
School of Design

Board of Studies

6th Meeting

22 July 2016

School of Design

Ambedkar University Delhi

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

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

Agenda items:

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

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

The following members were present:

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

Special Invitees

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

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

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

Changes in the Programme Structure initiated were based on:

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

Main features of changes:

1. Opening up space for electives in the programme Space in the programme for taking courses offered by other Schools

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

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

1. The members of the Board of Studies appreciated the new program structure in terms of clarity and simplification. The new program structure seems like a considerable improvement upon the old one. This is a commendable achievement over the past few years as there is a clear movement from the initial program's multiple thematic format and the new version's re-ordering of the same content into a tighter, more coherent organisation. In addition, this new version takes better advantage of the cross-disciplinary pollination that is available 'on a platter' to the School of Design at AUD. Additionally, the School must encourage not only the participation of teachers from other Schools but also their students to encourage peer learning.
2. Based on the reflections on the programme structure by the School faculty, one of the primary concerns of the existing structure has been addressed by opening up the space for electives, so as to allow interaction with other courses and Schools on the campus. This helps SDes faculty members to also offer elective courses based on their core specializations which can also be open to students from other programmes and schools. This should also facilitate students with the option of selecting at least two electives; at least one internal elective from the school and one external from other schools, if they wish. Elective space should be seen as facilitating individual pursuits, abilities of students as well as offer opportunities to strengthen areas of limitations and lack of exposure in specific domains. Formal Mentoring Structure instituted in the School should help students choose the electives wisely.
3. Concurrent mentoring is required with respect to research methods through the course. At the moment structured inputs are being offered only in the 1st and the 4th semester. Although research methods are embedded as part of all studio courses, more direct social science inputs could be incorporated.
4. The members strongly emphasised documentation of all course work and student projects. Sharing this resource would be of significant value across the larger design community. For this task, it was proposed to hire a full time research assistant.
5. One of the important aspects that emerged during discussion was the importance of strengthening of interaction across schools. Cross program workshops for interdisciplinary learning should be imagined within the university with other schools. We could start informally with a short 2 week model every semester. It will be greatly beneficial to integrate this into the formal program structure if possible in future.
6. With respect to student intake it was stressed that students need to have a sense of direction and a sense of commitment towards the objectives of the program. Entrance test could be structured so as to invite students to clearly articulate areas of concern students would like to engage with during the course.
7. The members advocated for a relaxing, 'lighthearted' component within the program as a means for relieving student pressure.
8. The members suggested some specific inputs with respect to following courses:
 - i. 'Learning to See'
It was suggested to consider re-naming this course. Perception, sensitisation and/or observation could be alternative terms one could use, as in the present form it seems to restrict the course to visual imagination. The members felt that drawing is important as a means of observation, as a research tool, as a perception tool; however, it needs to be seen as an alternative to a traditional drawing course. Drawing or visual recording and depiction needs to be imagined as a tool for ethnographic reflection beyond field notes. This would be a way to distinguish between researcher with a Social Design background and researcher with a social science background. Perhaps we could develop visual representation tools from

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

ii. **Understanding Intersectionality**

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

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

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

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

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

A handwritten signature in black ink, consisting of a horizontal line followed by a stylized, vertical signature.

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

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

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on 9 August 2016

Items on the Agenda

1. Discussion on the proposal to replace the foundation core course of "Philosophy and Education" (4-credits) offered in Semester II of MA Education programme with two courses titled "An Introduction to Philosophy of Education" (2-credits) and "A Philosophical Perspective for Education" (2-credits) in Semester I and Semester II, respectively.
2. Discussion on the new course "Global Childhoods" as part of the MA programme in Education (School of Education).
3. Discussion on the revised rules of assessment, evaluation and promotion policy for MDes (School of Social Design)
4. Discussion on the revised programme structure for MDes to be offered to 2016-19 cohort onwards.
5. Discussion on the new courses as part of the MA programme in Social Design to be offered in 1st semester for the cohort 2016-19 and subsequent cohorts.
6. Any other matter

Members Present

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

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

Minutes

1. The School of Education Studies (SES) made a presentation proposing a minor change in the structure of the MA programme in Education. It was proposed that the existing four credit course "Philosophy of Education" should be replaced by two courses of two-credits each, "An Introduction to Philosophy of Education" and "A Philosophical Perspective for Education", to be offered in semester 1 and 2, respectively. The proposed change emanated out of the following considerations:
 - The existing course "Philosophy of Education" transacted during the winter semester 2006 was found to be quite dense and did not provide students time for assimilation and discussion of the concepts and ideas that formed the fabric of the course. It was felt by the instructors that course needed to be revised keeping in mind the heterogeneous nature of the class.
 - The changed format will facilitate a much more sustained engagement for the students to reflect upon concept and categories of education and philosophy.

