance in a specific space.

Week 16

Reflections and Concluding remarks

Bibliography

Suggested Readings:

Artaud, Antonin, *Theatre and Its Double*, Grove Press, 1958

Brook, Peter, *The Empty Space* , Penguin, 1968

Carlson, Marvin. *Performance: A Critical Introduction.* London: Routledge, 2003.

Drain, Richard (editor), *Twentieth Century Theatre: A Sourcebook of Radical Thinking* Routledge, 1995.

Edgar, David. *How Plays Work.* London: Nick Hern Book, 2009.

Fischer-Likhte, Erika, *The transformative Power of Performance*, Routledge, 2008

Fortier, Mark. *Theory/Theatre: An Introduction.* London and New York: Routledge, 1997.

Heddon, Deidre and Milling, Jane, *Devising Performance: a critical history* Palgrave Macmillan, 2005.

Radosavljevic, Duska (Editor), *The Contemporary Ensemble: Interviews with Theatre-Makers*, Routledge, 2013.

8. Pedagogy:

   a. Instructional design
      The course will be composed mostly of practical workshops and a few class room seminars to frame their practice

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

   c. Expertise in AUD faculty or outside : DeepanSivaraman& Prof. AnuradhaKapur

   d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) None

9. Assessment structure (modes and frequency of assessments)

Students will be assessed for their overall understanding of the course and their contribution towards performances, classroom discussions and knowledge sharing. Attending weekly classes and workshops are vital and any absence may affect the grades.

Attendance and Classroom Participation (25%)

Home Assignments (15%)

End Term Performance(40%)

End Term Reflective Paper (20%)

*All students must participate in all course assessments to obtain a passing course grade.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

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

Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	Undergraduate Studies – B. A. Honors (SSH)
Course title	Introduction to Dance Movement Analysis
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	ELECTIVE
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG- 5th Semester
Course coordinator and team	Deepan Sivaraman / Benil Biswas

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

   This course is connected to the current ongoing course offered; Introduction to Culture and Creative Expressions. It will also help undergrad students to venture into preparing for a M.A. in Performance Studies or M.A. in Dance (Practice) offered at the School of Culture and Creative Expressions (SCCE).

2. Specific requirements on the part of students who can be admitted to this course:

   No prior knowledge is required. It is open for all students with a keen interest in understanding dance and performance.

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

   Up to 20 students, given the nature of the course, considering it will include practice – oriented workshops and activities as an integral part of learning and analysis.

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

   Monsoon semester, lecture, workshop and discussion mode, Semester-long Course.

5. Proposed date of launch: Monsoon semester 2019.

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

The process of any undergrad degree enables a student to strengthen their academic skills. AUD's vision fully covers every aspect to accomplish and provide an enriched experience to such a process. This particular course will add more to the experience of the students. It will specially be helpful for students who have had some prior training to dance, but the scope is not just limited to them and is open for anyone who is interested in understanding dance.

The students will have to think and analyze dance by being in the field. The process of collectively thinking about dance will help in contributing to the mission of the university. It will give a space for collective decision-making process; promoting equality and aiming at creating a common ground to realize the idea of excellence. It will try and reinforce AUD's vision of a 'non-hierarchical functioning, team work and creativity' based training and pedagogy for creating a strong foundation for higher education. It will be driven on the basis of the student-centered approach envisaged by the university.

7. Course Details:

   a. Summary:

Any given work of art is an expression or an embodiment of various elements put together as a whole to be experienced. The elements used are diverse, and yet compatible. The work is created with an intention to communicate. With dance in particular, it is about a body, or multiple bodies, moving together; responding to elements in a given space and time. The meaning of dance is made by analyzing it as a result of a relationship between the public display of bodily motion vis-à-vis its perception, transformation, transmission and enactments of social categories.

This course aims to bring in a wide range of dances and its understanding to develop a sensitivity towards the devices and methods used to create a dance. This will enable students to think through movements and its possible analysis. It will attempt to enhance the cohort in understanding the basic aspects and principles of dance – making; history of its various forms, occasions and events of such performances as expected within a cultural milieu, using three frameworks in relation to dance. The tentative frameworks are as below:

Dance and Communication: Dance allows itself to become a medium of various kinds of communication. It has been greatly influenced by literary texts, since performance is perceived traditionally as some form of *re-presentation*. It is important to engage with how dance responds through text or can lead in creation of a text. Dance allows possibilities for various kinds of communications. Using just literature, as a mode of communicationwe will use excerpts from

various textual source such asepics, poetry, manifestos or memoirs to foreground an understanding of the possibilities of creating movement as a form of representation.

