SCHOOL OF DESIGN

BOARD OF STUDIES

1ST MEETING

16TH MAY 2013

Ambedkar University Delhi

School of Design (SDes)

Board of Studies

Minutes of the First Meeting on 16th May 2013

The first meeting of the Board of Studies was held on 16th May 2013 from 10 am to 1 pm at the Committee Room of the Vice-Chancellor at the Kashmere Gate Campus of AUD.

Agenda Items

1. Presentation of the MA in Social Design Programme, seeking its approval and ratification by the members of the Board of Studies.
2. Any other item with the permission of the Chair.

The following members were present:

1. Prof. K. T. Ravindran, Head, RICS School of Built Environment, Noida
2. Prof. Iftikhar Mulk Chishti, Dept. of Architecture School of Planning & Architecture, Delhi
3. Dr. Asmita Kabra, Dy. Dean, School of Human Ecology, AUD
4. Dr. Anil Persaud, School of Liberal Studies, AUD
5. Ms. Shefali Jain, School of Culture and Creative Expressions, AUD
6. Dr. Leon Morenas, School of Design, AUD
7. Prof. Vijaya Varma, Advisor Planning, AUD- Special Invitee
8. Prof. Jogi Panghaal, Visiting Faculty, School of Design, AUD- Special Invitee
9. Prof. Jatin Bhatt, Dean School of Design, AUD (Convenor and Chair)

Prof. Shyam Menon, Vice-Chancellor AUD, Prof. Anubrotto Kumar Roy (Dunu Roy), Director Hazard Centre Delhi, Dr. Suchitra Balasubrahmanyan, School of Design AUD (on Leverhulme Fellowship at the Royal College of Art, London, UK) and Dr. Tuheena Mukherjee SBPPSE AUD could not attend the meeting.

Prof. Jatin Bhatt initiated the proceedings with the historical and contemporary context of design as a discipline and the opportunity to re-imagine the potential of design. Considering the unique position of the School of Design in AUD which is humanities and Social Sciences University and the unique vision of AUD, the construct and focus of the School of Design and its programmes are being envisioned to incorporate these values. He emphasised on a very conscious approach to decentre design from its predominantly techno-materiality preoccupation to that of the social to address the larger issues of equity, access and inclusion through systems, services, products and environment as critical areas to be addressed by design. The rationale for the MA programme in Social Design was presented from this larger premise of the School.

Dr. Leon Morenas presented the details of the MA in Social Design Programme to the members. The details of the programme rationale, structure, contents, course contents, projects & field studies,

research, assessment design, infrastructure, admissions criteria & process and related issues were explained.
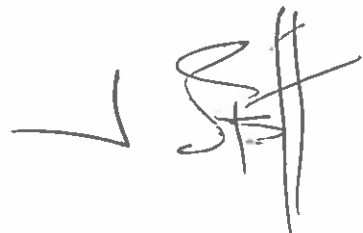
The subsequent deliberations by the members with the following suggestions and observations are to be addressed:

During the discussions that followed, various issues pertaining to the programme were deliberated upon. Based on the suggestions and observations it was decided that:

1. The nomenclature of the programme as MA in Social Design was approved.
2. The admissions to the MA programme in Social Design will be open to graduates of all disciplines including science and engineering.
3. The SDes will also plan for separate short/long term programmes for aspirants without formal education from marginalised communities or strata of the society within which a substantive community and traditional knowledge resides. The SDes is setting up the Centre for Skills, Crafts and Vernacular Material Expressions with this as one of the objectives. Such programmes are envisaged as a part of the activities of this Centre.
4. It was emphasised and agreed that the School of Design and its proposed programme should set up an enterprise incubation centre. The board members were informed that such an initiative is already being considered jointly with the School of Business, Public Policy and Social Entrepreneurship. The Project Studio in the form of a Future Lab is being set up to develop an ecology of real life projects experience and will also engage students on projects that can be incubated to be launched subsequently by the graduates.
5. While the very premise of the programme is towards entrepreneurial ventures, the aspect of self-employment and entrepreneurship should be substantially emphasised to students during orientation and proactively encouraged through the entire process of learning and engagement. At the same time, the SDes will create a structure to connect its graduates with agencies and organisations that will seek such an expertise, as a continuing placement initiative. Real-life projects engagement with such organisations in advance semesters will be planned as a pre-placement relationship between graduating students and organisations wanting to employ the expertise of the students. Partnerships, guilds and collaborative set ups among students will also encouraged and incubated, if needed.
6. The members, while acknowledging the proposal for the MA programme in Social Design as an excellent initiative, suggested that the concept of social design needs to be emphasised more and made explicit in the document. The suggestion will be addressed.
7. Though the programme recognises the prevailing and alternative sense of self-organising and order within communities and societies, the students must get to understand, recognise and include these inherent order, complexities and sense of design without assuming that design in Indian the context is a clean slate. Due care will be taken to ensure this in the delivery of the programme.
8. The term 'compulsory' will be referred to as 'core'.
9. The final graduating project in the form of a thesis should be substantially realisable and a real-life project located in community and mediated by an outside organisation. It should not be a project with only isolated research intent.

10. It was emphasised that there should be a correlation between theory inputs and the Social Studio in the delivery of the programme. The suggestion was noted and will be consciously adhered to during the process of programme delivery.

11. Scheduling of internships in the winter and summer break was deliberated upon. While the internships have been planned in the break based on routine practices in most design schools and the extent of coverage required to be covered in the programme, the possibility of the including the same within the semester will be considered.

12. It was suggested that the study of Rural needs attention as knowledge systems are too urban centric. This is will be specifically addressed in the Rural Studies internship and subsequently in various social studio projects. Also, a proactive engagement with the Centre for Community Knowledge is being established to ensure requisite emphasis on understanding of the Rural as well as of knowledge systems residing within communities.

13. The theme of 'Electives' will be termed 'Interdisciplinarity'. It was agreed that Electives need to be such that students are able to actually choose them- it being dependent upon equivalence in grades and an appropriate time table. More horizontal connect with other departments should be encouraged as the AUD structure of Electives on offer across schools is further streamlined. Since there are no electives in the first semester, the issue will be addressed in the second semester of the program. Specific modules from faculty of other AUD schools are planned in various subjects to enrich the content and learning.

14. It was noted that the concept of a Social Studio is a significant converging landmark in each semester. It needs to be articulated with more clarity and reflected in the programme document. While the stress is on the incremental scale and complexity, it also needs to be seen in terms of lateral dimensions and not merely to be treated in a linear perspective.

15. Among the other suggestions were the need for rigour and intensity, continuous and extensive field studies and immersion and guided assignments throughout the programme. These have been visualised as core experience and learning in the programme and will be reinforced as a substantive dimension of the programme delivery.

MA in Social Design Programme to be offered by School of Design, AUD from the monsoon semester of 2013-14 was approved and ratified by the members of the Board of Studies. The suggestions and observations pertaining to the programme document will be suitably incorporated in the programme document prior to being presented to the Academic Council and adhered to in the programme delivery as indicated.

Minutes of SCAP Meeting held on 04 June 2012

In the first part of the meeting, Dr. Leon Morenas, the Programme Coordinator made a presentation about the proposed MA Programme in Social Design. The main features of the presentation included [i] the rationale for the programme's nomenclature; [ii] the history behind the programme design; [iii] the objectives of the programme; [iv] its translation into the eight major themes; [v] the significance and design of "the social studio" and; [vi] the kinds of students and their employment opportunities having completed the programme. Details of the programme rationale, course structure, content projects & field studies, research, assessment design, infrastructure, admissions criteria & process, as well as related issues were explained. Particular attention was paid to the way the changes suggested by the Board of Studies (BoS, which was convened on 16 May 2012), had been incorporated.

Dr. Morenas outlined a hypothetical student's journey through each semester of the programme was also narrated to give the members an idea of how s/he would negotiate the increasing scales and complexities of the "social" through each progressive semester. He also described was how the other courses of the semester would bolster the social studio's engagement with the social through each semester.

In the second part of the meeting, Dean of Liberal Studies, Prof. Salil Misra raised the point that the course had 2 and 3 credit courses; he wondered whether adequate thought had been given to the assessment design of these courses. Prof. Jatin Bhatt (Dean SDes) and Dr. Morenas provided the rationale for the course credits and the assessment design for these courses indicating the peculiarities involved in assessing design pedagogy. The Vice Chancellor, Prof Shyam Menon suggested that while 2 credit courses seemed to work, as the default 4 credit courses at AUD were built on multiples of 2, the 3-credit courses needed more thinking in terms of logistics, time-tabling and infrastructure.

The Members raised the fact that the Rural Studies internship is not long enough to warrant 2 credits. The Internship was earlier scheduled for 2 weeks and the internship period will be extended to 2 weeks.

Prof. Denys Leighton requested that both the number of courses and their total credits be listed in the Programme Structure. This suggestion has been incorporated in the final document.

Meeting members also acknowledged the significant difference in assessment design for disciplines like design, business and psychology etc. and suggested that a reflexive exercise be undertaken, such that these special programmes (that don't usually fall under the traditional rubric of humanities and social sciences) take

cognizance of the AUD assessment policy and that the Assessment policy be revisited in light of the different pedagogies followed by these special programmes.

The MA in Social Design Programme to be offered by School of Design, was approved and ratified by the members of the SCAP and will commence from the monsoon semester of 2013-14. The suggested changes by the Board of Studies and the Members of the SCAP will be incorporated in the programme document prior to being presented to the Academic Council and adhered to in the programme delivery as indicated.

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

Bharat Ratna Dr B R
Ambedkar University, Delhi

Minutes of the 7th Meeting of the Standing Committee on Academic Programmes (SCAP) held on Tuesday, the 4th June 2013 at 02.30 p.m. in the (Committee Room of the Vice-Chancellor), Ambedkar University, Kashmere Gate Campus, Delhi

Present

01.	Professor Shyam B. Menon, Vice Chancellor	Chairperson
02.	Prof. Chandan Mukherjee	Member
03.	Prof. Ashok Nagpal	Member
04.	Prof. Kuriakose Mamkoottam	Member
05.	Prof. Honey Oberoi Vahali	Member
06.	Prof. Geetha Venkataraman	Member
07.	Prof. Jatin Bhatt	Member
08.	Prof. Shivaji K Panikkar	Member
09.	Prof. Venita Kaul	Member
10.	Prof. Salil Misra	Convenor

SPECIAL INVITEES

11.	Dr. Leon Morenas
12.	Prof. Denys P. Leighton

Prof (s) Honey Oberoi Vahali and Shivaji K Panikkar could not attend the meeting

Item 1 **Discussion on the Interim Report on the Undergraduate Programme, to be presented by the Review Committee on the Undergraduate Programme, constituted by the Academic Council.**

Geetha Venkataraman, Dean SUS, presented the Interim Report of the Review Committee constituted by the Academic Council to look into all the aspect of the Undergraduate Programme. Denys P. Leighton and Surajit Mazumdar were the other members of the Review Committee. Geetha Venkataraman described the nature of the foundation courses in the programme and their place in the overall structure of the programme. She also provided the details of the deliberations that happened in various programme meetings and also in the Board of Studies. The written report of the Review Committee was presented to the SCAP.

The discussion that followed focused on the possibility of introducing more foundation optional (FO), rethinking the placing of these courses in

more important to train the minds of students on basic cognitive processes instead of focusing separately on imparting language skills. Language skills are often the product rather than the pre-condition of better cognition.

The SCAP accepted the interim report but also recommended that the undergraduate programme at AUD requires a much more comprehensive review, requiring a new imagination of the basic orientation of the programme, the role and relevance of the foundation component in it, the relationship of different constituent components (core, electives and special interest courses) with each other, and their relationship with the programme as a whole, the connectivity of the undergraduate programme with the successor degree programmes, etc. For this purpose the committee on the undergraduate programme needs to be reconstituted and enlarged to include experts from outside. The SCAP requested the Vice-Chancellor to constitute another committee with larger and wider terms of reference.

Item 2 **Discussion on the Programme Structure on MA Social Design, to be launched by the School of Design.**

Leon Morenas made a presentation on the proposed MA Programme in Social Design. The main features of the presentation included [i] the rationale for the programme's nomenclature; [ii] the history behind the programme design; [iii] the objectives of the programme; [iv] its translation into the eight major themes; [v] the significance and design of "the social studio" and; [vi] the kinds of students and their employment opportunities after completing the programme. Details of the programme rationale, course structure, content projects and field studies, research, assessment design, infrastructure, admissions criteria and process, as well as related issues were explained.

Dr. Morenas outlined a hypothetical student's journey through each semester of the programme. He gave the members an idea of how s/he would negotiate the increasing scales and complexities of the "social" through each progressive semester. He also described was how the other courses of the semester would bolster the social studio's engagement with the social through each semester.

The presentation of the programme was followed by discussion. Some part of the discussion focused on the varied distribution of credits within the programme (in the denominations of 2, 3, 4, 6, and 10) and the problems this might create for the assessment structure of the programme. It was suggested that the credit structure of the programme may be reworked and modified so as to make it more compatible with other masters programmes of the University, without of course tempering with the basic nature and the distinctive features of the

During the course of discussion, some members recognized the need for a different assessment scheme for disciplines such as design, business and psychology etc. and suggested that a reflexive exercise be undertaken, such that these special programmes (that do not usually fall under the traditional rubric of humanities and social sciences) take cognizance of the AUD assessment policy; and also that the assessment document of AUD be revisited in light of the different pedagogies followed by these special programmes.

With that the SCAP ratified and approved the masters programme in Social Design, to be offered by School of Design, and recommended that the programme should now be placed before the Academic Council for final approval. The suggested changes by the Board of Studies and the Members of the SCAP should be incorporated in the programme document prior to being presented to the Academic Council.

The meeting ended with a Vote of Thanks.

(Prof. Shyam B. Menon)   **(Prof. Chandan Mukherjee)**

(Prof. Ashok Nagpal)   **(Prof. Kuriakose Mamkoottam)**

(Prof. Honey Oberoi Vahali)   **(Prof. Geetha Venkataraman)**

(Prof. Jatin Bhatt)   **(Prof. Shivaji K Panikkar)**

(Prof. Venita Kaul)   **(Dr. Leon Morenas)**

(Prof. Denys P. Leighton)   **(Prof. Salil Misra)**

Ambedkar University, Delhi (AUD)

Standing Committee on Academic Programmes (SCAP)

Minutes of the Meeting held on 4 June 2013

Agenda Items

1. Discussion on the Interim Report on the Undergraduate Programme, to be presented by the Review Committee on the Undergraduate Programme, constituted by the Academic Council.
2. Discussion on the Programme Structure on MA Social Design, to be launched by the School of Design.

Members present:

Shyam B. Menon (Vice-Chancellor)

Chandan Mukherjee, (Dean, SDS and SHE)

Ashok Nagpal (Dean, SHS)

Kuriakose Mamkoottam (Dean, SBPPSE)

Geetha Venkataraman (Dean, SUS)

Jatin Bhatt (Dean, SD)

Venita Kaul (Dean, SES)

Leon Morenas (special invitee)

Denys P.Leighton (special invitee)

Salil Misra (Dean, SLS, Convenor, SCAP)

Minutes

1. Geetha Venkataraman, Dean SUS, presented the Interim Report of the Review Committee constituted by the Academic Council to look into all the aspect of the Undergraduate Programme. P. Leighton, Surajit Mazumdar and Denys were the other members of the Review Committee. Geetha Venkataraman described the nature of the foundation courses in the programme and their place in the overall structure of the programme. She also provided the details of the deliberations that happened in various programme meetings and also in the Board of Studies. The written report of the Review Committee was presented to the SCAP.

The discussion that followed focused on the possibility of introducing more foundation optional (FO), rethinking the placing of these courses in the duration of the six semesters, and different ways of imparting language skills. It was argued that language may not necessarily operate as a mediating factor in the cognitive process. Better language skills often follow, rather than precede, the cognitive processes. Therefore it may be more important to train the minds of students on basic cognitive processes instead of focusing separately on imparting language skills. Language skills are often the product rather than the pre-condition of better cognition.

The SCAP accepted the interim report but also recommended that the undergraduate programme at AUD requires a much more comprehensive review, requiring a new imagination of the basic orientation of the programme, the role and relevance of the foundation component in it, the relationship of different constituent components (core, electives and special interest courses) with each other, and their relationship with the programme as a whole, the connectivity of the undergraduate programme with the successor degree programmes, etc. For this purpose the committee on the undergraduate programme needs to be reconstituted and enlarged to include experts from outside. The SCAP requested the Vice-Chancellor to constitute another committee with larger and wider terms of reference.

2. Leon Morenas made a presentation on the proposed MA Programme in Social Design. The main features of the presentation included [i] the rationale for the programme's nomenclature; [ii] the history behind the programme design; [iii] the objectives of the programme; [iv] its translation into the eight major themes; [v] the significance and design of "the social studio" and; [vi] the kinds of students and their employment opportunities after completing the programme. Details of the programme rationale, course structure, content projects and field studies, research, assessment design, infrastructure, admissions criteria and process, as well as related issues were explained.

    Dr. Morenas outlined a hypothetical student's journey through each semester of the programme. He gave the members an idea of how s/he would negotiate the increasing scales and complexities of the "social" through each progressive semester. He also described was how the other courses of the semester would bolster the social studio's engagement with the social through each semester.

    The presentation of the programme was followed by discussion. Some part of the discussion focused on the varied distribution of credits within the programme (in the denominations of 2, 3, 4, 6, and 10) and the problems this might create for the assessment structure of the programme. It was suggested that the credit structure of the programme may be reworked and modified so as to make it more compatible with other masters programmes of the University, without of course tempering with the basic nature and the distinctive features of the programme. Some other comments pertained to the duration of the rural studies internship. It was argued that a period of two week may not be enough to warrant two credits.

During the course of discussion, some members recognized the need for a different assessment scheme for disciplines such as design, business and psychology etc. and suggested that a reflexive exercise be undertaken, such that these special programmes (that do not usually fall under the traditional rubric of humanities and social sciences) take cognizance of the AUD assessment policy; and also that the assessment document of AUD be revisited in light of the different pedagogies followed by these special programmes.

With that the SCAP ratified and approved the masters programme in Social Design, to be offered by School of Design, and recommended that the programme should now be placed before the Academic Council for final approval. The suggested changes by the Board of Studies and the Members of the SCAP should be incorporated in the programme document prior to being presented to the Academic Council.

Salil Misra
Convenor, SCAP

MINUTES OF THE 4TH MEETING OF THE ACADEMIC COUNCIL

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

AMBEDKAR UNIVERSITY, DELHI
DELHI 110 006

Resolution No. 4

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

Resolution No. 5

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

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

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

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

Resolution No. 6

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

Resolution No. 7

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

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

SCHOOL OF DESIGN

BOARD OF STUDIES

2ND MEETING

13TH MAY 2014

School of Design (SDes) Ambedkar University Delhi

Minutes of the Second BOS Meeting held on 13th May 2014

The second meeting of the Board of Studies was held on 13th May 2014 from 10 AM to 1 PM in the committee room at the AUD Campus Kashmere Gate, Delhi.

Agenda Items
1. Consider and approve the courses to be offered in the third semester of the current 2013-16 cohort of the MA in Social Design Programme.
2. Consider and approve the revised MA in Social Design Programme to be offered to the 2014-17 cohort.
3. To consider and approve the courses to be offered to the 2014-17 cohort in the first semester of the revised program, M.A. in Social Design.

The Following Members were present:
1. Prof. Iftikhar Mulk Chishti, Dept. of Architecture, School of Planning and Architecture.
2. Prof. Asmita Kabra, Dean, School of Human Ecology AUD.
3. Professor Anubroto Kumar Roy, Hazard Center.
4. Professor Jatin Bhatt: Dean, School of Design, AUD and Chairperson
5. Jogi Panghaal FultimeVisiting Faculty School of Design, AUD
6. Dr. Suchitra Balasubrahmanyan, Associate Professor, School of Design, AUD.
7. M.S. Farooqi, Associate Professor, School of Design, AUD.
8. Abeer Gupta, Assistant Professor, School of Design, AUD.
9. Dr. Venugopal Maddipati, Assistant Professor, School of Design, AUD.

Prof. K.T. Ravindran, Dean Emeritus, RICS School of Built Environment, Ms. Shefali Jain, Assistant Professor, SSCE, Dr. Tuheena Mukherjee Assistant Professor, SBPPSE, Dr. Anil Persaud, Assistant Professor, School of Liberal Studies, Prof. Viaya Varma and Advisor Planning AUD, Special Invitee could not attend the meeting and sent regrets.

After introducing the faculty members who joined post 1st BOS, Prof. Jatin Bhatt, Dean of SDes and Chair , initiated the proceedings by reflecting on the experience of conducting the program in the past year. The developments since the last BOS such as induction of new faculty and the backgrounds of the first cohort of MA in Social Design were shared. The MA programme in Social Design is open to graduates from any discipline and that while the same eligibility criteria will be continued, there have been some insights on the challenges that need to be addressed with varied set of students. Some of the insights based on the reflections and experiences of first two semesters through faculty deliberations were shared. Main observation was that the curriculum was found to be somewhat cramped, not leaving enough time for students to carry out tasks such as reading, deliberating and making relevant correlations between various inputs provided to them by the faculty.