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

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

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

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

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

3. The faculty from the School of Design made a presentation on the proposed revised rules of assessment, evaluation and promotion policy for MDes. These consist of the following:
 - a) 80% attendance is prescribed for all courses as significant weightage is given to active participation, class discussions and regular presentations of on-going assignments and projects by the students to their peers. Critique of work presented by all students is an integral part of

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

- b) Cumulative Performance Evaluation (CPE) referred to as Jury forms a crucial part of holistic performance evaluation of every student at the end of each semester. The Jury is held at the end of the semester where the student is required to present the learnings and projects of the semester, which displays his or her holistic learning across various independent course inputs. The sessions are attended by field experts from external institutions and organisations, faculty of other schools of AUD, along with the faculty of the School of Design. The Jury presentation carries a weightage of 20% (was 40% till academic year 2015-16) of the calculation of the semester grade. The CPE will thus be worked out from the sum of 80% of GPA and 20% of marks given in the Jury.
- c) The core focus of the programme is predominantly based in practice and is reflected in its content, structure, transactional design and nature of engagement finding convergence in **Social Studio**. This is also characterised by the nature of the discipline of Design wherein the learning is demonstrated through applied and real life validation in form of assignments, projects and field engagement. **Social Studio** is thus central to the programme across all 5 semesters.

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

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

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

The proposed changes are based on

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

The following aspects have been addressed in the revised structure:

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

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

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

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

5. The Faculty of S.Des made a presentation of the following new courses as part of the MA programme in Social Design (M.Des.) to be offered in 1st semester for the cohort 2016-19 and subsequent cohorts:
 - i. Learning to see (four credits)
 - ii. Introduction to Social Design (four credits)
 - iii. Design Research Methods (four credits)
 - iv. Design Process (four credits)

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

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

Salil Misra
Chairperson, SCAP



AMBEDKAR UNIVERSITY DELHI

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

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

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

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

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

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

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

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

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

- (i) Replacement in the foundation core course of "Philosophy and Education" (4- credits) offered in Semester II of MA Education programme with two courses titled "An Introduction to Philosophy of Education" (2-credits) and "A Philosophical Perspective for Education" (2-credits) in Semester I and Semester II, respectively
2. Addition of new courses as part of the MA programmes in the School of Education studies
 - (i) The addition of the new four-credit course "Global Childhoods" in the MA (Education) and MA (Education – ECCE) (**Appendix-15**).
 3. Addition of four new courses in the MDes programme being offered by School of Design
 - (i) Introduction of four new courses in the MDes (Social Design) (i) "Learning to see" (four credits), (ii) "Introduction to Social Design (four credits), (iii) "Design Research Methods (four credits)" and (iv) "Design Process (four credits)" (**Appendix-16**) in the MDes (Social Design) to be offered in the 1st semester for the cohort 2016-19 and subsequent cohorts.
 4. The revised programme structure for MDes to be offered from 2016-19 cohorts onwards, vide **Appendix-17**.

School of Design

Board of Studies

7th Meeting

By circulation

22

AC notes
7h
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covering page.

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

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

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

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

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

Best wishes

Jatin Bhatt
Professor and Dean SDes
21st June 2017

Ambedkar University Delhi
School of Design

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

Agenda:

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

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

Jatin Bhatt
Professor and Dean, SDes

Copy to

1. Vice Chancellor for information

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>

Sat, Jun 17, 2017 at 4:13 PM

To: amit krishn gulati <amitkrishn@yahoo.com>, "imchishti@hotmail.com" <imchishti@hotmail.com>, Kmenonsen <kmenonsen@gmail.com>, Nakkeeran N <nnakkeeran@gmail.com>, Suresh Babu <suresh@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>

Cc: Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, "sharique@aud.ac.in" <sharique@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

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

Agenda:

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

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

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

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

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

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

Looking forward to your early response.

Best regards

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

Request for Approval of two courses by Circulation

Kmenonsen . <kmenonsen@gmail.com>

Sat, Jun 17, 2017 at 4:54 PM

To: Jatin Bhatt <jatin@aud.ac.in>

Cc: amit krishn gulati <amitkrishn@yahoo.com>, "imchishti@hotmail.com" <imchishti@hotmail.com>, Nakkeeran N <nnakkeeran@gmail.com>, Suresh Babu <suresh@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, "sharique@aud.ac.in" <sharique@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Thanks Jatin. Both of these look good. Happy to sign off on them.

