

Item 2.1

Minutes of the First Meeting of the Board of Studies, School of Liberal Studies/School of Undergraduate Studies held on Tuesday the 18th October 2011 at 2.30 P.M. at the Kashmere Gate Campus, Ambedkar University, Delhi (AUD)

Members Present

1. Prof. Denys P. Leighton Member
2. Prof. Honey Oberoi Vahali Member
3. Dr. Satyaketu Sankrit Member
4. Dr. Praveen Singh Member
5. Dr. Usha Mudiganti Member
6. Dr. Rohit Negi Member
7. Dr. Krishna Menon External Member
8. Dr. Saumyajit Bhattacharya External Member
9. Dr. P.K. Basant External Member
10. Dr. Chirashree Das Gupta Special Invitee
11. Dr. Diamond Oberoi Vahali Special Invitee
12. Dr. Tanuja Kothiyal Special Invitee
13. Dr. Santosh Kumar Singh Special Invitee
14. Prof. Salil Misra Coordinator
15. Prof. Geetha Venkataraman Coordinator

Before talking up the agenda items, the coordinators welcomed all the members of the Board of Studies and briefly introduced the academic programmes started by the two schools.

Item No. BS.1.1

To discuss and consider the masters programme in Economics started by the School of Liberal Studies (SLS).

The Board discussed at length both the structure of the programme and different courses within it. It was suggested that the basket of optional courses should be enlarged to include courses on "Economic Thought", "Forms of Contemporary Capitalism" and "Gender and Economics". Some of these courses can also be offered to students from outside Economics. It was also observed that the Discipline needs more faculty members in order to do justice to the range of courses to be offered.

Resolution No. BS.1.1

The Board resolved to approve the Masters Programme in Economics proposed by the SLS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

○ **Item No. BS.1.2**

To discuss and consider the Masters Programme in English started by the School of Liberal Studies.

The Board discussed at length the distinctive features, core characteristics, vision and structure of the MA English Programme. A few suggestions were made during the course of the discussions. The basket of courses available to students should be enlarged by including relevant courses from other disciplines. Faculty members from other disciplines should be involved in some of the courses offered by the English faculty. It was also suggested that the School of Liberal Studies should design a few common foundational courses which will thematically connect all the disciplines which are placed under the broader rubric of the School of Liberal Studies.

Resolution No. BS.1.2

The Board resolved to approve the Masters Programme in English proposed by the SLS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.3

To discuss and consider the Masters Programme in History started by the School of Liberal Studies.

The Board discussed the structure of the programme and made a few suggestions. These pertained to the content of some of the courses, addition of new courses to the basket, and collaboration with other Schools to design some common history courses relevant for all students.

Resolution No. BS.1.3

The Board resolved to approve the Masters Programme in History proposed by the SLS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.4

To discuss and consider the Masters Programme in Sociology started by the School of Liberal Studies.

The Board the Item and made a few suggestions. These pertained to the content of some of the courses and the desirability of exposing MA Sociology students to relevant courses outside the discipline and also the School.

Resolution No. BS.1.4

The Board resolved to approve the Masters Programme in Sociology proposed by the SLS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.5

To discuss and consider the BA Honours programme with a major in Economics and the 4-year dual major honours programme started by the School of Undergraduate Studies (SUS)

The common structure of all the BA Honours programmes with single majors, the structure of BA Honours with a major in Social Sciences and Humanities was discussed. The structure of the 4-year dual major honours programme in two disciplines, the 4-year dual major honours programme in SSH and a single discipline was discussed.

The Board discussed the structure of the programme. The framework of foundation, discipline, special interest courses and the requirements of credits that had to be earned in the different categories to earn a BA Honours degree in Economics was discussed. Detailed syllabus of the Foundation courses presented, the Economics discipline courses presented was also discussed.

It was noted that the Foundation courses are common to all the BA Honours programmes.

Resolution No. BS.1.5

The Board resolved to approve the BA Honours programme with a major in Economics proposed by the SUS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

The Board resolved to approve the 4-year dual major Honours programme as well as the structure of the programme.

Item No. BS.1.6

To discuss and consider the BA Honours programme with a major in History started by SUS.

The Board discussed the structure of the programme. The framework of foundation, discipline, special interest courses and the requirements of credits that had to be earned in the different categories to earn a BA Honours degree in History were discussed. Detailed syllabi of the discipline courses from History that were presented was also discussed.

Resolution No. BS.1.6

The Board resolved to approve the BA Honours programme with a major in History proposed by the SUS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.7

- To discuss and consider the BA Honours programme with a major in English started by SUS.

The Board discussed the structure of the programme. The framework of foundation, discipline, special interest courses and the requirements of credits that had to be earned in the different categories to earn a BA Honours degree in English were discussed. Detailed syllabi of the discipline courses from English that were presented was also discussed.

Resolution No. BS.1.7

The Board resolved to approve the BA Honours programme with a major in English proposed by the SUS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.8

To discuss and consider the BA Honours programme with a major in Mathematics started by SUS.

The Board discussed the structure of the programme. The framework of foundation, discipline, special interest courses and the requirements of credits that had to be earned in the different categories to earn a BA Honours degree in Mathematics were discussed. Detailed syllabi of the discipline courses from Mathematics that were presented was also discussed.

Resolution No. BS.1.8

The Board resolved to approve the BA Honours programme with a major in Mathematics proposed by the SUS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.9

To discuss and consider the BA Honours programme with a major in Psychology started by the School of Undergraduate Studies.

The Board discussed the structure of the programme. The framework of foundation, discipline, special interest courses and the requirements of credits that had to be earned in the different categories to earn a BA Honours degree in Psychology were discussed. Detailed syllabi of the discipline courses from Psychology that were presented was also discussed.

Resolution No. BS.1.9

The Board resolved to approve the BA Honours programme with a major in Psychology proposed by the SUS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.10

To discuss and consider the BA Honours programme with a major Sociology started by the School of Undergraduate Studies.

The Board discussed the structure of the programme. The framework of foundation, discipline, special interest courses and the requirements of credits that had to be earned in the different categories to earn a BA Honours degree in Sociology were discussed. Detailed syllabi of the discipline courses from Sociology that were presented was also discussed.

Resolution No. BS.1.10

The Board resolved to approve the BA Honours programme with a major in Sociology proposed by the SUS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.11

To discuss and consider the BA Honours programme with a major Social Sciences and Humanities started by the School of Undergraduate Studies.

The Board discussed the structure of the programme. The framework of foundation, discipline, special interest courses and the requirements of credits that had to be earned in the different categories to earn a BA Honours degree in Social Sciences and Humanities were discussed. Detailed syllabi of the discipline courses from Sociology that were presented was also discussed. It was noted that to earn a BA Honours in Social Sciences and Humanities, the student would have to choose three disciplines to specialise in.

It was also noted that the seven BA Honours programmes and the courses that were discussed would be put into a uniform format. It was also decided that the reformatted programmes and courses would be made available to Board members subsequently.

Resolution No. BS.1.11

The Board resolved to approve the BA Honours programme with a major in Social Sciences and Humanities proposed by the SUS. The Board also approved the structure of the programme and the courses that are to be taught as part of the programme.

Item No. BS.1.12

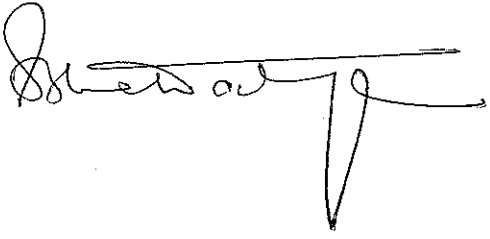
To discuss the assessment and evaluation policy of AUD.

The Board discussed the assessment document presented by Prof. Denys Leighton and made a few suggestions.

Resolution No. BS.1.12

○ The Board resolved to approve the assessment and evaluation policy of AUD as applicable to the programmes offered by the SUS and the SLS.

P. N. Basant



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Geetha Venkataraman
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Item 3.1

Minutes of the Second Meeting of the Board of Studies, School of Undergraduate Studies held on Wednesday the 9th of January 2013 at 2.30 P.M. at the Kashmere Gate Campus, Ambedkar University, Delhi (AUD)

Members Present

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| 1. Dr P.K. Basant, Jamia Millia Islamia | - External Expert |
| 2. Dr Saumyajit Bhattacharya, Kirorimal College, DU | - External Expert |
| 3. Dr Krishna Menon, Lady Shri Ram College for Women, DU | - External Expert |
| 4. Prof Geetha Venkataraman, Dean(SUS), AUD | - Internal Member |
| 5. Prof Honey Oberoi Vahali, Dean(SHS), AUD | - Internal Member |
| 6. Prof Salil Misra, Dean(SLS), AUD | - Internal Member |
| 7. Prof Denys P Leighton, SLS/SUS, AUD | - Internal Member |
| 8. Dr Satyaketu Sankrit, SLS/SUS, AUD | - Internal Member |
| 9. Dr Sumangala Damodaran, SDS, AUD | - Internal Member |
| 10. Dr Rachna Chaudhary, SHS, AUD | - Internal Member |
| 11. Dr Rohit Negi, SHE, AUD | - Internal Member |
| 12. Dr Praveen Singh, SHE, AUD | - Internal Member |
| 13. Dr Usha Mudiganti, SLS/SUS, AUD | - Internal Member |
| 14. Ms Deepti Sachdev, SHS, AUD | - Internal Member |
| 15. Prof Shyam B Menon, Vice Chancellor, AUD | - Special Invitee |
| 16. Dr Chirashree Dasgupta, Dy. Dean, SUS, AUD | - Special Invitee |

Before taking up the agenda items, the Dean of the School of Undergraduate Studies welcomed all the invitees and members of the Board of Studies and briefly explained the context of the School's attempt to hold more frequent BOS meetings starting with this second meeting of the BOS. The Board then took up the following agenda items in the meeting:

Item 2.1: Confirmation of the minutes of the previous BOS meeting held on 18 October 2011.

The minutes of the previous meeting held on 18th October 2011 were presented to the Board for approval.

Resolution 2.1

The minutes of the previous meeting held on 18th October 2011 were approved unanimously by the Board.

Item 2.2: Matter arising from the previous minutes

2.2.1 Courses approved in previous BOS meeting

The Board in the previous meeting had approved a set of courses for each of the seven majors. Out of these, the set of foundation courses approved in the previous meeting was presented in the course proposal format which has been developed for the School.

The Board discussed briefly both the structure of the programme and different foundation courses within it. There was an opinion that the compulsory foundation course 'Introduction to Social Sciences' could come in a later semester after the student has had some exposure to particular areas within the social sciences.

The Dean shared the experience of both students and faculty members about the compulsory foundation courses with respect to large class size, the pedagogical problems related to transaction of large courses and the impact on workloads of course and programme teams; the students' perception of the usefulness of these courses, and the contradictory outcomes in which the students have passed the discipline courses but failed the foundation courses. The Board appreciated problems and at the same time underscored the importance of the compulsory foundation courses and discussed in particular the language proficiency courses.

The Hindi Adhar Pathakram course was discussed. Since it is meant to be taught to newcomers, the course needs a more contemporaneous approach. One could have less of Bhakti poets from pre-modern times and the course team was asked to consider the proposition to bring in poets like Nazir Akbarabadi, Ghalib and Mir and align the course into the stream of Hindi -Hindustani tradition.

On the course - Indian Constitution and Democracy, it was suggested that it should be structured in a way that helps people connect the constitution and lived life.

The Board opined that the course Environment: Issues and Challenges also needs to be reviewed with regard to its structure and content as it appeared too heavy for a foundation course.

It was also opined that the course titled 'Hindi sahitya ke itihaas ki rooprekha' needs to be carefully recast. This is because books dealing with the history of Hindi literature very easily merge into a narrative that strengthens communal readings of history.

The Dean informed the Board that the Academic Council of the University had formed a Committee to review all foundation courses. The Committee had already started its work and would be holding a workshop to review with various course teams for all the foundation courses in SUS.

Resolution No. 2.2.1

It was decided that the Dean would invite the external expertson the Board to the workshop to integrate the process of the review with the role of the Board in curriculum development.

Item 2.3: Reporting

2.3.1 Decisions of the Academic Council

The Dean reported the changes in promotion rules that had been approved by the Academic Council and accordingly proposed changes to the School's promotion rules to ensure compliance with the University level rules.

Resolution No. 2.3.1

The Board approved the change in promotion rules at the School level and authorised the Dean to formulate the rules and implement those in accordance to the University's policy as formulated by the Academic Council.

2.3.2 Mid term review

The Dean reported to the Board of Studies that the University had completed its mid-term review process and that the report of the MTR had come up with various suggestions related to staffing and operation of the School of Undergraduate Studies.

Resolution No. 2.3.2

The Board decided that the mid term review report should be circulated to all members of the Board so that this matter can be taken up in a subsequent meeting after all members are apprised of the detailed recommendations of the mid term review.

2.3.3 Other related matters

The Dean reported to the Board the experience with implementation of attendance rules in 2011-12. Based on this, certain changes in attendance rules – especially penalties in the form of grade cuts were discussed.

Resolution No. 2.3.3

The Board approved the Dean's suggestion of a review of attendance policy in the School of Undergraduate Studies.

Item 2.4: Approval of foundation course titled 'Introduction to Gender: Concepts and Realities'

The course proposal for 'Introduction to Gender: Concepts and Realities' was discussed in detail and the Board appreciated the structure and content of the course. The Board however felt that the course content was too heavy for a first semester foundation course and suggested a revision of the syllabus. Another suggestion that came up was that the current syllabi could be bifurcated into two offerings, one being a first semester foundation course and the other a sixth semester special interest course

Resolution no 2.4

The Board asked for the course proposal for 'Introduction to Gender: Concepts and Realities' to be revised and re-submitted.

Item 2.5: Approval of Special Interest Courses

2.5.1 Computer applications in project management

The course proposal for 'Computer applications in project management' was discussed.

Resolution no 2.5.1

The Board approved the course proposal for 'Computer applications in project management'.

2.5.2 Digital storytelling from the field

The course proposal for 'Digital storytelling from the field' was discussed in detail and the Board appreciated the structure and content of the course.