The Dean then requested the programme coordinator to explain the proposed agenda points to be considered for approval by the BOS.

Mr. Abeer Gupta, program coordinator subsequently shared the descriptions of the courses to be offered in the 3rd semester to the 2013-2016 cohort of MA Social Design namely Aesthetics of Form of and Experience III, Information technologies and Social Networks, Information Modeling & Data Visualization, Project Management and social studio III.

A brief feedback session was introduced after the course descriptions.

The Dean (SDes) further elaborated on the experience of conducting the program in the past year and emphasized that several assumptions had been made and subsequently on how the experience of teaching challenged those assumptions.
The Dean emphasized on the limitations of conducting the course during the first semester, such as not having enough permanent faculty and the fact that visiting faculty were not able to align to the core spirit of the course.

Certain institutional challenges within the context of AUD were also discussed:

1. Though AUD encourages inter-disciplinarity among schools, the timetable is a limiting factor, which does not facilitate the same as visualized. However, shared courses are planned in the 3rd semester between schools and faculty from other schools will be conducting shared courses.
2. While the students were expected to spend more time outside class either in the studio, the intensity and engagement expected in the programme is yet to be fully appreciated by students due to the prevailing culture of higher education that they come from and assumptions of a typical MA programme. This had an impact on their engagement, regularity and therefore their attendance. It is assumed that the work culture for the programme will evolve with all batched in place and experience of senior batches.
3. These issues in particular need to be addressed with the next batch during their induction and orientation phase.

The revised programme structure for the new cohort was subsequently presented along with detailed course descriptions and the rationale for the changes in the syllabi for the 2014-2017 cohort was explained. In the discussion that followed the following observations and suggestions were made:

a. The courses explore certain social and economic contexts within which design is being discussed and taught and there are some inherent conflicts, complexities and contradictions within and across these contexts that students are to realize and address- a question was raised as to how the members of the faculty are bringing these awareness among students. It was suggested that the complexity and conflicts be presented as a part of the pedagogical process in transactional design.
b. It was suggested that a greater emphasis be laid on understanding the politics of engagement between the discipline and contexts in the manner that helps students envisage social design, especially in the context of Ambedkar University, to help locate the project work within a socio-political context.
c. It was mentioned that the course abstracts and descriptions for students could be articulated in a simpler language without losing the focus or its core intentions - so that

they can be more easily understood by the students.

d. It was suggested to introduce a section on learning and teaching methodologies within the course abstracts of each course.

e. It was emphasized that the ideas of inter-disciplinarity be incorporated into the teaching and learning approach - and that the curriculum should incorporate ideas of interdisciplinary as well as locate themselves within the field or the world outside through transactional methodologies.

f. It was reemphasized that the seminar/ studio space be used for this to ensure vibrancy.

g. In response to the discussion above, suggestions were asked for how to introduce and discuss politics overtly in the programme given the necessities of employment in the new market economy; further, would it be better to introduce these inter-linkages between the social and the political in a more nuanced and less explicit manner.

h. While discussing the approaches that may help in providing a more concrete form to Social Design in a professional context and outlining a definite expertise, it was recommended that the area of entrepreneurship be emphasized where students are motivated to find potential opportunities. However, the spirit of entrepreneurship should be rooted in co-creation and proactive engagement of the stakeholders without being prescriptive and top down. This is in view that social design being a relatively new profession; needs to first create successful leaders who may demonstrate the capability of the discipline in an applied manner.

i. The Board Members were briefed on the course 'Study of Traditional Knowledge Systems' which is not being offered separately and has been integrated with the course 'Rural Studio'. Addressing concern over this, the board members were explained that the concepts and contents of the course would be covered without dilution given the proposed integration through other courses, expert lectures and workshops planned with Centre for Community Knowledge. It was also suggested in this regard that the inputs in the course may also be provided by inviting practitioners of traditional knowledge.

The Board approved the detailed subject abstracts for the 3rd semester for the current batch and the revised programme structure along with detailed subject abstracts for the 1st semester of the revised programme.

The board members appreciated various deliberations and modifications suggested by the school, based on the experience of conducting the MA Social Design programme during the academic year 2013-14. It was also observed that such deliberations, discussions and modifications should continue to be undertaken and highlighted, given the fact that the programme is in its infancy and in the process of being evolved.

The meeting ended with words of encouragement and support from the External members and with a vote of thanks from the Chair.

To
The Comvenor,
Standing Committee on Academic Programmes (SCAP)
Ambedkar University Delhi

Dear Salil,
Attached the revised programme document with BOS minutes, rationale for change, New programme structure and details of the 3rd and 1st semester courses details for cohorts 2013-16 and 2014-17 respectively to be put up for consideration of SCAP and subsequently the Academic Council.

I am away from Delhi from 2nd to 5th and 9th early evening to 12th night of June 2014. Kindly arrange to hold the meeting of the SCAP on any other dates.

Best wishes

Jatin Bhatt
Professor and Dean SDes
30th May 2014

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Adjourned Meeting held on 9 June 2014

Agenda Items

1. Discussion on the courses to be offered in the third semester of the MA programme in Social Design, already approved.
2. Proposed restructuring of the MA programme in Social Design.

Members present:

Chandan Mukherjee, (Chairperson)

Shyam Menon (permanent invitee)

Venita Kaul (Dean, SES)

Jatin Bhatt (Dean, School of Design (SDes))

Asmita Kabra (Dean, SHE)

Abeer Gupta (SDes, special invitee)

Suchitra Balasubramanyam (SDes, special invitee)

M.S.Farooqi (SDes, special invitee)

Venugopal Maddipati (SDes, special invitee)

Salil Misra (Dean, SLS, Convenor, SCAP)

Minutes

1. The chairperson expressed concern over the thin presence of members in SCAP meetings and emphasized the importance of regular attendance. The Deans were instructed to accord top priority to attending SCAP meetings. It is of utmost importance that members attend all SCAP meetings and not just the ones in which courses and programmes from their Schools are discussed. In situations, where it is unavoidable for them to attend, the School Deans may delegate senior faculty from their Schools to attend SCAP meetings.

2. The Programme Coordinator, MA in Social Design, made a presentation of the courses to be offered in the third semester of the programme. The outlines of the following courses were presented:
   - 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 (Participatory Design Processes in Service Design, six credits)

The presentation was followed by discussion. After some discussion the SCAP approved the courses and recommended that they be presented to the Academic Council for final approval.

3. The programme coordinator, MA in Social Design presented the scheme for a restructuring of the programme for the cohort starting from 2014, on the basis of their experiences and feedback during the first year of the programme. The following aspects of the programme were discussed and explained:

- Considering the experience of two semesters and feedback from students, the overall credits were proposed to be reduced from 110 to 100 for the entire programme of 5 semesters.
- As a result some of the courses were amalgamated or revised as explained in the enclosed statement of current structure and revised structure.
- Some courses have been repositioned within semesters to ensure better assimilation and appreciation of the content and their relationship to the programme.
- The credits have been revised for some of the courses to reflect the revised content and intensity in these courses.
- One new course on Design Process has been added to ensure greater emphasis of understanding the methodology as a core competence towards addressing projects undertaken in Social Studio.
- The programme being applied in nature, requires real time engagement with diverse themes that are not only varied but also incremental in their complexities through the progression in semesters. The students are expected to engage with extensive field assignments, often anticipated to be located within external organizations that necessitate substantial involvement. The Social Studio is a culminating platform for such projects that form an integral part of learning and is applied demonstration to a given context. The students are mentored through multiple assignments and projects that ensure appreciation and understanding of the efficacy and complexity of methodologies, approaches and alternative conceptualization in response to a given design area. This may be in form of evolving new public systems, services, governance interfaces, community networks, etc.

The presentation was followed by discussion. It was suggested that the function and role of social studio in the programme should be highlighted. Also that the typologies of the different courses should be emphasized.

With that the SCAP approved the proposed restructuring of the MA programme in Social Design. The SCAP also approved the outlines of the first semester courses to be offered as part of the revised programme. The SCAP recommended that the revised programme structure be placed before the Academic Council for final approval.

Saifi Misra
Convenor, SCAP

No.AUD/SCAP (13)/2014-15/   *2nd June, 2014*

Prof. Jatin Bhatt
Dean
School of Design
AUD

Subject: 13th Meeting of the Standing Committee Academic Progrmammes (SCAP)

Dear Sir,

The 13th Meeting of the Standing Committee Academic Progrmammes (SCAP) has been fixed for **Tuesday, the 3rd June 2014 at 02.30 p.m.** in the (Committee Room of the Vice-Chancellor) Kashmere Gate Campus, Delhi.

Agenda Items:

1. *Re-structuring on the MA Programme Social Design.*

2. *Additions of the New Courses to the Masters Programmes in English, Economics & Sociology (SLS)*

3. *In addition of New Courses to the Masters Programme in Educational Studies*

   Kindly make it convenient to attend the meeting.

   Thanking you,

                                                        Yours sincerely,

                                                        (Salil Misra)
                                                        Convenor, SCAP

Standing Committee Academic Progrmammes (SCAP)

(13th MEETING: 03 JUNE 2014 @ 2:30 p.m.)

AGENDA

1. Re-structuring on the MA Programme Social Design.

2. Additions of the New Courses to the Masters Programmes in English, Economics & Sociology (SLS).

3. In addition of New Courses to the Masters Programme in Educational Studies.

AMBEDKAR UNIVERSITY, DELHI
NEW DELHI 110 006

Ambedkar University Delhi (AUD)

Standing Committee on Academic Programmes (SCAP)

Minutes of the Meeting held on 3 June 2014

Agenda Items

1. Restructuring of the MA programme in Social Design.
2. Addition of new courses to the Masters programmes in English, Economics and Sociology (SLS).
3. Discussion on new courses to be transacted in the first semester of the masters programme in Early Childhood Care and Education (ECCE).
4. New Academic Calendar for the School of Business, Public Policy and Social Entrepreneurship (SBPPSE).
5. Readjustment of credit requirement for the 1" year students of MBA in the light of the restructuring of the programme.

Members present:

Chandan Mukherjee, (Chairperson)

Shyam Menon (permanent invitee)

Venita Kaul (Dean, SES)

Rachana Johri (Dean, SUS)

Asmita Kabra (Dean, SHE)

Salil Misra (Dean, SLS, Convenor, SCAP)

Minutes

1. Item no. 1 was deferred and would be taken up later.

2. The SCAP discussed the new additions to the baskets of elective courses in the masters programmes in Economics, English and Sociology in SLS. These were discussed at the Board of Studies (BOS) of SLS at its meeting held on 2 May 2014. The BOS had referred two courses ("Modern Indian Social Thought" in MA Sociology and "Understanding Poetry: Form, Thought and Expression" in MA English) back the programme teams for further discussion. These courses were not discussed by SCAP. The remaining courses were discussed and the following observations made:
   - The MA Economics courses "Game Theory I" and "Game Theory II" were approved. It was recommended that they be placed before the Academic Council for final approval.

- The MA Economics courses "Aspects of Ecological Economics" and "Labour and Development" were discussed. The SCAP found the course document to be somewhat under-prepared with possibilities of duplication with other MA programmes. The SCAP instructed the Dean, SLS to send these courses back to the programme team to prepare them again and take to BOS. While re-working the course document, section 12 of the document (course details) and the assessment scheme should be fleshed out in greater details.
- The MA English courses "Native American Literature" and "Modern Indian Drama and Theatre" were discussed. The SCAP found the course document to be somewhat sketchy. The SCAP instructed the Dean, SLS to send these courses back to the programme team to re-work the course formats and take them to BOS.
- The renaming of the two MA English courses ("Shakespeare on Screen" to "Shakespeare's many Adaptations" and "Poet and the City: The Experience of European Modernism" to "Metropolis and Modernity I: The Poet in Europe, 1850-1945") was discussed. The SCAP approved the renaming and recommended that it be placed before the AC for final approval.
- The decision of the English faculty to add a Dissertation component to the MA programme in English was discussed. With some suggestions, the SCAP approved the addition of a Dissertation component to MA programme in English, and recommended that it be placed before the AC.

3. The SCAP noticed that greater attention needs to be paid while preparing the course document. The programme teams should ensure that the course documents. should include all the relevant information in a systematic manner. The following points points need to be kept in mind while preparing the course document:
   - The justification for the length of the course (two credits or four credits) should be provided.
   - Reading list should not be very long and should ideally be divided between "Essential" and 'Supplementary".
   - Each module or unit should be accompanied by one paragraph of description.
   - The assessment scheme should be mentioned explicitly.

4. The SCAP took a serious view of the fact that new courses tend to be transacted without seeking the approval of the statutory bodies. The Deans were instructed to ensure that, as far as possible, new courses should start after securing the approval of the statutory bodies.

5. The SCAP discussed the first semester courses to be offered as part of the MA programme in ECCE, already approves. The following courses were discussed:
   - Understanding Children and Childhood (four credits)
   - Engaging with Families and Communities (two credits)
   - Play, Learning and Creativity (four credits)

- Early Childhood Care and Education in India (two credits)
- Development of Language and Early Literacy (four credits)

After some discussion, the SCAP approved the 1st semester courses and recommended that these be placed before the AC for final approval.

6. The SCAP approved the new calendar of the SBPPSE and also the readjustment of the credit requirements for the 1st semester students of MBA.

The meeting of SCAP was adjourned at this point. It would resume on 9 June (Monday) 2014 at 3 PM, when the remaining item (No.1) on the agenda would be taken up.

Salil Misra

Convenor, SCAP

Ambedkar University Delhi

Minutes of the Sixth Meeting of the Academic Council held on 24th of June, 2014 at 10.30am in the Private Dining Hall, India International Centre, New Delhi

The Sixth Meeting of the Academic Council (AC) of Ambedkar University Delhi (AUD) was held on 24th of June, 2014 at 10:30 am in the Private Dining Hall, India International Centre, New Delhi. The following members 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. Anuradha Kapur *Nominee of the Government of NCT of Delhi*	Member
Professor Ashok Nagpal *Nominee of the Vice-Chancellor*	Member
Professor Chandan Mukherjee *Dean, School of Development Studies*	Member
Professor Salil Misra *Dean, School of Liberal Studies*	Member
Professor Shivaji K. Panikkar *Dean, School of Culture and Creative Expressions*	Member
Professor Honey Oberoi Vahali *Dean, School of Human Studies*	Member
Professor Venita Kaul *Director, School of Education Studies*	Member
Professor Kuriakose Mamkoottam *Director, School of Business, Public Policy and Social Entrepreneurship*	Member
Professor Jatin Bhatt *Dean, School of Design & Registrar (offg.)*	Member Secretary

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

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

Dr. Praveen Singh   Member
Nominee of the Vice-Chancellor

Dr. Subrata Kumar Mandal   Special Invitee
Associate Professor
School of Development Studies

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

Dr. Mathew Varghese, Professor Geetha Venkataraman, Professor Denys Leighton, Dr. Sumangala Damodaran and Dr. Raja Mohan could not attend the meeting.

At the outset, the Chairperson introduced the two new members, Dr. Asmita Kabra, Dean (Officiating), School of Human Ecology, and Dr. Rachana Johri, Dean (Officiating), School of Undergraduate Studies. He extended a warm welcome to them.

He also informed that the Board of Management had constituted a committee to make provisions for wider participation of the University community in the authority bodies, if necessary by amending relevant Statutes. Pending the amendment in the Statute (s), it was decided to initiate the practice of inviting the two senior most Associate Professors and the two senior most Assistant Professors to the meetings of the AC as special invitees. Following this practice, the following teachers were invited to the meeting of the AC:

Dr. Subrata Kumar Mandal
Associate Professor
School of Development Studies

Dr. Satyaketu Sankrit
Associate Professor
School of Liberal Studies

Dr. Oinam Hemlata Devi
Assistant Professor
School of Human Ecology

of sub-category III(F) will enable the incorporation of distinctive academic contributions of teachers from disciplines or areas of knowledge and practice with unconventional orientations.

Resolved that in anticipation of approval of the CAS by the Board of Management, the self appraisal process by the aspirants for promotion under this scheme be initiated

The CAS document as approved by the AC, vide **Appendix -2.**

Item 6.4: **To consider the first report submitted by the Standing Committee to review the fee structure**

Resolution 6.4

Resolved to accept the First Report of the Standing Committee on Fee Structure Review.

While approving the Report, the Council deliberated as below:

Took cognizance of the rationale for continuous review of the fee structure. AUD follows a differential fee structure keeping in mind the variables of a) social backgrounds of students, b) employment opportunities associated with the academic programmes, and c) intensity of inputs into the academic programmes. Hence the need for a differential fee structure.

Discussed the Report and made a few suggestions for the subsequent deliberations of the Standing Committee. While considering the differential fee structure for undergraduate students, their School background (government or private, low fee or high fee) should also be taken into consideration, and also the range of Rs. 1000-2000 per credit should be reviewed and revised periodically.

The report as approved by the AC, vide **Appendix -3.**

Item 6.5: **To consider the minutes of the Standing Committee on Academic Programmes (SCAP) held on (a) 3 June 2014 and (b) the adjourned meeting held on 9 June 2014**

Resolution 6.5

Considered and discussed the recommendations of the Standing Committee on Academic Programmes (SCAP) on the following:

- Restructuring of the MA programme in Social Design

- o Reduction of total credits for the programme from 110 to 100
- o Amalgamation of some courses and revision of some others
- o Repositioning of some courses across semesters
- o Revision of credits for some courses in order to make them compatible with time allocation
- o Addition of a new course on Design Process
- o Addition of one new workshop/seminar space

- Addition of two elective courses, "Game Theory-I" and "Game Theory-II" to the basket of elective courses as part of the MA programme in Economics, already approved.
- Addition of a Dissertation component to the MA programme in English, already approved.
- Introduction of the following first semester courses to be offered as part of the MA programme in Education (ECCE), already approved:
  - ➢ Understanding Children and Childhood (four credits)
  - ➢ Engaging with Families and Communities (two credits)
  - ➢ Play, Learning and Creativity (four credits)
  - ➢ Early Childhood Care and Education in India (two credits)
  - ➢ 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)

Discussed at length the proposed restructuring of the MA programme in Social Design. While approving the restructuring, deliberated on the relevance of the nomenclature "Social Design" instead of "Design". It was argued that there may not be much to gain by adding "Social" to "Design" and it may confuse the potential employers. It was therefore suggested that the generic term

"Design" may be preferred to the more specific "Social Design". However, some arguments were advanced in favour of retaining the focus on "Social". It was argued that globally there has been a shift towards Social Design. With the growth of the Discipline, some specialized areas have developed from within and it is necessary to recognize that. The MA programme at AUD endeavours to create a Design professional with a difference. To call the programme "Social Design" therefore amounts to making a statement. However it was accepted by all that both the generic and the specific components of the programme should be retained. So, on the one hand, the focus on the "Social" may remain, on the other hand, it should not appear that the students are forfeiting the larger field of Design.

After this discussion, 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).

After the above deliberations, 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.

The programmes as approved by the AC, vide **Appendix -4**.

Item 6.6: **To consider the minutes of the Standing Committee Research (SCR) held on (a) 23 April 2014 (b) 28 April 2014, and (c) 20 May 2014**

Resolution 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.

The programmes as approved by the AC, vide **Appendix -5**.

School of Design

BOARD OF STUDIES

Minutes of 3rd MEETING held on 16TH DECEMBER 2014

Along with Revised Syllabi

Ambedkar University Delhi

School of Design (SDes)
Board of Studies

<u>Minutes of the Third Meeting held on 16ᵗʰ December 2014</u>

The third meeting of the Board of Studies was held on 16ᵗʰ December 2014 from 10 AM to 1 PM at the Vice Chancellor's Committee Room at the AUD Campus Kashmere Gate, Delhi.

Agenda Items

1. To consider and approve the details of the courses in the current curriculum for the 4th semester of the MA Social Design Programme.
2. To consider and approve the details of the revised curriculum contents for the courses to be offered in the 2nd semester of MA in Social Design Programme.

The Following Members were present:

1. Professor Jatin Bhatt: Dean, School of Design, AUD and Chairperson
2. Prof. Iftikhar Mulk Chishti, Dept. of Architecture, School of Planning and Architecture.
3. Professor Anubroto Kumar Roy, Hazard Center.
4. Prof KT Ravindran, Dean Emeritus, RICS School of Built Environment
5. Prof. Asmita Kabra, Dean, School of Human Ecology AUD.
6. Dr. Anil Persaud, Assistant Professor, School of Liberal Studies
7. Ms. Shefali Jain, Assistant Professor, SSCE
8. Dr. Suchitra Balasubrahmanyan, Associate Professor, School of Design, AUD.
9. Abeer Gupta, School of Design, Assistant Professor, School of Design, AUD.
10. Dr. Venugopal Maddipati, Assistant Professor, School of Design, AUD.

Dr. Tuheena Mukherjee Assistant Professor, SBPPSE, could not attend the meeting.

Minutes:

The following were the broad action points noted in the minutes. In response to these minutes, where necessary, additions and alterations have been made to the syllabi. The syllabi follow the action points listed below.

1. The members of the Board of Studies desired to know of the nature of the intake of the programme and also be apprised on enrolments. In response, the faculty of the School of Design informed them about admissions and also informed them about the initial difficulties experienced by the school in terms of establishing its academic focus within the broader domain of the social

sciences. The faculty at the School noted how this focus was being sharpened incrementally over time and how increasingly a more diverse group of candidates have been applying to the School.