Just a couple of small comments.

In the UI-UX course, could we add "deeper exploration of concepts/practices of universal accessibility" as an objective of the course? Two reasons: (a) the depressing experiences we have of the way that flawed assumptions and exclusionary biases get folded into apps; and (b) the need to make sure that we use the hook offered by the skill-building part of this course to provoke students into critical questioning of design dogma. I'm thinking that the "Digital India" adventure would make a great case study for this course.

On the rural/urban course, I was wondering why there is no mention of some of the specificities of the "socio-political" that will be explored in the course. Maybe we could specify at least gender, religion and caste if not other identities? Or is the silence a strategic one? In which case, I completely understand.

It would be nice to meet after the break.

Best wishes, KALYANI

KALYANI MENON-SEN

Feminist Learning Partnerships

J-1229 Palam Vihar

Gurgaon 122017 INDIA

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>

Sat, Jun 17, 2017 at 5:17 PM

To: "Kmenonsen ." <kmenonsen@gmail.com>

Cc: sharique@aud.ac.in, SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Nishant Massey <nishant@aud.ac.in>, imchishti@hotmail.com, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Nakkeeran N <nnakkeeran@gmail.com>

Thanks Kalyani. Your suggestion for including the concept and concern of universal design is very important and should be included in the UI UX course as an overarching concern.

The course Examining Rural and Urban is in the backdrop of the Intersectionality course offered in 2nd semester by Action Aid and was received very well by students. The students are expected to engage through the issues of gender, caste, class, religion they explored earlier. The course brief builds on Intersectionality as stated at the beginning.

Abeer Gupta and Divya Chopra who are to offer the course are copied in this conversation and will take certainly cognizance of your suggestions.

Thanks for your prompt response and let's meet up soon after the academic session begins.

Warm wishes

Jatin

Request for Approval of two courses by Circulation

Nakkeeran N <nnakkeeran@gmail.com>

Sat, Jun 17, 2017 at 7:12 PM

To: Jatin Bhatt <jatin@aud.ac.in>

Cc: "Kmenonsen ." <kmenonsen@gmail.com>, sharique@aud.ac.in, SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Nishant Massey <nishant@aud.ac.in>, imchishti@hotmail.com, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>

Dear Prof. Jatin

Thank you for sharing the course outlines. They read fine, relevant and contemporary. I have given my suggestions in the enclosed file.

Warm regards
Nakkeeran



Nakkeeran M.Des courses comments.docx

15K

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

I) Examining Rural and Urban

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

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

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

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

II) Exploring User Interface and User Experience Design

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

Thank you

Nakkeeran

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>

Sat, Jun 17, 2017 at 7:40 PM

To: Nakkeeran N <nakkeeran@gmail.com>

Cc: SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Nishant Massey <nishant@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, imchishti@hotmail.com, "Kmenonsen ." <kmenonsen@gmail.com>, Suresh Babu <suresh@aud.ac.in>, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, sharique@aud.ac.in

Thank you Dr. Nakkeeran for your observations and suggestions. Request Divya to consider and include the readings and addressing Tribals with requisite differentiation.

On the issue of historicising the concepts of rural and Urban, the focus is to understand the course with reference to design challenges and opportunities. Given that the course is limited in time, would leave it to the faculty offering it.

Thank you once again for your quick response. Look forward to meeting you after the summer break.

Warm wishes

Jatin Bhatt

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>

Mon, Jun 19, 2017 at 3:46 PM

To: Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

Dear colleagues,

Please see mail from Prof. Chishti on the agenda.

Best wishes

JB

----- Forwarded message -----

From: "Iftikhar-mulk Chishti" <imchishti@hotmail.com>

Date: 19-Jun-2017 3:38 pm

Subject: Re: Request for Approval of two courses by Circulation

To: "Jatin Bhatt" <jatin@aud.ac.in>

Cc:

Dear Prof Jatin Batt,

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

Regards.

Iftikhar-mulk Chishti

Request for Approval of two courses by Circulation

Suresh <suresh@aud.ac.in>

Mon, Jun 19, 2017 at 7:38 PM

To: Jatin Bhatt <jatin@aud.ac.in>

Cc: Nakkeeran N <nakkeeran@gmail.com>, SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Nishant Massey <nishant@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, imchishti@hotmail.com, "Kmenonsen ." <kmenonsen@gmail.com>, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, sharique@aud.ac.in

Dear All,

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

Kindly record my approval on the proposed courses.