Resolution no 2.5.2

The Board approved the course proposal for 'Digital storytelling from the field'.

2.5.3 Legal literacy and applications in India

The course proposal for 'Legal literacy and applications in India' was discussed.

Resolution no 2.5.3

The Board approved the course proposal for 'Legal literacy and applications in India'.

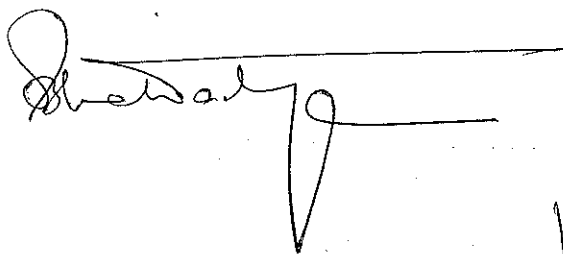
2.5.4 Understanding disability through media

The course proposal for 'Understanding disability through media' was discussed.

Resolution no 2.5.3

The Board approved the course proposal for 'Understanding disability through media'.

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P. N. Prasad

Prasad

Gultra Venkubalamoni

Item 4.1

Minutes of the Third Meeting of the Board of Studies, School of Undergraduate Studies held on Wednesday the 13th of March 2013 at 2.30 P.M. at the Kashmere Gate Campus, Ambedkar University, Delhi (AUD)

Members Present

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| 17. Dr P.K. Basant, Jamia Millia Islamia | - External Expert |
| 18. Dr Saumyajit Bhattacharya, Kirorimal College, DU | - External Expert |
| 19. Prof Geetha Venkataraman, Dean(SUS), AUD | - Internal Member |
| 20. Prof Salil Misra, Dean(SLS), AUD | - Internal Member |
| 21. Prof Denys P Leighton, SLS/SUS, AUD | - Internal Member |
| 22. Dr Satyaketu Sankrit, SLS/SUS, AUD | - Internal Member |
| 23. Dr Rachna Chaudhary, SHS, AUD | - Internal Member |
| 24. Dr Rohit Negi, SHE, AUD | - Internal Member |
| 25. Dr Usha Mudiganti, SLS/SUS, AUD | - Internal Member |
| 26. Prof Alok Bhalla, SLS | - Special Invitee |
| 11. Dr Chirashree Dasgupta, Dy.Dean, SUS, AUD | - Special Invitee |

Before taking up the agenda items, the Dean of the School of Undergraduate Studies welcomed all the invitees to and members of the Board of Studies. The Dean informed the Board that:

1. The Mid-term Review (MTR) report of the University had been published. Members need to read the report and the Board would take this up as an agenda in a later meeting.
2. The School of Undergraduate Studies needs to submit its proposal as part of AUD's UGC XIIB grant proposal. The proposal once drafted would be circulated to BOS members.

The Board then took up the following agenda items in the meeting:

Item 3.1: Confirmation of the minutes of the previous BOS meeting held on 9 January 2013.

The minutes of the previous meeting held on 9 January 2013 were presented to the Board for approval.

Resolution 3.1

It was agreed unanimously by the Board that the minutes of the previous meeting held on 9 January 2013 were approved with the following amendment:

Paragraph 4 of page 3 of the minutes was replaced with the following:

A concern was raised by some members that the course titled 'Hindi sahyta ke itihaas ki rooprekha' needs to be carefully drafted so that communal interpretations of history can be avoided.

Item 3.2: Matter arising from the previous minutes

1. The external members made a few suggestions for the following courses which have been approved in the Second BOS meeting:

EC01:

- a. Excerpts from Joan Robinson and J K Galbraith's book on money, and a few readings from economic sociology/anthropology should be included in the course. M E Sharpe's 'The World that Trade Created' should also be a part of the reading list.
- b. A module on gender should be part of the course. A suggestion was made to let students explore the differences that emerge when the term 'hunting-gathering societies' is dropped and the term 'foraging societies' is used.
- c. Films can be integrated into the pedagogical structure of the course.
- d. As this course has a large class size (around 64-65), SUS was asked to explore if the course can be offered in both semesters to enable a cap on enrolment and make the class-size manageable.

EC02:

Tirthankar Roy should not be used as a textbook for students to be introduced to India's economic history. Instead, The book should be introduced as part of the debate on India's economic history as one of several views.

H01:

- a. Moses Finley's 'The Use and Abuse of History' should be included in the course reading list.
- b. The study of objects and artefacts should be included in the course through texts like Orhan Pamuk.

Food and Society:

- a. The course should reflect on pan-Indianisation of Punjabi food.
- b. Isabelle Allende's 'Aphrodite' should be part of the course reading list.
- c. A module on food and gender should be introduced.

Risk Society:

- a. The aims and objectives of the course require more thinking. There should also be reflection on the level of the course.
- b. A large part of risk is systemic risk stemming from economic and political sources eg financialisation, casualisation of work etc while this course takes a disaster-centric definition of risk.
- c. The nature of the course can be recast in terms of a stand-alone elective.

EC04:

- a. The students should be made aware of divides in Economics – for example, what it means to be a Keynesian or post-Keynesian.
- b. The students should be introduced to history of debates in Economics.

EC05:

- a. The reading list for this course is highly inadequate. S P Gupta, S C Gupta and Spiegel should be dropped from this course.
- b. The following readings must be included: Feller – Probability; Chung – Statistics; Mathai and Mathai and Miller and Miller.
- c. Professor Chandan Mukherjee should be consulted on the reading list.
- d. Lab sessions (eg on excel) should be introduced in the course.

EC06:

- a. In the first section, Prasanna Parthasarathy's recent book should be included as a new approach to the history of the 17th Century.
- b. Trade within Asia should be made a focus in the course to break the Eurocentric view on trade.
- c. Habib and Roy Chowdhury's edited volume of Cambridge Economic History (I) should be included in the course reading list.
- d. Issues of margins, criminal tribes, forest dwellers should be introduced using Sumit Guha
- e. The course should discuss famines using Ira Klein.

H03:

- a. For a course with as wide a title as 'Medieval and Early Modern World', the modules seem too specialised. For example, it is not clear why a module like 'mystical dimensions of Islam' is part of this course.
- b. There is no emphasis on discovery
- c. The course needs a more detailed reading list with shorter course descriptions and should be tailored to be delivered in 12-13 weeks.

Early India:

There is no reading list for this course. The reading list must be included.

Psychology:

All the Psychology courses were taken up for discussion. It was pointed out that the courses were intensive in reading in that discipline; however, the students do not seem to complain. He also pointed out that the syllabus of the Social Psychology looks very text-book driven whereas that of the History of Psychology doesn't seem that way. It was decided that the Psychology group would be asked if the design of the former course was necessitated by disciplinary requirements.

Statistics:

There was a discussion on whether all the three Statistics courses discussed during the BOS could be collapsed into one but it was pointed out that each of these courses were probably designed after considering requirements of the disciplines that were offering these courses.

Hindi:

It was pointed out that there was no mention of the revolutionary changes in style and form which was happening in Hindi literature during the period the course focuses upon. It was asked whether the course will refer to the debates of nation and nationalism. It was pointed out that Bharatendu's writing was crucial in the important debate around the differences between Hindi and Urdu.

It was mentioned that the focus of the debate would be on literary debates in Hindi literature and not on historical debates to which the response was to point out that one of the focal points of Bharatendu's writing was addressing the question – What should this nation be once the British leave? It was reiterated that the debate on Hindi and Urdu was fundamental to address the question stated above.

The external member asked whether there is a mention of the Hindi – Urdu divide in the course. It was pointed out that Premchand would be difficult to teach in a course like this if the debate on the Hindi – Urdu divide was not taken up for discussion owing to the fact that Premchand wrote in both language and there is evidence to show that the same story was treated differently in each of the languages by the same writer. There are instances where the story changes because of the language used. There was some discussion on the matter. The discussion remained inconclusive.

Item 3.3: Approval of Second Semester Courses

The courses listed from 3.3.1 to 3.3.4 were passed with the following observations:

Introduction to Politics

- a. It was suggested that the course should be divided into theory and practice.
- b. It was also suggested that Unit II of the course could be difficult to transact in one course. Units II and III had enough material to make an entire course.
- c. The broadness of the course was of concern.
- d. Rousseau and Locke were left out while there was a leap from Hobbes to Marx. It was emphasized that Rousseau should be taught for he is an important thinker.
- e. One suggestion was that the course should begin with Unit V which illustrates the definitions in the first three units of the course.
- f. The themes taken up by the course should be illustrated through experienced reality. It was suggested that the thinkers that are to be discussed in the course should be looked at through the lens of contemporary Indian politics.
- g. The course is doing too many things for one course. There was a suggestion to shift the last module to another course. The Board was informed that the last module lays the foundation for another elective. It was suggested that the last module be left out entirely as Unit V is already talking about global politics. It was opined that while

discussions on cosmopolitan democracy would make the course interesting it would also make it a more difficult course for undergraduate students.

It was decided that that the feedback would be shared with the team which designed the course.

Literatures of the Renaissance

1. Information of the reference material use was missing. One enquiry was if the students get some reading material on the paintings / painters discussed in classroom discussions of the course to help them cope with classes they would have missed. Another query was if the paintings were contextualized and a background to the period was given.
2. There was also discussion on whether the content of the course discusses the transformation from the medieval worldview to the modern worldview. Extracts from C S Lewis' *Broken Image* should be part of the reading material of the course. It was also suggested that Peter Burke's *Renaissance: Centers and Peripheries* and E M W Tillyard's *The Elizabethan World Picture* should be looked at while making a reading list for the course. An old T V serial called 'Civilization' and the BBC production on the secrets used by the renaissance painters could be used in the course.

Introduction to Society and Social Inequality

1. It was opined that the course was too India-centric and that there should be some sense of history of racio-ethnic inequalities in the course.
2. Everyday inequalities are also historical ones and that a distinction needs to be drawn between hegemonic power and relational power. Barrington Moore should be read in the course.³
3. There was one observation that the course was too Sociology oriented but the Dean explained that at the undergraduate level the student does courses from various disciplines and also that the teachers tend to design the courses through the lens of their disciplines.

Health and Society

It was suggested that the course should have something on ageing and on ageing and health. It should also discuss societies that are ageing. It was suggested that a film on ageing called 'The Separation' should be included in the course.

Item 3.4: Approval of Third Semester Courses

It was decided that the courses in the Section 3.4 will be discussed via email among the members of the Board of Studies.

The email discussion brought forth the following:

1. The specific requirements of the students who can be admitted to the course, in the Course format of the course titled English Practice and Methods is to be changed to "Successful completion of EN01/ EN02/ EN19".

2. The Rationale of the course English Practice and Methods is to be changed to: The Undergraduate Programme in English at Ambedkar University seeks to introduce students to various aspects of the study of literature to expose students to fundamental concepts and developments in the study of literature and English language. The course English: Methods and Practices will endow students with linguistic competence to help them adapt to the necessities of the academia, to use the language functionally in order to achieve the expected effect. It will also help students understand the underlying linguistic structure and meanings embedded in literary texts. Students will learn about different approaches and methods aimed at fostering L2 learning. By the end of the course, students would have acquired the necessary skills, linguistic competence and strategies to comprehend, analyze, and produce different types of linguistic structures.

3. The specific requirements for the course Literatures of the Indian Subcontinent is to be changed to "Successful completion of EN01/ EN02/ EN19".

4. The specific requirements for the course Understanding Cinema: An Introduction is to be changed to " Basic Aptitude and Interest in Cinema as a discipline.

5. The rationale of the course Understanding Cinema is to be changed to: Keeping in mind the vision of the BA programme in English, this course will introduce students to the art of cinema, a discipline that is intrinsically connected with the discipline of literature. As the course is an introductory course, students opting for this course will be introduced to the discipline of Film Studies, thus this course will open new avenues for those who will opt for it.

6. The details of the texts to be taken up for discussion in the various modules of the course details for the course Understanding Cinema have been incorporated.

All the courses listed from 3.4.1 to 3.4.10 were approved via email discussion.

Item 3.5 Approval of Special Interest Courses

The courses were approved with the following decisions:

Sexuality: Towards Creating Spaces for Difference

- a. It was opined that it was not an undergraduate course in the current form. There were too many things in the course. There were hardly any Indian authors in the reading list.
- b. Arvind Narrain and Gautam Bhan's book *Because I Have a Voice*, Ruth Vanita and Salim Kidwai's *Same-Sex Love in India*, and Anuja Agarwal should be considered for the course.
- c. It was decided that Dr Saumyajit Bhattacharya would send a note with suggestions on which portions need to be left out and the issues that need to be focused upon keeping in mind that this course is for a mature undergraduate, i.e, one in the last two semesters of the undergraduate programme,

- d. The absence of Michel Foucault from the reading list as well as absence of literary texts, (especially because of literatures engagement with issues of sexuality) was also pointed out.

Editing and Publishing

There was no indication of the material that is going to be used in the various modules of the course and that the course content did not have a bibliography.

Dr Usha Mudiganti was requested to inform the course team to include a set of readings and a bibliography in the course description.

2.2.1 Courses approved in previous BOS meeting

The Board in the previous meeting had approved courses a set of courses for each of the seven majors. Out of these, the set of foundation courses approved in the previous meeting was presented in the course proposal format which has been developed for the School.

The Board discussed briefly both the structure of the programme and different foundation courses within it. There was an opinion that the compulsory foundation course 'Introduction to Social Sciences' could come in a later semester after the student has had some exposure to particular areas within the social sciences.

The Dean shared the experience of both students and faculty members about the compulsory foundation courses with respect to large class size, the pedagogical problems related to transaction of large courses and the impact on workloads of course and programme teams; the students' perception of the usefulness of these courses, and the contradictory outcomes in which the students have passed the discipline courses but failed the foundation courses. The Board appreciated problems and at the same time underscored the importance of the compulsory foundation courses and discussed in particular the language proficiency courses.