Dance and Music: Dance has an intimate relationship with rhythm and music, historically emerging in tandem and continuing to remain like that till date. Music enables the mind to visualize a movement, even if one cannot dance. With music, one can sway their bodies, clap their hands, stamp their feet or express an emotion through gestures and these all are movements being unconsciously facilitated by music. The purpose of this framework is to enable the students to think of movements as emotions through music.

Dance and Space: Movements entail multiple meanings. These meanings are transformed as dance moves from one space to the other. It changes its meaning when existing in a social space to a ritual space. It is crucial for students to understand this multifarious aspect embedded in performance practice and its meaning. Understanding dance in relation to the space will work as a window to introduce students to new ideas of contemporary performance making. Space, in the context of the course, is just one aspect being used to navigate through a creative process so that students equip themselves with similar approaches to create work.

b. Objectives:

The aim of the course is to equip the students to demonstrate a critical understanding ofthe larger meaning, potential and responsibility of dance. This course is designed to develop a critical appreciation and awareness of various forms and motions in dance to further delve in questions regarding dance and its importance.

The course will introduce studentsto the existing discourse on dance. It will be achieved through a combination of lectures, discussions, student led seminars, video screenings of few practitioners and their work.It will also be working around its practice-based modules. The course will include introduction to the concept of choreography, composition, critical questions on spectatorship, and critical analysis as possible engagements vis-à-vis dance. The course will aim at an understanding of dance not just as a bodily movement rather as a form of expression that represents various cultures, regions, languages, music and anatomies from different parts of the world.The students will gain a critical understanding ofhow dance responds to each of these aforementioned categoriesand the ways in which it can affect the personal, social and the political.

Overall structure: This course comprises of class room lectures, student-led seminar sessions and practice-based workshops and short performances. Since this course includes thinking of the discourse using body and practice, the requirements of this course will be different from existing theoretical courses. The extra hours students will spend will be deducted from class room lectures and it will be considered as normal teaching hours.

c. Course Goals/Learning Outcomes

The students, on completion of this particular course will be able to understand the basic method/process that exists in creating/making performances. Dance, in this course will be used as a medium to enter into a more nuanced understanding of performance and its affect on the self, society and other realms of being. It will be achieved through the three coordinates used in the course; text, music and space.

- Through the experience of the course, the students will develop inquisitiveness or awareness to recognize movements not just as something which is a given; rather recognize the spectrum to which the meaning of the dances or the movements can be extended for it to be relevant.
- Students will develop competency to critically analyze and question the forms of knowledge attached to the practice of dance and its making. They will learn how to make connections among the similarities and difference of various choreographic choices.
- The goal of the course is to make students aware of the various vantage points through which one can understand the relevance of 'practice'. It will help them to identify the mechanism and thought-process behind creating a choreographic work and its relationship with everything around.

    d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Schedule/ Tentative Course Outline:

- Week 1 & 2

Introductions

Readings:

Graham, Martha, "I am a dancer"in*The Routledge Dance Research Journal II Edition*, 2008: *66-72.*

Redfern, Betty, "What is art?"in *The Routledge Dance Research Journal IIEdition* 2008:*125-35.*

Assignment: Write a short abstract on *'why do you dance?'* or *'What do you understand by dance?'*

The reading and assignment will help the class to focus on opening up the discussions on dance with respect to their individual interests.

- Week 3 & 4

On Choreography: Body(ies) in motion – moving through time and space

Workshop – Creating, Viewing and Analyzing

The students will engage with the concept of body in motion and its various interpretations. The first part of the workshop will be to create a short movement routine. The movements will be created by the students and will be organically knitted together like a dance routine. The second session of the workshop will enable the students to work in pairs, trios and or small group to see how the created routine changes (or does not) when danced; using multiple bodies. This module will introduce the concept of choreography and its relation to body and affect.

Viewing/Video screenings: The cohort will simultaneously view works of choreographers like Chandralekha and Akram Khan who have dealt multiple inquiries vis-à-vis choreography, bodies and affect.

- o *Sharira* by Chandralekha
- o *Dust* by choreographer – Akram Khan/ can also be substituted with any live performance happening at the same time.

- - Week 5 & 6

Understanding 'WHY DANCE?'