Best Wishes,

Suresh

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

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>

Mon, Jun 19, 2017 at 7:44 PM

To: Suresh Babu <suresh@aud.ac.in>

Cc: SANTHOSH S <santhoshs@aud.ac.in>, amit krishn gulati <amitkrishn@yahoo.com>, Nishant Massey <nishant@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, "Kmenonsen ." <kmenonsen@gmail.com>, imchishti@hotmail.com, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Nakkeeran N <nakkeeran@gmail.com>, sharique@aud.ac.in

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

Warm wishes

JB

Request for Approval of two courses by Circulation

amit krishn gulati <amitkrishn@yahoo.com>

Mon, Jun 19, 2017 at 10:30 PM

Reply-To: amit krishn gulati <amitkrishn@yahoo.com>

To: Jatin Bhatt <jatin@aud.ac.in>, "imchishti@hotmail.com" <imchishti@hotmail.com>, Kmenonsen <kmenonsen@gmail.com>, Nakkeeran N <nakkeeran@gmail.com>, Suresh Babu <suresh@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>

Cc: Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Abeer Gupta <abeer@aud.ac.in>, "sharique@aud.ac.in" <sharique@aud.ac.in>, Nishant Massey <nishant@aud.ac.in>

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

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

>Input on basics of Information Architecture, Behavioral Science & Cognitive Ergonomics in the context of HCI to be included

>Some exploratory work / research assignments on Digital Literacy / Digital Divide to be added

>Visual data-mapping / data organisation techniques, specifically flowcharting to be core to this program

>Exposure to Coding / Arduino and high-fidelity UI-UX prototyping to be provided; students to build expertise on these on their own time

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

Warm regards,

Amit.

Request for Approval of two courses by Circulation

Jatin Bhatt <jatin@aud.ac.in>

Mon, Jun 19, 2017 at 11:05 PM

To: amit krishn gulati <amitkrishn@yahoo.com>

Cc: sharique@aud.ac.in, SANTHOSH S <santhoshs@aud.ac.in>, Kmenonsen <kmenonsen@gmail.com>, Nishant Massey <nishant@aud.ac.in>, "imchishti@hotmail.com" <imchishti@hotmail.com>, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Nakkeeran N <nnakkeeran@gmail.com>

Dear Amit,

Thanks for sharing your thoughts on the contents that need to be an integral part of the UI UX course. Since it is an introductory course, I am not sure if we can include coding as a part of the course. But we can explore separate orientation inputs on this and encourage students to attempt prototyping their projects.

Could you suggest some people who could provide these specific inputs on basic coding/simple prototyping and related software please! Flow charting is visualised to be central to the course. Other suggestions of yours are very valuable and will be addressed in suitable proportions in the course. This is an elective offered by SDes to Social Design students and is also open to other university students. So, it will need to be pitched at a level of broad students profiles. However, we intend to develop this space in design programs in a substantive depth. Would appreciate your inputs on future possibilities.

Your feedback and this mail is also being shared with concerned faculty to suitably address your suggestions.

Appreciate your quick response and insightful suggestions to shape this course.

Request concerned faculty for this course to connect with you on this to fine tune contents transactions as and when required.

Hope to have you over at the next meeting of BOS after commencement of the academic session.

Warm wishes

Jatin Bhatt

Request for Approval of two courses by Circulation

amit krishn gulati <amitkrishn@yahoo.com>

Tue, Jun 20, 2017 at 10:25 AM

Reply-To: amit krishn gulati <amitkrishn@yahoo.com>

To: Jatin Bhatt <jatin@aud.ac.in>

Cc: "sharique@aud.ac.in" <sharique@aud.ac.in>, SANTHOSH S <santhoshs@aud.ac.in>, Kmenonsen <kmenonsen@gmail.com>, Nishant Massey <nishant@aud.ac.in>, "imchishti@hotmail.com" <imchishti@hotmail.com>, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Nakkeeran N <nnakkeeran@gmail.com>

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

Request for Approval of two courses by Circulation

Santhosh S <santhoshs@aud.ac.in>

Tue, Jun 20, 2017 at 8:52 PM

To: amit krishn gulati <amitkrishn@yahoo.com>

Cc: Jatin Bhatt <jatin@aud.ac.in>, "sharique@aud.ac.in" <sharique@aud.ac.in>, Kmenonsen <kmenonsen@gmail.com>, Nishant Massey <nishant@aud.ac.in>, "imchishti@hotmail.com" <imchishti@hotmail.com>, Abeer Gupta <abeer@aud.ac.in>, Divya Chopra <divyachopra@aud.ac.in>, Suchitra Balasubrahmanyam <suchitra@aud.ac.in>, Suresh Babu <suresh@aud.ac.in>, Nakkeeran N <nnakkeeran@gmail.com>