The Hindi Adhar Pathakram course was discussed. Since it is meant to be taught to newcomers, the course needs a more contemporaneous approach. One could have less of Bhakti poets from pre-modern times and the course team was asked to consider the proposition to bring in poets like Nazir Akbarabadi, Ghalib and Mir and align the course into the stream of Hindi -Hindustani tradition.

On the course - Indian Constitution and Democracy, it was suggested that it should be structured in a way that helps people connect the constitution and lived life.

The Board opined that the course Environment: Issues and Challenges also needs to be reviewed with regard to its structure and content as it appeared too heavy for a foundation course.

It was also opined that the course titled 'Hindi sahitya ke itihaas ki rooprekha' needs to be carefully recast. This is because books dealing with the history of Hindi literature very easily merge into a narrative that strengthens communal readings of history.

The Dean informed the Board that the University had formed a Committee to review all foundation courses. The Committee had already started its work and would be holding a workshop to review with various course teams all the foundation courses in SUS.

Resolution No. 2.2.1

It was decided that the Dean would invite the external experts on the Board to the workshop to integrate the process of the review with the role of the Board in curriculum development.

Item 2.3: Reporting

2.3.1 Decisions of the Academic Council

The Dean reported the changes in promotion rules that had been approved by the Academic Council and accordingly proposed changes to the School's promotion rules to ensure compliance with the University level rules.

Resolution No. 2.3.1

The Board approved the change in promotion rules at the School level and authorised the Dean to formulate the rules and implement those in accordance to the University's policy as formulated by the Academic Council.

2.3.2 Mid term review

The Dean reported to the Board of Studies that the University had completed its mid-term review process and that the report of the MTR had come up with various suggestions related to staffing and operation of the School of Undergraduate Studies.

Resolution No. 2.3.2

The Board decided that the mid term review report should be circulated to all members of the Board so that this matter can be taken up in a subsequent meeting after all members are apprised of the detailed recommendations of the mid term review.

2.3.3 Other related matters

The Dean reported to the Board the experience with implementation of attendance rules in 2011-12. Based on this, certain changes in attendance rules – especially penalties in the form of grade cuts were discussed.

Resolution No. 2.3.3

The Board approved the Dean's suggestion of a review of attendance policy in the School of Undergraduate Studies.

Item 2.4: Approval of foundation course titled 'Introduction to Gender: Concepts and Realities'

The course proposal for 'Introduction to Gender: Concepts and Realities' was discussed in detail and the Board appreciated the structure and content of the course.

Resolution no 2.4

The Board approved the course proposal for 'Introduction to Gender: Concepts and Realities'.

Item 2.5: Approval of Special Interest Courses

2.5.1 Computer applications in project management

The course proposal for '**Computer applications in project management**' was discussed.

Resolution no 2.5.1

The Board approved the course proposal for '**Computer applications in project management**'.

2.5.2 Digital storytelling from the field

The course proposal for '**Digital storytelling from the field**' was discussed in detail and the Board appreciated the structure and content of the course.

Resolution no 2.5.2

The Board approved the course proposal for '**Digital storytelling from the field**'.

2.5.3 Legal literacy and applications in India

The course proposal for '**Legal literacy and applications in India**' was discussed.

Resolution no 2.5.3

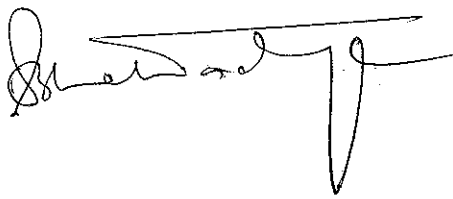
The Board approved the course proposal for '**Legal literacy and applications in India**'.

2.5.4 Understanding disability through media

The course proposal for '**Understanding disability through media**' was discussed.

Resolution no 2.5.3

The Board approved the course proposal for '**Understanding disability through media**'.



EOD

P. K. Basant

Geetha Venkataraman

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Item 5.1

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

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

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

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

The following also attended the meeting as special invitees:

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

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

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

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

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

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

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

Item 4.2: Matter arising from the previous minutes

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

Item 4.3: Interim Report on Review of Foundation Courses

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

4.4 Approval of fourth Semester Courses

Economics Courses

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

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

4.4.1 Microeconomics II (EC07)

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

4.4.2 Macroeconomics II (EC08)

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

4.4.3 Mathematical Methods for Economics (EC09)

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

4.4.4 Development Economics: Historical Perspective (EC10)

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

History Courses

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

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

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

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

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

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

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

Approved subject to suggested modifications

4.4.7 India c. 1700 – 1857 (H08)

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

Approved subject to suggested modifications.

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

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

Approved subject to suggested modifications.

Hindi Course

4.4.9 Sahitya Ki Samajh (SKS)

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

Approved subject to suggested modifications

4.5 Approval of fifth semester courses

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

Economics courses

4.5.1 International Economics (EC11)

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

Approved

4.5.2 Political Economy I (EC12)

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

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

Approved subject to suggested modifications

4.5.3 Development Economics: Theory and Policy (EC 13)

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

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

Approved subject to suggested modifications

History Courses

4.5.4 Modern India, 1857-1947(H10)

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

Approved subject to suggested modifications

4.5.5 Delhi in History (H11)

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

Approved subject to suggested modifications

4.5.6 Decolonization in History (H12)

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

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

4.5.7 Introduction to Indian Art and Architecture (H13)

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

Approved subject to suggested modifications.

4.5.8 History of the Indian Ocean World (H17)

Approved

4.6 Approval of Sixth Semester Courses

Economics courses

4.6.1 Issues in the Indian Economy (EC14)

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

should include Amartya Sen. Output trends and labour trends: a legacy of the colonial economy should be there.

Approved subject to suggested modifications.

4.6.2 Applied Econometrics (EC15)

Approved

4.6.3 Public Economics: Theory and Policy (EC16A)

Approved

4.6.4 Money, Banking & Finance (EC16B)

It was suggested that money, banking and finance should be from a macro perspective. Money is the most neglected subject: what is money? The debate around it opens up discussion from a historical point of view. The relationship between money and capitalism and the institutional relation with money should be emphasised. The theorization of money could be an important aspect of this course.

Ideally the course may be modified to reduce the emphasis on finance and enhance the discussion on money. It was also suggested that there should be a balance of expertise within the faculty to teach such courses and that recruitment of faculty with suitable specializations is required. A Financial History of Western Europe by Charles P. Kindleberger was suggested for reading material.

The possibility of offering another course on Money may be explored.

Approved subject to suggested modifications.

4.6.5 Topics in Economic Theory (EC16C)

Approved

History Courses

4.6.6 Wars and Revolutions in the 20th century (H14)

Approved

4.6.7 Contemporary India, 1947-92 (H15)

The course does not reflect the failures of contemporary India. The concerns of poverty, health, food and education should be reflected in this course. The course coordinator agreed that concerns of hunger, health and education could be included in the module on economy in the course. Land reforms and the genesis of Naxalbari may also be included in the course.

Approved subject to suggested modifications

4.6.8 Caste and Indian Modernity (H16)

Given the title of the course, it must not be only about the Dalit experience. What is Ideating modernity? The 'invention' of the other backward caste identities should be considered. An understanding of the resurgence of other castes may be helpful in understanding the assertion of Dalits. Dravidian movements etc, may be mentioned. All the readings are on Dalit identity.

This course needs to be reworked.

Hindi Course

4.6.9 SwadhintaAndolankaVaicharik jagat aur Hindi (SAVH)

The title should be changed to Hindi aur Swadhinta Andolan kaVycharik Jagat.

Approved subject to suggested modifications

4.7 Approval of special interest courses

4.7.1 Approval of Hindi course

HBS

NCERT's primary texts might be useful besides relevant reading material from Tulika publications. Hindi songs could be added to the course syllabus, enactment of drama may also help.

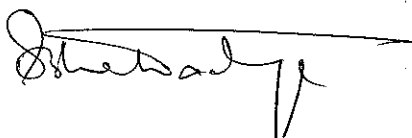
Approved subject to suggested modifications.

4.8 Any other agenda

4.8.1 Some important matters related to SUS reported by Dean, SUS to the BOS

The Dean reported to the board members about the National Green Tribunal (NGT) directive for offering compulsory course on Environment and also the University Grants Commission (UGC) directive for offering Hindi as main subject. In this regard, the School of Human Ecology is in the process of designing a course titled *Environment: Issues and Challenges*. Therefore, as a consequence of the need to offer a course on environment and Hindi as a main subject, the overall programme structure of BA will have to be revised in terms of the different category of course requirements and their credit weightage for completion of BA programme. It was also informed that a committee has been constituted to review the BA programme structure. The report of the committee and outcome of any other deliberations on the subject will be reported to the BOS.

The meeting ended with a vote of thanks.



P. K. Dasant

Item 5.1

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

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

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

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

The following also attended the meeting as special invitees:

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

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

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

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

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

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

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

Item 4.2: Matter arising from the previous minutes

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

Item 4.3: Interim Report on Review of Foundation Courses

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

4.4 Approval of fourth Semester Courses

Economics Courses

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

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

4.4.1 Microeconomics II (EC07)

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

4.4.2 Macroeconomics II (EC08)

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

4.4.3 Mathematical Methods for Economics (EC09)

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

4.4.4 Development Economics: Historical Perspective (EC10)

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

History Courses

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

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

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

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

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

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

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

Approved subject to suggested modifications

4.4.7 India c. 1700 – 1857 (H08)

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

Approved subject to suggested modifications.

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

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

Approved subject to suggested modifications.

Hindi Course

4.4.9 Sahitya Ki Samajh (SKS)

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

Approved subject to suggested modifications

4.5 Approval of fifth semester courses

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

Economics courses

4.5.1 International Economics (EC11)

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

Approved

4.5.2 Political Economy I (EC12)

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

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

Approved subject to suggested modifications

4.5.3 Development Economics: Theory and Policy (EC 13)

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

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

Approved subject to suggested modifications

History Courses

4.5.4 Modern India, 1857-1947(H10)

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

Approved subject to suggested modifications

4.5.5 Delhi in History (H11)

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

Approved subject to suggested modifications

4.5.6 Decolonization in History (H12)

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

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

4.5.7 Introduction to Indian Art and Architecture (H13)

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

Approved subject to suggested modifications.

4.5.8 History of the Indian Ocean World (H17)

Approved

4.6 Approval of Sixth Semester Courses

Economics courses

4.6.1 Issues in the Indian Economy (EC14)

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

Item 6.1

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

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

The following were present.

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

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

The following also attended the meeting as special invitees:

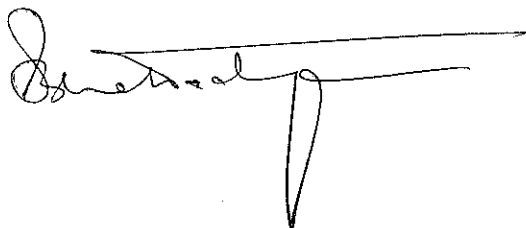
13. Dr. Urfat Anjem Mir	Deputy Dean, SUS
14. Dr. Dharitri Narzary Chakravartty	Deputy Dean, SUS
15. Dr. Balchand Prajapati	Programme Coordinator (BA Honours with major in Mathematics)
16. Ms. Thockchom Bibinaz Devi	Programme Coordinator (BA Honours with major in Psychology)
17. Dr. Kranti Kumar	Faculty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

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

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

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

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

A large, stylized handwritten signature in black ink, possibly reading 'S. K. ...', with a long horizontal line extending to the right.

P. K. ...

...

...

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

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

The following were present.

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

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

The following also attended the meeting as special invitees:

1. Dr. Urfat Anjem Mir	Deputy Dean, SUS
2. Dr. Dharitri Nazary Chakarvarty	Deputy Dean, SUS
3. Dr. Balchand Prajapati	Programme Coordinator (BA Honours with major in Mathematics)
4. Ms. Thockchom Bibinaz Devi	Programme Coordinator (BA Honours with major in Psychology)
5. Dr. Kranti Kumar	Faculty (Mathematics) SUS, AUD

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

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

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

Item 5.2: Matters arising from previous minutes.

Following changes were suggested

4.4.5: Modern and Post Modern World 1750-2010

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

4.5.6:Decolonization in History (H12)

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

4.6.8: Caste and Indian Modernity (H16)

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

4.7.1: HBS

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

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

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

- a) The total transaction hours should be mentioned in each course. If there is a laboratory work component in the course, the laboratory work based assessment should be considered rather than the uniform assessment situations in maths courses.
- b) With regard to laboratory sessions, it was reported that 6-7 mathematics courses require laboratory work. Since as of now AUD has 10 licences, there is a need for more licenses of *Mathematica* and also the other lab requirements in terms of design of class rooms and labs.
- c) The mathematics course should be packaged in a way to make them accessible and attractive for students from other disciplines.
- d) It was reported by the Maths Faculty that courses on Mathematics education and history of Mathematics are under consideration for design.
- e) It was reported that in the basket of electives, only Mathematical Finance (M14 and M16 (V)) and Number Theory and Cryptography (M14 and M16 (IV)) have been offered so far. Even though the BA programme in Mathematics at AUD adequately addresses the mathematical core requirements of students, it was suggested that increasing the Maths faculty strength may be helpful for increasing the choice of mathematics elective courses.

5.3.1: Algebra II (M07)

Approved

5.3.2: Analysis II (M08)

Approved

5.3.3: Probability and Statistics (M09)

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

Approved

5.3.4: Algebra III (M11)

Approved

5.3.5: Analysis III (M12)

It was suggested that lab. work may considered as part of this course.

Approved

5.3.6: Ordinary Differential Equations (M13)

Assessment weightage for lab Component may be mentioned in courses, where it is applicable.

Approved.

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

Approved

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

Approved

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

Approved

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

Approved

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

Approved

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

Approved

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

Approved

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

Approved

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

Approved

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

Approved

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

Approved

5.3.18: Linear optimisation and Applications (M15)

Approved

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

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

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

5.4.1: Methods in Psychology (P07)

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

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

Approved.

5.4.2: Understanding Childhood (P08)

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

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

The list of reading material also is too long.

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

5.4.3: Experiments in Psychology (P10)

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

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

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

Approved.