Seminar – Brief introduction to Dance Studies / Dance related research

Readings:

O' Shea, Janet, "Roots/Routes of Dance Studies", in *The Routledge Dance Research Journal II Edition* 2008: *1-17*

Fraleigh, H. Sondra, "Family Resemblance", in *Researching Dance: Evolving modes of inquiry,* 1999: *3-22.*

The introduction to dance related research and dance studies will help the students to understand the various possibilities of thinking through/of dance and movement. This will be crucial since the practical engagement within the course will be critically perceived rather than just as general compositions. The brief introductions to methods and frameworks will help in understanding the practical purpose of creating dance and the process of meaning making.

Assessment for learning: Will incorporate a critical dialogue between Week 1 – 6.

The process of the conducted workshop in week 3&4, will be discussed in detail with reference to the readings. The students will be divided in two groups. They will create a short choreographic piece of their choice using the methods from the movement-based workshop. Each group will create a short piece and perform. As assignments, each individual student will write a short critical analysis of the choreography viewed and a short reflection on the choreography created.

- - Week 7&8

Workshop: Identifying choreographic approaches – working along with three frameworks – *Dance and Communication; Dance and Music; Dance and Space.*

The students will be given a particular text and music and will be asked to either in groups or as individuals to create a movement based short piece in a given space. The exercise will become the source of analyzing the initial questions related to the frameworks. It will work around identifying the important approaches towards dance – making, through the referred readings and discussions. The recognized analysis will facilitate and open various ways of engaging with the three pre-determined frameworks of the course.

Viewing/Video Screening:

- *FOLI (there is no movement without rhythm)* by Thomas Roebers and Floris Leeuwenberg.

Reference Readings:

Sarkar, M Urmimala, "Another time, Another space – Does the dance remain the same?" in *Dance Matter Performing India,* Routledge, 2010: *26-40*

Autard, S. Jacqueline, "Dance and composing dances" in *Dance Composition, vi ed. Methuen Drama,* 2010: *1-16.*

Acocella, Joan, "Imagining Dance" in *Moving History/Dancing Cultures,* A Dance Studies Reader, *Wesleyan University Press,* 2001: *12-17*

- Week 9&10

Making Dance I

Dance and Communication: explorations in movement and choreography through the idea of representation

Students will be divided in 2 groups and given two separate pieces of text to explore and create a choreographic narrative. They will have to involve the text in a way that they maximize usingapproaches from the earlier two workshops and showcase the choreographed piece as an assignment.

- Week 11 & 12

Making Dance II

Dance and Music: understanding the relationship between music and dance.

The choreographed piece from week 9 & 10 will respond various pieces of music. This workshop will help the students to negotiate between the two coordinates; of text and of music. It will enable them to think through how dance accommodates two varied kinds of field within itself to create a larger meaning. The choreography might change according to the requirements or the limitation of the music. The challenge for the student will be to make sure that the context of the choreography from the past week remains similar and it only responds to the nuances of the given or the selected piece of music.

- Week 13 & 14

Making Dance III

Dance and Space: Contextualizing dance vis-à-vis spaces and places.

The choreographic piece from week 11 & 12 will be brought to public spaces for it to respond to a specific site which for instance can be a stairway or a corridor or a found space. The workshop will enable to students to understand how bringing in a framework of the space will have an impact on the choreography both structurally and experientially further leading them to layering it on the choreography itself as a devising element.

- Week 15 & 16

Performance Showcase

Concluding remarks

Final presentations and submissions

The students will have to conclude the course by presenting a short reflection on their understanding of the process and will have to submit an end term paper. It will be a response to any of one the three frameworks used to create the performance in relation to the earlier modules on choreography and dance analysis.

Bibliography

Essential Readings:

Acocella, Joan. "Imagining Dance" in *Moving History/Dancing Cultures*, A Dance Studies Reader, *Wesleyan University Press*, 2001: 12-17

Autard, S. Jacqueline. "Dance and composing dances" in *Dance Composition, vi ed.* Methuen Drama, 2010: 1-16.

Foster, Susan Leigh. "Choreographies and Choreographers" in *Worlding Dance, Studies in international performance*, Palgrave Macmilan, 2009: *98-119*

Graham, Martha. "I am a dancer"in *The Routledge Dance Research Journal II Edition*, 2008: *66-72*.

Martin, Randy. *Critical Moves-Dance Studies in Theory and Politics*, Duke University Press, 1998.