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

Regards,

[Quoted text hidden]

--

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

MDes (SOCIAL DESIGN) PROGRAMME STRUCTURE: COHORT 2017-20

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

AMBEDKAR UNIVERSITY DELHI

Minutes of the 1st Meeting of the Standing Committee for Professional, Vocational and Continuing Education Programme (SCPVCE) held on 25 July 2017, Kashmere Gate Campus, AUD

The 1st Meeting of the Standing Committee for Professional, Vocational and Continuing Education Programme (SCPVCE) of AUD was held on 25 July 2017, AUD. The following were present:

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

Regrets:

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

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

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

The following items were discussed:

1. To introduce the SCPVCE

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

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

a) Examining Rural and Urban, Core, 4 credits

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

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

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

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

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

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

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

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

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

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

(Gunjan Sharma)
Convenor

(Jatin Bhatt)
Chairperson

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- Since the course is open for students who may not have a background in design, the ways of building this background need to be worked out.
- The capping on the intake of students be corrected. It was suggested that after piloting the course, if there is demand, the intake may be increased.

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- The table on National Occupational Standards (NOS) may be included in the programme document.
- In all the course assessment details it should be mentioned that no single assessment situation will be weighted more than 40% as per the AUD assessment policy.

**MINUTES OF THE 11TH MEETING OF THE
ACADEMIC COUNCIL**

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



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

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

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

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

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

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

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

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

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

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

Alambra

[Handwritten signature]

School of Design

Board of Studies

8th Meeting

1 November 2017

Minutes of 8th Meeting of the Board of Studies held on 1 November 2017

The 8th meeting of the Board of Studies of the School of Design was held on 1 November 2017 from 2:00 pm to 4:30 pm at Meeting Room, WS3, AUD Campus, Kashmere Gate, Delhi.

The following members were present:

1. Prof. I.M.Chishti
2. Shri Amit Krishn Gulati
3. Dr. Nakkeeran Nanjappan
4. Dr. Suresh Babu
5. Dr. Venugopal Maddipati
6. Ms. Divya Chopra
7. Prof. Suchitra Balasubrahmanyam, Dean of School, School of Design

Ms. Kalyani Menon Sen, Shri. S.Santhosh, Shri Abeer Gupta and Prof Jatin Bhatt (Special Invitee) conveyed their inability to attend the meeting.

Agenda items:

1. **Welcome to the members of the reconstituted BoS after appointment of Prof Jatin Bhatt as Pro VC**
2. **Consideration for approval the following courses to be offered in the 4th semester (Winter 2018) MDes Social Design Programme of the current 2016-18 cohort:**
 - i **Design and Democracy**
 - ii. **Reading the City (Elective)**
 - iii. **Final Project - Domain Formulation**
3. **Consideration for approval the list of experts to be associated with the Selection Committees under Statute 14(1(iii))**

The meeting started with welcoming the members and appraising them of them of Prof Jatin Bhatt's new responsibility as one of two Pro Vice Chancellors of AUD, holding lien in his substantive post as Professor in the university and the role of Dean at the School of Design being taken over by Prof Suchitra Balasubrahmanyam. A small display of work done by Semester 1 students in the course Learning to See was installed in the corridor outside WS3 and WS4, along with a slide presentation of the work done in Service Design Studio to give external members an idea of course outcomes.

Three new courses of Semester 4 of the MDes Social Design Programme were introduced to members. These courses – Design and Democracy (Core); Reading the City (Elective) and Thesis Project (Domain Formulation) were discussed. These courses were introduced in the last re-structuring of the MDes Social Design programme in 2016 (approved in 6th BoS).

i. Design and Democracy

The course titled *Design and Democracy* was introduced by Suchitra Balasubrahmanyam. This is a core course in Semester 4 that offers the concept of democracy as a framework for a socially engaged practice of design. Such a framework could lead to a widening of an understanding of citizenship and can be tied in with design as a process. This would also draw away the associations of social design with charity or altruism and underline it as a specialisation centred on strengthening democratic processes and practices.

Members appreciated the course content and suggested the following:

1. The fact that Module 1 on the concepts of democracy and citizenship would be taught by a faculty member with a specialisation in political science be mentioned in the outline.
2. It was suggested that the potential to be the "attitude-setting" course of the programme and needed to be introduced earlier in the programme.
3. Members felt that the way in which courses are sequenced in the Social Design programme will have an impact on the outcome. On the point of whether the course would be better named Design Democracy and Citizenship, most members

were in favour of retaining the present nomenclature as it was broad, though Social Design and Democracy was also suggested as an option to denote a sharper focus.