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

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

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

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

5.4.5: Understanding Abnormality (P12)

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

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

Approved.

5.4.6: Case Study(P13)

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

Approved

5.4.7: Counselling Psychology (P14)

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

Approved

5.4.8: Psychology for India (P15)

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

Approved

5.4.9: Organizational Behavior(P16)

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

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

5.4.10: Psychological Testing (P17)

Item 7.1

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

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

The following members were present:

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

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

The following members also attended the meeting as special invitees:

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

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

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

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

Item 6.2: Matters arising from previous minutes

Following changes were suggested:

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

- a) The total transaction hours should be mentioned in each course. If there is a laboratory work component in the course, the laboratory work based assessment should be considered rather than the uniform assessment situations in maths courses.
- b) With regard to laboratory sessions, it was reported that 6-7 mathematics courses require laboratory work. Since as of now, we only have 10 licences, there is a need for more licenses of *Mathematica* and also the other lab requirements in terms of design of class rooms and labs. Lab
- c) The mathematics course should be packaged in a way to make them accessible and attractive for students from other disciplines.
- d) It was reported by the Maths Faculty that course on Mathematics education and history of Mathematics is under consideration for design.
- e) It was reported that in the basket of electives, only Mathematical Finance (M14 and M16 (V)) and Number Theory and Cryptography (M14 and M16 (IV)) have been offered so far. Even though the BA programme in Mathematics at AUD adequately addresses the mathematical core requirements of students, it was suggested that increasing the Maths faculty strength may be helpful for increasing the choice of mathematics elective courses.

5.4.1: Methods in Psychology (P07)

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

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

5.4.2: Understanding Childhood (P08)

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

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

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

5.4.9: Organizational Behavior (P16)

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

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

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

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

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

6.3.1: Introduction to Literary and Cultural Forms (EN01)

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

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

With suggested modifications, the course was approved.

6.3.2: The Romantic Age (EN 22)

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

With suggested modifications, the course was approved.

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

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

With suggested modifications, the course was approved

6:3:4: Shakespeare (EN 20)

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

Approved.

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

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

With suggested modifications, the course was approved

6:3:6: The Epic

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

With suggested modifications, the course was approved

6:3:6: American Literature

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

With suggested modifications, the course was approved

6:3:7: Modern Movements in the Arts

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

Approved.

6:3:8: Study of English Language

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

Approved.

6:3:9: Contemporary Indian Drama

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

With suggested modifications, the course was approved

6:3:10: Tragedy Down the Ages

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

With suggested modifications, the course was approved.

6:3:11: Introduction to Cultural Studies

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

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

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

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

With suggested modifications, the course was approved

6:3:12: Modern Short Fiction and Novella

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

With suggested modifications, the course was approved

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

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

Approved.

6:3:14: Nineteenth Century Poetry

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

With suggested modifications, the course was approved

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

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

With suggested modifications, the course was approved

6:3:16: Introduction to Literary Theory

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

Approved.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Indian writings on cinema like that of Mrinal Sen on Charlie Chaplin along with a film on Chaplin, and representation along with what Mrinal does , making connection to Marxist.

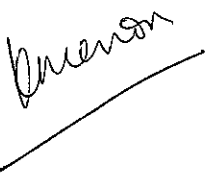
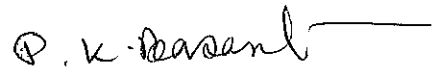
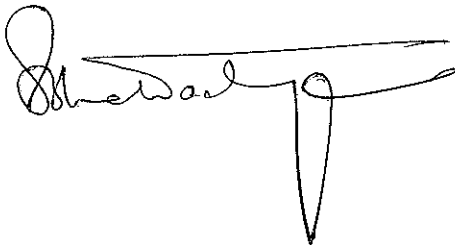
It was noted that the Indian component is missing, also visual and cinematic can merge, how to foreground objects, different ways of looking at representation, giving ranges, is important. The manner of transaction should be spelled out more clearly. Assessment pattern should be well thought.

With suggested modifications, the course was approved.

6.5: Any other item

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

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



Item 8.1

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

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

The following members were present:

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

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

The following members also attended the meeting as special invitees:

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

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

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

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

Item 7.2: Matters arising from previous minutes

No matter was reported

Item 7.3: Approval of Sixth Semester English Courses

7.3:1: Mahabharata and its Modern Renderings in Fiction, Drama and Film

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

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

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

7.3:2: Folk, Oral, Indigenous, Popular Cultures

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

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

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

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

7:3:3: Realism and Novel:

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

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

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

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

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

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

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

7:3:5: Modernism

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

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

The Board of Studies resolved to approve the course.

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

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

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

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

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

7:3:7: Modern World Drama

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

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

7:3:8: Greek Drama

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

Approved

7:3:9: Retellings of Ramayana

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

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

7:3:10: Language Through Literature

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

Approved

7:3:11: Fiction into film

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

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

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

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

7:3:12: Literature and Cinema

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

Approved

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

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

7:4:1: Sociology of Violence

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

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

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

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

7:4:2: Caste in Contemporary India

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

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

7:4:3: Sociological Theory

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

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

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

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

7:4:4: Research Methods

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

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

7:4:5: Society, Self, Psyche

Approved

7:4:6: Environment, Science and Society

Approved

7:4:7: Social Movements

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

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

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

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

7:4:8: Gender and Society

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

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

7:4:9: Religion and Society

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

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

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

7:4:10: Politics Law and Society

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

7:4:11: Economy, Market and Society

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

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

7:4:12: Sociology of Education

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

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

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

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

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

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

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

1. That the categories of courses be resolved into Foundational Core, Foundational Optional, Discipline and Electives.
2. Of the 96 credits required for completion of BA degree with Major in a Single Discipline, the students must successfully complete Foundation Core courses of 12 credits, Foundation Optional courses of 4 credits, Discipline courses of 48 credits and Elective courses of 32 credits.
3. The Foundation Core Courses should comprise of: English, Hindi and Environmental Issues and Challenges (EIC).

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

- a. Accept the recommendations of the Rohit Negi Committee report
- b. Authorize the dean SUS to initiate process for implementation of revised programme structure
- c. If required, make minor modifications in consultation with ACC, SUS, in terms of placement of courses in semesters in order to implement the new Programme Structure after seeking approval of appropriate University authority.
- d. With regard to ensuing wider participation in SUS teaching from across schools, the Board strongly felt that appropriate authority of the university must ensure participation of faculty from schools other than SLS and SHS in teaching of Foundational Optional and Elective courses. The faculty located in other schools having relevant disciplinary background should also be encouraged to contribute to teaching of Discipline courses. In this regard, if it requires formulation of certain guidelines, the Dean SUS must approach the appropriate university authority and request that necessary guidelines / instructions are formulated for smooth academic functioning of SUS on long term basis.

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

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

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

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

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

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

The Board of studies finally resolved the following:

1. The rationale of the course needs to be fleshed out.
2. The course seems too technical. Since UGC has only given guideline, one can decide how to teach it. The Board was informed that there is a course offered in a later semester to address environmental issues. This was more in line with the suggestions of the Board.
3. The Environmental Issues and Challenges (EIC) course in its present form needs some changes in the light of above suggestions to make it more interesting and useful learning experience for the undergraduate students.

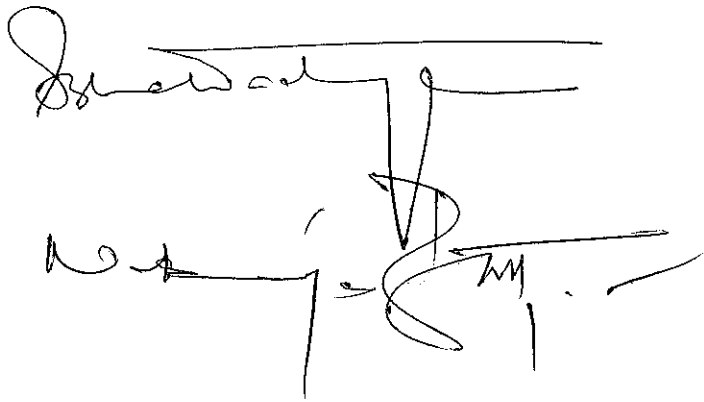
Item 7.8: Any other item:

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

1. A uniform template for course description should be designed for the purpose of providing course related vital information to the students. It was suggested that the course description should inform the students on weekly topics to be covered, readings prescribed, assessment methodology in terms of assessment details, no. of assessment situations, due dates and weightage of each situation etc. The SUS office should collect this vital course related information in a uniform template from the faculty teaching those courses and besides uploading on the website, it should be made available to the students before the start of semester teaching without any fail.
2. It has been observed that courses on few topics such as, Environment, Gender, Caste and Research Methods are being offered by various programmes like, Psychology, Sociology History etc. There is an inherent danger of repetitions / overlaps occurring in such courses. The school of undergraduate studies, where students have to compulsorily take course from other programmes to meet their requirement of


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

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

A large, stylized handwritten signature in black ink, appearing to read "P. K. Dasgupta".

P. K. Dasgupta

Chellur

A handwritten signature in black ink, appearing to read "R. J. J." with a horizontal line underneath.

Item 9.1

Minutes of the 8th (Eighth) Meeting of the Board of Studies, School of Undergraduate Studies, held on Friday, 4th March 2016.

The 8th (Eighth) Meeting of the Board of Studies, School of Undergraduate Studies was held on Friday, 4th March 2016 at 1 pm, at Faculty Lounge, Ambedkar University Delhi.

The following members were present:

1. Dr Rachana Johri	Chairperson
2. Dr Krishna Menon	Member
3. Dr Saumyajit Bhattacharya	Member
4. Dr. P. K. Basant	Member
5. Dr. Sumangla Damodaran	Member
6. Prof. Alok Bhalla (External Expert: English)	Special Invitee
7. Prof. Denys P Leighton	Member
8. Prof. Geetha Venkataraman	Member
9. Prof. Salil Mishra	Member
10. Dr Praveen Singh	Member
11. Dr Usha Mudiganti	Member
12. Dr Rohit Negi	Member
13. Dr Satyaketu Sankrit	Member
14. Ms Deepti Sachdev	Member
15. Dr Rachana Chaudhary	Member

Prof. Honey Oberio Vahali, (Member, BOS) could not attend the meeting due to prior engagement and was granted leave of absence. Dr. Parul Bansal, special invitee (Subject Expert: Psychology), owing to her prior commitments could not attend the meeting; however, she would communicate her comments on the courses through email.

The following members also attended the meeting as Special Invitees:

16. Dr. Asmita Kabra	Dean, SHE
17. Dr. Suresh Babu	Faculty, SHE
18. Dr Urfat Anjem Mir	Deputy Dean, SUS
19. Dr Dharitri Narzary Chakravartty	Deputy Dean, SUS
20. Dr Bhoomika Meiling	Programme Coordinator

(BA Honours with Major in English)

21. Dr Pallavi Chakravarty
Programme Coordinator
(BA Honours with Major in History)
22. Ms.Thockchom Bibinaz Devi
Programme Coordinator
(BA Honours with Major in Psychology)
23. Dr. Shad Naved
Faculty, SLS

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

Item 8.1: Confirmation of the 7th Meeting of the Board of Studies held on 25th April 2015.

The Chairperson tabled the minutes of the 6th BOS Meeting held on 15th of May 2015. The minutes had also been circulated among the members through email. Since no comments were received, the minutes were confirmed.

Item 8.2: Matters arising from previous minutes

No matter was reported

Item 8.3: to approve English Courses

8.3:1: Introduction to Cultural Studies, 6th semester

The revised version of the course incorporating suggestions made in the 7th BOS meeting was presented by Dr. Bhoomika Meiling (Programme Coordinator, BA English). The course was presented in a much truncated version and the board approved the changes. However, a query was raised that whether any other literary theory course precedes this course in order to give some grounding in basic literary theory to the students. The programme coordinator responded that a course 'Introduction to Literary Theory' is offered in V1 semester and therefore the faculty teaching this course can justly presume that students do have some grounding in basic literary theories before they opt for this course. The Board agreed with this. It was pointed out that the reading list consisted of entire books (though they are all mostly edited 'readers'). It would be better to mention exact essays in this list so that a clearer picture of the course emerges.

The Board of Studies resolved to approve the course subject to this minor modification.

8:3:2: Folk, Oral, Indigenous, Popular Cultures

Though the rest of the course seemed fine, the Board noted that Stuart Hall's essay on popular culture must be a part of such a course. That would be useful in analysing the popular in its correct context and not just as a synonym for Mass culture. It was also suggested that Finley's *The World of Odysseus* and V.S. Sukhthankar's *Mahabharat* lectures may be useful in this course. Also, since *Structural Anthropology* by Levi-Strauss cannot be taught fully at undergraduate level, it would be better to indicate in the reading list the exact essay that will be discussed in this course.

The Board of Studies resolved to approve the course subject to minor modification.

8:3:3: Literary Translations: Process, poetics, politics:

It was noted that since the course mostly deals with Indian material and writers and it looks at translation in India per se, the title should indicate it. An alternative title was suggested: 'Literary Translation in Contemporary India'.

The Board of Studies resolved to approve the course subject to change in the title of course.

8:3:4: Issues of Gender in Literary Texts

It was noted that since the course mostly deals with Indian material and writers and it looks at gender in India per se, the title should indicate this. An alternative title was suggested: 'Issues of Gender in Indian Literary Texts'. It was suggested that the course should be documented in a modular form. An essay by Sanjay Srivastav may be included to problematize upper class Indian boyhood. It was noted that instead of laying so much emphasis on exams, in such a course getting the students to write a journal may be more helpful.

The Board of Studies resolved to approve the course subject to modification.

8:3:5: Introduction to Dalit Writing

It was noted that the first module in this course should comprise a discussion on pre-1980s scenario in India vis-a-vis Dalit writing or the writing of the Dalit. This is especially pertinent as the course locates itself in Modern India and not in Contemporary India. Therefore attempts at representations of caste before the Dalit movement took shape must be documented in this course in order to mark the shift that takes place in the 1980s.