O' Shea, Janet. "Roots/Routes of Dance Studies", in *The Routledge Dance Research Journal II Edition* 200

Redfern, Betty, "What is art?" in *The Routledge Dance Research Journal II Edition* 2008: *125-35*.

Royce, P Anya, "The Dance" in *The Anthropology of Dance, Indiana University Press*, 1977, *3-17*

Sarkar, M Urmimala, "Another time, Another space – Does the dance remain the same?" in *Dance Matter Performing India*, Routledge, 2010: *26-40*

Additional Reference Readings: (*only for reference if required*)

Austin, J. L. *How to Do Things with Words*, Oxford University Press, 1980

Bringinshaw, A Valerie. *Dance, Space and Subjectivity*, Palgrave Macmilan, 2001.

Chatterjee, Ananya. *Butting out: Reading Resistive Choreographies through works by Jawole Willa Zollar and Chandralekha*, Published by Wesleyan University Press, Middletown, CT, 2004

Climenhega Ryod. *Pina Bausch* in Routledge Performance Practitioners, 2009

Desmond, Jane C. *Meaning in Motion – New Cultural Studies of Dance*, Duke University Press, 1997.

Foster, Leigh Susan, "Thirteen Ways of Looking at Choreographing Writing," in *Choreographing History*, Bloomington, Ind.: Indiana University Press, 1995, 200–10

Foster, Susan Leigh. *Choreographing Empathy: Kinesthesia in Performance*, Routledge, 2010.

Foster. Leigh Susan. *Reading Dancing: Bodies and Subject in Contemporary American Dance*, University of California Press, 1986.

Fraleigh, H. Sondra. "Family Resemblance", in *Researching Dance: Evolving modes of inquiry*, University of Pittsburg Press, 1999: *3-22*.

Katrak, Ketu H. *Contemporary Indian Dance – New Creative choreography in India and the Diaspora,* Studies in International Performance, Palgrave Macmilan, 2011.

Lepecki, A. *Of the Presence of the Body: Essays on Dance and Performance Theory,* 2004 ed.

Lepecki, Andre. *Exhausting Dance: performance and politics of movement,* Routledge, 2006.

O' Shea, Janet. "Roots/Routes of Dance Studies", in *The Routledge Dance Research Journal II Edition* 200

Redfern, Betty, "What is art?" in *The Routledge Dance Research Journal II Edition* 2008: *125-35.*

Ross, Janice. (2007) *Anna Harplin: Experience as dance,* University of California Press, 2007

Sarkar, Urmimala. *Dance: Transcending Borders,* Tulika Books, World Dance Alliance, 2008

8. Pedagogy:
    a. Instructional design
        The course will be a mix of class room seminars and practical workshops.

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

    c. Expertise in AUD faculty or outside: Deepan Sivaraman, Prof. Anuradha Kapur& Dr. Urmimala Sarkar Munsi, Benil Biswas

    d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):None

9. Assessment structure (modes and frequency of assessments)

Students will be assessed for their overall understanding of the course and their contribution in the workshop and discussions. It will also include their participation in creating performances, group discussions and knowledge sharing. Attending weekly lectures and presentations are vital and any absence may affect the grades.
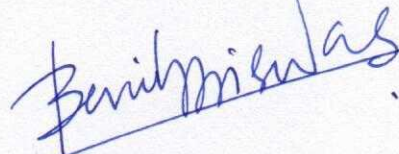
Attendance& Class room presentations (20%)

Home assignments (20%)

Participation and Contribution in workshops and performance (30%)

End Term paper (30%)

*All students must participate in all course assessments to obtain a passing course grade.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

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

Signature of the Dean of the School

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Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on May 15, 2018

The 33rd Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 15th May 2018 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Asmita Kabra	Member
Prof. Dhirendra Datt Dangwal	Member
Prof. Geetha Venkataraman	Member
Dr. Gunjan Sharma	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Dr. Monishita Hajra Pande	Convenor
Prof. Radha Chakravarty	Member
Prof. Suchitra Balasubrahmanyan	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Sitansu Sekhar Jena	Member
Dr. Sunita Singh	Member
Prof. Tanuja Kothiyal	Member

Regrets:

Prof. Praveen Singh, Dr. Rajan Krishnan, Prof. Sumangala Damodaran.

Special Invitees:

Mr. Akha Kaihrii Mao, Dr. Anil Persaud.