4. It was also suggested that a discussion on nationalism and the nation state may be added as the course developed.

ii. Reading the city

Divya Chopra presented the course titled *Reading the city* as an elective offering from the School of Design to the general body of masters students in the university.

1. The principal suggestion was that the course should have a broader emphasis on physical elements such as water, land, air, movement.
2. A wider conception of the course could be considered, including perspectives such as informal economies in the city.
3. Discussions explored a more design-oriented content, so as to make it a more unique offering from the School of Design.
4. The number of core and supplementary readings need to be streamlined and culled and a few additional readings and films were suggested by members.
5. In response Divya clarified that faculty members of the School had decided that electives would be courses where they could offer courses from their core specialisation, adapted to the general audience of masters students. This is why, she explained, the course had the urban design focus, which is the discipline of her training.
6. It was suggested that the title be altered to clarify the above point.

iii. Final Project – Domain Formulation

In the 6th BoS, a major re-organisation of courses was done and the final Thesis Project was reformulated to span two semesters (Semesters 4 and 5 – Winter and Monsoon respectively) and the intervening summer break. This would give students a longer duration to take up a substantial design challenge and offer solutions of greater rigour and depth with adequate prototyping and experimentation. The Final Project – Domain Formulation course is the first part of the 2-semester final project where students would choose an area to work in, complete a literature survey and identify

design case-studies, identify and make contacts with relevant organisations and culminate in a design brief with detailed timeline of tasks for the summer break and Semester 5. Monthly presentations would streamline the domain formulation process leading to greater clarity of the intentions, processes and outcomes of the project.

1. It was suggested that given the scale and expectations from the Final Thesis project, it may be worthwhile to have external co-supervisors for this course so as to ensure the topic is covered in completeness.
2. One member shared experiences from School of Human Ecology, which has consistently had a Supervisor/Co-supervisor system for all students. In some cases the Co-Supervisor is from outside the university considering the expertise required. He suggested that when considering more than one supervisor, specially including outside supervisors, care be taken that the main Supervisor is from the School so that the School's pedagogic focus is maintained.
3. The matter of choice of project areas – from within the areas of faculty expertise or exploring new areas – was discussed. The advantages and disadvantages of both were discussed. The former would mean that students explored limited subjects in depth and the latter could lead to the development of new areas and fresh directions for design.
4. Broadly, the BoS was of the opinion that students should circulate their choices for thesis in advance and then faculty should look into it carefully. New areas should be explored with those faculty members ready to supervise projects outside their core areas of specialisation. To maintain rigour in such new subject areas, external co-supervisors could be appointed to give domain depth.
5. It was also suggested that time allocation, grading structures and other course related requirements tied in with continuous assessment be made completely transparent to the students well in advance of the commencement of the course.

The discussion on courses to be offered in the upcoming Winter semester (2018) concluded with the BoS broadly agreeing to the courses as they had been proposed incorporating the action points detailed below. Reshuffling of the course sequencing in the MDes Program in Social Design may be reconsidered after one cycle of teaching the format proposed in 2016

as all present were in agreement over staying with an established sequence for a period of time in the present.

Action points

- **Design and Democracy**

Indicate that Module 1 would be taught by a specialist in political science and include the name in the course team.

- **Reading the City**

Core and Supplementary reading lists and resources were to be amended to remove less relevant material.

Alter course title to reflect the urban design approach.

- **Modules in all courses should contain references to time allocation.**

List of experts

The BOS considered and approved the proposed list of experts to be associated with the Selection Committees under Statute 14(1(iii)).

Miscellaneous discussions

The marked deterioration in the demeanour and performance of students in the post internship period as a recurring phenomenon was raised by a SDes faculty member for BoS guidance. Why does this happen? Members of the BOS suggested that maybe it is not related to the internship. However, they suggested it was important to select the right organisations, have sustained interactions to brief organisations on appropriate tasks during internship, and constantly monitor the internship so as to ensure the internship is productive for both sides. Otherwise the internship becomes a waste of time, and students do not gain anything. This was borne out by experiences in SHE.

It was suggested that it is perhaps a better idea to shift internship towards the end of the programme, to the summer break between Semester 4 and 5 (rather than the present position between Semesters 2 and 3). This would give students more skills and capabilities to take up focused social design assignments.

The meeting concluded with a vote of thanks.

Faculty Reflections on Action Points suggested during meeting of SDes Board of Studies on 1 November 2017

The faculty members of the School of Design met on 3 November 2017 to discuss the suggestions of the members of the Board of Studies and incorporated all the action points in the course outlines.

These re-worked course outlines are to be presented at the next meeting of SCAP on 21 November 2017.