The Board also recommended a modular presentation of the course. When it is done, the basis of division of the course into particular modules should also be rationalized in the write-up. It was suggested to include memoirs of women in the Ambedkarite movement also. The

Board was of the opinion that Programme Committee should reflect on whether the course foregrounds in dalit writing or whether it talks about caste, emancipation or aesthetics of anger. For example, is there a discussion around why Ambedkar chose to become a Buddhist, or movement of separation/partition?

The course needs revision and the Board resolved that the course should be presented again to the Board in the next meeting.

8:3:6: Literatures of the East: India and Arabia (SUS1EL909)

Dr Shad Naved, gave a detailed introduction of the course and the Board appreciated the contents of the course. However, the board members felt that the title of the course was not apt. various alternatives were suggested and finally it was resolved that the title of the course should be finalized through email exchange.

Therefore, the board resolved to approve the course subject to change in the title of the course that should be finalized through email exchange.

8:3:7: What is World Literature?

What is the definition of world literature? The anthology of literature must be included. The reading list should reflect on what is 'other'. An Indian anthology of world literature is a long term question.

The Board resolved to approve the course subject to modification.

Item 8.4: To Approve Psychology Courses

8.4.1: Methods in Psychology

Since this course had been approved in the 5th BOS meeting, vide resolution no 5.4.1 there was no further discussions on it.

8.4.2: Understanding Childhood:

The revised version of the course with shorter reading list was presented by Ms. Bibinaz Programme Coordinator Psychology.

Comments came from the board on the title asking whether the course covers the 'Universal' childhood experiences. The suggestion was that there is a need to deconstruct the universal notion in this course except for the first unit which talks about multiple childhood? However, the psychology faculty explained that psychology as a discipline has an intrinsic orientation of having a universal understanding of concepts like 'childhood' which is the case for all Psychology courses. There is an underlying indispensable sense of maintaining factual universality also keeping in mind student's entry in different universities for higher studies that requires them to have a common knowledge to some extent. However, we have attempted to also include the contextual adaptation of the universal theories through examples

of lived experiences. It was also pointed out that many readings have no publication details, no specified chapters or page no's though some are specified.

It was also suggested that readings list and documentaries used to teach the course should be listed separately for clear presentation of the complete outline of the course. The course outline should also specify the 70% written assessment with breakups of weight ages for each assessment activity.

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

8:4:3: Organizational Behaviour

It was suggested that the number of assessment situations may be reduced.

The Board of Studies resolved to approve the course.

8:4:4: Neuro Psychology

This course was not part of the agenda items emailed to the members. However, it was circulated among the members separately.

The board observed that Overall the course contents are fine. However, some editing is required in the description of course. Like, rather than giving the course contents in bullet points, some more details would be useful.

The Board also suggested that the Psychology Programme committee should consider balancing course contents in terms of global and local contextual.

The Board resolved to approve the course.

8.5: To approve History Courses

8.5.1: Decolonisation in History

The BOS was made aware that most of their earlier recommendations (simplifying the course, making it more clear in its mode of actual transmission to the students) were taken care of in the revised format.

The Board appreciated the course in its present form and resolved to approve the course.

8.5.2: Caste and Indian Modernity

This course had gone through major restructuring as well based on previous observations made by the board, yet, the paper was still found inadequate in many fronts-- the title of the paper required rethinking, especially considering the readings being proposed do not deal with the idea of modernity; the modules were found to be very few (only three); the title of

○ The first module did not go along with the suggested readings for that module (a mismatch of readings and title was observed); why focus only on idea of a modernity restricted to Hindus (only caste and Brahminism being questioned), a theoretical discussion on what is modernity can be included; why not begin with a section on historicising caste... were some of the questions raised.

The course looks like Hindu notion of modernity. What happens to other kinds of modernity – caste and Islam, caste and Sikh in Punjab? Is it about caste or modernity? What is modernity? All these questions remain unclear now.

The Board resolved that the programme committee should work on the course in light of the above suggestions and then submit the course again to the BOS for consideration. The reworking should be completed within a month's time.

8.5.3: Modern and Post-modern World, 1750-2010

It was reported to the board, that major restructuring of this course was undertaken including a change in the title itself-- The World of Modernity, 1750-2000. The modules presented were seen as more 'doable' and clear. It was observed that How modernity gets conceptualised should have some readings to show it. The only reservation expressed was on the title of the paper-- some suggestions were 'History of the Modern World' or since it was argued that most of the course and the idea of modernity comes from Europe why not revert to what Delhi University has 'Rise of the Modern West' (however, this was contested on the grounds that the modules do not deal only with Europe). Nonetheless, the BA programme committee has been asked to rethink a new title for this course.

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

8.6: To Approve Elective Courses

8.6.1: Introduction to Human Ecology

It was observed that the assessment methodology requires some clarity.

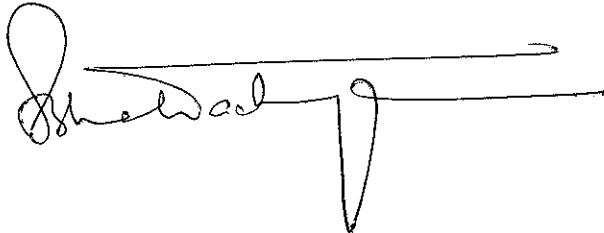
The Board resolved to approve the course.

Item 8.7: Approval for considering 5th foundational Optional course as elective

The Dean SUS explained the need for considering One foundational optional course as Elective if, the students end up taking that course in addition to the foundational optional requirements due to certain infrastructural or other constraints. It was further underlined that

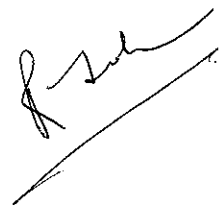
① This scenario had emerged because of the implementation of the revised BA programme structure. The board resolved to approve this to the extent that it did not violate the basic requirements of the BA programme structure.

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

A large, stylized handwritten signature in black ink, appearing to read "Shewal". The signature is written over a horizontal line that extends across the page.

P. K. Basant

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A handwritten signature in black ink, possibly reading "R. Sub", written over a horizontal line.

Item 10.1

Minutes of the 9th (Ninth) Meeting of the Board of Studies, School of Undergraduate Studies held on Friday, 30th September, 2016

The 9th (Ninth) meeting of the Board of Studies, School of Undergraduate Studies (SUS) was held on Friday, 30th September, 2016 at 1.30 pm at Faculty Lounge, Ambedkar University Delhi.

The following members were present:

SI No.	Name	
1	Dr Rachana Johri	Chairperson
2	Dr P.K Basant	External Expert
3	Prof Alok Bhalla (External Expert: English)	Special Invitee
4	Dr Abhijit Kundu(External Expert: Sociology)	Special Invitee
5	Dr Kumud Sharma (External Expert: Hindi)	Special Invitee
6	Prof Salil Misra	Member
7	Prof Honey Oberoi Vahali	Member
8	Prof Satyaketu Sankrit	Member
9	Dr Sumangala Damodaran	Member
10	Dr Praveen Singh	Member
11	Dr Usha Mudiganti	Member
12	Dr Rohit Negi	Member
13	Ms Deepti Sachdev	Member

Prof. Denys P Leighton, Prof. Geetha Venkataraman and Dr. Rachna Chaudhary could not attend the meeting due to their prior engagement and were granted leave of absence.

The Following members also attended the meeting as special invitees

1.	Prof Krishna Menon	Professor, SHS
2.	Prof Gopalji Pradhan	Professor, SLS
3.	Dr Urfat Anjem Mir	Deputy Dean, SUS
4.	Dr Bhoomika Meiling	Deputy Dean, SUS
5.	Dr. Niharika Banerjea	Programme Coordinator, (Sociology)
6.	Mr Sayandeb Chowdhury	Programme Coordinator, (English)
7.	Dr Sumana Datta	SUS
8.	Dr Vaibhav	SUS

The Chairperson, Dean SUS (Officiating), welcomed the members and informed them that Prof Krishna Menon has joined as a Permanent faculty at Ambedkar University Delhi. Consequent upon the above, as per statutory requirement a new member has to be nominated to the BOS by the appropriate authority in her place. However, she will attend the meeting as a special invitee. The Chairperson also mentioned that the feedback and comments received

from the previous BOS on different courses have been sent to the respective programme committees. The remaining courses will be presented to the BOS before December 2016 and the documents related to BA Programme Course approval will subsequently be submitted to the Standing Committee on Academic Programmes for further appropriate action. After the welcome address and brief remarks of the Chairperson, the following agenda items were taken up for consideration:

Item 9.1: Confirmation of the minutes of the 8th Meeting of the Board of Studies held on Friday, 4th March 2016.

The Chairperson tabled the minutes of the 8th BOS Meeting held on **Friday, 4th March 2016**. The minutes had also been circulated among the members through email. Since no comments were received, the minutes were confirmed.

Item 9.2: Matters arising from previous minutes

No matter was reported

Item 9.3 : To approve Sociology Programme Courses

Dr Niharika Banerjea, Programme Coordinator Sociology presented the Sociology Programme courses:

9.3.1: Citizenship, Rights and the Social (SUS1SC840)

The Board members gave the following comments:

The number of modules proposed is too many for a single course. There was a suggestion to take out the Module 8 completely from the course. A need was also expressed to review the sequencing of various modules. It was suggested that State, Citizenship & Law should be the 1st module. It was also suggested that in the first module the basic concepts need to be elaborated.

Module 9 mainly discusses the issue of citizenship and religion in the context of Hinduism. However, other examples of the influence of religion on citizenship etc. can also be looked at.

Overall, the Board felt that sociological texts related to foundational elements of citizenship including historical development of the concept of citizenship are missing from the course module. On one hand where Habermas's concept of citizenship, Bourdieu's concept of Habitus need to be brought under discussion in this course, at the same time, one needs to draw from the preamble of constitution as well. However, members agreed that it is going to be an interesting course, if the suggestions are incorporated at the time of reworking on this course. Moreover, being an elective this course should deal issues with more depth. It would be important to decide whether this course will help students to understand/create theoretical framework around a contemporary issue or just to create an impressionist idea.

It was suggested that selected portions of the following should be part of the readings list.

- T H Marshall's Citizenship and Social Class is important for this course.
- The book like The Mass Ornament is relevant for this course
- Article by Andre Beteille on Citizenship, State and Civil Society
- On Civil Society: Issues and perspectives by N Jayaram

Some other readings may also be replaced that seem to be 'impressionistic articles'. The Board also suggested that the course could be named as 'Citizenship, Rights and the Society' instead of 'Social and the Course coordinator should seek inputs from Political Science subject experts as well.

The Board resolved that the course requires revision in light of the suggestions made above and should be presented again in the next meeting.

9.3.2: Sociology of Violence (SUS1SC837)

Members felt that readings proposed in Module IV are mainly expressions of violence. Explanation on various ideological and political basis of violence is missing here.

Regarding sequencing of the modules, the Board suggested that the module on 'Violence and Modernity' should come upfront. The concept of modernity needs to be dealt with carefully in this course and the connection of violence with modernity explained (assuming that the pre modern is also a violent space). Moreover, the definition of 'genocide' is missing. In this context, it was also suggested that United Nation's definition may be suitable for the undergraduate students. Other important suggestions are the following:

- A text by Primo Levi, e.g. 'If This is a Man' could be considered.
- Topics such as violence against Native Americans could be added.
- Films on holocaust could be considered for screening in this course.

It was also suggested that the module on gender sexuality and violence should be reworked as gendered nature of violence. In the assessment methodology section the marks should be replaced with credit weightage of assessment situations. There was also a suggestion to rethink its title.

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

9.3.3: Sociology of Education (SUS1SC843)

The members strongly felt the need for compressing and elimination to reduce the number of modules of this course without which it is difficult to transact this course meaningfully. The current content could be used to design two courses, for example, 'Introduction to Sociology of Education' and 'Education in India'.

There was a general suggestion that no course should have more than seven modules. The reading list in this course also suggests too many books. Instead it should specify the chapters which are important for a particular topic/module.

The Board resolved that the course requires revision in light of the suggestions made above and should be presented again in the next meeting.

9.3.4: Culture, Identity and Society (SUS1SC815)

The Board observed that there is no description of modules in Course details. There should be a description of each module and essentially how the course transaction is intended/takes place. It was suggested that the course should refer to works of fundamental thinkers and include texts explaining basic concepts related to culture and identity. On these lines it was suggested that symbolic interactionism may be also used in the course. The fundamental approaches of sociology to the study of culture and identity should be the focus of this course. Conceptual and contested notion of culture and identity should be introduced so that the student could conceptualise culture or society as a concept. It might be useful to articulate the relationship between earlier courses and current course and whether this course builds on any other course. Since it is a course for undergraduate students, the level at which this course is pitched is a very critical factor. It was pointed out that the mention of ‘Sociology of violence’ in item 9 of the course seems to be a typing error that needs to be rectified. Questions were also raised on rationale of the module on fieldwork experience and it was felt that the fieldwork view may be incorporated into other modules rather than having it as a separate module. The section on questions of Identity and culture in India in which Gandhi and Ramanujan are included lacks clarity in terms of why this section is there and why these readings. Need to rethink this section as well. There is a need to bring out clearly the definition of key concepts in this course like, what is a ‘society’ and what is meant by the ‘Other’? *Arnold Matthew* and *Stuart Hall*’s perspective of cultural studies may be brought into the course transaction.

The Board resolved that the course requires revision in light of the suggestions made above and should be presented again in the next meeting.

9.3.5: Introduction to Sociology (SUS1SC801)

Members expressed their doubts whether this course content is suitable for undergraduate students. It was felt that a jump from Weber to Foucault and ending with Deleuze may be too much for the students to grasp in the first semester. It seems what ought to be offered to students in the first semester is missing in this course. There is a need to rethink the reading material in section on reading ethnography. It was noticed that there are too many readings prescribed and class room transaction as reality seems to be not kept in mind while designing the course. The textbooks like ‘Invitation to Sociology’ by Peter Berger should be an essential reading for this course.