The agenda for the meeting was to discuss:

1. The programme structure of BA History programme
2. The courses of the BA History programme
3. The Elective course 'Schools, Schooling and Education'

An outline of the discussions is presented below:

The programme structure of the BA History programme

The Programme Coordinator of BA History programme made a presentation on the structure of the programme. The general structure of the BA History programme consists of 96 credits to be completed in three years. These 96 credits would be divided into three different baskets of courses – the general foundation courses, the core courses and other elective courses. Apart from the courses covering the world history and the Indian history, the programme offers courses on the history of history, different traditions of history writing, and some crucial features of the positivist/scientific tradition of history writing. The programme also

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compares history with other ways of constructing the past such as chronicles, myths and tales. The entire span of Indian history is covered chronologically from Early India to Contemporary India through the three years of the BA programme. Likewise there are four broad survey (or overview) courses covering a history of the world: Ancient Societies, Medieval World, Early Modern World and Modern World. It was initially envisioned that at the end of the BA History programme there would also be a course on historical sources and methods, which would expose the learner to handle primary data and make the distinction between primary and secondary sources as well as an introductory course on history writing.

After due deliberation the SCAP recommended that the BA History programme structure be placed in the next meeting of Academic Council for approval.

1. The courses in BA History programme

The following courses of BA History programme were presented before SCAP:

a. Ancient Societies

This course explores some selected issues with a particular focus on the history of ancient societies across the world up until the first millennium CE. This broad period of history is usually divided into pre-historic and historic periods. The basis for this division is either the lack or availability of writing in history. The focus is on the histories of specific cultures and societies across the world as examples in order to understand various patterns in the growth and development of human societies until the first millennium CE.

b. Medieval and Early Modern World

This course acquaints students with structures and dynamics of the 'medieval' and 'early modern' world by focusing on relations among several societies and 'civilizations'. Different models of historical periodization are explored to help achieve better understanding of large-scale processes in relation to temporally specific or micro-level historical events. Attention is directed to phenomena of human migration, cultural (including religious) movements within and across regions, inventions and technological diffusions, patterns of economic activity (e.g., agriculture, trade) and ecological/environmental patterns as connected to use of resources.

c. Medieval India 1

This course introduces undergraduate students to polity and administration in India, in the Indo-Islamic millennium that is between 8th and 18th centuries CE. Medieval period in India has largely been understood as a dark age locked between a golden ancient past and the age of modernity. However, the period between 8th and 18th centuries CE in India is one of emergence of enduring political structures. This course examines the emergence of Indo-Islamic polity and society in this period through an engagement with concepts like kingship, authority and religion among others.

d. Modern India 1857-1947

This is a four credit core course that discusses the major forces and processes that went into the making of modern India. It starts from where the previous paper on Early Modern India ended. The functioning of the British colonial state, various protest movements against it, the

process of the making of Indian nation, the colonization of Indian economy, different strands of identity politics, social churning and regeneration, and the arrival of freedom with partition in 1947 will constitute some of the major themes of the course.

e. Decolonization in History

Decolonisation bears a close connection with the national independence of former European colonies. Insofar as decolonisation is understood as a unfinished and ongoing process, that process is associated with the freedom, independence or national movements that culminated in the raising of the flags of national independence. This third year course seeks to pick up the decolonisation story from there. Focused around the themes of reparations, repatriations, indigeneity, and the material and discursive division of the world into developed North and developing South, the course (re)evaluates the relevance of decolonisation from the vantage point of the early decades of the 21st century.

f. Delhi in History

This course has been designed with the aim of introducing students to a history of Delhi through the many centuries of its existence. Since it is wide in scope hence instead of a chronological history, it will be a thematic understanding of the city's long history—its several cities; its culture; important historical moments and their impact on the city; and the contemporary problems of urbanisation.

g. History of the Indian Ocean World

This upper-level, writing-intensive course revolves around the idea that the Indian Ocean world, through interactions and imagination, constitutes a coherent unit of historical analysis. The class will examine the Indian Ocean world through the sweep of global history, sailing across time in a thematic fashion. The course will focus on the western Indian Ocean and how contacts between places like India, Arabia, and eastern Africa have shaped the lives of people who live near the sea and whose existence is affected by the rhythms of the monsoon. It is important to note that it is impossible to conceive of contemporary India without considering the historical impact of its larger region, and even in landlocked Delhi traces of this transnational past remain evident and important.