2. The members of the Board of Studies desired to know how the courses under review had been structured and in what ways could they be made to respond more to the thematic of the Social. In particular, they inquired about two courses, Design Futures, and Ecology and Environment. The members of the BOS suggested changes in the way these courses were pitched. On the one hand they asked for a deeper representation, within these courses, of a social context, with an emphasis on the practices of the underprivileged and the marginalized. On the other hand, the members of the BOS also suggested a stronger emphasis on Indian and vernacular knowledge on the ecology and the environment, being given some space within the syllabi.

3. The members of the BOS were also keen on seeing more embedded knowledge being demonstrated at the school. They were curious to see how the school plans to move beyond westernized cultural practices particularly in the context of the environment. They suggested that a lot was available in India in terms of indigenous knowledge and traditional wisdom. The faculty of the school noted in response how, in this regard, lecture demonstrations sessions have been organized in the past, and would continue to be held in the forthcoming future. The faculty noted how over the course of the past year, ten practitioners/academics had been brought in to specifically cater to the need of students in terms of embedded knowledge.

4. The members of the BOS and the faculty at the school also spoke at length about the theme of Social entrepreneurship. To what extent is social entrepreneurship a viable economic proposition for students at the school? What questions within a contemporary economic setting does an emphasis on social entrepreneurship answer? In this regard, some of the members of the BOS were of the opinion that all syllabi, particularly in terms of their learning objectives, must be brought into line with a broader emphasis on the objectives of the course on Social entrepreneurship at the school.

5. The members of the BOS were broadly of the opinion that the learning objectives, in any case, need to be foregrounded in the syllabi. In this regard, some of the members of the BOS also suggested bringing syllabi in line with the SCAP format which is being followed in other departments on campus. In response to this suggestion, the Dean of the School suggested how the content of a design oriented curriculum will be at a slight remove from existing formats, given how design education is organized somewhat differently in transactional terms.

6. That students needed to learn how to create tools, rather than to become passive recipients of tools and technologies was also mentioned in the BOS

meeting. In this regard, attempts are already being made to ensure that tool-making, as a praxis, is emphasized in the various lecture-demonstration events and also through ongoing workshops.

7. The faculty at the School also expressed their concerns over the need for more faculty. Given how teaching resources are limited, the faculty are stretched. In this sense, they invited recommendations and suggestions from the BOS for potential future hires and/or guest faculty at the School.

8. Mention was made of the two new programs the School plans to initiate in the near future. The programs are an MA in Design History and an MA in Design Education.

Building on the Suggestions made by the BOS, the following are the syllabi that have been **revised.**

PROGRAMME STRUCTURE

MA SOCIAL DESIGN 2013-16 BATCH

	Design Cultures	Aesthetic Vocabularies	Society	Technology & processes	Design Research	Interdisciplinary	Enterprise and Management	Projects
Semester 1	History of Design- Local and Global [3 Credits] FN	Aesthetics of Form and Experience I [3 Credits] FN	Technology and Society [2 Credits] FN	Materials and Skills [3 Credits] FN/WS	Design Research Methods I [4 Credits] FN			Social Studio I- Socially Situated Design [6 Credits] Social Studio SS
Winter Break	Rural Studies (2 Weeks) 2 Credits I							
Semester 2	Emerging Theories of Design [4 Credits] C	Aesthetics of Form and Experience II [3 Credits] C		Materials and Processes [3 Credits] WS	Design Research Methods II [3 Credits] C	Gender and Cultures Socio-Economic and Cultural History of India [2 Credits] C/E		Social Studio II- Culturally Situated Design [6 Credits] Social Studio SS
Summer Break	Study of Traditional Knowledge Ecologies (4 weeks) 4 Credits I							
Semester 3		Aesthetics of Form and Experience III [4 Credits] C	Information Technologies and Social Networks [2 Credits] C			Modelling and Data Visualisation [2 Credits] E	Project Management [4 Credits] C	Social Studio III- Participatory Design Processes in Service Design [6 Credits] Social Studio SS
Winter Break								
Semester 4	Design Futures [4 Credits] C		Ecology, Environment & Development -Critical Technology and Sustainability [4 Credits] C/E			Understanding Media and Communication [2 Credits] C/E	Social Entrepreneurship and New Economies [4 Credits] C	Social Studio IV- Systems Design [6 Credits] Social Studio SS
Summer Break	Design Thesis Research [2 Credits] I							
Semester 5	Design Practice and Ethics [2 Credits] C				Project Dissertation and Seminar [6 Credits] D &SE	Independent Study [4 Credits] E		Final project Thesis [10 Credits] Social Studio SS

Course Descriptions of Semester Fourth for the MA Social Design Programme

Cohort- 2013-16

Course Name: Design Futures
Course Number: SDC41
Number of Credits: 4 Credits

Design Futures

Credits 4

The act of design is forward-looking; it investigates the present in order to devise courses of action to shape the future. The nature of engagement and the emerging challenges for design will continue to be determined by transformations in social, cultural, political, technological and economic changes. Concerns of environment, ecology and sustainability will continue to negotiate with the very drivers of these changes. The conflicts between societies that have just begun to enjoy the beginning of the prevailing model of development and the ones that have seen proven and imminent dangers will need to be negotiated through utmost sense of innovation and new thinking.

Being able to make sense of current and future developments driven by the nature of political economy will help anticipate the influence of discourse and design as a discipline. The concepts of smart cities and smart villages, Make in India, premise of Development models, Clean India, Toilets in every household, Skilling are but some of the issues driving the change and need to be critically understood from the perspectives of the larger wellbeing of society and particularly the segments on the margins that aspire to have enhance quality of life.

This module will also teach students the techniques of scenario making, projecting, information visualisation, modelling and communication. It will help students to prepare prospective images and plans and enable them to forecast emerging futures, while simultaneously developing tools to enable anticipating possible adverse outcomes.

Background Readings

1. Norman, Donald: *The Design of Future Things*, Perseus, 2007.
2. *Green Gadgets: Designing the Future – The Path to greener Electronics*, September 2014 (www.greenpeace.org).
3. Green, Josephine: *Democratizing the future - Towards a new era of creativity and growth*, Philips Electronics Corporation, 2007.
4. Fresco, Jacques: *Designing the Future – The Venus Project*, 2007.
5. RIBA-Arup: *Designing with Data: Shaping Our Future Cities*, n.d.
6. *Future Earth Initial Design*, www.future earth.org, n.d.
7. Labs: *Designing the Future*, (www.marsdd.com) 2007

Course Name: Ecology, Environment and Development
Course Number: SDC42
Number of Credits: 4 Credits

In what ways does environmental thinking come into conversation with discourses of developmentalism? In response to this question, this course explores the evolution and refinement of economic, cultural, political and technical conceptions of a human-centered environment. Can the environment be seen as being independent of the human? Moreover, in what ways can one expand one's conception of the human? The course will not only explore how debates on economy, inequality, social change and technology deeply influence the manner in which the environment is perceived and inhabited, it will also explore the ways in which economic imperatives themselves constitute a richly contested terrain in the realm of both, humanism and environmental thinking. In the wake of four decades of environmentalism, the course will not only ask such questions as for whom must development be pursued, and for whom must the environment be conserved, it will also engage with how environment and development are differently constituted and perceived in the imagination of different human constituencies. Going further, the course will explore the peculiar ways in which environmental politics, governance, policies, laws and practices could be attuned to respond to the needs and ethical concerns of different human constituencies enmeshed together in a broader weave of developmentalism. Taking the insights from this approach further, the course will explore specific instances and ongoing conservation-centered projects in which one can begin to sharply delineate the practices and measures entailed in foregrounding environmental well-being. In this regard, the course will explore particular projects relating to themes such as urban ecology, global warming, pollution and biodiversity.

Course Readings

1. Martin Heidegger, "Letter on Humanism," trans. Frank A Capuzzi with J. Glenn Gray, in Martin Heidegger: Basic Writings (New York, 1977).
2. Philip McMichael (2007) Development and Social Change Pine Forge Press.
3. Williams, Glyn, Paula Meth and Katie Willis (2009). Geographies of Developing Areas: The Global South in a changing world. Routledge.
4. Benedict J. Tria Kerkvliet (2009). Everyday politics in peasant societies (and ours), The Journal of Peasant Studies, 36:1, 227-243.
5. Reinert, Eric (2008). How Rich Countries Got Rich . . . and Why Poor Countries Stay Poor. London, Constable and Robinson Ltd.
6. Norberg-Hodge, Helena (2009) Ancient Futures: Learning from Ladakh. California, Sierra Club Books.
7. Film: Guns, Germs and Steel. PBS documentary film, or the book by the same name
8. Film: Commanding Heights (episodes 1 to 4)
9. Rodrik, Dani. The Globalization Paradox: Democracy and the Future of the World Economy.

W.W. Norton, New York and London, 2011. Chapter 3.

10. Jong-Il You. 2002. The Bretton Woods Institutions: Evolution, Reform and Change. Chapter 8 in Deepak Nayyar (ed.) "Governing Globalization". New Delhi, Oxford University Press.

11. World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform". Journal of Economic Literature, Vol. XLIV (December 2006), pp. 973–987.

12. Ferguson, James. 2006. The Anti-Politics Machine. In Aradhana Sharma and Akhil Gupta (Eds.). The Anthropology of the State: A Reader, London: Blackwell Publishing, pp. 270–286.

13. Carson, R. 1962. Silent Spring. Crest Books, New York. (excerpts)

14. Jalais, Annu (2008). "The Cosmopolitan Tiger", Nature and Culture 3(1), Spring 2008: 25–40

15. Ames Ferguson (2006), 'Decomposing Modernity', in Global Shadows: Africa in the Neoliberal World Nature as Social Construction

16. L. Mehta (2003), 'Contexts and Constructions of Water Scarcity'. Economic and Political Weekly 38(48): 5066-5072.

17. P. Robbins (2001), 'Tracking Invasive Land Covers in India, or Why Our Landscapes Have Never Been Modern', Annals of the Association of American Geographers 91 (4): 637-659.

18. A. Chhatre and V. Saberwal (2005), 'Political Incentives for Biodiversity Conservation', Conservation Biology 19(2): 310-317.

19. C. Kull (2000), 'Deforestation, Erosion and Fire: Degradation Myths in the Environmental History of Madagascar', Environment and History 6: 423-450.

20. R. Rappaport (1967), 'Ritual Regulation of Environmental Relations among a New Guinea People', Ethnology 6(1): 17-30.

21. Marvin Harris, 'The Cultural Ecology of India's Sacred Cow'

22. E.B. Ross (1978), 'Food Taboos, Diet and Hunting Strategy: The Adaptation to Animals in Amazon Cultural Ecology', Current Anthropology 19(1): 1-36.

23. Anna Tsing (1999), 'Becoming a tribal elder and Other Green Development Fantasies'

24. M. Watts (1984), 'Hazards and Crisis', Antipode 15(1): 24-34.

25. Timothy Mitchell, 'Can the Mosquito Speak?', from Rule of Experts

26. B. Latour, 'The Pasteurization of France', ch 2 and 3.

27. A. Agrawal (2005), Environmentality, ch 1 and 6

28. A. Petryna (2004), 'Biological Citizenship': the Science and Politics of Chernobyl-Exposed Populations', Osiris 19: 250-265.

29. K. Fortun (2004), 'From Bhopal to the Informating of Environmentalism: Risk Communication in Historical Perspective', Osiris 19: 283-296.

30. I. Abraham (1997), 'Science and Secrecy in Making of Postcolonial State', EPW 32(33-34)

Course Name: Understanding Media
Course Number: SDC42
Number of Credits: 2 Credits

Evolution of Communication Design from print to audio to audio visual to web – with a special focus on the politics of representation, negotiating ideas around propaganda, nationalism, revolution, pop, indi, counter culture, advertising etc.
Brief history of cinema with a focus on the evolution of documentary and ethnographic practices – which leads to the politics of documentation and representation of indigenous urban and rural communities.

Brief overview of communication theories and their critiques to develop an understanding of how media and communication is part of a larger culture industry
Evolution of Television industry in the west and in India the transition from state lead television and radio to private productions of news and entertainment
Evolution of Social Media and social networking specifically exploring the role and treatment of audiovisual media and graphic design on the web

Suggested Readings:

1. Adorno, Theodore, & Horkheimer Max, *The Culture Industry, Enlightenment as Mass Deception*
2. Balicki A, *Reconstructing Culture on Film, in Principles of Visual Anthropology*
3. Benjamin, Walter, *The Work of Art in the Age of Mechanical Reproduction*
4. Bhaba Homi, *The Location of Culture*
5. Chomsky, Noam, *Manufacturing Consent*
6. Devereaux, L & Hillman, R, *Fields of Vision: Essays in Film Studies, Visual Anthropology and Photography – Modernism and the Photographic Representation of War and Destruction*
7. MacDougall D, *Transcultural Cinema*
8. Case Study: Edward Said, *Covering Islam – how the media and the experts determine how we see the rest of the world*

Course Name: Social Entrepreneurship and New Economies
Course Number: SDC43
Number of Credits: 4 Credits

This course critically looks at how design can be leveraged to organize, create and manage entrepreneurial ventures in order to achieve social, cultural, economic and environmental change. There is an implicit focus on new economic models and theories that link economic growth with larger social concerns within this course.

Context

Social entrepreneurship is the process of pursuing innovative solutions to social problems; to create and sustain social value. It pursues opportunities to this end by adapting and learning. Social entrepreneurship draws upon the best thinking in both the business and no profit worlds and can operate in all forms of organizations: large and small, new and old, non-profit and for-profit. Unlike business entrepreneurs who typically measure performance

merely in terms of profit, social entrepreneurs take into account the societal dividend, apart from profit. Social entrepreneurship typically furthers broad social, cultural and environmental goals. It is based on the belief that there is nothing more powerful than a new idea and that meeting societal needs cannot be left solely to government or business.

India, today, has an extremely conducive environment for entrepreneurs and entrepreneurship in the world. During the last two decades, entrepreneurship is being increasingly accepted as a potential career option, given the availability of better infrastructure, policies, skill and finances in the country. The emergence of a robust market place has given rise to innumerable innovative entrepreneurship ideas that are being explored and experimented by many young individuals from various parts of the country.

In this highly entrepreneurial environment, the segment of social entrepreneurs is steadily increasing in numbers. Those who detect social problems and have some of the most innovative solutions for the same. They are the people who fight against all odds to offer solutions that improve the quality of life of citizens across all sections of the society. Social entrepreneurs are able to see opportunities in challenges, in the manner business entrepreneurs smell market potential, though however are driven by the objective of creating social values that bring systemic changes in the society.

Objectives

Being one of the essential focus of the MASD programme, this subject is to create a foundation for the prospective Social Entrepreneur. Thus the course is conceived in a manner that would help identify entrepreneurial traits of an individual as well as become aware of possible and potential opportunities of setting up an independent enterprise.

The following objectives are outlined for the course:

- To understand the role and traits of a successful entrepreneur and build an appreciation towards entrepreneurship.
- To understand and appreciate the increasing trend of Social Entrepreneurship, and how it is impacting global issues.
- To learn the difference between Social Entrepreneurship and the Business- Sector definition of entrepreneurship.
- To identify and become aware of opportunities that may have an entrepreneurial potential, in a given context and convert them into profit generating entities.
- To learn about possible career opportunities in the domain of Social Entrepreneurship.

Content

1. Fundamentals of Entrepreneurship
2. Business Model Development
3. Introduction to Social Entrepreneurship
4. Industry Exposure
5. Preparation of Business Viability Report

Expected Outcome

i. Understanding and appreciation of entrepreneur concept and role of entrepreneurship in economic development.
ii. Ability to generate and develop business models.
iii. Ability to identify and seek entrepreneurial opportunities within the larger context of social development and potential transformation.
iv. Ability to prepare business viability report in a given context.

Suggested Readings

1. *The Problem Solving Journey: Your Guide for Making Decisions and Getting Results by Chris Hoenig, Basic Books*
2. *10 Rules for Strategic Innovators: From Idea to Execution, by Vijay Govindarajan and Chris Trimble, Harvard Business School Press*
3. *Entrepreneurship: Creativity at Work (Harvard Business Review Paperback Series) by Harvard Business Review (Sep 1991)*
4. *401 Questions Every Entrepreneur Should Ask by James L. Silvester and Timothy M. Kaine, The Career Press*
5. *Entrepreneurship and How to establish your own business by Nieuwenhuizen, E.E. Lee Roux*
6. *Harvard Business Review on Entrepreneurship by Harvard Business Review School Press*
7. *Innovation and Entrepreneurship by Peter F. Drucker, Harper Business*
8. *Effective Entrepreneurship Management by Navnihal Singh*

Course Name: Social Studio IV, Systems Design
Course Number: SDC41
Number of Credits: 6 Credits

The given Social Studio emphasizes the introduction of systems design and its application within the larger context of social design. It requires appreciation of complexities in larger social design challenges. That the system thinking approach would allow explicit understanding of social systems and thus bring design interventions in a more relevant and holistic manner.

Context

Systems design is the process of understanding how things, regarded as systems, influence one another in a whole. As an approach systems thinking is solving problems, by viewing

" problems" as parts of an overall system, rather than reacting to specific part, outcomes or events and potentially contributing to further development of unintended consequences.

The approach of systems thinking is fundamentally different from that of traditional form of analysis that focuses on separating the individual pieces of what is being studied. System thinking in contrast focuses on how the thing being studied interacts with the other constituents of the system to produce a particular behaviour- of which it is a part.

Systems thinking can used in any area of research and has been applied to the study medical, environmental, political, economic, human resources and educational systems, among many others.

Objectives

It is expected that understanding of systems and the discipline of systems thinking learned and practised in the medium of Social Studio would help the students to see how to envisage and transform various complex situations in a holistic manner, and to act more in tune with the natural processes of the natural and economic world. Specific objectives intended from the course are as follows:

- To build an applied understanding and appreciation of systems thinking and how the same is contrastingly different from the traditional form of analysis and problem solving.
- To develop an ability to use systems thinking towards solving problems in a more effective and creative manner.
- To learn to use systems thinking in understanding social systems and situations.
- To understand various concepts, tools and techniques that may enable the application of systems thinking in different contexts.
- To be able to connect the ideas of systems thinking to the rest of the modules/ courses as part of the Social Design programme.

Content

1. What is a system?
2. Simple and Complex Systems.
3. Concept of Stability and Leverage.
4. Feedback loops as the essence of systems.
5. Drawing together the threads and practical application in form of assignments.

Suggested Readings

1. The Art of Systems Thinking, Joseph O' Connor & Ian McDermott.
2. The Fifth Discipline: The Art & Practice of The Learning Organization, Peter M. Senge
3. An Introduction to General Systems Thinking, Gerald M. Weinberg
4. The Systems View of the World: A Holistic Vision for Our Time, Ervin Laszlo
5. The Systems Thinking Playbook: Exercises to Stretch and Build Learning and Systems Thinking Capabilities, Linda B. Sweeney, Dennis Meadows
6. Tracing Connections: Voices of Systems Thinkers, Joy Richmond, Lees Stuntz, Kathy Richmond, Joanne Egner
7. Systems Thinking: Coping with 21st Century Problems, John Boardman, Brian Sauser

Course Name: Workshop/ Seminar
Course Number:
Number of Credits: 2 Credits

The predominant modes of content delivery in the programme are the "taught" mode where the outlines of the course with the content and academic inputs are predetermined. Assignments are designed to further secure the learning from the given content. Along with, is the studio mode, which is meant for hand-on and field-based learning.

To compliment these two modes, each semester has space for a week long seminar/ workshop where a subject of topical contemporary relevance, outside the planned programme can be explored. This segment is envisaged to be lead by domain experts fuelled by student initiative and participation.

It is also expected that this segment would explore design methods, design creativity and tools and processes that come into play in context of design thinking and practise.

However, post the two such segments in the previous semesters, where potential themes have already been suggested, the third one has been left open to be defined as per the specific need at the time.

Context

It is felt that the new discipline of Social Design must proactively explore and engage with its applied and practice dimensions and continue to find a wider variety of situations that provide the opportunity to demonstrate the value and potential of the concerned expertise.

Thus the proposed workshop is intended to bring together such themes and contexts that facilitate a student in identifying and developing projects and lead towards articulating the core value proposition that stands out as a unique professional competence from the stand point of a trained social designer.

In view of the above, possible themes to be taken up in the workshop, are drawn from the urban space and especially emerging from a deficient approach that does not include empathetic understanding and participation of people and local communities as well as overall system, in developing and evolving public amenities.

Students would be expected to work on issues such as women's safety, waste or access to public services around the theme of urban ecology or likely subjects of new projects, products and services arising out of interfacing of formal and informal economies.

Given the background objective of the workshop to assist students gain a sharper definition of expertise related to the discipline of social design, each student may choose to view a given theme from any of the three perspectives namely i. Research, ii. Entrepreneurship and iii. Professional Engagement/ Consultancy as potential career alternatives.