Dean, School of Design

AMBEDKAR UNIVERSITY DELHI

Minutes of the 2nd Meeting of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE) held on 21 November 2017, Kashmere Gate Campus, AUD

The 2nd Meeting of the SCPVCE was held on 21 November 2017 at the Kashmere Gate Campus of AUD. The following members were present:

Mr. Akha Kaihrii Mao	Member
Prof. Geetha Venkataraman	Member
Dr. Gunjan Sharma	Member Secretary
Prof. Honey Oberoi Vahali	Member
Prof. Jatin Bhatt	In the Chair
Prof. Kartik Dave	Member
Prof. Krishna Menon	Member
Prof. Radha Chakravarty	Member
Prof. Suchitra Balasubrahmanyam	Member
Prof. Vrinda Datta	Member

Regrets:

Prof. Anup Dhar, Prof. Lawrence Liang, Prof. Praveen Singh, Prof. M.S. Farooqi, Prof. Salil Misra and Dr. Sunita Singh could not attend the meeting.

Special Invitees: Mr. Abeer Gupta, Ms. Divya Chopra, Dr. Richa Awasthy, Dr. Anshu Gupta

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

The following agenda items were discussed:

1. Four elective courses to be offered by the School of Business, Public Policy and Social Entrepreneurship for the MBA Programme in 2nd year

The following 4 electives of the 2nd year of the MBA programme of SBPPSE were presented and discussed:

- i. Integrated Marketing Communication (2 credits);
- ii. Collective Bargaining and Negotiation Skills (2 credits);
- iii. Enterprise Resource Planning (2 credits);
- iv. Managing E-business Operations (2 credits).

These courses have already been reviewed by a sub-committee of the SCAP that was constituted to consider the restructuring of the MBA programme to follow a two semester schedule (rather than a trimester format). The SCAP sub-committee had suggested some revisions in these courses. These revisions have been incorporated. The SCPVCE made the following overall recommendation on the courses:

- All the 4 elective courses are 2-credits each. It is suggested that in a longer-term these courses be remodeled in 4-credit format. This will enable students from other programmes to opt electives from SBPPSE. The School should consider ways of aligning its courses with those in the other programmes at AUD.

The above courses were recommended for consideration in the next meeting of the Academic Council.

2. Three courses to be offered in the 4th semester of the MDes Social Design Programme (2016-18 cohort) of the School of Design

The following three electives of the MDes Social Design programme of the SDes were presented and discussed:

i. Design and Democracy (4 credits, Core, Semester 4)

This course aims to build the understanding among students that the foundations of emancipatory social design practice are democratic values and meaningful participation of all members of society in decision-making processes. The following suggestions were made by the SCPVCE on the course:

- In the longer-run the possibility of shifting the course to semester 1 of the MDes programme may be considered as this course provides a perspective that is foundational to social design.

ii. Reading the City: A Built Environment Perspective (4 Credits, Elective course, Winter Semester)

This course will help students understand how built environment and spatial configurations connect with social processes and transformations as one engages with the everyday city. The following suggestions to be incorporated during transaction were made by the SCPVCE on the course:

- In addition to the relation between the spatial and the social, the connections of spatial and psychic may also be explored in the course.
- Engagement with questions pertaining to economic configuration of spaces and mobility may be incorporated in the course.
- Concerted efforts should be made to encourage students from different disciplinary backgrounds to opt for the course as different perspectives on space will enrich the course discussions.

It was clarified that the above suggestions are already considered in the operative part of the course and the course will be sufficiently publicised to attract students from various programmes of AUD.

iii. Final Project – Domain Formulation (8 Credits, Compulsory, Semesters 4 & 5)

This component of the programme requires students to engage in a detailed exploration of a social issue or a situation. This exploration will culminate either into a proposal for a design solution(s) or a set of interventions to address the issue. This engagement, in the form of 'Thesis Project' in Semester 5, was already a part of the MDes programme. It has been reorganized to span over two semesters with a view to help students take-up a substantial design challenge and offer solutions of greater rigour and depth. The SCPVCE made the following suggestions on the course:

- The space for students to explore a set of issues and then select the one on which they want to focus may be factored-in the course.
- The question of how the activities undertaken in this would show to the outside world as capabilities may be thought through and included in the course outline.

The above courses were recommended for consideration in the next meeting of the Academic Council.