h. Indian History through Literature, IHTL

This course focuses on the history of South Asia, with an attempt to understand the making of 'modern' India, through the vantage point of literature in the English language. The class intends to use the backdrop of the city of Delhi – variously the capital city of the Mughals, British Raj, and independent Indian state – to illuminate five critical processes which have indelibly altered India in the creation of its contemporary society. Thus, the course is divided up into five units, each of which will be centred on a single text: 1) Imperialism and the History of Delhi; 2) Nationalism, Decolonization, and Partition; 3) Post-Independent National Identities; 4) Religious Connections and Communalism; and 5) Globalization, Class, and Caste

The SCAP made the following observations on the above courses:

- Most of the course outlines attempt to give a week wise plan; however, there is a lack in consistency in terms of the number of weeks. It was also pointed out that in a semester, teachers usually get only 12 weeks for teaching and 2 weeks for assessments. Therefore, a 16 week teaching plan cannot be executed in real time.
- Modules need to be expanded for most of the courses, and the page numbers need to be included for essential readings.
- Names of programme coordinators who have taught these courses in previous years need to be included.
- Proposed date of launch for most of the courses need to be revised (original year and semester of launch for each course).
- The use of multiple sources to teach the course *Medieval India 1* was appreciated; it was also suggested that maps could also be included in a formalised manner.
- In the course *Decolonisation in History*, the 5th module 'Developed North and Developing South - Land Grabbing' may be re-titled; Reading list suggestions were made; Exclusion of certain authors was adequately justified as this course focuses on post-independence decolonisation. The modules need to be expanded. The reading list reflects heavy dependence on journals which can make course transaction challenging.
- The two courses *History of the Indian Ocean World* and *Indian History Through Literature* seem to be heavy in terms of readings included.
- The reading list of the course *Medieval and Early Modern World* needs to be updated. Its reading list should include latest authors and their works.
- The course *Modern India 1857-1947* needs to include a discussion on drain of wealth connected to the history of India's trade while discussing colonial economy; a reference to land revenue settlements also needs to be made; inclusion of subaltern studies seems essential for this course.

After due deliberation, the SCAP recommended that the courses Ancient Societies, Medieval and Early Modern World, Medieval India 1, Modern India 1857-1947, Decolonization in History, Delhi in History, History of the Indian Ocean World and Indian History Through Literature be placed in the next meeting of Academic Council for approval.

3. To discuss the elective course Schools, Schooling and Education to be offered to BA students
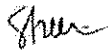
The course engages in discussion about the roles and the social, cultural and economic functions that the schools are said to be performing. In doing so, it explores schools as social institutions. The main objectives are to initiate the students into thinking about schools as social institutions and the connotations & purposes of education, to develop an ability to make-sense of some select contemporary debates in the field of school education in India, and to familiarize the students with education as an area of study through certain important ideas.

The following observations were made by SCAP on the course:

- The idea to offer a course of this nature at UG level to engage students in debates around education was appreciated
- The course may also discuss the process of schooling, the home-school relationship and the parallel education system. It can also include discussion on aspirations around skill development and the connection between education and employment.

- Descriptions of modules can reflect the socio-political asymmetries of caste, class and gender in relation to education. It can include relevant writings of Dr Ambedkar on education.

After due deliberation the SCAP recommended that the elective course *Schools, Schooling and Education* to be offered to BA students be placed at the next meeting of Academic Council for approval.

(Salil Misra)
Chairperson, SCAP

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on 4thDecember, 2018

The 39th Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 4th December 2018 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Asmita Kabra	Member
Prof. Dhirendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Dr. Monishita Hajra Pande	Convenor
Dr.Rajan Krishnan	Member
Prof. Radha Chakravarty	Member
Prof. Suchitra Balasubrahmanyan	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Tanuja Kothiyal	Member
Prof. Sumangala Damodaran	Member

Regrets: Prof. Geetha Venkataraman, Prof. Kartik Dave, Prof. Praveen Singh, Prof. Sitansu Sekhar Jena, and Dr. Sunita Singh

Special Invitees: Dr. Dhiraj Kumar Nite

The following agenda items were discussed:

1. **To consider the recommendations of the Board of Studies of School of Undergraduate Studies for the following:**

   A. To discuss the course outlines of 10 courses of BA History Hons. of School of Undergraduates Studies :

   The Programme Coordinator of BA History presented the following courses:

   1. **Introduction to Indian Art and Architecture (SUS1HS438; 4 Credits; Elective)**

      The course engages with how histories grounded in visuality or in a visual culture, intersect with such diverse concerns as community and state formation, the exercise of sovereignty and power, religiosity, patronage, travel, colonialism, populism and nationalism. The course will not only examine how visual artifacts such as paintings, sculpture and architecture may have been produced for specific audiences at specific points in time in India, it will also examine how those very

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artifacts, and their likenesses resonate in a larger social, geopolitical and temporal spectrum.