REVISED PROGRAMME STRUCTURE

MA SOCIAL DESIGN
2014-17 BATCH

	Design Cultures	Form & Aesthetics	Society	Technology & Processes	Research Design & Methods	Electives Workshop Seminar	Enterprise and Management	Projects
Semester 1	History of Design- Local & Global [2Credits]	Aesthetics of form and Experience-1 [6 Credits]	Gender, Culture and Society [2 Credits]		Research Design and Methods-1 [2 Credits]	Rural Studies [2 credits]		Social Studio-1 Design & Social [6 Credits]
Winter Break								
Semester 2	Emerging Theories of Design [4Credits]	Aesthetics of Form and Experience-2 [4 Credits]	Technology & Society [2 Credits]		Research Design & Methods 2 [2 Credits]	Workshop/ Seminar [2 Credits]		Social Studio-2 Community Situated Design [6 Credits]
Summer Break — Internships (4 weeks) 4 Credits								
Semester 3		Aesthetics of form and experience-3 [4 Credits]		Materials & Processes [2 Credits]		Workshop/ Seminar [4 Credits]	Project Management [2 Credits]	Social Studio-3 Participatory Design- Processes in Service Design [8 Credits]
Winter Break								
Semester 4			Ecology; environment & Development - Critical Technology & Sustainability [2 Cred ts]			Workshop/ Seminar (2 Credits); Independent Study (2 Credits)	Social Entrepreneurship New Economies [4 Credits]	Social Studio-4 Systems Design Project [10 Credits]
Summer Break								
Semester 5	Design Ethics & Practice [2 Credits]							Social Studio Final project Thesis Project Dissertation and Seminar [14 Credits]
Total 100 Credits								

Descriptions Of Revised Courses for Semester Two for the MA Social Design Programme

Cohort- 2014-17

Course Name: Aesthetics of Form and Experience II
Course Number: SDe2SD202
Number of Credits: 4 Credits

Building on learning from the first semester, this course will develop understanding and exploration of 3 dimensional forms in relation to spaces and explore the kinds of experiences these generate. It will give a foundational understanding about the differences between flat or 2dimensional forms (shapes, lines and planes) and the characteristics of 3 dimensional that forms the nature of objects, surfaces, spacesand environments. Using elements of design like shape, form, pattern, texture, scale, light and colour and principles of design like volumes, proportion, balance, rhythm, contrast, emphasis & focus, harmony & unity, students will explore forms, students would create spaces and organise an ensemble with a clearly defined experiential intent. They would be encouraged to supplement and theorise their learning by reflection and readings.

The course will help develop an understanding about the nature of three dimensional forms and spaces and how these can be visualised, drawn, analysed and studied. Students will be exposed to theoretical studies about forms besides becoming well versed with making of different kinds of forms in various materials. Using these forms as primary and essential building blocks, they will learn to construct desired experiences.

Evolution of Communication Design from print to audio to audio visual to web – with a special focus on the politics of representation, negotiating ideas around propaganda, nationalism, revolution, pop, indi, counter culture, advertising etc. Brief history of cinema with a focus on the evolution of documentary and ethnographic practices – which leads to the politics of documentation and representation of indigenous urban and rural communities.

The inputs shall include:
Brief overview of communication theories and their critiques to develop an understanding of how media and communication is part of a larger culture industry
Evolution of Television industry in the west and in India the transition from state lead television and radio to private productions of news and entertainment
Evolution of Social Media and social networking specifically exploring the role and treatment of audiovisual media and graphic design on the web

The course will involve:
Study of forms and objects in natural and manmade environments to understand their qualities of form and aesthetics such as homes, landscaped parks, streets, common spaces like squares, markets and so on. In each situation studied, students will be encouraged to discover the elements of design behind the construction of experiences.
Investigation and analysis of these objects as constituents of complex spaces and experiences. Develop a kind of a grey scale ranging from extremely desirable experiences to not so desirable experience.
Research and study of ways in which 'experience' has been captured and communicated in the past, using other media like retail windows, films, theatre, photography, painting, performance and cuisines.
Research and discover tools, methods and case studies that we can share from other contexts like craft making, food making to understand the concepts of experience design

better. Preparing a researched, studied and constructed document with explicit elements of experience making.

Using similar/same building blocks and elements create different sets of experiences. Explore connections between languages (words). Create words that denote and capture new experiences and other way round.

The course will enable:

- Discerning judgment on quality of aesthetics of form and experience.
- A set of skills, knowledge and critical understanding to articulate and visualise new forms.
- Multi-dimensional and multi-sensorial documentations of experience design situations
- A proposal for a new design in response to a clearly stated brief for a certain experience.
- A collection of explorations towards development of a language of form and experience design.

Suggested Readings:

- Alexander, Christopher, *Synthesis of Form*
- Umberto Eco, *History of Beauty*
- George Hagman, *Aesthetic Experience: Beauty, Creativity, and the Search for the Ideal Contemporary Psychoanalytic Studies,*
- Arthur P. Shimamura, Stephen E. Palmer, *Aesthetic Science: Connecting Minds, Brains, and Experience*
- Andrew Light, Jonathan Smith *The Aesthetics of Everyday Life*
- Yuriko Saito, *Everyday Aesthetics*, Oxford University Press, 2007
- Adorno, Theodore, & Horkheimer Max, *The Culture Industry, Enlightenment as Mass Deception*
- Balicki A, *Reconstructing Culture on Film, in Principles of Visual Anthropology*
- Benjamin, Walter, *The Work of Art in the Age of Mechanical Reproduction*
- Bhaba Homi, *The Location of Culture*
- Chomsky, Noam, *Manufacturing Consent*
- Devereaux, L & Hillman, R, *Fields of Vision: Essays in Film Studies, Visual Anthropology and Photography – Modernism and the Photographic Representation of War and Destruction*
- MacDougall D, *Transcultural Cinema*
- Case Study: Edward Said, *Covering Islam – how the media and the experts determine how we see the rest of the world*

Course Name: Workshop/ Seminar
Course Number: SDe2SD602
Number of Credits: 2 Credits

The predominant modes of content delivery in the programme are the "taught" mode where the outlines of the course with the content and academic inputs are predetermined. Assignments are designed to further secure the learning from the given content. Along with, is the studio mode, which is meant for hand-on and field-based learning.

To compliment these two modes, each semester has space for a week long seminar/ workshop where a subject of topical contemporary relevance, outside the planned programme can be explored. This segment is envisaged to be lead by domain experts fuelled by student initiative and participation.

It is also expected that this segment would explore design methods, design creativity and tools and processes that come into play in context of design thinking and practise.

However, post the two such segments in the previous semesters, where potential themes have already been suggested, the third one has been left open to be defined as per the specific need at the time.

Context

It is felt that the new discipline of Social Design must proactively explore and engage with its applied and practice dimensions and continue to find a wider variety of situations that provide the opportunity to demonstrate the value and potential of the concerned expertise.

Thus the proposed workshop is intended to bring together such themes and contexts that facilitate a student in identifying and developing projects and lead towards articulating the core value proposition that stands out as a unique professional competence from the stand point of a trained social designer.

In view of the above, possible themes to be taken up in the workshop, are drawn from the urban space and especially emerging from a deficient approach that does not include empathetic understanding and participation of people and local communities as well as overall system, in developing and evolving public amenities.

Students would be expected to work on issues such as women's safety, waste or access to public services around the theme of urban ecology or likely subjects of new projects, products and services arising out of interfacing of formal and informal economies.

Given the background objective of the workshop to assist students gain a sharper definition of expertise related to the discipline of social design, each student may choose to view a given theme from any of the three perspectives namely i. Research, ii. Entrepreneurship and iii. Professional Engagement/ Consultancy as potential career alternatives.

OTHER COURSES AS MENTIONED IN THE COURSE STRUCTURES FOR BATCHES 2013-16 and 2014-17 REMAIN THE SAME.

Ambedkar University Delhi (AUD)

Standing Committee on Academic Programmes (SCAP)

Minutes of the Meeting held on 26June 2015 and 29 June 2015

Items on the Agenda

1. Discussion on the new courses as part of MA Education (ECCE)- Semester –II Courses, SES;
2. Discussion on the proposal to start a new MA Programme in Contemporary Dance by SCCE;
3. Discussion on the new courses to be offered to MA Students, SCCE;
4. Discussion on the restructuring of the B.A Programme offered by SUS;
5. Discussion on the new courses as part of second year of the MA in Social Entrepreneurship (MASE), SBPPSE;
6. Any other matter(s) to be decided by Members in consultation with the Chair.

Members present:

Chandan Mukherjee, (Chairperson)

Kuriakose Mamkoottam (Dean, SBPPSE)

Denys P. Leighton (Dean, SLS)

Jatin Bhatt (Dean, SD)

Sumangala Damodaran {Dean(offg.), SDS}

Venita Kaul (Director, SES)

Asmita Kabra ((Dean, SHE)

Sunita Singh (CECED, special invitee)

Monomalika Dey (SES, special invitee)

Sheetal Nagpal (SES, special invitee)

Suchitra Balasubrahmanyan (SDes, special invitee)

Devika Sharma (SES, special invitee)

Kartik Dave (SBPPSE, special invitee)

Salil Misra (Dean, Academic Services, Convenor, SCAP)

With the above suggestions, SCAP accepted the proposed restructuring of the BA programmes at SUS and recommended that this be placed at the next meeting of the Academic Council for final approval.

8. The Dean, SDes and the programme coordinator, MA in Social Design made a presentation on the new courses to be offered to the 3rd and 4th semester students for the 2014-17 cohort. They also sought approval for the revised structure for the 5th semester of the 2013-16 cohort. The MA programme in Social Design was approved by the Academic Council at its meeting held on 10 July 2013 and 19 July 2013 Subsequently, the programme structure was restructured which was also approved by the Academic Council at its meeting held on 24 June 2014. The School was therefore simultaneously running two different versions of the programme, for the pre-revised 2013-16 cohort and the revised 2014-17 cohort.

The programme coordinator presented the structures of the following courses for the third semesters (2014-17 cohort):
- 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)

The following courses were presented for the 4th semester (2014-17 cohort):

- 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)

The following courses were presented for the 5th semester (2013-16 cohort):

- Design Practice and Ethics (2 credits, SDe2SD105)
- Independent Study (4 credits, SDe2SD505)
- Social Studio V: Final Thesis Project and Seminar (14 credits, SDe2SD805)

The presentation was followed by discussion. Following suggestions were made during the discussions:

- The course descriptions should be accompanied by a brief write-up on the nature of the programme.
- The course structures should be internally consistent with regard to format and nomenclature.

With that the SCAP accepted the proposals made by the Dean, SDes and the programme coordinator, MA, Social Design and recommended that the proposals be placed before the next meeting of the Academic Council for final approval.

9. (Tabled Item) The Dean, School of Human Ecology (SHE) presented to SCAP the structure of a new course to be added to the basket of elective courses as part of the MA programme in Environment and Development, already approved by the Academic Council. The following course was presented:

    - Advanced Ecology (4 credits).

The presentation of the course was followed by discussion. After discussion, the SCAP accepted the proposal and recommended that this be placed at the next meeting of the Academic Council for final approval.

Salil Misra
Convenor, SCAP

Chandan Mukherjee
Chairperson, SCAP

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

- 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.

School of Design

Board of Studies

6th Meeting

22 July 2016

School of Design

Ambedkar University Delhi

Minutes of 6th Meeting of the Board of Studies held on 22nd July 2016

The 6th meeting of the Board of Studies of the School of Design (SDes) was held on 22nd July 2016 from 10 am to 12.30 pm at WS4, School of Design, AUD Campus, Kashmere Gate, Delhi.

Agenda items:
1. Welcome to the members of the reconstituted Board of Studies.
2. Consideration for approval of the new programme structure for **MDes Social Design Programme** to be offered starting with 2016-19 cohort.
3. Consideration for approval of the following courses to offered in the first semester of MDes Social Design Programme starting with 2016-19 cohort.

    I.   **Learning to See**
    II.   **Introduction to Social Design**
    III.   **Design Research Methods**
    IV.   **Design Process**

The following members were present:
1. Prof. Jatin Bhatt, Dean of School, School of Design and Chair
2. Prof. I.M.Chisti
3. Ms. Kalyani Menon Sen
4. Mr. Amit Krishn Gulati
5. Dr. Nakkeeran Nanjappan
6. Dr. Suresh Babu
7. Mr.. S.Santhosh
8. Dr. Suchitra Balasubrahmanyan, Associate Professor, SDes
9. Mr. M.S. Farooqi, Associate Professor, SDes
10. Ms. Divya Chopra, Assistant Professor, SDes

Special Invitees
1. Mr. Raman Saxena, Fulltime Visiting Faculty SDes
2. Dr. Venugopal Maddipatti, Assistant Professor, SDes

Mr. Abeer Gupta, Assistant Professor, SDes could not attend the meeting.

The meeting started with welcoming and introducing the members of the re-constituted Board of Studies. This was followed by a presentation of the proposed new programme structure for **MDes Social Design** to be offered starting with 2016-19 cohort and subsequent cohorts by Dr. Suchitra Balasubrahmanyan, Program Coordinator, explaining the rationale behind this new structure.

Changes in the Programme Structure initiated were based on:
- Feedback from students, internal (from other AUD Schools) and external members of semester-end evaluations
- Faculty experiences of teaching each course for 2 to 3 iterations
- Performance of Batch 1 in final project and Batch 2 in first 4 semesters

Main features of changes:
1. Opening up space for electives in the programme Space in the programme for taking courses offered by other Schools

2. Opening our Elective and some core courses to other schools/programmes of AUD
3. Electives shaped by faculty experience and expertise beyond present programme
4. Offering skill-based electives
5. Greater articulation of Studio courses and their progression over the semesters
6. Greater time allocation for final project
7. More precise and explicit articulation of Social Design practice through all courses

The following were the broad observations deliberated upon in the meeting.

1. The members of the Board of Studies appreciated the new program structure in terms of clarity and simplification. The new program structure seems like a considerable improvement upon the old one. This is a commendable achievement over the past few years as there is a clear movement from the initial program's multiple thematic format and the new version's re-ordering of the same content into a tighter, more coherent organisation. In addition, this new version takes better advantage of the cross-disciplinary pollination that is available 'on a platter' to the School of Design at AUD. Additionally, the School must encourage not only the participation of teachers from other Schools but also their students to encourage peer learning.

2. Based on the reflections on the programme structure by the School faculty, one of the primary concerns of the existing structure has been addressed by opening up the space for electives, so as to allow interaction with other courses and Schools on the campus. This helps SDes faculty members to also offer elective courses based on their core specializations which can also be open to students from other programmes and schools. This should also facilitate students with the option of selecting at least two electives; at least one internal elective from the school and one external from other schools, if they wish. Elective space should be seen as facilitating individual pursuits, abilities of students as well as offer opportunities to strengthen areas of limitations and lack of exposure in specific domains. Formal Mentoring Structure instituted in the School should help students choose the electives wisely.

3. Concurrent mentoring is required with respect to research methods through the course. At the moment structured inputs are being offered only in the 1st and the 4th semester. Although research methods are embedded as part of all studio courses, more direct social science inputs could be incorporated.

4. The members strongly emphasised documentation of all course work and student projects. Sharing this resource would be of significant value across the larger design community. For this task, it was proposed to hire a full time research assistant.

5. One of the important aspects that emerged during discussion was the importance of strengthening of interaction across schools. Cross program workshops for interdisciplinary learning should be imagined within the university with other schools. We could start informally with a short 2 week model every semester. It will be greatly beneficial to integrate this into the formal program structure if possible in future.

6. With respect to student intake it was stressed that students need to have a sense of direction and a sense of commitment towards the objectives of the program. Entrance test could be structured so as to invite students to clearly articulate areas of concern students would like to engage with during the course.

7. The members advocated for a relaxing, 'lighthearted' component within the program as a means for relieving student pressure.

8. The members suggested some specific inputs with respect to following courses:

   i. 'Learning to See'
      It was suggested to consider re-naming this course. Perception, sensitisation and/or observation could be alternative terms one could use, as in the present form it seems to restrict the course to visual imagination. The members felt that drawing is important as a means of observation, as a research tool, as a perception tool; however, it needs to be seen as an alternative to a traditional drawing course. Drawing or visual recording and depiction needs to be imagined as a tool for ethnographic reflection beyond field notes. This would be a way to distinguish between researcher with a Social Design background and researcher with a social science background. Perhaps we could develop visual representation tools from

works like Michael Taussig's anthropological fieldwork which incorporated drawing. An interesting approach could be documenting everyday practices.

ii. **Understanding Intersectionality**

It was suggested that the Understanding Intersectionality course may be rechristened Understanding Indian Social Realities or Indian Social Realities, could be thought of as a more generic umbrella term embracing the many lenses through which the 'social' in Social Design could be better explored – such as individual perception, the market, state/government etc. as necessary overlaps. In addition, it was suggested that basic social science concepts be introduced somewhere in the present curriculum. Intersectionality could be limiting as a course title. A broader terminology can be considered to address the social such as Understanding Social Realities.

9. It was also expressed that the course on Environment, Ecology, and Sustainability should be incorporated as a core subject and moved from its present position as an Elective as these are very critical components in the practice of Social Design and must not be left to student choice.

SDes faculty members cognized with the feedback and suggestions by the members and will deliberate on content and transactional methods to incorporate them in the proposed new courses in the proposed programme structure as well as the revision of the courses retained from the old structure.

The members approved the proposed revised structure (Attached) for the MDes Social Design Programme along with detailed outlines of four courses to be offered in the Monsoon semester2016 starting with the 2016-19 cohort inducted for the upcoming Academic Session.

The Meeting concluded with a vote of thanks to the BOS Members for their feedback on the new structure and revised content of the Social Design programme as well as the concrete suggestions for strengthening and improving it.

MDes (SOCIAL DESIGN) PROGRAMME STRUCTURE
(REVISED AFTER BOARD OF STUDIES MEETNG ON 22 JULY 2016)
TO BE IMPLEMENTED STARTING WITH COHORT 2016-19 AND SUBSEQUENT COHORTS

SEMESTER	DESIGN SKILLS Credits 4	SOCIAL UNDERSTANDING Credits 4	SOCIAL STUDIO Credits 8		
Semester 1	Learning to See FOUNDATION 4	Introduction to Social Design FOUNDATION 4	DESIGN PROCESS FOUNDATION 8		Design Research Methods FOUNDATION 4
Winter Break					
Semester 2	Aesthetics, Form and Experience CORE 4	Understanding Intersectionality CORE 4	SERVICE DESIGN (COMMUNITY) CORE 8		ELECTIVES ([Internal offered by SDes] Credits 4) Material and Processes; Media and Communication; Introduction to Graphic Softwares; GIS; Web Design Research Writing — ELECTIVE 4
20 credits					
Summer Break	INTERNSHIP				
Semester 3	Internship in preceding Summer Break CORE 2	Data Visualisation and Information Modelling CORE 2	Examining Rural and Urban CORE 4	SYSTEMS DESIGN (BEHAVIOUR) CORE 8	Technology & Society; Simple Product Design; UI (User Interface)/UX (User Experience) ELECTIVE 4
20 credits					
Winter Break					
Semester 4	Ecology, Environment & Development CORE 4	Design and Democracy CORE 4	FINAL PROJECT Domain Formulation CORE 8		Project Management; Architectural History; Reading the City; Social Entrepreneurship ELECTIVE 4
20 credits					
Summer break					
Semester 5	Design Ethics and Practice CORE 2	FINAL PROJECT – Project Implementation CORE 18			
2 credits					

Ambedkar University Delhi (AUD)

Standing Committee on Academic Programmes (SCAP)

Minutes of the Meeting held on 9 August 2016

Items on the Agenda

1. Discussion on the proposal to replace the foundation core course of "Philosophy and Education" (4-credits) offered in Semester II of MA Education programme with two courses titled "An Introduction to Philosophy of Education" (2-credits) and "A Philosophical Perspective for Education" (2-credits) in Semester I and Semester II, respectively.

2. Discussion on the new course "Global Childhoods" as part of the MA programme in Education (School of Education).

3. Discussion on the revised rules of assessment, evaluation and promotion policy for MDes (School of Social Design)

4. Discussion on the revised programme structure for MDes to be offered to 2016-19 cohort onwards.

5. Discussion on the new courses as part of the MA programme in Social Design to be offered in 1st semester for the cohort 2016-19 and subsequent cohorts.

6. Any other matter

Members Present

Salil Misra (Chairperson)
Sanjay Kumar Sharma (Dean, SS)
Jatin Bhatt (Dean,SDes),
Denys P. Leighton (Dean, SLS)
Sumangala Damodaran (Dean, SDS)
Venita Kaul, Director (SES)
Praveen Singh {Dean(offg.), Planning}
Rajan Krishnan {Dean(offg.)
Kartik Dave {Dean(offg.), SBPPSE}
Sunita Singh (CECED, special invitee)
Suchita Balasubrahmanyan (SDes, special invitee)
Jayshree Mathur (SES, special invitee)
Manasi Thapliyal (SES, special invitee)
Vikas Baniwal (SES, special invitee)

Ashok Nagpal (Dean, SHS), Asmita Kabra (Dean, SHE), Rachana Johri {Dean(offg.), SUS}and Gunjan Sharma could not attend the meeting as they were on leave and granted leave of absence.