3. Matters related to MPhil Psychoanalytic Psychotherapy programme

i. Reduction in the total credits of the MPhil Psychoanalytic Psychotherapy programme from 110 to 100 from with retrospective effect from 2015:

The proposal for reduction in the total credits of the MPhil Psychoanalytic Psychotherapy programme from 110 to 100 with retrospective effect (2015 onwards) was presented and discussed. This proposed credit reduction involves considering the Personal Therapy (10 credits) component as a non-assessed and non-credited but mandatory requirement to complete the programme. This proposal is largely in view of the fact that the students already pay a very heavy fee directly to their therapists for completing the minimum requirement of 150 sessions of personal therapy. Paying a second time for the same component of the programme to the university would add to their financial burden. The following recommendations were made by the SCPVCE on the proposal:

- SHS should provide to the AES Division a clear statement that should be included in the transcript of the programme to reflect the completion of this mandatory component.
- The programme handbook and bulletin of information should clearly present the above requirement of the programme. It should also be stated that the personal therapy requirements shall be completed only with the therapists enlisted by SHS.

The proposal for reduction in the total credits of the MPhil Psychoanalytic Psychotherapy programme from 110 to 100 credits with prospective effect/for future cohorts was considered favourably by the SCPVCE. The SCPVCE decided to request the Academic Council to review and deliberate on whether this reduction in the programme credits can be implemented retrospectively from 2015 onwards.

ii. The proposal of payment of internship fee to AUD by the MPhil students and AUD remitting the fee to the agencies hosting the students for clinical internship.

MPhil students go for 10 credits of clinical internships to different hospitals and other organisations. At present the students pay this fee twice (once to the host organization and once to AUD). It is thus proposed that prospectively this fee be paid to AUD by the students and AUD pays the fee to the host organisation. The SCPVCE made the following recommendation on the proposal:

- if the fee collected from a student is lower than that charged by the host organisation, the remaining amount shall be paid by the student. This should be clearly stated in the programme handbook and bulletin of information. An undertaking from the students to this effect should be taken at the time of admission.

The above proposal was recommended for consideration in the next meeting of the Academic Council.

iii. Proposal for admitting a fresh cohort of up to 20 students in the MPhil Psychoanalytic Psychotherapy programme once in 2 years

Minutes of the 14th Meeting of the Academic Council

Held on 05 December 2017 (Tuesday) at 10:00 AM
in Private Dining Hall, India International Centre
Max Mueller Marg, New Delhi – 110 003



Dr. B.R. Ambedkar University Delhi
Kashmere Gate | Karampura | Lodhi Road

14.5.2 Three courses to be offered in the Semester IV of the MDes Social Design Programme (2016-18 cohort) of the School of Design (SDes)

After due deliberations, the AC resolved to approve the course outlines (Appendix-6) of three courses of the MDes Social Design programme of SDes that are as follows:

- i. Design and Democracy (4 credits, Core, Semester 4)
- ii. Reading the City: A Built Environment Perspective (4 Credits, Elective course, Winter Semester): The AC directed that the course outline should be revised to provide more description of the contents of the various modules and that the module wise reading list be expanded.
- iii. Final Project – Domain Formulation (8 Credits, Compulsory, Semesters 4 & 5)

14.5.3 Reduction in the total credits of the MPhil Psychoanalytic Psychotherapy programme of School of Human Studies (SHS) from 110 to 100 with a retrospective effect from 2015

Resolved to approve the reduction in the total credits of the MPhil Psychoanalytic Psychotherapy programme from 110 to 100 with retrospective effect from 2015. However, the completion of a minimum number of 150 sessions for personal therapy is being retained as a compulsory but non-credited component. The same will be reflected in the final transcript issued to the students.

14.5.4 Payment of the internship fee to AUD by the MPhil Psychoanalytic Psychotherapy students of SHS and AUD paying this fee to the agencies hosting the students for clinical internship, with prospective effect

The AC in-principle approved the proposal that MPhil Psychoanalytic Psychotherapy students pay 10 credit clinical internship fee to AUD and AUD pays the fee to the host organization, with prospective effect. The AC resolved to recommend the proposal for the consideration of the Board of Management.

14.5.5 The proposal of admitting a fresh cohort of up to 20 students in the MPhil Psychoanalytic Psychotherapy programme of SHS once in 2 years

Resolved to approve the recommendation of SCPVCE on the proposal of SHS that instead of admitting a cohort of 10 students every year, a fresh cohort of up to 20 students be admitted in the MPhil Psychoanalytic Psychotherapy programme once in every 2 years.

14.5.6 Altering the placing of special interest internship and experiential immersions across batches in the MPhil Psychoanalytic Psychotherapy programme of SHS

Resolved to approve the altering of placing of special internship (4 credits) and experiential immersions (4 credits) across semesters in different batches (if required) of the MPhil Psychoanalytic Psychotherapy programme of SHS.

Alabara

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