While discussing this course the Board members remarked that pitching course so high may not help and those readings that are easily accessible, comprehensible and pedagogic practices that make learning interesting need to be carefully chosen. There is no need to take up themes like Race, Globalization colonialism as separate themes, as these themes should anyway be brought under discussion throughout the course. The Board also asked to examine if there is a thematic overlap with other courses. The Board suggested that the contents of this course should broadly focus on the following:

What is sociology?

Social thinkers

Sociological concepts

The Board resolved that the course requires revision in light of the suggestions made above and should be presented again in the next meeting.

9.3.6: Politics, Law and Society (SUS1SC812)

The Board suggested that the date wise weekly schedule should not be given in the course sent for approval as the dates will change when the course is offered next time. It was remarked that the description of each module and the connection between the modules is missing. In the absence of any such details about the modules, it is difficult to get an idea, how the classroom transaction is going to happen and cover these modules and in its present form the course also seems to end abruptly as per the scheme of its current modules. The readings too seem to be pitched at a very high level. Even a single Foucault's reading may be difficult unless selected portions be covered. How can such an exhaustive list of readings be covered in this course? There is a need to re think, whether this course should be offered at the UG level.

It was also observed that the mention of 'Bastar' is there in the Course description. However, it is not reflected in the readings as to how it would be dealt with.

The Board resolved that the course requires revision in light of the suggestions made above and should be presented again in the next meeting.

The Board resolved that the Program Committee/ Course Coordinator should consult Prof. Krishna Menon while revising the Sociology courses like 'Politics, Law and Society' and also 'Citizenship, Rights and the Social'.

Item 9.4: To approve English Programme Courses

9.4.1 :Comedy- Not just for Laughs (SUS1EN248)

The course was presented by Sayendeb Chowdhury. The following observations/recommendations were provided by the Board:

Since *Symposium* is the primary discursive text on comedy, it should be part of this course. Northrop Frye's essay on comedy also needs to be incorporated. Same is true of Martin Esslin's *The Theatre of the Absurd*. The Board wondered if this was a course on Comedy as a drama form or on comedy as such. It was felt that it may be a good idea to focus on theatre and may be film only in this course. Since the course seems currently focused on theatrical comedy, the Board advised to rethink the title of the course so that it clarifies more precisely the importance of specific genre, region or language in the course.

It was noted that the syllabus is too heavily British and a suggestion was made to introduce American comedies. Considering the highly political nature of theatre, comedies based on critique of race, caste and gender discrimination may be useful. The Comedy of Remarriage, an American sub-genre, is crucial in this case. Roman comedy can be discussed in lectures not in text. The Board also added that there cannot be complete understanding of comedy without discussing the art of cartooning/caricature. Members noted the complete absence of

works of writers such as Mark Twain, Chekhov, Gogol, P G Wodehouse, Thomas Penn in the current course. In addition, *Tall Tales* (Twain), *The Devil's Dictionary* (Ambrose Bierce), *The Threepenny Opera* (instead of *Beggar's Opera*), *Lysistrata* (Pakistani version) and *Comedy: A Critical Anthology* (Richard W. Corrigan) were suggested as possible additions. There was also suggestion to consider inclusion of Indian, Pakistani, African and Australian texts.

The reading list looks heavy. It needs specific reference to chapters.

The Board resolved that the course requires revision in light of the suggestions made above and should be presented again in the next meeting.

9.4.2: Introducing Diversity – Literatures and Languages in India (SUS1EN277)

The Board observed that the eight modules are too heavy for a course at the undergraduate level. Members also felt that it is important for this course to clarify what is meant by India? Indian literature is divided regionally as also caste-wise such as Dalit and non-Dalit literature. Regionally, the current course focuses only on Sindhi and Gujarati literature. However, Sindhi-Gujarati literature is not enough to understand the diversity of literature and languages in India, it would be better to include the literature of other parts such as eastern and southern India. The course should also think of including works from folklore. The entire epic literature is also absent from the course. Texts like *Uttararamacharitam* and *Andha Yug* of *Dharmvir Bharti* based on Indian epics may also be included.

The Board also noted that the theory part is more dominant than texts in some of the modules. Also, the modules are problematic. The format is too theoretical and therefore the emphasis on texts is lost. Students should be introduced to many texts. The texts of the prominent writers like Premchand and Manto have not found any place here. The course should perhaps aim at presenting the comparative literatures of India. The members also felt that while teaching Indian literature and languages we should not discard the literature of Pakistan.

Some members were of the view that the syllabus in its current form is too ambitious and it cannot be completed in a semester.

The Board resolved that the course requires revision in light of the suggestions made above and should be presented again in the next meeting.

9.4.2.1: While discussing the above course, a query regarding the course 'Voices of Dissent: Bhakti Poetry' was raised. It was noted that the course had been passed as one to be transacted through translations. But since then, the format of the course has become bilingual and it is currently being transacted in English and Hindi. Since the nature of the course has changed in some way, is there a need to present it to the Board again?

The Board noted that if the goals, objectives and major content of the course remain the same, it need not be brought back to the Board.

9.5: To Approve Foundation Compulsory Courses (Hindi and EIC)

The Hindi courses were presented by Prof. Satyaketu.

9.5.1: Aarambhik Hindi Bhasha (SUS1FC008)

The Board suggested that Hindi film songs, dialogues and even screening of movies may be helpful in transaction of the course. The module wise structure of the course may also be given specifying some details of what is to be covered during transaction of the course.

The Board approved the subject to suggested modifications.

9.5.2: Madhyamik Hindi Bhasha (SUS1FC007)

The Board appreciated the course coordinators efforts for designing the course. It was noted that some texts can be replaced by some simpler texts. Like Idgah to be replaced by Bade Bhai Sahab (Prem Chand). Nakhon Kyo Badhte Hai (Hajari Prasad Dwivedi) and memoires (i.e Cheeni Bhai) by Mahadevi Verma were also suggested in this regard. It was also observed that the structure of the course needs some attention. Period-wise division of the structure would be useful.

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

9.5.3: Vyavharik Hindi Bhasha (SUS1FC006)

The Board suggested that Sikka Badal Gaya by Krishna Sobti may be difficult for students, some other texts may be considered.

The Board of Studies resolved to approve the course subject to minor changes.

9.5.4: Environmental Issues and Challenges (SUS1FC039)

The Board suggested that students should also be introduced to a number of books on environment written in Hindi (for example, *Aaj Bhi Khare Hain Talaab* and *Rajasthan Ki Rajat Boondein* by Anupam Mishra).

The Board approved the course subject to minor changes.

Item 9.6: To approve Elective Courses offered by other Schools

9.6.1: Introduction to Gender (SUS1FC041)

The Board observed that each of the modules should have some texts listed as essential readings. The first module should deal with Sex, Gender and Sexuality as concepts rather than two distinct modules as given in 1 and 3. Similarly the module on Gender and Violence may be reworked as Gendered Violence. How the module on Identity fits in to this course needs a rethink? Dislocating masculinity may be appropriate here. Family, Work and Property needs to be brought in one of the modules. There is a need to make the course more thorough and conceptually clear and too much of the film screening may not be helpful. It was also suggested that 'Seeing like a Feminist' by Nivedita Menon may be included as text in this course. The course coordinator/ design team may consult Dr. Niharika Banerjea.

The Board resolved that the course requires revision in light of the suggestions made above and should be presented again in the next meeting.

9.6.2: Introduction to Global Studies

The board noted that the intellectual history of globalisation is missing in this course outline. The assessment methodology in this course has to be specific and the weightages of assessments need to be mentioned. A query was also raised that whether the course should be called 'Introduction to Global Studies' or should it be called 'Introduction to Globalisation'. It was pointed out that globalisation is a phenomenon and the title 'Global Studies' does not reflect the phenomenon. It would be better to have basket of courses like globalisation and movement in this course. It was also suggested that there is a need to rethink 'State and Democracy' Module.

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

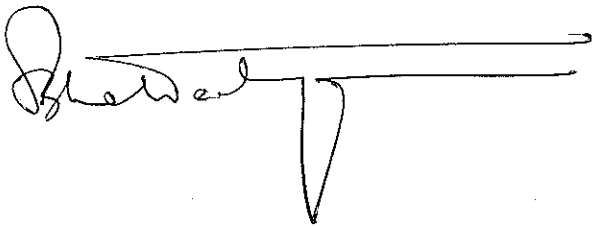
9.6.3: Schools, Schooling and Education

The Board of Studies resolved to approve the course.

9.6.4: Title of the course: Drawing (SUS1FC040)

The Board of Studies resolved to approve the course.

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



P. K. Basant

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Item 11.1

Minutes of the 10th (Tenth) Meeting of the Board of Studies, School of Undergraduate Studies held on Wednesday, 11th January, 2017

The 10th (Tenth) meeting of the Board of Studies, School of Undergraduate Studies (SUS) was held on Wednesday, 11th January, 2017 at 2.30 pm at Committee Room II, Ambedkar University Delhi.

The following members were present:

1. Dr Rachana Johri	Chairperson
2. Dr Saumyajit Bhattacharya	External Expert (Economics)
3. Dr Rama	External Expert (Hindi)
4. Prof Denys P Leighton	Member
5. Prof Geetha Venkataraman	Member
6. Dr Praveen Singh	Member
7. Dr Usha Mudiganti	Member
8. Dr Rohit Negi	Member
9. Dr Rachna Choudhary	Member

Dr P. K. Basant, Prof. Salil Misra, Prof Honey Oberoi Vahali, Prof. Sumangala Damodaran, Ms. Deepti Sachdev could not attend the meeting due to their prior engagement and were granted leave of absence.

The Following members also attended the meeting as special invitees

1. Prof Krishna Menon	Professor, SHS
2. Prof Satyaketu Sanskrit	Professor, SLS
3. Dr Urfat Anjem Mir	Deputy Dean, SUS
4. Dr Bhoomika Meiling	Deputy Dean, SUS
5. Dr Rajan Krishnan	Dean(Offg.), SCCE
6. Dr Sandeep R Singh	SLS
7. Dr Awadhesh K Tripathi	SUS
8. Dr Gulashan Bano	SUS
9. Dr Cybil K Vinodan	SUS
10. Dr Vaibhav	SUS
11. Dr Sumana Datta	SUS

The Chairperson, Dean SUS (Officiating), welcomed the members. She informed the members that until now the BOS primarily looked at courses which had already been offered to students. To discontinue this practice we propose to organise this meeting to approve or to give feed backs on courses before they are offered to students. She further mentioned that the courses proposed for presentation in this BOS have already been discussed briefly in the Academic Coordination Committee of SUS (ACC) before being presented in BOS. After the brief remarks of the Chairperson, the following agenda items were taken up for consideration:

Item 10.1: Confirmation of the minutes of the 9th Meeting of the Board of Studies held on Friday, 30th September 2016.

The Chairperson tabled the minutes of the 9th BOS Meeting held on **Friday, 30th September 2016**. The minutes had also been circulated among the members through email. Since no comments were received, the minutes were confirmed.

Item 10.2: Matters arising from previous minutes

No matter was reported

Item 10.3: To approve elective courses

10.3.1. To approve Elective Courses (Hindi)

Two Hindi courses were presented for consideration. Both the courses will be offered as Elective Course at Karampura Campus. Considering this, the Chairperson requested the Board members to decide whether both the courses should be offered simultaneously or in two different semesters. Secondly, if the Board opts for the second option then which one should be offered in Semester 2 and which one in Semester 3.

*10.3.1.1. Title of the course: **Sanjhi Sanskriti our Hindi Kavita (SSHK - SUS1HN337)***

This course was presented by Dr. Gulshan Bano. The Board appreciated the endeavours done by the course coordinator and faculty. Regarding the course content, it was pointed out that compositeness of culture had historical contexts and produced various categories. Board members therefore suggested some more texts which can be added in the course especially poetries of Nanak, Bulle Shah, Dushyant to understand the tradition of shared culture and its literary manifestation. It was also suggested that books like Kabir (Hajari Prasad Dwivedi), Raheem (Vijendra Snatak), Sanjhi Sanskriti Ki Virasat (Dr Subhash Chandra) may be included in the reading list. The Board raised a query that whether this course will be taught by a team of faculty or by a single faculty. It was suggested that guest faculty should be engaged to cover certain topics.

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

*10.3.1.2. Title of the course: **An Introduction to Dalit Literature through Poetry (A Bi-Lingual Course)***

Course coordinator Dr. Awadesh Kumar Tripathi proposed the course for the 2nd semester. This course will introduce students with the political and cultural context in which Dalit literature as a distinct domain of knowledge production emerged in modern India. It will also discuss how Dalit writing as a distinct form of writing creates a different contemporary and historical understanding of the society and how it challenges the mainstream literary conventions. The Board members appreciated the idea of the course but question was raised that since board has approved the 'Sanjhi Sanskriti our Hindi Kavita (SSHK)' course, would it be feasible to place both the courses in semester 2? It was also suggested that chapterisation

can be made more specific and clarity can be brought in the terms used like class, caste, gender. It was further noted that some important debates related to Dalit literature in a unit can make the teaching of the course more interesting.

The board of studies resolved to approve the course subject to minor changes and also suggested to place it in the 3rd semester.

10.3.2 To approve course **Film, History, Society (SUS1EL912)**

Dr Rajan Kuria Krishnan presented the course. The Board found that the course is interesting and relevant. Members however felt that four thematic modules as proposed will be too heavy for the undergraduate students and will be difficult to cover in a semester. After further deliberation it was proposed to drop modules on *Media and Popular Culture* and *Science and Technology* from this course. These modules can be used to form another course.

Members enquired whether the concepts such as class/ caste, gender, sexuality and race, post/colonial ethnicity proposed in the Section 1 will be taught or the students will be asked to read those as background information. The Board also recommended to include general readings on how to analyse film, representation in films and interrelation between society and cinema.

The Board observed that all the six films proposed here are Indian films. Some members were of the opinion that there should be a balance between national and international films, and suggested to include a few films from western world especially on race and ethnicity. Some members further felt that more time should be devoted to film screening and discussion on it and more films could be screened instead of six as proposed in the current course outline.

There were also suggestions on the structure and time slot of the course. There was also a suggestion to present the course content conceptually instead of week-wise teaching plan keeping in mind teaching time of 12 weeks.