Minutes

1. The School of Education Studies (SES) made a presentation proposing a minor change in the structure of the MA progarmme in Education. It was proposed that the existing four credit course "Philosophy of Education" should be replaced by two courses of two-credits each, "An Introduction to Philosophy of Education" and "A Philosophical Perspective for Education", to be offered in semester 1 and 2, respectively. The proposed change emanated out of the following considerations:

   - The existing course "Philosophy of Education" transacted during the winter semester 2006 was found to be quite dense and did not provide students time for assimilation and discussion of the concepts and ideas that formed the fabric of the course. It was felt by the instructors that course needed to be revised keeping in mind the heterogeneous nature of the class.
   - The changed format will facilitate a much more sustained engagement for the students to reflect upon concept and categories of education and philosophy.

   The presentation was followed by discussion. While agreeing with the current proposal, it was also suggested that the idea of a full four-credit course on the philosophy of education should not be completely given up, as it might be more appropriate for students coming from other disciplinary backgrounds. Therefore the Faculty should retain the option of offering the course "Philosophy of Education" as an elective, in future. As a tangential point, it was also suggested that the SCAP should deliberate on the rationale for a two-credit course, as against a four-credit course. SCAP should also discuss the different ways of transacting two-credit courses. They could be thinly transacted and be spread throughout the semester. Or, alternatively, they could have a shorter duration while retaining the same time intensity. Both the forms should be tried keeping in mind the nature and architecture of the course.

   With these suggestions the SCAP approved of the proposed changes and recommended that they be placed at the next meeting of the Academic Council for ratification.

2. The Faculty of Education made a presentation of a new four- credit course "Global Childhoods" as part of the MA (Education) and MA (early Childhood Care and Education). The new course builds on some of the core courses offered by the SES. The course will introduce students to the idea of multiple childhoods and also about the problematic assumptions of a "universal" childhood. The course will do so by introducing a new lens of enquiry, of global flows and globalization theory through which the students will understand how global processes affect children's lives, their educational institutions, policies for early childhood care, and consumer culture of childhood, in India and the global South.

   The presentation was followed by discussion. The members suggested the possible introduction of themes such as child labour and place it in the context of global-local debate. Certain readings were also suggested.

   With these suggestions the SCAP approved the course and recommended that it may be placed at the next meeting of the Academic Council for ratification.

3. The faculty from the School of Design made a presentation on the proposed revised rules of assessment, evaluation and promotion policy for MDes. These consist of the following:

   a) 80% attendance is prescribed for all courses as significant weightage is given to active participation, class discussions and regular presentations of on-going assignments and projects by the students to their peers. Critique of work presented by all students is an integral part of

discourse and learning transaction. Considering that for most part of the programme, the contents, project work and context based discussions/feedback are based on real life explorations and field work, continuous and regular presence of students at the school/field form an integral part of demonstrating performance. The emphasis is on process based evaluation, making attendance and participation a crucial part of the programme engagement.

b) Cumulative Performance Evaluation (CPE) referred to as Jury forms a crucial part of holistic performance evaluation of every student at the end of each semester. The Jury is held at the end of the semester where the student is required to present the learnings and projects of the semester, which displays his or her holistic learning across various independent course inputs. The sessions are attended by field experts from external institutions and organisations, faculty of other schools of AUD, along with the faculty of the School of Design. The Jury presentation carries a weightage of 20% (was 40% till academic year 2015-16) of the calculation of the semester grade.
The CPE will thus be worked out from the sum of 80% of GPA and 20% of marks given in the Jury.

c) The core focus of the programme is predominantly based in practice and is reflected in its content, structure, transactional design and nature of engagement finding convergence in **Social Studio**. This is also characterised by the nature of the discipline of Design wherein the learning is demonstrated through applied and real life validation in form of assignments, projects and field engagement. **Social Studio** is thus central to the programme across all 5 semesters.

Being at the core of synthesising various courses in form of theory, concepts, tools, methods and projects all Studios form the building blocks and define the very efficacy of the learning outcome. All Studios are located in real life situations requiring extensive fieldwork, research, contextual insights,ideas for interventions, validation and workable alternatives. Promotion to subsequent semester and between successive academic years is subject to acquiring of passing grade in Social Studio.

The presentation was followed by discussion and the proposed changes were accepted by SCAP. The SCAP recommended that these be placed at the next meeting of the Academic Council for ratification.

4. The programme coordinator, M.Des made the following presentation on the revised programme structure for MDes to be offered to 2016-19 cohort onwards. The proposed revision has been deliberated upon and accepted by the Board of Studies of the School of Design. The following is a summary of the presentation:

The proposed changes are based on

a. Students feedback on the structure and courses
b. Feedback from external experts and AUD faculty during the Cumulative Performance Evaluation (End Semester Juries) held for each student individually at the end of each semester and Viva Voce of the graduating students of the first batch
c. Reflection by SDes faculty on the structure and courses taught over 2/3 iterations

The following aspects have been addressed in the revised structure:

Clear demarcation of Foundation, Core and Elective courses with a view to:
A. strengthen the foundation in design to ensure clarity in understanding of Social Design within the broad discipline of Design

B. Open up same space for electives for and from other schools to operationalize interdisciplinary engagement for the students and faculty across other programmes.
C. Provide thematic articulation of Studio and other core courses to incorporate specific nature of knowledge, concepts, expertise and opportunities in Social Design practice and their progression over five semesters.
D. Provide for one year spread over 4th and 5th semester to carry out a substantive project. This will also allow for a domain exploration of students' interest in fourth semester and design intervention/research for the Thesis project in the final semester given the complexities and nature of projects in Social Design.
E. Reduce number of courses per semester to optimise workload in form of assignments and submissions while retaining the same credit structure.

The presentation was followed by discussion. While the revised programme structure was accepted, it was also suggested that the programme revision should be attempted only after persisting with the earlier structure for a few cohorts. Some of the members of SCAP discouraged the tendency to rush into a revision of the structure without giving the existing structure enough time to get settled.

With that the SCAP approved the revised Structure of the M.Des programme for the 2016-19 cohort onwards, and recommended that this be placed at the next meeting of the Academic Council for ratification.

5. The Faculty of S.Des made a presentation of the following new courses as part of the MA programme in Social Design (M.Des.) to be offered in 1st semester for the cohort 2016-19 and subsequent cohorts:

    i.   Learning to see (four credits)
    ii.   Introduction to Social Design (four credits)
    iii.   Design Research Methods (four credits)
    iv.   Design Process (four credits)

The presentation was followed by discussion. While accepting the new courses, it was suggested that the courses should rework the assessment scheme of each course in accordance with the assessment document of AUD.

With that the SCAP approved the new courses and recommended that they be placed at the next meeting of the Academic Council for ratification.

Salil Misra
Chairperson, SCAP

AMBEDKAR UNIVERSITY DELHI

Minutes of the Ninth Meeting of the Academic Council held at 10.00 AM on 31 January 2017 in the Private Dining Hall at the India International Centre, New Delhi

The Ninth Meeting of the Academic Council (AC) of Ambedkar University Delhi (AUD) was held at 10:00 AM on 31 January 2017 in the Private Dining Hall at the India International Centre, New Delhi. The following were present:

Professor Shyam B Menon Vice Chancellor	In the Chair
Professor A K Sharma Nominee of the UGC	Member
Professor K Ramachandran *Nominee of the Government of NCT of Delhi*	Member
Professor Farida A Khan *Nominee of the Government of NCT of Delhi*	Member
Professor Madhavan K Palat *Nominee of the Government of NCT of Delhi*	Member
Professor Salil Misra, School of Liberal Studies *Nominee of the Vice Chancellor & Coordinator, AC*	Member
Professor Geetha Venkataraman, School of Liberal Studies *Nominee of the Vice Chancellor*	Member
Professor Chandan Mukherjee, School of Liberal Studies *Nominee of the Vice Chancellor*	Member
Professor Radharani Chakravarty, School of Liberal Studies *Nominee of the Vice Chancellor*	Member
Professor Ashok Nagpal Dean, School of Human Studies	Member
Professor Denys P Leighton Dean, School of Liberal Studies	Member

9.9 **To ratify the decision of the Vice Chancellor in approving the recommendations of a Committee constituted to look into the matter of Shri Karan Sachdeva, PhD Scholar at the School of Development Studies regarding his de-enrollment and alleged academic harassment**

Resolved to ratify the decision taken by the Vice Chancellor (**Appendix-14**) on behalf of the Academic Council to give another opportunity to Shri Karan Sachdeva to prepare and submit his research (thesis) proposal and to constitute a committee comprising the following two faculty members to offer guidance to Shri Sachdeva in preparing his research (thesis) proposal:

(i)   Professor Chandan Mukherjee, SLS   – Chair & Convener
(ii)   Professor Babu P. Remesh, SDS   – Member

9.10 **To ratify the decision taken by the Vice Chancellor on behalf of the Academic Council as per the recommendation of the Standing Committee on Academic Programmes (SCAP)**

Resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of the SCAP.

Replacement in the foundation core course with two courses in the MA Education programme (in Semester I and Semester II).

(i)   Replacement in the foundation core course of "Philosophy and Education" (4- credits) offered in Semester II of MA Education programme with two courses titled "An Introduction to Philosophy of Education" (2-credits) and "A Philosophical Perspective for Education" (2-credits) in Semester I and Semester II, respectively

2.   Addition of new courses as part of the MA programmes in the School of Education studies

(i)   The addition of the new four-credit course "Global Childhoods" in the MA (Education) and MA (Education – ECCE) (**Appendix-15**).

3.   Addition of four new courses in the MDes programme being offered by School of Design

(i)   Introduction of four new courses in the MDes (Social Design) (i) Learning to see" (four credits), (ii) "Introduction to Social Design (four credits), (iii) "Design Research Methods (four credits)" and (iv) "Design Process (four credits)" (**Appendix-16**) in the MDes (Social Design) to be offered in the 1st semester for the cohort 2016-19 and subsequent cohorts.

4.   The revised programme structure for MDes to be offered from 2016-19 cohorts onwards, vide **Appendix-17**.

School of Design

Board of Studies

7th Meeting

By circulation

22

To
The Chair and Convenor,
Standing Committee on Academic Programmes (SCAP)
Ambedkar University Delhi

Dear Salil,
Attached a composite document including the following for the consideration and approval of SCAP:

Following are the courses to be offered in the 3rd (Monsoon) semester commencing on 2nd August 2017 as a part of the New Programme Structure of MDes Social Design Programme implemented from academic year 2016-17 Cohort:

1. Examining Rural and Urban- Core 4 credits

2. Exploring User Interface and User Experience Design- Elective offered SDes students of 3rd semester and open to other MA students of AUD- Elective 4 Credits

The same is requested to be put up to the Academic Council after due consideration and approval by the SCAP.

Best wishes

Jatin Bhatt
Professor and Dean SDes
21st June 2017

SUBJECT: Approval of two courses by circulation by BOS of SDes

Agenda:

Approval of the following courses to be offered in the 3rd (Monsoon) semester commencing on 2nd August 2017 as a part of the New Programme Structure of MDes Social Design Programme implemented from academic year 2016-17 Cohort:

3. Examining Rural and Urban- Core 4 credits

4. Exploring User Interface and User Experience Design- Elective offered SDes students of 3rd semester and open to other MA students of AUD- Elective 4 Credits

Jatin Bhatt
Professor and Dean, SDes

Copy to

1. Vice Chancellor for information

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>   Sat, Jun 17, 2017 at 4:13 PM
To: amit krishn gulati <amitkrishn@yahoo.com>, "imchishti@hotmail.com" <imchishti@hotmail.com>,
Kmenonsen <kmenonsen@gmail.com>, Nakkeeran N <nnakkeeran@gmail.com>, Suresh Babu
<suresh@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>
Cc: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>,
Abeer Gupta <abeer@aud.ac.in>, "sharique@aud.ac.in" <sharique@aud.ac.in>, Nishant Massey
<nishant@aud.ac.in>

SUBJECT: Approval of two courses by circulation by BOS of SDes

Agenda:
Approval of the following courses to be offered in the 3rd (Monsoon) semester commencing on
2nd August 2017 as a part of the New Programme Structure of MDes Social Design Programme
implemented from academic year 2016-17 Cohort:

1. Examining Rural and Urban- Core 4 credits
2. Exploring User Interface and User Experience Design- Elective offered SDes students of 3rd
semester and open to other MA students of AUD

Dear Members of the BOS of School of Design (SDes) AUD,

We have been working on finalising the courses approved in the new programme structure for
some time. It has taken much longer than anticipated.   These two courses are to be offered in the
3rd semester commencing from 2nd August 2017.

As we have limited time to get them approved by different bodies before they can be offered, we
are requesting you to approve them by circulation.

Kindly go through them and get back with your consent/comments by the night of 20th June 2017.
I know that this is rushing you all with a very short deadline but will appreciate if you can get back
by Tuesday night. We will be mindful of giving sufficient time to the members for your
feedback/approvals in future. Ideally, it we will prefer to have meetings in person so that we can
also get your advise and inputs on issues beyond the agenda. Unfortunately, we are in the
summer break from 12th May and faculty are not available on campus/in Delhi. Of course, it is
always valuable to meet up with the board members.

Looking forward to your early response.
Best regards

Jatin Bhatt
Professor & Dean School of Design
Ambedkar University Delhi India
jatin@aud.ac.in, www.aud.ac.in

Request for Approval of two courses by Circulation

Kmenonsen . <kmenonsen@gmail.com>   Sat, Jun 17, 2017 at 4:54 PM
To: Jatin Bhatt <jatin@aud.ac.in>
Cc: amit krishn gulati <amitkrishn@yahoo.com>, "imchishti@hotmail.com"
<imchishti@hotmail.com>, Nakkeeran N <nnakkeeran@gmail.com>, Suresh Babu
<suresh@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suchitra Balasubrahmanyan
<suchitra@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>,
"sharique@aud.ac.in" <sharique@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Thanks Jatin. Both of these look good. Happy to sign off on them.
Just a couple of small comments.
In the UI-UX course, could we add "deeper exploration of concepts/practices of universal
accessibility" as an objective of the course? Two reasons: (a) the depressing experiences we
have of the way that flawed assumptions and exclusionary biases get folded into apps; and (b)
the need to make sure that we use the hook offered by the skill-building part of this course to
provoke students into critical questioning of design dogma. I'm thinking that the "Digital India"
adventure would make a great case study for this course.
On the rural/urban course, I was wondering why there is no mention of some of the specificities
of the "socio-political" that will be explored in the course. Maybe we could specify at least
gender, religion and caste if not other identities? Or is the silence a strategic one? In which case,
I completely understand.
It would be nice to meet after the break.
Best wishes, KALYANI
KALYANI MENON-SEN
Feminist Learning Partnerships
J-1229 Palam Vihar
Gurgaon 122017 INDIA

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>   Sat, Jun 17, 2017 at 5:17 PM
To: "Kmenonsen ." <kmenonsen@gmail.com>
Cc: sharique@aud.ac.in, SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati
<amitkrishn@yahoo.com>, Nishant Massey <nishant@aud.ac.in>, imchishti@hotmail.com,
Abeer Gupta <abeer@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Suchitra
Balasubrahmanyan <suchitra@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Nakkeeran N
<nnakkeeran@gmail.com>

Thanks Kalyani. Your suggestion for including the concept and concern of universal design is
very important and should be included in the UI UX course as an overarching concern.
The course Examining Rural and Urban is in the backdrop of the Intersectinality course
offered in 2nd semester by Action Aid and was received very well by students. The students
are expected to engage through the issues of gender, caste, class, religion they explored
earlier. The course brief builds on Intersectionality as stated at the beginning.
Abeer Gupta and Divya Chopra who are to offer the course are copied in this conversation
and will take certainly cognizance of your suggestions.
Thanks for your prompt response and let's meet up soon after the academic session begins.
Warm wishes
Jatin

Nakkeeran N <nnakkeeran@gmail.com>   Sat, Jun 17, 2017 at 7:12 PM
To: Jatin Bhatt <jatin@aud.ac.in>
Cc: "Kmenonsen ." <kmenonsen@gmail.com>, sharique@aud.ac.in, SANTHOSH S
<santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Nishant Massey
<nishant@aud.ac.in>, imchishti@hotmail.com, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra
<divyachopra@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Suresh Babu
<suresh@aud.ac.in>

> Dear Prof. Jatin
> Thank you for sharing the course outlines. They read fine, relevant and contemporary. I have
> given my suggestions in the enclosed file.
>
> Warm regards
> Nakkeeran

> 🗒 **Nakkeeran M.Des courses comments.docx**
> 15K

Thanks for sharing the proposals for two new courses. They look contemporary and highly relevant.

I) Examining Rural and Urban

a) The outline, as it stands, if good. It covers the subject well. I give some point here below as mere
suggestions. May be considered if found appropriate.

b) I am not sure if you want to historicise the concepts of Rural and Urban and to explore the
dynamic meanings these concepts have assumed through history. This is purely from a social science
point of view; I am not sure if this point will be relevant from a 'Design perspective'.

c) I strongly feel reading list, especially those from sociology/social science can be made
representative of a wider range of perspective, and move beyond the usual ones. I will consider may
be one or two papers by David Mosse. E.g "The rule of water: statecraft, ecology and collective
action in South India" and "The symbolic making of a common property resource: history, ecology
and locality in a tank-irrigated landscape in south India", Development and change 28 (3), 467-504.
Both papers entail socio-ecological discussion in rural India with water as the central point. I feel
they are very relevant from the point of visualising the socio-political of rural. I will also suggest "An
Untouchable Community in South India: Structure and Consensus" by Michael Moffatt". *G Aloysius's*
"Conceptualising the *Region*" *(Critical Quest) is another possibility*. These readings will help students
to make strong connection with the intersectionality course

d) Somehow I get a feeling that the concept 'rural' though can be claimed to subsume 'tribal', only
gives a very faint representation to the latter. An imagery composed of abject poverty, deaths due to
malnutrition and preventable fevers, remoteness from 'state' and may be militancy often represent
these areas. How do we visualise this image as part of rural – one extreme of rural perhaps. Readings
may include something to capture this scenario and may be a documentary.

II) Exploring User Interface and User Experience Design

I do not have any comment on this course, except to add that this course has significant contemporary relevance.

Thank you

Nakkeeran

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>   Sat, Jun 17, 2017 at 7:40 PM
To: Nakkeeran N <nnakkeeran@gmail.com>
Cc: SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Nishant Massey <nishant@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, imchishti@hotmail.com, "Kmenonsen ." <kmenonsen@gmail.com>, Suresh Babu <suresh@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, sharique@aud.ac.in

Thank you Dr. Nakkeeran for your observations and suggestions. Request Divya to consider and include the readings and addressing Tribals with requisite differentiation.
On the issue of historicising the concepts of rural and Urban, the focus is to understand the course with reference to design challenges and opportunities. Given that the course is limited in time, would leave it to the faculty offering it.
Thank you once again for your quick response. Look forward to meeting you after the summer break.
Warm wishes
Jatin Bhatt

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>   Mon, Jun 19, 2017 at 3:46 PM
To: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Dear colleagues,
Please see mail from Prof. Chishti on the agenda.
Best wishes
JB
---------- Forwarded message ----------
From: "Iftikhar-mulk Chishti" <imchishti@hotmail.com>
Date: 19-Jun-2017 3:38 pm
Subject: Re: Request for Approval of two courses by Circulation
To: "Jatin Bhatt" <jatin@aud.ac.in>
Cc:
Dear Prof Jatin Batt,

I hereby approve the two proposed courses as a part of the New Programme Structure of the MDes SD Programme. It is, however, suggested that to evaluate their efficacy the courses may be reviewed after running them for two semesters.

Regards.

Iftikhar-mulk Chishti

Request for Approval of two courses by Circulation

Suresh <suresh@aud.ac.in>   Mon, Jun 19, 2017 at 7:38 PM
To: Jatin Bhatt <jatin@aud.ac.in>
Cc: Nakkeeran N <nnakkeeran@gmail.com>, SANTHOSH S <santhoshs@aud.ac.in>, amit krishn
gulati <amitkrishn@yahoo.com>, Nishant Massey <nishant@aud.ac.in>, Divya Chopra
<divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, imchishti@hotmail.com, "Kmenonsen ."
<kmenonsen@gmail.com>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, sharique@aud.ac.in

Dear All,

I have gone through the outlines and the revisions. I do have some inputs which I would be
sharing with the course coordinators independently.

Kindly record my approval on the proposed courses.

Best Wishes,

Suresh

SDes team, apologies for the delay from my side since I was traveling and couldn't attend to
this earlier.