2. **Caste and Indian Modernity (SUS1HS437; 4 Credits; Serve as an Elective; Optional for all Undergraduate Students)**

This course seeks to analyse the different perspectives on modernity the way in which various social categories in India appropriated modernity and strove to benefit from it. For reasons of brevity, the course focuses on the social, cultural and political developments of the 19th century till independence.

3. **Early India: Economy, Polity and Society (SUS1HS403/H04; 4 Credits; Core Course for BA History Majors; Elective for any other Undergraduate Students)**

This course will familiarize students with economy, polity and society of the Indian subcontinent from the pre-historic times up to the 8th century and intends to analyse the significance of understanding the varied dimensions of India's historical past and its ramifications in the modern period. The purpose is to allow students to explore the diversity of the land and its people, as a geographical zone where races and tribes intermingled for centuries that shaped the contours of the country.

4. **India c. 1700-1857 (SUS1HS407/H08; 4 Credits; Core for BA(Honours) in History; Elective for all other)**

This course explores the complex dimensions of the transition in India from the late Mughal period to the ascendancy of British power till the revolt of 1857. It has two main components. While it traces the trajectory of the processes of British colonization of India, it also seeks to throw light on the varied experience of colonialism by the subject population.

5. **Introduction to Society and Culture in East Asia (SUS1HS432; 4 Credits; Elective)**

The objective of the course is to encourage students to develop multi/inter-disciplinary perspective to the study of East Asia. It is designed as a survey course to introduce students to the histories, societies and cultures of China, Japan, Korea and also Vietnam, covering a wide range of themes/topics and intends to provide a base for further studies on the region.

6. **Medieval India II: Economy and Society (SUS1HS406; 4 Credits; Core for History Majors; Elective for all other Undergraduates)**

This course offers a significant insight into the nature of agrarian and urban economy and, society in medieval India. It shall discuss the ways in which establishment of Delhi Sultanate led to the emergence of a new classes in rural and urban settings, resulting in the introduction and later evolution of new languages and newer forms of literature.

7. **Modern and Post –Modern World, 1750-2010 (SUS1HS405; 4 Credits; Core)**

It focuses on the emergence and progression of the modern and postmodern world. It lays bare the nature of and reasons responsible for the great divergence, as it were, between the north Atlantics and the Asians. It discusses the significance of advancement of modernity– the claim for progress in the shape of formation of a virtuous world on the basis of reason, rationalism, individualism, worldliness, naturalism, common good and economic prosperity. Equally, it considers the germination of postmodernity – the emphasis on perspectivism, personal autonomy, difference and refutation of the modernist claims for seamless progress.

8. **Understanding the Past: Myths, Epics, Chronicles and Histories (SUS1HS431/H02; 4 Credits; Elective)**

This course studies modern scientific history and its advocates and critics in relation to pre-modern (Western) and to 'non-Western' modes of relating past to present. It begins with consideration of myths and epics of various societies going back at least three thousand years before the present; it examines historical writing in relation to literature, poetics and religious knowledge; considers 'early modern' European debates about history as science or anti-science.

9. **Wars and Revolutions in Twentieth Century (SUS1HS435/ H14; 4 Credits; Elective)**

The course shall focus on the emergence of a new world order in the 20th century. Various events influenced this development. Two World Wars played crucial role in shaping the Contemporary world. The course shall closely examine origin, course and consequences of these two wars.

10. **Contemporary India, 1947-1992 (SUS1HS436; 4 Credits; Elective)**

The course aims to provide an overview of the major political and economic changes during the first four decades of independent India. It is essentially a story of the trajectory of India's social transformation after becoming an independent nation-state. The course examines the nature of India's social transformation and the enormous complexities involved in this process. The course deals with the period starting with 1947 and goes on till 1992.