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

10.3.3. To approve course of **Reading Autobiography (SUS1EL910)**

Dr. Sandeep R. Singh presented the course. While the Members appreciated the course content they observed that the course is primarily designed around self or narratives arising from historical moments or events. For example, all prominent readings are from colonial era in the 1st Module. There are only two full readings. Political autobiography is not covered. Autobiography translated into movies and cinemas are also not covered. Members further commented that autobiographies proposed here are Indian biographies and are written in a particular way. The course should cover non Indian and non South Asian biographies to bring geographical diversity. The Board suggested that autobiographies of Banarasi Das written in 17th century, Charlie Chaplin, Gorki, Gabriel Garcia Marquez (*Living to Tell the Tale*) could be considered for this course.

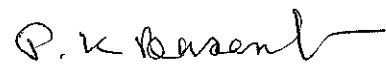
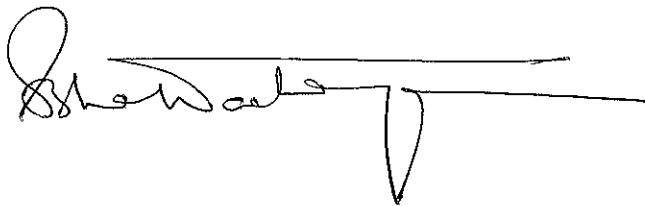
The Board resolved to approve the course with suggested modifications.

10.3.4. To approve course: **Understanding Political and Social Change in India (SUS1PO738)**

Dr Cybil K V presented the course. The Board felt that the course is too heavy for the undergraduate students, and suggested to remove the last two modules and expand the first two into four modules. It was further suggested to drop readings of Urvashi Bhutalia, Partha Chatterjee and Sudipta Kaviraj, and add Myron Weiner and Paul Brass in Module 1 to bridge the gap between politics in colonialism and post-colonialism. This would be a tentative step, yet it matches with the Indian Constitution and Democracy course (BA 1st semester) where many issues related to colonialism and nationalism have been broadly analyzed. Also, those who did Indian Constitution and Democracy (ICD) course can perceive the continuity easily, for others it will still be flexible. There was a suggestion to add MSA Rao, A. Aiyappan, and M. N. Srinivasan in module 2 to understand well known theories of change and how they open up the later theories. Members were of the opinion that the introduction of ethnographic text such as Eva Maria Hardtmann in Module 3 would help to introduce political movements and social change. There was also a suggestion to further expand the empirical part of change in the course. The course coordinator could introduce Arundhati Roy on Ambedkar-Gandhi debate in Module 4 to make the class presentations more topical and contemporary to the discourse on social and political change.

The Board resolved to approve the course with suggested modifications.

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



Minutes of the 11th (Eleventh) Meeting of the Board of Studies, School of Undergraduate Studies held on Wednesday, 29th March, 2017

The 11th (Tenth) meeting of the Board of Studies, School of Undergraduate Studies (SUS) was held on Wednesday, 29th March, 2017 at 1.30 pm at Committee Room 4, WS3, Ambedkar University Delhi.

The following members were present:

- | | |
|------------------------------|---|
| 1. Prof Rachana Johri | Chairperson |
| 2. Dr Saumyajit Bhattacharya | External Expert |
| 3. Prof P K Basant | External Expert |
| 4. Dr Nabanipa Bhattacharjee | External Expert (Special invitee Sociology) |
| 5. Prof Denys P Leighton | Member |
| 6. Dr Praveen Singh | Member |
| 7. Dr Usha Mudiganti | Member |
| 8. Dr Rohit Negi | Member |

Prof. Salil Misra, Prof Honey Oberoi Vahali, Prof. Sumangala Damodaran, Prof Geetha Venkataraman, Prof Satyaketu Sankrit, Ms. Deepti Sachdev, Dr Rachna Choudhary could not attend the meeting due to their prior engagement and were granted leave of absence.

The Following members also attended the meeting as special invitees

- | | |
|-----------------------------|-----------------------------------|
| 1. Prof Krishna Menon | Professor, SHS |
| 2. Prof Smita Tewari Jassal | Professor , SLS |
| 3. Dr Urfat Anjem Mir | Deputy Dean, SUS |
| 4. Dr Bhoomika Meiling | Deputy Dean, SUS |
| 5. Dr Niharika Banerjea | Programme Coordinator (Sociology) |
| 6. Dr Shailaja Menon | Assistant Professor, History |
| 7. Dr Sanju Thomas | Assistant Professor, English |
| 8. Dr Rukmini Sen | Associate Professor, Sociology |
| 9. Dr Preeti Sampat | Assistant Professor, Sociology |
| 10. Dr Priyasha Kaul | Assistant Professor, Sociology |
| 11. Dr Ishita Mehrotra | Assistant Professor, SUS |
| 12. Dr Vaibhav | SUS |
| 13. Dr SumanaDatta | SUS |

The Chairperson, Dean SUS (Officiating), welcomed the members. She informed that the School of Undergraduate Studies currently offer 120 courses. She further told that most of the Sociology courses that will be presented today are courses which have been modified based on the feedback received from BOS. After the brief remarks of the Chairperson, the following agenda items were taken up for consideration:

Item 11.1: Confirmation of the minutes of the 10th Meeting of the Board of Studies held on Wednesday, 11th January 2017.

The Chairperson tabled the minutes of the 10th BOS Meeting held on **Wednesday, 11th January 2017**. The minutes had also been circulated among the members through email. Since no comments were received, the minutes were confirmed.

Item 11.2: Matters arising from previous minutes

No matter was reported

Item 11.3: To approve elective courses (History, English and Political Science)

Title of the course: **Caste and Indian Modernity (SUS1HS437)**

Dr Shailaja Menon presented the course. The Members observed that the course is designed with only three modules. In reply Dr Menon informed the BOS that she has been teaching this course since 2013. The readings in the course are very intense and heavy. Most of the students come from Hindi medium background and therefore most of the readings need to be elaborated and explained both in English and Hindi languages. Therefore, it might be difficult to cover any additional module in this course. In this light, the Board finally suggested to re-organize the contents into four or five modules instead of adding new modules with new themes. Members suggested including some articles of Avijit Pattak or Ashish Nandi in the reading list. She further clarified that page number of the readings are not mentioned in the course outlines as students are provided the photocopies of the readings in the class.

The board of studies resolved to approve the course.

Title of the course: **Comedy: Not Just for Laugh (SUS1EN248)**

Dr Thomas presented the course. She mentioned that the course is reworked based on the feedback received from the 9th Board of Studies. The Members pondered whether the heading/title of Module 1 can be rephrased instead of 'The Origins of Comedy'. They further felt the need to clarify clearly the difference between comedy and tragedy in Greek literature, which is mentioned but not sufficiently highlighted in current content of Module 1. There was an extensive discussion on the Module 3, 'Comedy and Indian Drama', which is introduced in the revised version of the course. The Board observed the current contents of this module are not sufficient to contextualize the topic described. The difference between the nature of humour in Indian and Greek comedies should be conveyed clearly to students. The Board also expressed concern over the limited reference of Indian literatures. The course is not looking at 'Laugh' but 'Comedy', which has been the media through which political idea was conveyed. Thus, political satire, like works of Charan Das is noteworthy in this context. It is important to convey that Indian comedies were introduced as anti-colonial discourse.

The Board resolved to approve the course subject to minor modifications.

Title of the course: **Understanding of Rural Development**

Ishita Mehrotra presented the course. The Board found that the course focusing on rural interesting. However, they observed that the course lacks focus – is it looking at the pattern of rural development in India or across the world? Also, whether the course would take sociological or political approaches to understand rural development? The course could be refocused as ‘The Political Economy of Rural Development in India’. The members also felt that certain topics such as NREGA and Panchayati Raj are missing from the course outline. There are too many modules and themes. The readings at the undergraduate level should also be less in number and lucid in nature.

The Board of Studies resolved that the course should be presented again with suggested modifications.

13.4 To approve Sociology course

Title of the course: **Introduction to Sociology (SUS1SC801)**

Preeti Sampat presented the course. The general observation of the Board was that the course is pitched too high for undergraduate students. The members questioned the relevance of Unit II especially when students take course on Sociological Thinkers in the second year, and also wondered whether thinkers and approaches go together. Furthermore, if we pack too much on thinkers in one snap shot then it could be suitable for a certificate course. However, such approach is not advisable for a degree course as the rigor of reading Sociological thinkers will be missing completely. The members pointed that it is important to convey student how does one differentiate the same thinker whose works are taught by different disciplines. It would be good to remove the Unit on Sociological thinker but bring their thoughts through issues which are discussed in the course. The Board observed that the module does not talk about institution. An introductory course on Sociology should include Institution.

The Board of Studies resolved that the course should be presented again with suggested modifications. It was also suggested to modify the course and submit it to Niharika by April 12, 2017.

Title of the course: **Gender and Society (SUS1SC810)**

After the overall examinations of the course content Board noted that this course is aiming high and too much of reading has been inducted in this course. Since sexual politics is a huge issue and to provide a deep study of the topic some of the units can be removed like Gender and media part of the course can be cut. Board members suggested books like Amrita Pande’s book on surrogacy and Mariam Behnam’s book on gender was suggested. There was suggestion to make the course more focussed.

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

Title of the course: **Culture, Identity and Society (SUS1SC815)**

The board appreciated the overall structure and objective of the course. This was noted that since the aim of the course is to familiarize students with the history of the emergence of social anthropology as a discipline, in conjunction with the spread of colonialism, some kind of homogeneity in module will help the teaching of course in overall manner.

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

Title of the course: **Sociology of work (SUS1SC845)**

The aim of this course is to introduce the students to the changing notions of work and its wider implications in the contemporary world. This was observed that since the objective of the course is to promote the critical thinking about the debates and discussion in the sociology of work it was suggested to refer the unorganized sector work and agricultural work be also included. It was also suggested to redo the purpose of the course to an extent and some of the units can be renamed. And it would be better to historicize the industrial revolution and concept of work. This was also suggested to make the title of the course more crisp.

The Board of Studies resolved to approve the course subject to suggested modifications. It was also suggested to modify the course and submit it to Niharika by April 12, 2017.

Title of the course: **Nature and Society (SUS1SC816)**

The discussion on this course began with the question that is there any other programme like this currently being offered or not. It was noted that course should be connected with contemporary debates about nature and society. One of the board member pointed out that Gandhi has not featured in course and this inquiry was also raised that weather all readings can be covered or not. This was suggested to reduce the reading list a bit and few texts can be made compulsory and other can be put into the suggested reading list. It was also noted that rational of the course needs some elaboration.

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

Title of the course: **Consumption, Society and Sustainability**

Sumana Datta presented the course. The Board expressed the view that the course is not suitable as a core Sociology elective but can be developed as a general elective course. The current structure of the course under policy, theories and practices is also not suitable for the course. The course should include some case studies on unsustainable consumption to contextualise the topic.

The Board of Studies resolved that the course should be presented again with suggested modifications.

Title of the course: **Economy and Society**

Smita Tewari Jassal presented the course. The proposed course has taken primarily an anthropological approach to look at economy and society. The members appreciated the course outline and suggested to bring in the works of Polanyi to understand various issues.

The Board of Studies resolved to approve the course.

Title of the course: **Politics, Law and Society**

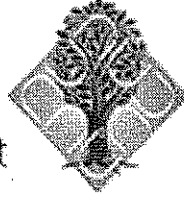
Course coordinator presented the reworked course. This was observed by the board that course has 11 module and they should be reduced. This was also noted that too many readings are there and question was raised about assessment methodology. This was also suggested to reorganize the thematic part of the course and clear interconnection of the module was also needed.

The Board of Studies resolved to passed the course but be its reorganized format has to be circulated among members by April 12, 2017.

General observations/decisions

- All courses with minor modification should be resubmitted by April 12, 2017 to the respective Programme Coordinator.
- Courses on Caste and Gender are development and offered in AUD from different disciplinary perspectives such as History, Sociology or Political Science. However, caste and gender are excellent examples/areas of academic interests which cut across a number of disciplines. It is time to think whether we should take an approach to develop an interdisciplinary approach to develop a course on Caste and Gender.





Minutes of the 12th Board of Studies meeting of School of Undergraduate Studies held on 27/11/17

The 12th Meeting of the Board of Studies of the School of Undergraduate Studies was held on the 27th of November 2017 at 2PM.

It was attended by the following members:

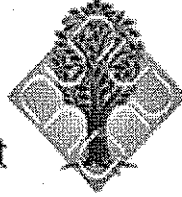
External Experts

1. Dr. Janaki Abraham
2. Prof. Simi Malhotra
3. Prof. Amber Habib

Others:

1. Dr. Anushka Singh
2. Dr. Divya Chopra
3. Prof. Rachana Johri
4. Prof. Dhirendra Dangwal
5. Prof. Sumangala Damodaran
6. Dr. Rukmini Sen
7. Dr. Jyotirmoy Bhattacharya
8. Ms. Neetu Sarin
9. Dr. Anshu Gupta
10. Prof. Tanuja Kothiyal (Dean SUS)
11. Dr. Bhoomika Meiling

Special Invitees:



1. Prof. Geetha Venkataraman

2. Prof. Rajendra Kundu

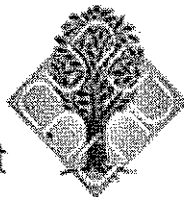
Prof. Asmita Kabra and Prof. Gopalji Pradhan expressed inability to attend the due to prior engagement and personal reasons respectively.

The Dean of the School of Undergraduate Studies, Prof. Tanuja Kothiyal extended a warm welcome to the members and special invitees of the newly constituted Board of Studies.

The Board extensively discussed the BA (Honours) Programme structure (Appended) prepared in compliance with the UGC-CBCS structure presented to them by the Dean, SUS. The Dean referred to prior consultations that had taken place regarding the implementation of the UGC-CBCS and informed the Board that despite the shift to the UGC-CBCS being a challenging task, the University feels the need to move towards the CBCS structure proposed by the UGC, in order to establish parity with the Undergraduate degrees being offered by other universities. She, however, emphasised that even while adopting the CBCS structure proposed by UGC, the School of Undergraduate Studies would attempt to maintain the key features of the Choice Based Credit System which it has been following, that is, flexibility, interdisciplinarity, enabling structure of language instruction in English language, emphasis on courses that also inculcate values like equality, justice, and democracy.