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>   Mon, Jun 19, 2017 at 7:44 PM
To: Suresh Babu <suresh@aud.ac.in>
Cc: SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Nishant
Massey <nishant@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra
<divyachopra@aud.ac.in>, "Kmenonsen ." <kmenonsen@gmail.com>, imchishti@hotmail.com, Suchitra
Balasubrahmanyan <suchitra@aud.ac.in>, Nakkeeran N <nnakkeeran@gmail.com>, sharique@aud.ac.in

Thanks a lot Suresh for your prompt response despite hectic travel schedule. Much appreciated.
Requesting concerned course faculty to connect with you to understand your inputs and suggestions.
Warm wishes
JB

Request for Approval of two courses by Circulation

amit krishn gulati <amitkrishn@yahoo.com>   Mon, Jun 19, 2017 at 10:30 PM
Reply-To: amit krishn gulati <amitkrishn@yahoo.com>
To: Jatin Bhatt <jatin@aud.ac.in>, "imchishti@hotmail.com" <imchishti@hotmail.com>, Kmenonsen
<kmenonsen@gmail.com>, Nakkeeran N <nnakkeeran@gmail.com>, Suresh Babu <suresh@aud.ac.in>,
SANTHOSH S <santhoshs@aud.ac.in>
Cc: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer
Gupta <abeer@aud.ac.in>, "sharique@aud.ac.in" <sharique@aud.ac.in>, Nishant Massey
<nishant@aud.ac.in>

Good evening - I've been through the course abstracts and formally record my approval on both.

On the proposed UI-UX Elective my suggestions are as follows:

>Input on basics of Information Architecture, Behavioral Science & Cognitive Ergonomics in the context of HCI to be included
>Some exploratory work / research assignments on Digital Literacy / Digital Divide to be added
>Visual data-mapping / data organisation techniques, specifically flowcharting to be core to this program
>Exposure to Coding / Arduino and high-fidelity UI-UX prototyping to be provided; students to build expertise on these on their own time

Happy to have a more detailed discussion on how this high-potential and impactful module can be fortified.

Warm regards,

Amit.

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>   Mon, Jun 19, 2017 at 11:05 PM
To: amit krishn gulati <amitkrishn@yahoo.com>
Cc: sharique@aud.ac.in, SANTHOSH S <santhoshs@aud.ac.in>, Kmenonsen
<kmenonsen@gmail.com>, Nishant Massey <nishant@aud.ac.in>, "imchishti@hotmail.com"
<imchishti@hotmail.com>, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra
<divyachopra@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Suresh Babu
<suresh@aud.ac.in>, Nakkeeran N <nnakkeeran@gmail.com>

Dear Amit,
Thanks for sharing your thoughts on the contents that need to be an integral part of the UI UX course. Since it is an introductory course, I am not sure if we can include coding as a part of the course. But we can explore separate orientation inputs on this and encourage students to attempt prototyping their projects.
Could you suggest some people who could provide these specific inputs on basic coding/simple prototyping and related software please! Flow charting is visualised to be central to the course.
Other suggestions of yours are very valuable and will be addressed in suitable proportions in the course. This is an elective offered by SDes to Social Design students and is also open to other university students. So, it will need to be pitched at a level of broad students profiles. However, we intend to develop this space in design programs in a substantive depth. Would appreciate your inputs on future possibilities.
Your feedback and this mail is also being shared with concerned faculty to suitably address your suggestions.
Appreciate your quick response and insightful suggestions to shape this course.
Request concerned faculty for this course to connect with you on this to fine tune contents transactions as and when required.
Hope to have you over at the next meeting of BOS after commencement of the academic session.

Warm wishes

Jatin Bhatt

Request for Approval of two courses by Circulation

amit krishn gulati <amitkrishn@yahoo.com>   Tue, Jun 20, 2017 at 10:25 AM
Reply-To: amit krishn gulati <amitkrishn@yahoo.com>
To: Jatin Bhatt <jatin@aud.ac.in>
Cc: "sharique@aud.ac.in" <sharique@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>,
Kmenonsen <kmenonsen@gmail.com>, Nishant Massey <nishant@aud.ac.in>,
"imchishti@hotmail.com" <imchishti@hotmail.com>, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra
<divyachopra@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Suresh Babu
<suresh@aud.ac.in>, Nakkeeran N <nnakkeeran@gmail.com>

> Many thanks sir - WIll try and identify suitable resources to fortify this program - Warm
> regards, Amit..

Request for Approval of two courses by Circulation

Santhosh S <santhoshs@aud.ac.in>   Tue, Jun 20, 2017 at 8:52 PM
To: amit krishn gulati <amitkrishn@yahoo.com>
Cc: Jatin Bhatt <jatin@aud.ac.in>, "sharique@aud.ac.in" <sharique@aud.ac.in>, Kmenonsen
<kmenonsen@gmail.com>, Nishant Massey <nishant@aud.ac.in>, "imchishti@hotmail.com"
<imchishti@hotmail.com>, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra
<divyachopra@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Suresh Babu
<suresh@aud.ac.in>, Nakkeeran N <nnakkeeran@gmail.com>

Both of these courses look very good. We at SCCE offer a core course titled 'Technical
Explorations in Digital Media' as part of our MA Visual Art programme, which includes basic
coding practices. Will talk/write to Abeer directly about the details.

Regards,

[Quoted text hidden]
--
Santhosh S.
Assistant Professor
School of Culture and Creative Expressions
Ambedkar University, Delhi

Course Title:
Examining Rural and Urban

Credits:
4

Name of the School/Centre proposing the course:
School of Design (SDes)

Programme(s) which this course can be a part of:
Masters in Social Design

Level at which the course can be offered: Pre doctoral/MA/MDEs/PG Diploma/Certificate/UG:
MDes

Course coordinator and team:
Divya Chopra

1. If the course is a part of one or more programme(s), its location in the programme(s) core/compulsory/optional/any other:
    MDes Social Design – Core

2. Does the course connect to, build on or overlap with any other courses offered in AUD:
    This Course will help students in the design studio towards a better understanding of the situated context, be it urban or rural and its connected socio-spatial manifestations.

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

4. No. of students to be admitted (with justification if lower than usual cohort size is proposed):26

5. Course scheduling (summer/winter course, semester-long course, regular or evening course, weekend course, etc.):
    Semesterlong course to be offered in 3rd Semester

6. Proposed date of launch: August 1, 2017

7. How does the Course link with the institutional vision and the specific programme(s) where it is being offered?
As part of the larger institutional mandate of AUD, it becomes imperative to engage with the multifaceted socio-spatial processes embedded within varied urban and rural settings. Whilst understanding the complex dialectical relationship between the two context, the course intents to further explorethis interrelationship and its diverse manifestations in terms of services, systems and other interfaces.

8. Course Details:

   a. Summary:
   Set within the contemporary development paradigm, urban and rural centres across the Indian subcontinent are undergoing multiple transformations resulting in visible disparities across social, physical and environmental realms. While at one hand, rapid urbanization within most urban centres echoes a global narrative creating corresponding challenges of enormous consequences, at the other end, a significant percentage of the Indian population still located in its villages is interfacing with multiplicity of emerging work/live practices resulting in a higher mobility between the rural and the urban. Set within these multifarious processes, the course will explore the factors that influence settlement patterns, economic vulnerabilities, resource access, etc. and their implications on developmental challenges.

   b. Objectives:
   The basic premise of this course is to understand the complex socio-spatial dialectic embedded within the production of urban and rural as one intervenes in varied geographic settings. The course locates itself within the contemporary urban-rural debates while fundamentally trying to comprehend urban-rural as sociological, numeric and spatial concepts. Going beyond a dichotomous understanding of the two entities, the course will try to bring forth issues of interdependence, exchange, migration etc. that blur these distinctions. The course involves mapping of urban and rural spaces/settlements through multiple perspectives towards creating a holistic understanding of unique ecologies that characterize their complex dynamics. The study will also involve differentiating the nuances of rural-urban life from the perspectives of social hierarchy, its inter-relationships, communities and conflicts, decision making processes and governance, public interfaces, mobility, services, commons and collective spaces.

   c. Overall structure:
   The course is imagined along the following modules:

Module 1: Introduction to Urban – Rural
- Idea of Urban, Urbanization and Urbanism
- Idea of Rural, Rurality, Country and Countryside
- Urban Rural as Socio-Spatial concepts

Module 2:Mapping the Urban and the Rural
- Various tools of visual documentation and mapping
- Mapping urban – rural flows be it material, human, financial, technological etc. that significantly characterize the dynamic conditions of interchange and interdependence.

Module 3: Urban - Rural Interface
- Exploring peri-urban conditions
- Rurban / Urbanizing Rural as emerging concepts
- Urban - Rural and the paradigm of development
- Contemporary Urban-Rural issues

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

Module 1: Introduction to Urban – Rural
This module will focus on theoretical understanding of rural and urban as sociological, numeric and spatial concepts using various schools of thought while referring to classical, modern and contemporary readings relevant within the Indian sub-continent.

Core Readings:
- Crane Robert, Urbanism in India, The American Journal of Sociology
- Jodhka, Surinder S. (ed.) (2012), Village Society, Orient Blackswan, Hyderabad, and Economic and Political Weekly
- Setha M. Low, The Anthropology of the Cities: Imagining and Theorizing the City
- Srinivas M.N. (1976), The Remembered Village, University of California Press

Suggested Readings
- Mumford Lewis (1937), What is a city?, Architectural Record
- Simmel George(1971), The Metropolis and Mental life, In Individuality and social forms, University of Chicago press
- Wirth Louis (1938), Urbanism as a ' way of life ', American Journal of Sociology

Module 2: Mapping the Urban and the Rural

This module entails multi-layered mapping of a rural and an urban setting using various mediums and tools of visual documentation, mapping, scenario building and story boards to capture the insights.

The mapping will primarily focus on urban – rural flows be it material, human, financial, technological etc. that significantly characterize the dynamic conditions of interchange and interdependence. The spatial manifestations of a selected set of such flows will be unearthed and re-mapped to explore the relationship between the built fabric and socio-cultural processes of the place.

Students will be expected to map various parts of the city and a village and explore if the spatial layouts represent larger socio-economic groupings and hierarchies. Students will be encouraged to connect to themes such as intersectionality explored in earlier semester. The students will also briefly engage with the ways in which these spaces are enmeshed in wider networks or spheres of economic and cultural exchange.
They will map out theinfrastructure, services and systems in the city and the village along with individual objects, artefacts or implements that are used by particular groups or communities, to draw out a relational field that surrounds these entities and brings them into conversation with existing social, hierarchical and even inherited cultural conceptions of production and consumption within the environment. Students will be encouraged to engage with the communities towards collaborative practices of design thinkingand identify various opportunity areas for social design.

Core Readings:
- Aloysius G (2013), Conceptualising the Region, Critical Quest
- Mehta Kaiwan (2008), Alice in Bhuleshwar: Navigating A Mumbai Neighbourhood, Yoda Press

Suggested Readings:
- Alexander, Christopher: A Pattern Language: Towns, Buildings, Construction, Oxford University Press, 1977
- Alexander Christopher, Notes on Synthesis of Form, Harvard University Press, 1964
- Chandhoke S. K. (1990), Nature and Structure of Rural Habitations. New Delhi: Concept Pub. Co. and School of Planning and Architecture.
- Khan Naveeda, Geddes in India: town planning, plant sentience and cooperative evolution, Environment and Planning D: Society and Space 2011, volume 29
- An Untouchable Community in South India: Structure and Consensus" by Michael Moffatt".

Module 3: Urban - Rural Interface

This module will help them to critically look at the interface between the rural and urban beyond the obvious dichotomies in terms of interdependence, issues, conflicts and contestations as part of the contemporary rural-urban debate, focusing on writings on and from the Indian subcontinent.

Core Readings:
- Angelo Hillary (2016), From the city lens toward urbanization as a way of seeing: Country/city binaries on an urbanizing planet, University of California Santa Cruz, USA,
- Srinivas M.N. (1956), The industrialization and urbanization of rural areas
- Escobar Arturo, The problematization of poverty: The tale of three worldsand development, Encountering Development: the making and unmaking of the third world
- Menon AGK (2007), The complexity of Indian urbanism (http://www.india-seminar.com/2007/579/579_a_g_krishna_menon.htm)
- Mosse David (1997),The symbolic making of a common property resource: history, ecology and locality in a tank-irrigated landscape in south India", Development and change 28 (3), 467-504
- Simone AbdouMaliq (2011), The Urbanity of Movement: Dynamic Frontiers in Contemporary Africa, Journal of Planning Education and Research XX(X) 1 –1

Suggested Readings:
- Fishman Robert, Beyond Suburbia: The Rise of the Technoburb, from Bourgeois Utopias: The Rise and Fall of Suburbia (1987)
- Kumar Mukul (2015) 'Erstwhile Villages in Urban India', Development in Practice
- Krause, Monika, The Ruralization of the World, Goldsmiths College
- Menon AGK (1995), Imagining the Indian City, Conferenceproceedings 'The Theaters of Decolonization'
- Qadeer M.A. (1974), Do Cities 'Modernize' the Developing Countries? An examination of the South Asian experience, Comparatives Studies in Society and History, Vol. 16, No. 3
- Mosse David (2003), The rule of water: statecraft, ecology and collective action in South India, Oxford University Press

References:

Articles
- Dube S.C. (1954). "A Deccan Village." Economic and Political Weekly, Bombay 6(19-20): pp. 526-29 and pp.553-54
- Dube Shyama (1965), Indian Village

- Gough K. (1981), Rural Society in South-East-India. Cambridge University Press
- Giddens Anthony, Cities and Urban Life, Sociology, 6th edition
- Guha Ranajit (1983), A Rule of Property for Bengal. Durham: Duke University Press
- Guha Ranajit (2009), The Small Vo ice of History. Delhi: Permanent Black
- Roy Ananya (2009) 'Why India Can Not Plan Its Cities: Informality, Insurgence and the Idiom of Urbanisation', Planning Theory 8 (76): 76-87
- Sivaramakrishnan K.C. (2013), Revisiting the 74th Constitutional Amendment for Better Metropolitan Governance, Economic and Political Weekly
- Srinivas M.N. (1987) The Dominant Caste and Other Essays. Delhi: Oxford University Press.
- Tarlo Emma (1996), Fashion Fables of An Urban Village, in Clothing Matters, New Delhi: Penguin/Viking
- Vidyarthi Lalita (1982), Rural Development in South Asia

Books
- Chen Xiangming, Orum Anthony M., Paulsen Krista E., Introduction to Cities: How Place and Space Shape Human Experience
- Edward Soja, Post-metropolis: Critical Studies of Cities and Regions, Blackwell, Oxford, 2000
- Sivaramakrishnan K.C., Kundu Amitabh, Singh B.N. (2008) Handbook of Urbanization in India, Oxford University Press New Delhi 2nd Edition
- Stevenson Deborah, Cities and Urban Culture, Open University Press, 2003
- Thomas Alexander, Lowe Brian M., Fulkerson Gregory M. and Smith Polly J. (2011),Critical Rural Theory: Structure, Space, Culture, Lexington Books
- Woods Michael,Rural, Routledge

9. Pedagogy

   a. Instructional design
   A part of the course will be delivered in form of lectures using various formats such as presentations, documentaries, class discussions on relevant topics towards developing a holistic understanding of the uniqueness of particular human geographies.

   Various tools of visual documentation, mapping, scenario building and story boards will be used for multi-layered mapping of urban and rural areas. The students will be expected to work with their hands. The usage of Laptops will not be encouraged for the duration of the mapping. However, post-mapping students will be expected to translate their material into presentations using laptops.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/other instructional space, any other – please specify:
Prior arrangements will have to be made for the students for their stay in the village. In addition, when the students return to AUD, they will be expected to make presentations of their research findings and propositions.

c. Expertise in AUD faculty or outside.
The expertise is already available in AUD

d. Linkages with external agencies (e.g. with field-based organisations, hospital; any others)After the selection of the village for rural study, the faculty team will consult with grassroots organizations, NGOs or village workers to facilitate the students.

10. Assessment structure (modes and frequency of assessments)
The course comprises three assignments.
- Mapping of urban areas30%
- Mapping out a rural setting 30%
- Final Paper Presentation 40%

Signature of Course Coordinator(s)

Note:
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.
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.
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 th

Course Title: Exploring User Interface and User Experience Design

Credits:4

Name of the School/Centre proposing the course: School of Design (SDes)

Programme(s) which this course can be a part of: MDes Social Design

Level at which the course can be offered: Pre doctoral / MA / PG Diploma / Certificate / UG: MA/ MDes

Course coordinator and team: Abeer Gupta

1. If the course is a part of one or more programme(s), its location in the programme(s) core/foundation/elective/any other:

   Elective

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

   Design Process, Learning to See, and Aesthetics of Form & Experience.

3. Specific Requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify.

   Knowledge of visual aspects of design, Research and data-information analysis

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

5. Course scheduling (summer/winter course, semester-long course, regular or evening course, weekend course, etc.):

   Semester-long – offered during univeristy wide elective schedule

6. Proposed date of launch:

   August 2017

7. How does the Course link with the institutional vision and the specific programme(s) where it is being offered?

   Insights from the field of user interaction design and user experience can be applied to the design of access and empower the experience of public systems, urban services and interfaces.

8. **Course Details:**

   Summary:

This course will explore the interactive aspect of communication design. It will involve elements of design in creating responsive interfaces, producing efficient, functional wireframes and, finally, high-fidelity mock-ups.

a. **Objectives:**

Understanding the evolution human-computer interaction and the evolution of technology designed for the user

To understand and profile the user along social and contextual parameters

To use design thinking and systems thinking to understand information architecture and hierarchy

To use elements of design to ease the interaction of the user with data and information in a more aesthetic and effective way to ease user interface with web based applications

To explore linguistic, social and cultural categories into user interface design by including existing technologies of translation and mapping.

b. **Overall structure:**

Module 1 – introduction to interaction design, human computer interaction, user experience and experience design with a focus on understanding user behaviour

Module 2 – Social Interaction, social computing, and social media

Module 3 – Contextual Design – Identification and development of chosen area of work – at this stage, one or two broad areas of work would be identified and subsequently individuals will detail sections.

Module 4 – Visual representation and creating mockups –understanding of Platform, and development of a visual design language, application of information hierarchy and architecture of data

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

Module 1 – Introduction to interaction design, human computer interaction, user experience and experience design with a focus on understanding user behaviour

Digital things are what interaction design shapes, people's use is what interaction design shapes digital things for. This is essentially to say that interaction designers work in digital materials - software, electronics, communication networks, and the like and it is about transformation and the means available for the designer to initiate change in a particular situation - exploring possible futures - thinking through tangible representations by addressing instrumental, technical, aesthetical and ethical aspects throughout

Human-computer interaction (HCI) is an area of research and practice embracing cognitive science and human factors engineering. It becomes very important to understand the shift to, first, personal computing and the subsequent development into public spaces. Experiences are created and shaped through technology which understands crucial features and which succeeds in delivering a similar experience.

Module 2 – Social interaction, social computing, and social media

Social interactions contribute to the meaning, interest and richness of our daily life. Social computing has to do with digital systems that support online social interaction. It requires the understanding of social systems, toattract and motivate users, and subsequently focus activity,

monitoring and controlling quality by understanding typologies of identities and enhancing communication.

Module 3 – Contextual Design
Contextual Design is a structured, well-designed user-centered design process that provides methods to collect data about users in the field, interpret and consolidate that data in a structured way, use the data to create and prototype product and service concepts, and iteratively test and refine those concepts with users.

It involves, contextual inquiry, consolidation of various systems models, personas created based on contextual data, visioning design response, storyboarding, user environment design, and paper prototyping to drive digital product development.

Module 4 – Visual representation, understanding of platform, hierarchy and architecture of information
Consideration of visual representation and semiotics in order to design meaningful screen—online experience would include familiarity with typography, maps, graphs, images, icons, symbols, visual metaphors in order to imagine and influence various platforms of interactions by interventions in hierarchy and architecture of information.

SuggestedReadings

Lowgren, Jonas and Stolterman, Erik A. (2004): Thoughtful Interaction Design: A DesignPerspective on Information Technology. MIT Press

Moggridge, Bill (2007): Designing Interactions. The MIT Press

Saffer, Dan (2006): Designing for Interaction: Creating Smart Applications and CleverDevices. New Riders Press

Sharp, Helen, Rogers, Yvonne and Preece, Jennifer J. (2007): Interaction Design: BeyondHuman-Computer Interaction. John Wiley and Sons

Carroll, J.M. (1997) Human-Computer Interaction: Psychology as a science of design.Annual Review ofPsychology, 48, 61-83. (Co-published (slightly revised) inInternational Journal of Human-Computer Studies, 46, 501-522).

Grudin, J. (2012) A Moving Target: The evolution of Human-computer Interaction. In J.Jacko (Ed.), Human-computer interaction handbook: Fundamentals, evolvingtechnologies, and emerging applications. (3rd edition).Taylor & Francis.

Myers, B.A. (1998) A Brief History of Human Computer Interaction Technology. ACMinteractions. Vol. 5, no. 2, March. pp. 44-54.

Hassenzahl, M. (2010). Experience Design: Technology for All the Right Reasons.

Sutcliffe, A. (2009) Designing for User Engagement: Aesthetic and Attractive UserInterfaces

Wright, P. and McCarthy, J. (2010) Experience-Centered Design: Designers, Users, andCommunities in Dialogue.