Discussion

1. The assessment structure needs to be revised for the course 'Introduction to Indian art and architecture' as no assessment can be more than 40%. This course has undergone some changes over the years. The SCAP noted that art agency and aesthetics in part of the revised version of the course. It is not just an explanation of evolution of art and architecture but also the aesthetic development is one of the objectives. However, since the aesthetic dimension got added later it needn't be the focus of the course as it is too vast. Response to question 1 needs to be revised; cohort size needs to include 'as per SUS norms'; the course document needs to state that this is a BA level course. Description of modules need to be

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expanded; the readings do not reflect aesthetics and title of the modules need rewording. References need to be completed. The document may use the term 'Indic' to reflect cultural boundaries and continuity.

2. In the course 'Caste and Indian modernity', the module on modernity needs elaboration. The timeline for the course is not clearly spelt out; historicity of caste is not clear in the document. Reading suggestions were made. Module on caste and colonialism needs description. A few questions were raised such as how Ambedkar's work is viewed in opposition to modernity; the idea of modernity needs to be defined and problematised which in turn needs to be reflected in the selection of readings. The modules could be thematically organised. Module 3 needs explanation as to why certain readings have been placed there.

The SCAP constituted a committee consisting of BA History programme coordinator, course coordinator and Dr.Rajan Krishnan to rework the document and bring it back to SCAP for further deliberation.

3. In the course document of 'Early Indian economy, polity and society', 'major' needs to be replaced by honours. The course summary mentions that the course will discuss the complexities involved in the process of writing history. However, this claim is not sufficiently represented in the modules. Therefore, this claim can be removed from the course summary. The reading list was found to be very lengthy and complex for an undergraduate course. References need to be completed with specific chapters mentioned. Two primary textbooks were suggested (Romila Thapar and Upender Singh). Reconfiguration of distribution of readings between essential and supplementary needs to be made.

7. The course document of 'Introduction to society and culture of east Asia' needs to replace the term 'gender equation' to 'gender'. The last two modules seem to focus on contemporary times. The SCAP noted that politics and economy is thinly representative in the course. Therefore, the course objectives need to be reworded. The readings do not reflect Vietnam. The connections with Vietnam need to be explained. The document can mention philosophy instead of eastern philosophy. The document can state the temporal dimension clearly. The fundamental distinction between the societies need not be the focus of the course instead the similarities can be highlighted.

8. The course 'Medieval India II: Economy and Society' spreads across 14 weeks. This needs to be brought down to 12 weeks. Glaring silences on South India which need to be stated and justified. It was noted that notionally separating polity and economy is pedagogically difficult for the timeline in which the course operates. Assessment structure needs revision. Reading list suggestions were made. The focus of this course seems to be on northern India between 8th-18th century. The span seems to be very vast.

9. Modern and Post –Modern World, 1750-2010: The distinction between modern and post-modern as a temporal divide is problematic; postmodernism is generally understood more as an intellectual, philosophical movement and not as a separate stage in human history. Post modernisation of economy can be reworded as 'third phase of globalisation'. Suggestions for reading list were made. The course title can be revised to 'The modern world'. Reword 'historical document' to 'readings for assignment', selective and coherence in reading together.

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10. For the course 'Understanding the past: myths, epics, chronicles and histories' reading list suggestions were made. It was noted that myth has not been included in the readings to highlight the mythical understanding of past. The paragraph on participation grade needs to be removed. The use of the term postmodernism may be reconsidered.
11. For the course 'Wars and revolutions in twentieth century' films and other visual material can be included. The term 'unipolar' may be replaced by 'multipolar'.
12. The course document of 'Contemporary India, 1947-1992' needs to mention the chapters in references; repetition of readings needs to be removed. Reading list suggestions was made; description of modules need to be more elaborate; learning outcomes can be reworded to make them more specific.
13. Specific chapters from books need to be mentioned and italics need to be removed for all History course documents.
14. Upcoming review and restructuring of BA History programme will have to take into consideration certain concerns such as overlaps between existing courses, complexity of modules etc.

The SCAP recommended that the course 'Caste and Indian modernity' be reworked and brought back for further deliberation.

After due deliberation, the SCAP recommended that the BA History courses 'Introduction to Indian Art and Architecture', 'Early India Economy, Polity and Society', 'India c. 1700-1857', 'Introduction to Society and Culture in East Asia', 'Medieval India II: Economy and Society', 'Modern and Post – Modern World, 1750-2010', 'Understanding the Past: Myths, Epics, Chronicles and Histories', 'Wars and Revolutions in Twentieth Century' and 'Contemporary India, 1947-1992' be placed in the next meeting of Academic Council for consideration.

(Monishita Hajra Pande)
Convenor

(Salil Misra)
Chairperson