Prof. Tanuja Kothiyal listed out the main features of the new course structure in comparison with the existing structure as follows:

1. The University will offer Honours Programmes compliant with UGC-CBCS in Economics, English, History, Mathematics, Sociology, Psychology and Social Sciences and Humanities, from Monsoon semester 2018, in Kashmere Gate campus. In Karampura campus only BA (H) SSH will be offered.
2. In comparison to the existing structure where the student requires to earn 96 credits over 5 years in order to get an Honours degree, under the UGC-CBCS, a student will be required to earn 148 credits over 5 years.
3. The existing categories of Core, Foundation and Electives will be replaced by categories like Discipline Core Courses (CC) Ability Enhancement Core Courses (AECC) and Discipline Specific Elective Courses (DSE), Generic Elective Courses (GEC) and Skill-based Elective Courses (SEC).
4. The shift to UGC-CBCS will require expanding the category of core courses as well as redesignating courses that are already being taught in School of Undergraduate Studies.



5. As compared to the existing structure the number of core courses will increase from 12 to 14.
6. Disciplines/Majors will be required to either design or select courses offered by other disciplines/majors as Discipline Specific Electives. In accordance with UGC-CBCS, core courses of one discipline may be designated as Discipline Specific Electives by other disciplines.
7. Generic Electives may be opted by the students either from courses offered by other Majors or may be opted from a range of electives that may be offered in the School.
8. In the area of Skill based Electives, which have been identified as courses that emphasise on development of skills or values, the School will offer courses that will aim to enhance both skills and values.
9. The question of evaluation, attendance and assessment under the new scheme are being addressed by separate sub-committees of the School.
10. After the structure is approved by various statutory bodies of the University, different discipline groups will begin working on the syllabi, and these too would be brought to the Board for approval.

The Dean requested the Board to examine and approve the structure, so that the discipline groups can start working on syllabi and assessment and progression rules.

Following resolutions were laid down by the Board about the same:

- 1) The Board passed the new CBCS structure given that the School reworks the semester-wise plan given by UGC in order to provide greater flexibility to the students.
- 2) The Board noted that unique features of AUD BA (H) such as Major Transfer should be maintained and the new CBCS structure must create mechanisms to continue these good practices.
- 3) The Board recommended that in the view of SUS teaching load increasing dramatically due the increase of credit load of discipline courses from 4 credits each to 6 credits each, new recruitments must be made in preparation for the shift from the current CBCS to the new CBCS. It was strongly emphasised that without additional faculty, the new CBCS should not be implemented as with given faculty strength, it will be untenable.
- 4) The courses and programmes running currently have been well-thought out and well- executed. SUS has been able to further the cause of inter-disciplinarity in its own unique way. While the UGC-CBCS structure should be implemented, the Board noted that sufficient flexibility should be built into the structure to enable SUS to sustain its goal of promoting inter-disciplinarity.

अम्बेडकर विश्वविद्यालय दिल्ली

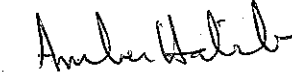



Ambedkar University Delhi

- 5) The Board recommended a thorough review of the Attendance and Assessment policies in the light of the new CBCS system. It was strongly emphasised that the UGS-CBCS is much more disciplinary in nature than the SUS Programme structure we currently have in place. This structure is also very heavy due to the increased number of courses and also core and credit load. The Board strongly recommended a review of all individual BA programmes with a special focus on incremental difficulty levels and location of courses in various semesters. The CC, DSE and GE courses should be optimally identified and placed to promote learning without excessive stress.


Dr. Janaki Abraham

Prof. Simi Malhotra


Prof. Amber Habib


Dr. Tanuja Kothiyal
(Dean, SUS)

**14th MEETING OF
BOARD OF STUDIES
(SCHOOL OF UNDERGRADUATE STUDIES)**

WEDNESDAY, MAY 22, 2019

11.00 AM

**FACULTY LOUNGE,
KASHMERE GATE CAMPUS**

AGENDA



**Ambedkar University Delhi
Lothian Road, Kashmere Gate, Delhi 110006**

AGENDA

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

Item	Particulars	Page No
14.1	Confirmation of the minutes of the 13 th BOS meeting held on 25 th September, 2018	01
14.2	To approve the Foundation Course	05
14.2.1	Introduction to Gender (SUS1FC040)	06
14.3	To approve the Elective courses	12
14.3.1	Basics of Performance Making	13
14.3.2	Introduction to Dance Movement Analysis	21

ITEM 14.1

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

School of Undergraduate Studies

Minutes of the 13th BOS meeting

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

It was attended by the following members:

Externals Experts

1. Dr. Janaki Abraham
2. Prof. Amber Habib

Others:

1. Prof. Rachana Johri
2. Prof. Dharendra Dangwal
3. Dr. Rukmini Sen
4. Dr. Jyotirmoy Bhattacharya
5. Prof. Tanuja Kothiyal (Dean SUS)
6. Prof. Goapliji Pradhan
7. Dr. Parag Waknis
8. Dr. Cybil
9. Ms. Priyanka Jha
10. Dr. Ishita Mehrotra
11. Arindam Banerjee

Members Absent:

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

Discussion:

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

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

- The course Politics in South Asia was presented by the course coordinator, Ms Priyanka Jha. It was suggested that some readings should be changed and that the number of topics to be taken up for discussion in class should be reduced in Module 5 of the course. Writings by Kumari Jayawardena on Feminism and Nationalism in South Asia, the writings of Kuldeep Nayar and Anuradha Chinoy were also suggested for inclusion in the course. It was noted that some revision is required in the assessment aspect of the course. The course was passed with a recommendation to make the revisions suggested above. It was recommended that the changes should be incorporated in the course document before it is presented to the SCAP.
- Dr Parag Waknis presented to the Board a discrepancy within the Core Economics Courses and submitted that corrective measures taken by the BA Economics Programme Committee be endorsed by the Board. The requests for change made by the BA Economics Programme Committee were that their courses EC111: Introduction to Econometrics and EC114: Applied Econometrics be recognized as being sufficient to fulfil the Econometrics requirement to earn the BA Economics degree and that from the academic year 2019-20 the BA Economics Programme Committee wishes to discontinue offering EC114: Applied Econometrics and will offer only EC111: Introduction to Econometrics for the students to fulfil the Econometrics requirement to earn the BA Economics degree.
- The course "Understanding Minority Discourse in Indian Politics" was presented by Dr. Cybil K Vinodan. There was a discussion on the terms 'marginality' and 'minority'. It was observed that the course seems to focus on minority rather than on marginality. It was also suggested that the course was too intense for a BA course. The course was not approved and returned back to incorporate for discussions held in the meeting.

Dr. Janaki Abraham

Prof. Simi Malhotra

Prof. Amber Habib

Dr. Tanuja Kothiya
(Dean, SUS)

ITEM NO. 14.2

To approve the Foundation Course

14.2.1 Introduction to Gender

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

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

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 Yes, it connects to the paradigms of other Gender Studies courses at many levels.
2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)
 All students enrolled in BA Programs, AUD
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 50 (as per AUD norms)
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
 One Semester
5. How does the course link with the vision of AUD?
 The course trains students to situate themselves in complex gendered relationship, acquire sensitivity and awareness of the marginalized and the other in our society. It speaks to the AUD vision of social justice and cutting edge knowledge productions.
6. How does the course link with the specific programme(s) where it is being offered?
 The course is part of SUS Foundation Elective course, and it introduces students to basic concepts of social sciences and gender.
7. **Course Details:**
 - a. Summary: The course attempts to introduce undergraduate students to gender – as an analytical category, as a social identity and as an investment to our gendered selves. As an analytical category, the course would seek to ask as to while men and women seem to be everywhere, gender requires unveiling? Similarly, why are societies, power, ideas and everyday life organised around the gender a person is assigned? And, finally, why even as we may recognise societal norms to be oppressive, are we so occupied in the production and execution of our own selves as gendered? Taking off from the last module, we would now ask as to while race and caste seem social and thus fixed, desire and sexuality seem transgressive, as concepts & in relation to each other. We are also going to interrogate how sexualities come about to be personal, and what are the different claims to recognition that such desires involve.

b. Objectives:

1. Identify key concepts and terms of Gender.
2. Demonstrate knowledge of key texts and topics related to Gender.
3. Use written and oral skills to apply to an academic argument.
4. Demonstrate an awareness of critical skills required to read a range of texts.
5. Apply research skills to source materials for class presentations and assessment tasks.
6. Ability to acquire knowledge and skills, including “learning how to learn” for life-long learning.

c. Expected learning outcomes:

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

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

Module 1 - : Sex, Gender & Sexuality

The course begins with the idea of gender and what it means. The attempt of the module is to open up gender to its entanglements with sexuality and why a study of their relationship enriches our understanding of sex/gender/sexuality.

Module 2: Gender and Violence

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

Module 3: Gender and Identity

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

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

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

d. Contents (week wise plan with readings):

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

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

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

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

8. Pedagogy:

a. Instructional strategies:

Innovative : including enhanced class participation & deliberation, a dialogical lecture together with continual discussions

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

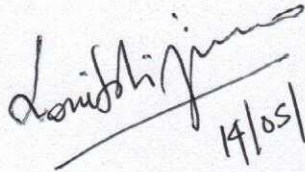
Projector & Laptop for Film Screening

c. Expertise in AUD faculty or outside

Seminars by guest speakers & students will be encouraged to participate in national & international conferences

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

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


14/05/19

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

ITEM NO. 14.3

To approve the Elective courses

14.3.1 Basics of Performance Making

14.3.2 Introduction to Dance Movement Analysis

Ambedkar University, Delhi

Proposal for Launch of a Course

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

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

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

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

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

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

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

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

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

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

5. Proposed date of launch: Monsoon Semester 2019

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

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

7. Course Details:

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

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

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

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

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

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

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

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

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

- iv. It will also create an appreciation for 'practice' as a mode of knowledge creation and transmission.
- d. Overall structure: This course structure is predominantly workshop mode where students will write and execute short performances. Class room lectures, video screenings of theatre performances, student-led discussions will aid the learning process by providing a framework for the students to help them to critically reflect on their own work. Since this course includes performance practice the structure and the requirements of this course will be different from existing theoretical courses. Besides the typical four hours lecture sessions in alternative weeks students will have to spend several hours to take part of the performance making process. The extra hours students will spend will be deducted from class room lectures and it will be considered as normal teaching hours.
- e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Schedule/ Tentative Course Outline: Lectures along with reading material

Week 1 and 2

Introduction

Readings:

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

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

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

Week 3

Workshop: Making a Performance

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

Week 4, 5 and 6

Workshop: Text and Gesture

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

Performance viewing: Snippets of Kudiyaattam and Cirque du Soleil.

Week 7

Seminar: A Dramaturgical Perspective on Performance

Readings:

1. Barba, E., "The Nature of Dramaturgy: Describing Actions at Work" in *New Theatre Quarterly*. 1 (1): 75-78. (1985)
2. Peter Eckersall, Paul Monaghan, Melanie Beddie, *The Dramaturgies Project*, RealTime issue 70: 25- 32(2005)

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

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

Week 8 and 9

Workshop: Spaces and Narratives

Readings:

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

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

Week 10, 11 and 12

Workshop: Space and Co-Presence

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

Week 13, 14, 15

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

Week 16

Reflections and Concluding remarks

Bibliography

Suggested Readings:

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

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

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

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

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

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

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

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

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

8. Pedagogy:

- a. Instructional design
The course will be composed mostly of practical workshops and a few class room seminars to frame their practice
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
Audio-visual classroom and a studio space
- c. Expertise in AUD faculty or outside : DeepanSivaraman& Prof. AnuradhaKapur
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) None

9. Assessment structure (modes and frequency of assessments)

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

Attendance and Classroom Participation (25%)

Home Assignments (15%)

End Term Performance(40%)

End Term Reflective Paper (20%)

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



Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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



Signature of the Dean of the School

Ambedkar University, Delhi

Proposal for Launch of a Course

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

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

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

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

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

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

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

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

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

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

5. Proposed date of launch: Monsoon semester 2019.

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

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

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

7. Course Details:

- a. Summary:

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

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

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

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

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

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

b. Objectives:

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

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

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

c. Course Goals/Learning Outcomes

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

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

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

Schedule/ Tentative Course Outline:

- Week 1 & 2

Introductions

Readings:

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

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

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

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

- Week 3 & 4

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

Workshop – Creating, Viewing and Analyzing

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

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

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

- Week 5 & 6

Understanding 'WHY DANCE?'

Seminar – Brief introduction to Dance Studies / Dance related research

Readings:

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

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

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

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

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

- Week 7&8

'Performing Dance' – Possibilities

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

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

Viewing/Video Screening:

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

Reference Readings:

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

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

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

- Week 9&10

Making Dance I

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

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

- Week 11 & 12

Making Dance II

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

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

- Week 13 & 14

Making Dance III

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

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

- Week 15 & 16

Performance Showcase

Concluding remarks

Final presentations and submissions

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

Bibliography

Essential Readings:

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

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

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

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

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

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

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

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

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

Additional Reference Readings: (only for reference if required)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8. Pedagogy:

a. Instructional design

The course will be a mix of class room seminars and practical workshops.

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

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

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

9. Assessment structure (modes and frequency of assessments)

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

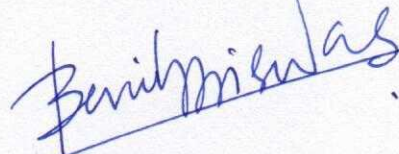
Attendance & Class room presentations (20%)

Home assignments (20%)

Participation and Contribution in workshops and performance (30%)

End Term paper (30%)

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



Signature of Course Coordinator(s)

Note:

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

Recommendation of the School of Studies:

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



Signature of the Dean of the School