Erickson, Thomas (1996): The World Wide Web as social hypertext. In Communications of the ACM, 31 (1) pp. 15-17

Kittur, Aniket and Kraut, Robert E. (2008): Harnessing the wisdom of crowds in Wikipedia: quality through coordination. In: Proceedings of ACM CSCW08 Conference on Computer- Supported Cooperative Work 2008. pp. 37-46

Armstrong, Anne-Marie (2004): Instructional Design in the Real World: A View from the Trenches. Idea Group Publishers

Beyer, Hugh R. (2010b): User-Centered Agile Methods. Morgan and Claypool Publishers

Beyer, Hugh and Holtzblatt, Karen (1998): Contextual design: defining customer-centered systems. San Francisco, Elsevier

Twyman M 1982 'The graphic representation of language' Information Design Journal 3 (1) 2 - 22

9. Pedagogy:

Module 1 [Duration 2 weeks] Lectures and discussion on topics with illustrative case studies
Module 2 [Duration 2 weeks] Lectures and discussion on topics with illustrative case studies
Module 3 [Duration 2 weeks] Discussion and determination of chosen project and development of common guiding principles
Module 4 [Duration 4 to 6 weeks] Application of visual representations: information architecture, illustrations of the platform and hierarchy of interaction
Final phase [Duration 4 to 6 weeks] execution, implementation and creation of mockups

10. Assessment structure (modes and frequency of assessments)

Assessment 1 [End of 5th week]– Short report illustrating the understanding of basic concepts
Assessment 2[End of 7th week] – Description and details of chosen area/ field of work
Assessment 3 [End of term]– Submission of wireframe and mockups

Abeer Gupta

Signature of Course Coordinator(s)

Note:
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.
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.
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.

MDes (SOCIAL DESIGN) PROGRAMMESTRUCTURE: COHORT 2017-20

SEMESTER	DESIGN SKILLS Credits 4	SOCIAL UNDERSTANDING Credits 4	SOCIAL STUDIO Credits 8	ELECTIVES (Internal by SDes) Credits 4
Semester 1 20 credits	Learning to See FOUNDATION 4	Introduction to Social Design FOUNDATION 4	DESIGN PROCESS FOUNDATION 8	Design Research Methods FOUNDATION 4
Winter Break				
Semester 2 20 credits	Aesthetics, Form and Experience CORE4	Understanding Intersectionality CORE 4	SERVICE DESIGN (COMMUNITY) CORE 8	Material and Processes / Media and Communication / Introduction to Graphic Softwares / GISWeb Design Research Writing ELECTIVE 4
Summer Break — INTERNSHIP				
Semester 3 20 credits	Internship in preceding Summer Break CORE 2 / Data Visualisation and Information Modelling CORE 2	Examining Rural and Urban CORE 4	SYSTEMS DESIGN (BEHAVIOUR) CORE 8	Technology & Society / UI (User Interface)//UX (User Experience) ELECTIVE 4
Winter Break				
Semester 4 20 credits	Ecology, Environment & Development CORE4	Design and Democracy CORE 4	FINAL PROJECT Domain Formulation CORE8	Project Management / Architectural History / Reading the City / Social Entrepreneurship ELECTIVE INT4
Summer Break				
Semester 5 20 credits	Design Ethics and Practice CORE 2		FINAL PROJECT – Project Implementation CORE18	

AMBEDKAR UNIVERSITY DELHI

Minutes of the Ist Meeting of the Standing Committee for Professional, Vocational and Continuing Education Programme (SCPVCE) held on 25 July 2017, Kashmere Gate Campus, AUD

The Ist Meeting of the Standing Committee for Professional, Vocational and Continuing Education Programme (SCPVCE) of AUD was held on 25 July 2017, AUD. The following were present:

Prof. Ashok Nagpal	Member
Mr. Akha Kaihril Mao	Member
Prof. Chandan Mukherjee	Member
Dr. Gunjan Sharma	Convenor
Prof. Jatin Bhatt	In the Chair
Prof. Kartik Dave	Member
Prof. Lawrence Liang	Member
Mr Mohdammad Sharique Farooqi	Member
Prof. Radha Chakravarty	Member
Prof. Salil Misra	Member
Dr. Sunita Singh	Member

Regrets:

Prof. Anup Dhar, Prof. Honey Oberoi Vahali and Prof. Shyam B Menon could not attend the meeting

Special Invitee: Prof. Geetha Venkataraman, Prof. Krishna Menon

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCPVCE in its deliberations.

The following items were discussed:

1. To introduce the SCPVCE

The Chair welcomed the members and special invitees to the first meeting of the SCPVCE and introduced the rationale for and mandate of the Committee. At present the Standing Committee on Academic Programmes (SCAP) considers the matters related to all academic programmes of the University. The newly created School of Vocational Studies (SVS) started offering various professional and vocational programmes from the new academic session 2017-18. There are also other existing and proposed professional programmes in the University. These programmes are distinct in nature from the other programmes offered under various Schools at AUD. Therefore, a separate Standing Committee for these programmes has been created with the mandate to deliberate on the matters related to these programmes before the same are considered by the Academic Council. This would give a greater space for deliberation.

2. **To discuss the following courses to be offered in the 3rd semester as a part of the new programme structure of MDes Social Design Programme (2016-17 cohort):**

   a) Examining Rural and Urban, Core, 4 credits

   The outline of the course was presented and discussed. The course was considered and recommended for further approval subject to incorporation of the following recommendations:

   - In the list of references one reference is incomplete. Complete details of this reference need to be provided.

   b) Exploring User interface and User Experience Design, Elective, 4 credits

   The outline of the course was presented and discussed. The course was considered and recommended for further approval subject to incorporation of the following recommendations:

   - In the course assessments it should be mentioned that no single assessment situation will be weighted more than 40% as per the AUD assessment policy. It was suggested that a break-up of weightages allocated to each assessment situation be provided.
   - In Module 1, discussion on feminism and cyberspace through relevant readings such as the work of Donna Haraway, may be included.
   - In Module 3, service process and service process design may be included.
   - Since the course is open for students who may not have a background in design, the ways of building this background need to be worked out.
   - The capping on the intake of students be corrected. It was suggested that after piloting the course, if there is demand, the intake may be increased.

   Overall it was recommended that the course formats for both the courses should be consistent and be as per the existing SCAP's format for courses.

3. **To discuss the draft curriculum including the programme structures and the first two semesters' course outlines of the three BVoc Programmes (Retail Management; Tourism & Hospitality; Early Childhood Centre Management & Entrepreneurship) to be offered by the School of Vocational Studies from Monsoon 2017:**

The background of the three BVoc programmes/verticals were presented and discussed. The programme structures and outlines of the courses to be offered in the first two semesters of the three programmes were considered with the following overall recommendations:

   - A concept note/preamble explaining the rationale for and ecosystem of vocational education may be included in the programme document to make it easier for the reader to understand the context.
   - The table on National Occupational Standards (NOS) may be included in the programme document.
   - In all the course assessment details it should be mentioned that no single assessment situation will be weighted more than 40% as per the AUD assessment policy.

- The issues pertaining to certification to be done at various levels of the BVoc programmes be discussed in SMT.
- After starting the programmes, a mid-way assessment may be conducted to identify the issues that emerge and incorporate mid-course correction.

(Gunjan Sharma)   (Jatin Bhatt)
Convenor   Chairperson

2. To discuss the following courses to be offered in the 3rd semester as a part of the new programme structure of MDes Social Design Programme (2016-17 cohort):

a) Examining Rural and Urban, Core, 4 credits

The outline of the course was presented and discussed. The course was considered and recommended for further approval subject to incorporation of the following recommendations:

- In the list of references one reference is incomplete. Complete details of this reference need to be provided.

b) Exploring User interface and User Experience Design, Elective, 4 credits

The outline of the course was presented and discussed. The course was considered and recommended for further approval subject to incorporation of the following recommendations:

- In the course assessments it should be mentioned that no single assessment situation will be weighted more than 40% as per the AUD assessment policy. It was suggested that a break-up of weightages allocated to each assessment situation be provided.
- In Module 1, discussion on feminism and cyberspace through relevant readings such as the work of Donna Haraway, may be included.
- In Module 3, service process and service process design may be included.
- Since the course is open for students who may not have a background in design, the ways of building this background need to be worked out.
- The capping on the intake of students be corrected. It was suggested that after piloting the course, if there is demand, the intake may be increased.

Overall it was recommended that the course formats for both the courses should be consistent and be as per the existing SCAP's format for courses.

3. To discuss the draft curriculum including the programme structures and the first two semesters' course outlines of the three BVoc Programmes (Retail Management; Tourism & Hospitality; Early Childhood Centre Management & Entrepreneurship) to be offered by the School of Vocational Studies from Monsoon 2017:

The background of the three BVoc programmes/verticals were presented and discussed. The programme structures and outlines of the courses to be offered in the first two semesters of the three programmes were considered with the following overall recommendations:

- A concept note/preamble explaining the rationale for and ecosystem of vocational education may be included in the programme document to make it easier for the reader to understand the context.
- The table on National Occupational Standards (NOS) may be included in the programme document.
- In all the course assessment details it should be mentioned that no single assessment situation will be weighted more than 40% as per the AUD assessment policy.

MINUTES OF THE 11ᵀᴴ MEETING OF THE ACADEMIC COUNCIL

HELD ON 04 AUGUST 2017 (FRIDAY) AT 10:00 A.M.
IN THE PRIVATE DINING HALL, INDIA INTERNATIONAL CENTRE
LODHI ROAD, NEW DELHI – 110 003

Dr. B.R. Ambedkar University Delhi
Lothian Road, Kashmere Gate
Delhi - 110 006

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

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

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

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

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

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

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

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

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

SCHOOL OF DESIGN

Board of Studies

11TH Meeting

8March 2019

SCHOOL OF DESIGN

MDES SOCIAL DESIGN

A. PROPOSED RESTRUCTURE FOR 2019 Cohort

The restructuring of the 5-semester MDes Social Design programme into a 4-semester version incorporates some of the following key points / concerns discussed during the 10thBoS held on 31st October 2018:

1. Clearly articulate elements in the course which constitute the core of social design
2. Open up avenues for individual students to chart their own path within the programme
3. Provide space for faculty to bring their expertise and research interest more fully into the programme structure and content
4. Optimise faculty teaching load so that thesis supervision is improved
5. Reduce the cost of the course which is leading to many students choosing other alternatives at AUD

Alumni / Student feedback supported the 4 semester transition and highlighted significant contributions of the programme in comparison to a peer group learning environment from other design institutes. According to them one of the most significant inputs has been the conceptual / critical framework which has contributed to a more nuanced understanding of contemporary social and environmental issues,along withdesign research methods as they develop design skills and presentation techniques.Consultative meetings reaffirmed the need for social skills as a necessary component of a social designer because of emphasis on communityengagement as one of the key attributes of the programme.

The proposed4 semester re-structuring of the MDes Social Design programme from the existing 5 semesters has two significant verticals (accounting for 12 credits per semester), one being the conceptual framework that constitutes the core of social designerin terms of critical understanding of the key issues defining the context they will operate within. This will primarily set apart under-graduate design students from their non-design colleagues. The second vertical being the studio will be a significant input for students with social science backgrounds and will allow greater flexibility for students as well as faculty to

develop long-terminterest.The other 8 credits per semester have been opened up for disciplinary as well as other electives so as to open up multiple avenues depending on individual orientation.

The programme continues to explore the social applications of design to create more accessible, inclusive and sustainable public services and systems through participatory and collaborative design methods. The areas of focus that have emerged over the last 5 years include **public health services, education, transit oriented systems, waste management, community networks and livelihoods pertaining to informal economies and critical evalution of the role of design within digital technologies in terms of social media, user interfaces and experiences, as well as privacy.**

The proposed structure aims to:

- **Considerably reduce the overall fee,**which is becoming an important aspect for a lot of prospective students, making the programme more accessible
- **Offering customization / choice** in the curriculum over the 4 semesters.
- Possible **Industry / Organizational collaborations** (Action Aid, Water Aid, Centre for Internet and Society, Wikipedia, CKS, WWF, LEAD India, CPR, D-LABS at ISB, CURE, Conserve India,)
- **Reduce teaching load** in the odd semester (Monsoon Semester) when Semester 1,3,5 come together to a total load of 60 credits which is excessive to manage
- **Allows for faculty research interest to be nurtured** via studios, design electivesand projects
- **Converting "Thesis" into Studio**
- Bring the **programme at par with other Master programmes offered at AUD**in terms of time and cost so that students will graduate along with the cohort admitted in other programmes instead of the present one-year delay

PROPOSED RE-STRUCTURE OF MDes (SOCIAL DESIGN) FOR 2019 COHORT

SEMESTER	CREDITS 4	CREDITS 8	CREDITS 4	CREDITS 4
	CRITICAL FRAMEWORKS	STUDIO	DISCIPLINARY COMPETENCIES (DESIGN ELECTIVES)	UNIVERSITY ELECTIVE
1	AESTHETICS OF FORM & EXPERIENCE CORE	SOCIAL DESIGN STUDIO I CORE	• Learning To See • Materials and Processes • Introduction To Social Design • UI/UX	
2	UNDERSTANDING INTERSECTIONALITY CORE	SOCIAL DESIGN STUDIO II CORE	• Data Visualization • Project Management • Examining Urban & Rural • History of Design: Local & Global	
	Internship			
3	ECOLOGY, ENVIRONMENT & DEVELOPMENT CORE	SOCIAL DESIGN STUDIO III CORE	• Technology & Society • Media & Communication • Social Entrepreneurship • Emerging Theories of Design	
4	DESIGN & DEMOCRACY CORE	SOCIAL DESIGN STUDIO IV CORE	• Reading the City • Architectural History • Information Technologies and Social Networks • Design Practice & Ethics	

PROPOSED RE-STRUCTURE OF MDes (SOCIAL DESIGN) FOR 2019 COHORT (10TH BOS)

SEMESTER	CREDITS 4	CREDITS 4	CREDITS 8	CREDITS 4	
	SKILL COMPONENT	CRITICAL FRAMEWORKS	PRACTICE COMPONENT	ELECTIVES	WORKSHOP
1	**LEARNING TO SEE** Storytelling and building narratives FOUNDATION	**DESIGN & DEMOCRACY** CORE	**SOCIAL DESIGN STUDIO I** Design Process CORE	**DESIGN RESEARCH METHODS & DATA VISUALISATION** FOUNDATION	SOFTWARE WORKSHOPS / MATERIALS WORKSHOP FOUNDATION
2	**USER EXPERIENCE** CORE	**UNDERSTANDING INTERSECTIONALITY** CORE	**SOCIAL DESIGN STUDIO II** Public Services CORE	UI – UX PRODUCT DESIGN EMERGING THEORIES OF DESIGN ELECTIVE	PARTICPATORY / COLLABORATIVE DESIGN WORKSHOP CORE
	Internship				
3	**EXAMINING URBAN & RURAL** CORE	**ECOLOGY, ENVIRONMENT & DEVELOPMENT** CORE	**SOCIAL DESIGN STUDIO III** Systems Thinking Policy Interface CORE	GIS READING THE CITY ARCHITECTURAL HISTORY ELECTIVE	SOCIAL ENTREPRENEURSHIP AND PROJECT MANAGEMENT CORE
4	**FINAL PROJECT** CORE			ELECTIVE	RESEARCH & WRITING WORKSHOP / DESIGN PRACTICE & ETHICS CORE

SOCIAL DESIGN STUDIO STRUCTURE

SEM	CREDITS 8				
		SOCIAL UNIT/SCALE	SPATIAL UNIT	STUDIO EXAMPLES	DESIGN / TECHNICAL SKILLS
1	**SOCIAL DESIGN STUDIO I**	Household	Street / Public Space	Design interventions for Micro-enterprises / Local Economies	- Design Process - Action Research - Qualitative &Quantitative Research - Participatory Methods - Costing / Budgeting
2	**SOCIAL DESIGN STUDIO II**	Community	Neighbourhood	Identifying need based new service possibilities for AUD community	- Stakeholder Mapping - Ecosystem Mapping - User / Worker Journey mapping - Service Blueprint - Business Model Canvas
3	**SOCIAL DESIGN STUDIO III**	Organization	District / City	Mapping locality and neighbourhood for greater social inclusion	- Systems Mapping - Research Design - Data Visualization - Co-Design Methods - Project proposal
4	**SOCIAL DESIGN STUDIO IV**	Integration of all courses and projects of preceding semestersto explore one of the following: **Professional project** **Research project** **Entrepreneurial project**		Promoting sports amongst girls in low income neighbourhoods (Collaboration with NGO)	- Project Documentation and reporting - Issue advocacy and campaign - Collaborating with subject experts - Project design and management

SOCIAL DESIGN STUDIO DETAILING

EXAMPLE PATHWAYS OF DISCIPLINARY COMPETENCIES:

1. **Non-design student wishing to 'major' in Professional Design (job with an org):**
   a. SEM 1: UI/UX
   b. SEM 2: Project Management
   c. SEM 3: Media and Communication
   d. SEM 4: Information Technologies and Social Networks

2. **Design student wishing to 'major' in Entrepreneurship (social innovator):**
   a. SEM 1: Intro to Social Design
   b. SEM 2: Project Management
   c. SEM 3: Social Entrepreneurship
   d. SEM 4: Information technology and Social Networks

3. **Design student wishing to 'major' in Design Research/Research**
   a. SEM 1: Emerging Theories of Design
   b. SEM 2: Reading the City / Examining Rural and Urban
   c. SEM 3: Technology and Society
   d. SEM 4: Architectural History

FACULTY WORKLOAD DISTRIBUTION

OPTION 1 – STUDIO (8)
OPTION 2 – COURSE (4) + COURSE (4)
OPTION 3 – SHARED STUDIO (4) + COURSE (4)

ANNEXURE A

MDes SOCIAL DESIGN PROGRAMME STRUCTURE – 2014 (Cohorts 2016-19, 2017-20, 2018-21): 100 credits 5 SEMESTERS OVER 2 ½ YEARS

SEMESTER	CREDITS 4	CREDITS 4	CREDITS 8	CREDITS 4
	SKILL SETS	CRITICAL FRAMEWORKS	SOCIAL DESIGN STUDIO	
1	**LEARNING TO SEE** FOUNDATION	**INTRODUCTION TO SOCIAL DESIGN** FOUNDATION	**DESIGN PROCESS** CORE	**DESIGN RESEARCH METHODS** CORE
				ELECTIVES
2	**AESTHETICS OF FORM & EXPERIENCE** CORE	**UNDERSTANDING INTER-SECTIONALITY** CORE	**SERVICE DESIGN** CORE	MEDIA AND COMMUNICATION MATERIAL AND PROCESSES ELECTIVE
	INTERNSHIP			
3	**DATA VISUALIZATION & INFORMATION MODELING** CORE	**EXAMINING RURAL & URBAN** CORE	**SYSTEMS DESIGN** CORE	UI / UX ELECTIVE
4	**DESIGN & DEMOCRACY** CORE	**ECOLOGY, ENVIRONMENT & DEVELOPMENT** CORE	**FINAL PROJECT – DOMAIN FORMULATION** CORE	SOCIAL ENTREPRENEURSHIP READING THE CITY ELECTIVE
5	**FINAL PROJECT – IMPLEMENTATION** CORE			**DESIGN PRACTICE AND ETHICS** CORE

ANNEXURE B

MDes SOCIAL DESIGN PROGRAMME STRUCTURE – 2014 (Cohorts 2014-17 and 2015-18): 100 credits 5 SEMESTERS OVER 2 ½ YEARS								
	Design Cultures	Form & Aesthetics	Society	Technology & Processes	Research Design & Methods	Electives Workshop Seminar	Enterprise and Management	Projects
Semester 1 20 Credits	History of Design-Local & Global [2Credits] SDe2SD101	Aesthetics of form and Experience-1 [6 Credits] SDe2SD201	Gender, Culture and Society [2 Credits] SDe2SD301		Research Design and Methods-1 [2 Credits] SDe2SD501	Rural Studies [2 credits] SDe2SD601		Social Studio-1 Design & Social [6 Credits] SDe2SD801
Winter Break								
Semester 2 20 Credits	Emerging Theories of Design [4Credits] SDe2SD102	Aesthetics of Form and Experience-2 [4 Credits] SDe2SD202	Technology & Society [2 Credits] SDe2SD302		Research Design & Methods 2 [2 Credits] SDe2SD502	Workshop/ Seminar [2 Credits] SDe2SD602		Social Studio-2 Community Situated Design [6 Credits] SDe2SD802
Summer Break	Internships (4 weeks) [2 Credits] SDe2SD103							
Semester 3 20 Credits (incl. internship)		Aesthetics of form and experience-3 [4 Credits] SDe2SD203		Materials & Processes [2 Credits] SDe2SD403		Workshop/ Seminar [2 Credits] SDe2SD603	Project Management [2 Credits] SDe2SD703	Social Studio-3 Participatory Design- Processes in Service Design [8 Credits] SDe2SD803
Winter Break								
Semester 4 20 Credits			Ecology, environment & Development [2 Credits] SDe2SD304			Workshop/ Seminar (4 Credits) SDe2SD604	Social Entrepreneurship New Economies [4 Credits] SDe2SD704	Social Studio-4 Systems Design Project [10 Credits] SDe2SD804
Summer Break	Independent Study (4 Credits) SDe2SD505							
Semester 5 20 Credits	Design Ethics & Practice [2 Credits] SDe2SD105							Social Studio Final project Thesis Project and Seminar [14 Credits] SDe2SD805
100 Credits								

ANNEXURE C

MDes SOCIAL DESIGN PROGRAMME STRUCTURE AT INCEPTION 2013 – 110 credits, 5 SEMESTERS OVER 2 ½ YEARS								
	DesignCultures	**Aesthetic Vocabularies**	**Society**	**Technology& Processes**	**DesignResearch**	**Interdisciplinary**	**Enterpriseand Management**	**Projects**
Semester1 **21 credits**	HistoryofDesign-Local andGlobal [3 Credits]**FN**	AestheticsofForma nd ExperienceI [3Credits]**FN**	Technology andSociety [2Credits] **FN**	Materialsand Skills [3Credits] **FN/WS**	DesignResearch MethodsI [4Credits] **FN**			SocialStudioI-SociallySituated Design [6Credits] **SocialStudioSS**
WinterBreak	RuralStudies(2Weeks)2 CreditsI							
Semester2 **23 credits**	Emerging TheoriesofDesi gn [4 Credits]**C**	AestheticsofForma nd ExperienceII [3Credits]**C**		Materialsand Processes [3Credits]**WS**	DesignResearch MethodsII [3Credits]**C**	Genderand Cultures Socio-Economic andCultural HistoryofIndia [2Credits]**C/E**		SocialStudioII-CulturallySituatedDesign [6Credits] **SocialStudioSS**
SummerBre	StudyofTraditionalKnowledgeEcologies(4weeks) 4CreditsI							
Semester3 **22 credits**		Aestheticsof Formand ExperienceIII [4Credits]**C**	InformationTechnologiesand SocialNetworks [2Credits]**C**			ModellingandDa ta Visualisation [2Credits]**E**	Project Management [4Credits]**C**	SocialStudioIII- Participatory DesignProcessesinServiceDes ign [6Credits] **SocialStudioSS**
WinterBreak								
Semester4 **22 credits**	DesignFutures [4Credits]**C**		Ecology,Environment&Developm ent-Critical TechnologyandSustainability [4Credits]**C/E**			Understanding Mediaand Communication [2Credits]**C/E**	Social Entrepreneursh ip andNew Economies [4Credits]**C**	SocialStudioIV-SystemsDesign [6Credits] **SocialStudioSS**
SummerBre	DesignThesisResearch [2Credits] I							
Semester5 **22 credits**			Design Practice andEthics [2Credits]**C**	Project DissertationandSemi nar [6Credits]**D&SE**		Independent Study [4Credits]**E**		Finalproject Thesis [10Credits] **SocialStudioSS**
110 credits								

ANNEXURE D

MDes Social Design TEACHING LOAD (Structure as of Cohort 2016-19, 2017-20, 2018-21)

Monsoon Semester: August to November			Winter Semester: January to April		
	Credits	Teaching hours		Credits	Teaching hours
Sem 1	**20**	**28**	**Sem 2**	**20**	**28**
Design Process Studio	8	16	Service Design Studio	8	
Learning to See	4	4	Aesthetics	4	
Design Research Methods	4	4	Intersectionality	4	
Intro to Social Design	4	4	Elective	4	
Sem 3	**20**	**28**	**Sem 4**	**20**	**28**
Systems Design Studio	8	16	Final Project Studio	8	
Urban and Rural	4	4	Sustainability and Ecology	4	
Data Visualisation	2	2	Design and Democracy	4	
Internship	2	2			
Elective	4	4	Elective	4	
Sem 5	**20**	**28**			
Final Project	18				
Design Practice and Ethics	2				
			Undergraduate course	4	

Facultyworkload Distribution

Per Semester: 10 credits

Option 1 – Shared Studio (4) + Course (4)
Option 2 – Course (4) + Course (4)
Plus thesis - 2 credits – 2 hours

ANNEXURE E

MDes Social Design TEACHING LOAD (Structure as of Cohort 2019-21)

Monsoon Semester: August to November			Winter Semester: January to April		
	Credits	Teaching hours		Credits	Teaching hours
Sem 1	**20**	**28**	**Sem 2**	**20**	**28**
Design Process Studio	8	16	Service Design Studio	8	
Aesthetics of Form & Exp.	4	4	Intersectionality	4	
Design Electives	4	4	Design Electives	4	
University Electives	4	4	University Electives	4	
Sem 3	**20**	**28**	**Sem 4**	**20**	**28**
Systems Design Studio	8	16	Final Project Studio	8	
Sustainability and Ecology	4	4	Design and Democracy	4	
Design Electives	2	2	Design Electives	4	
University Electives	2	2	University Electives		

Faculty Workload Distribution

Per Semester: 8 credits

Option 1 – Studio (8)
Option 2 – Course (4) + Course (4)
Option 3 – Shared Studio (4) + Course (4)

MINUTES: 11th meeting of School of Design Board of Studies on 8 March at 2:00 pm at WS4

11 messages

Suchitra Balasubrahmanyan <suchitra@aud.ac.in>   Wed, Mar 13, 2019 at 1:16 PM
To: Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>
Cc: Dean SD <deansd@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Dear Colleagues

I am sending you two documents with this email:
- the minutes of the 11th BoS meeting and, for your reference,
- a copy of the document which was circulated at the meeting.

My colleagues told me about the wide-ranging discussions you had during the meeting and also of your support for the proposed 4-semester format of the MDes Social Design programme. Thank you very much for this. We hope to keep refining the content through reflection and consultation.

If you have any suggestions about the minutes, please let us know. If not, please do send us your approval so that the remaining formalities required by the university can be initiated in time to implement the new programme
format in the upcoming admission cycle.

Once this process is concluded, our plans are to focus on envisioning the School of Design for which we already have many ideas.

With best regards
Suchitra

On Thu, Mar 7, 2019 at 6:10 PM Suchitra Balasubrahmanyan <suchitra@aud.ac.in> wrote:
Dear Colleagues

We are looking forward to tomorrow's discussions. Please note that the meeting will be at WS4, at 2:00 pm.
Unfortunately, I will not be able to join the deliberations as I have been suddenly called away to Ahmedabad, where my father is very unwell.
My colleagues will present the revised programme structure which has been prepared after several rounds of discussions after our last BoS meeting on 31 October.
I will catch up with the discussions as soon as possible.

Should you have any queries, please contact Divya at 9811326974.

Many thanks for your support
Best regards
Suchitra

On Mon, Mar 4, 2019 at 5:30 PM Suchitra Balasubrahmanyan <suchitra@aud.ac.in> wrote:
Dear Colleagues
As Friday, 8 March, 2:00 to 4:00 pm is convenient to most of you, I am writing to confirm this as the time for our meeting.

I will be in touch with more details soon.
Regards

Suchitra

On Thu, 28 Feb 2019 at 9:17 PM, Suchitra Balasubrahmanyan <suchitra@aud.ac.in> wrote:
Dear Colleagues on the Board of Studies (and Jatin as Special invitee)

Since our last meeting on 31October 2018, the School of Design faculty members have been trying to respond to the issues flagged by all of you with regard to streamlining the 5-semester MDes Social Design programme into a 4-semester version which would:
- clearly articulate elements in the course which constitute the <u>core</u> of social design
- open up avenues for individual students to chart their own path within the programme
- provide space for faculty to bring their expertise and research interest more fully into the programme structure and content
- optimise faculty teaching load so that thesis supervision is improved
- reduce the cost of the course which is leading to many students choosing other alternatives at AUD

After much conversation and after returning to the drawing board several times, we now have a 4-semester structure which we would again like to present to you. Would you have time in early March on the following possible days:

Friday, March 8, 2:00 -4:00 pm
or
Saturday, March 9, 10:00 am - 12:00 noon

Looking forward to hearing from you

Suchitra

2 attachments

📄 **11th BoS Meeting_MDes Social Design.pdf**
447K

📄 **FINAL_Minutes 11th BoS.pdf**
195K

Nakkeeran Nanjappan <nakkeeran@aud.ac.in>   Wed, Mar 13, 2019 at 7:58 PM
To: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>
Cc: Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, "Kmenonsen ." <kmenonsen@gmail.com>, SANTHOSH S
<santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Divya Chopra
<divyachopra@aud.ac.in>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Arvind Lodaya | School of Design AUD
<arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Dear Suchitra
Thank you for sharing the final minutes of BOS meeting. I am fine with its content. Please consider this mail as my approval of the minutes.

Regards
Nakkeeran
[Quoted text hidden]

Kmenonsen . <kmenonsen@gmail.com>   Wed, Mar 13, 2019 at 8:00 PM
To: Nakkeeran Nanjappan <nakkeeran@aud.ac.in>
Cc: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, SANTHOSH S
<santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Divya Chopra
<divyachopra@aud.ac.in>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Arvind Lodaya | School of Design AUD
<arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Ditto - I am fine with this.

KALYANI

15

KALYANI MENON-SEN
Feminist Learning Partnerships
J-1229 Palam Vihar
Gurgaon 122017 INDIA

[Quoted text hidden]

Suresh <suresh@aud.ac.in>   Thu, Mar 14, 2019 at 7:35 AM
To: "Kmenonsen ." <kmenonsen@gmail.com>
Cc: Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

I am fine with the minutes.

Best wishes,
Suresh
[Quoted text hidden]

Arvind Lodaya l School of Design AUD <arvind@aud.ac.in>   Thu, Mar 14, 2019 at 7:37 AM
To: "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>
Cc: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Thanks, I am fine with this too.
Arvind Lodaya
Visiting Professor, School of Design AUD
Innovation & Brand Strategist, Bangalore
[Quoted text hidden]

Santhosh S <santhoshs@aud.ac.in>   Thu, Mar 14, 2019 at 8:18 AM
To: Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>
Cc: "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

I am fine with the minutes. Please consider this mail as my approval of the minutes.
[Quoted text hidden]

--
Santhosh S.
Assistant Professor
School of Culture and Creative Expressions
Ambedkar University, Delhi

Khushbu Dublish <khushbu@aud.ac.in>   Thu, Mar 14, 2019 at 8:24 AM
To: SANTHOSH S <santhoshs@aud.ac.in>
Cc: Arvind Lodaya <arvind@aud.ac.in>, "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

I am fine with the minutes.

[Quoted text hidden]

Divya Chopra <divyachopra@aud.ac.in>   Thu, Mar 14, 2019 at 12:35 PM
To: suchitra@aud.ac.in
Cc: SANTHOSH S <santhoshs@aud.ac.in>, Arvind Lodaya <arvind@aud.ac.in>, "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>, khushbu@aud.ac.in

Dear Suchitra,

Thank you for sharing the minutes of the meeting. They are fine with me.

warm regards,
Divya
[Quoted text hidden]

Divya Chopra <divyachopra@aud.ac.in>   Thu, Mar 14, 2019 at 12:37 PM
To: suchitra@aud.ac.in
Cc: SANTHOSH S <santhoshs@aud.ac.in>, Arvind Lodaya <arvind@aud.ac.in>, "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>, khushbu@aud.ac.in

Dear Suchitra,

Thank you for sharing the minutes of the meeting. They are fine with me.

warm regards,
Divya

[Quoted text hidden]

Venugopal Maddipati <venugopal@aud.ac.in>   Thu, Mar 14, 2019 at 1:26 PM
To: Divya Chopra <divyachopra@aud.ac.in>
Cc: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Arvind Lodaya <arvind@aud.ac.in>, "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>, khushbu@aud.ac.in

Dear all

I approve minutes

Kindly

[Quoted text hidden]

Jatin Bhatt <jatin@aud.ac.in>   Thu, Mar 14, 2019 at 1:29 PM
To: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>
Cc: Iftikhar-mulk Chishti <imchishti@hotmail.com>, "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Dean SD <deansd@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Minutes approved.
Jatin Bhatt

Addendum: MINUTES: 11th meeting of School of Design Board of Studies on 8 March at 2:00 pm at WS4

8 messages

Divya Chopra <divyachopra@aud.ac.in>   Thu, Mar 14, 2019 at 5:33 PM
To: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Dean School of Design <deansd@aud.ac.in>
Cc: Jatin Bhatt <jatin@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan
<nakkeeran@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Khushbu
Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey
<nishant@aud.ac.in>

Dear All,

The following point was omitted due to an over-sighted, I request you all to have a look at the text mentioned below. This has been updated in the
minutes on page 4. Since Suchitra has been tied up with her father's health, I have made the changes on her behalf.

> d) **In the final semester a student will have the choice of a 'school' or a 'university' elective to lighten the load. The balance 4 credits will be**
>
> **earmarked for internship which was non-credited in the proposal submitted.**

Thanks and regards,
Divya
--
Divya Chopra
Programme Coordinator
, MDes (Social Design)

Assistant Professor,

School of Design,
Ambedkar University Delhi

📄 **11th BoS _ Final Minutes.pdf**
202K

Kmenonsen . <kmenonsen@gmail.com>   Thu, Mar 14, 2019 at 5:41 PM
To: Divya Chopra <divyachopra@aud.ac.in>

Cc: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Dean School of Design <deansd@aud.ac.in>, Jatin Bhatt <jatin@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Noted. Yes to this.

KALYANI MENON-SEN
Feminist Learning Partnerships
J-1229 Palam Vihar
Gurgaon 122017 INDIA

[Quoted text hidden]

Suchitra Balasubrahmanyan <suchitra@aud.ac.in>   Thu, Mar 14, 2019 at 6:22 PM
To: "Kmenonsen ." <kmenonsen@gmail.com>
Cc: Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Dean School of Design <deansd@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, Jatin Bhatt <jatin@aud.ac.in>, Khushbu Dublish <khushbu@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>

Thanks for taking care of this Divya; I remember you had mentioned it to me on Saturday when you briefed me on the discussions at the BoS.
[Quoted text hidden]

Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>   Thu, Mar 14, 2019 at 7:51 PM
To: Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Dean School of Design <deansd@aud.ac.in>
Cc: Jatin Bhatt <jatin@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, "Kmenonsen ." <kmenonsen@gmail.com>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Fine by me.
[Quoted text hidden]

Nakkeeran Nanjappan <nakkeeran@aud.ac.in>   Thu, Mar 14, 2019 at 8:38 PM
To: Divya Chopra <divyachopra@aud.ac.in>
Cc: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Dean School of Design <deansd@aud.ac.in>, Jatin Bhatt <jatin@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, "Kmenonsen ." <kmenonsen@gmail.com>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Khushbu Dublish <khushbu@aud.ac.in>, Venugopal Maddipati <venugopal@aud.ac.in>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Noted and approved

Nakkeeran
[Quoted text hidden]

Venugopal Maddipati <venugopal@aud.ac.in>   Fri, Mar 15, 2019 at 2:17 PM
To: Nakkeeran Nanjappan <nakkeeran@aud.ac.in>
Cc: Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Dean School of Design <deansd@aud.ac.in>, Jatin Bhatt <jatin@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, "Kmenonsen ." <kmenonsen@gmail.com>, SANTHOSH S <santhoshs@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Khushbu Dublish <khushbu@aud.ac.in>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Noted and approved!
[Quoted text hidden]

Santhosh S <santhoshs@aud.ac.in>   Fri, Mar 15, 2019 at 3:19 PM
To: Venugopal Maddipati <venugopal@aud.ac.in>
Cc: Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Dean School of Design <deansd@aud.ac.in>, Jatin Bhatt <jatin@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, "Kmenonsen ." <kmenonsen@gmail.com>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Khushbu Dublish <khushbu@aud.ac.in>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

. Noted and approved.
[Quoted text hidden]

Khushbu Dublish <khushbu@aud.ac.in>   Fri, Mar 15, 2019 at 3:30 PM
To: SANTHOSH S <santhoshs@aud.ac.in>
Cc: Venugopal Maddipati <venugopal@aud.ac.in>, Nakkeeran Nanjappan <nakkeeran@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyan <suchitra@aud.ac.in>, Dean School of Design <deansd@aud.ac.in>, Jatin Bhatt <jatin@aud.ac.in>, Iftikhar-mulk Chishti <imchishti@hotmail.com>, "Kmenonsen ." <kmenonsen@gmail.com>, Suresh Babu <suresh@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Arvind Lodaya | School of Design AUD <arvind@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Noted and approved
[Quoted text hidden]

Ambedkar University Delhi

School of Design (SDes)

Minutes of 11th Meeting of the Board of Studies held on 8March 2019

The 11th meeting of the Board of Studies of the School of Design was held on8 March 2019 from 2:00 pmto 4:00 pm at WS4 Design Studio, School of Design, Ambedkar University, Delhi (AUD), Kashmere Gate.

The following members were present:
1. Prof. I.M.Chishti
2. Ms Kalyani Menon Sen
3. Dr. Nakkeeran Nanjappan
4. Dr. Suresh Babu
5. Mr. Santhosh S
6. Dr. Venugopal Maddipati
7. Ms. Divya Chopra
8. Ms. Khushbu Dublish
9. Prof Jatin Bhatt (Special Invitee)
10. Prof. Arvind Lodaya (Special Invitee)

Mr. Amit Krishn Gulati conveyed his inability to attend the meeting due to a previous commitment.
Prof. Suchitra Balasubrahmanyan, Dean, School of Design was not able to attend because oflast-minute travel due to a medical crisis in the family.

The meeting had asingle agenda item:
1. Revisedprogramme structure of MDes Social Design programme (revision from 5-semester format to 4 semesters) incorporating suggestions from the 10th BoSwith regard to streamlining the 5-semester MDes Social Design programme into a 4-semester version which were as follows:
   a. clearly articulate elements in the course which constitute the <u>core</u> of social design
   b. open up avenues for individual students to chart their own path within the programme
   c. provide space for faculty to bring their expertise and research interest more fully into the programme structure and content

d. optimise faculty teaching load so that final project supervision is improved

e. reduce the cost of the course which is leading to many students choosing other alternatives at AUD

The meeting started with a welcome to the members and introduction of Prof. Arvind Lodaya, visiting professor as part of the faculty team of the School of Design as well as Ms. Khushbu Dublish, who joined the faculty team last semester.

Following the welcome, a quick recap wasprovided on the previous BoS deliberations and some of the key concerns with respect to the proposal for streamlining the 5-semester MDes Social Design programme into a 4-semester programme.The meeting began with circulation of the background note and the previously-presented version of the program. The 10th BoS feedback as well as student inputs received were also shared with the members present.

The revised iteration of the program was presented that incorporates almost all concerns and suggestions, without losing substantial content from the original. Following key points of the revised version were highlighted:

a) Tightening the 'Core' content to 8 essential courses – 4 thematic studios (aligned to faculty interests, expertise and research areas) of 8 credits each, one in each of the four semesters and 4 'conceptual frameworks' courses of 4 credits each, one in each of the four semester. Thus, each semester would have one core studio and one core conceptual frameworks course totalling 12 credits out of the semester total of 20 credits.

b) The above arrangement of core courses would achieve the following:

- An entrant with a social science background would get a core design training through Studios coupled with a social design conceptual orientation through the conceptual frameworks core course.

- An entrant with a design background would get be introduced to a social design practice through Studios coupled with a social design conceptual orientation through the conceptual frameworks core course.

c) The remaining 8 credits of the semester would consist of School and University electivesallowing students more flexibility in curating their own pathways through the programme; a student with a non-design background could choose design electives offered by the School to strengthen design abilities and the design student could strengthen social

science approaches through university electives. Students of both backgrounds would also have choice of conceptual design electives offered by faculty, emanating from their own expertise and research areas.

d) This arrangement would enable faculty to advance their research interests through thematic Studios in each semester and School electives

e) All the courses in the present 5-semester programme have been retained though they have been repositioned in the 4-semester structure as 'Core' and 'School elective' offerings

f) By reducing one semester, thereby eliminating a final 5th semester where academic requirements of three batches, totalling 60 credits, had to be managed, faculty teaching load has been optimised so that final project supervision is improved

g) The earlier thesis format has been re-structured as a final studio with space for students to explore and define a 'final project' based on their subsequent career aspiration in one of the three streams: Professional, Research orEntrepreneurialemphasis as emerging from the student feedback sessions and graduate employment trends so far.

h) The 'final studio' has been re-framed with greater structured transaction so that students can manage their time and work in a more professional manner. As faculty would not have to teach three batches any longer, they would be able to give better time to the final project, enabling students to finish in a timely manner (as opposed to the present delay of 12-18 months).

i) The reduction of a semester would reduce the cost of the programme by 20% and align MDes Social Design with other 4-semester Master programs of the University such that our cohorts too would enter and exit with other programmes

A few of the members remarked that the end of 5 years since the inception of the programme in 2013 is a good time for a program review. They observed that the proposed revised iteration had a clear structure and the programme made sense just by looking at it. It was stressed that studio projects should remain the key pedagogy. Faculty could undertake consultancy work aligned to studio thematic. One of the members advised bringing in adjunct or contract faculty to balance workload (as at present, the School of Design has only 4 faculty members against a sanctioned strength of 8).

At the conclusion of the meeting, the key changes proposed in the revised programme structure were summarized as follows:

a) Moving from five semesters to a four semester MDes Social Design

b) Reducing 'Core' component to 12 credits per semester (one Studio course of 8 credits and one conceptual frameworks course of 4 credits), with 8 credits of electives (one School elective and one University elective of four credits each)

c) Recasting the 'Final thesis project' project as a 'Studio' project.

d) Providing students an option to choose Professional, Research or Entrepreneurship theme for the final studio

e) Emphasising community engagement and participation as central learning of the program

The BoS members accepted the proposal and encouraged faculty to keep evolving the programme structure and content via reflection and consultation.

The meeting concluded with a vote of thanks.

Dean, School of Design