



AMBEDKAR UNIVERSITY DELHI

Minutes of the 15th Meeting of the Academic Council held at 10.00 AM on 12.02.2018 in The Magnolia at the India Habitat Centre, New Delhi

The 15th Meeting of the Academic Council (AC) of the Ambedkar University Delhi (AUD) was held at 10:00 AM on 12.02.2018 in The Magnolia, India Habitat Centre, New Delhi. The following were present:

Professor Shyam B Menon Vice Chancellor	In the Chair
Professor A. K. Sharma Nominee of the University Grants Commission	Member
Professor K. Ramachandran Nominee of the Government of NCT of Delhi	Member
Professor Farida A. Khan Nominee of the Government of NCT of Delhi	Member
Professor Madhavan K. Palat Nominee of the Government of NCT of Delhi	Member
Professor Salil Misra, Pro Vice Chancellor and Nominee of the Vice Chancellor	Member
Professor Honey Oberoi Vahali, SHS Nominee of the Vice Chancellor	Member
Professor Chandan Mukherjee, Director CSSRM and Nominee of the Vice Chancellor	Member
Professor Radharani Chakravarty, Dean, School of Letters Nominee of the Vice Chancellor	Member
Professor Krishna Menon Dean, School of Human Studies	Member
Professor Asmita Kabra Dean, School of Human Ecology and Registrar (Offg.)	Member & Secretary

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Professor Sumangala Damodaran Dean, School of Development Studies	Member
Professor Suchitra Balasubrahmanyam Dean, School of Design	Member
Professor Tanuja Kothiyal Dean, School of Undergraduate Studies	Member
Professor Kartik Dave Dean, School of Business, Public Policy and Social Entrepreneurship	Member
Professor Lawrence Liang Dean, School of Law, Governance and Citizenship	Member
Professor Dharendra Datt Dangwal Dean, School of Liberal Studies	Member
Dr Rajan Krishnan Dean (Offg.), School of Culture and Creative Expressions	Member
Shri Akha Kaihrii Mao Dean (Offg.), School of Vocational Studies	Member
Dr Sunita Singh Dean (Offg.), School of Education Studies	Member
Dr Oinam Hemlata Devi, Assistant Professor, SHE and Nominee of the Vice Chancellor	Member

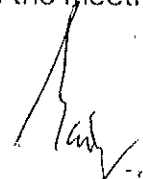
Special Invitees:

Professor Jatin Bhatt, Pro Vice Chancellor
 Professor Ashok Nagpal, School of Human Studies
 Professor Praveen Singh, Dean, Planning
 Professor Sanjay Kumar Sharma, Dean, Student Services
 Dr Debal C. Kar, Librarian
 Professor Anup Kumar Dhar, Chairperson, ACRPM
 Dr Arindam Banerjee, Dean (Offg.), Academic Services
 Dr Diamond Oberoi Vahali, Associate Professor, SoL
 Dr Anirban Sengupta, Assistant Professor, SDS
 Dr Ivy Dhar, Assistant Professor, SDS
 Dr Gunjan Sharma, Co-coordinator AC and Dy. Dean Academic Governance

Regrets:

Dr Mihir Shah, Professor Sabyasachi Bhattacharya (Government nominees),
 Professor Geetha Venkataraman, Dean Assessment Evaluation and Student
 Progression (Nominee of the Vice Chancellor) could not attend the meeting.

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

At the outset, the Vice Chancellor (VC) extended a warm welcome to the Members of the AC and the Special Invitees. He welcomed Dr Sunita Singh, Dean (Offg.), School of Education Studies (SES) as a new member of the Council.

The following **resolutions** were passed:

15.1 Confirmation of the minutes of the 14th meeting of the AC held on 05.12.2017

The Council **resolved** to confirm the minutes of the 14th meeting of the AC held on 05.12.2017, as circulated on 09.02.2018.

15.2 Action Taken Report (ATR) on the minutes of the 14th meeting of the Academic Council held on 05.12.2017

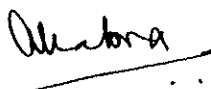
The Council **resolved** to note the Action Taken Report (ATR) on the decisions taken in its 14th meeting held on 05.12.2017, vide **Appendix-1**.

15.3 The recommendations of the Sub-Committee regarding the Students' Union Constitution (SUC)

The AC in its 14th meeting held on 05 December 2017 vide its resolution no. 14.3.1, had resolved to constitute a Sub-Committee regarding the SUC with the following members: a. Professor Farida A. Khan (Government nominee on the AC) (Chair), b. Professor Sanjay Kumar Sharma (Dean, Student Services) (Convener), c. Professor Anup Kumar Dhar (Chair, ACRPM) (Member), d. Professor Lawrence Liang (Dean, SLGC) (Member); and e. Dr Rajan Krishnan (Officiating Dean, SCCE) (Member). The mandate of the Committee was to: a. draft a communication to the students informing them about the SUC and the process through which it was arrived at; b. draft a ready reckoner on the constitution for the students to be appended with the communication; c. evolve ways in which greater student participation could be elicited; and d. complete these processes by the end of January 2018. The Sub-Committee submitted its Report for the consideration of the AC, vide **Appendix-2**.

The AC noted that the draft SUC was also discussed in the 13th (vide resolution no. 13.3.1) and 14th (vide resolution no. 14.3.1) Meetings of the Council. The members of the AC appreciated the serious engagement and creative efforts of the students in drafting the SUC. The AC also took note of the observations of the Standing Committee of the Academic Council on Student Affairs (SCSA) and legal experts on the constitution submitted by students. The AC was of the opinion that future student representatives may benefit from these observations, hence they are advised and urged to take them into consideration.

After extensive deliberations on the matter, the AC **resolved** the following:





- i. The constitution of the Students' Union submitted by the elected Students' Council of 2016-17 be finalised incorporating the two directions stated below:
 - a. Article 11 (on 'Psychological Care') and Article 12 ('Research Institute for Reservations') be removed as these are outside the purview of the SUC and the ambit of the Student Council.
 - b. All provisions of the SUC in their current and future versions should comply with the prevailing general laws and the Constitution of the country, be in compliance with recommendations of the Lyngdoh Committee as per the order dated the 22nd of September, 2006 of the Supreme Court of India (vide **Appendix-3**) and in conformity with all relevant and appropriate regulatory/legal/policy frameworks related to student representation applicable from time to time.
- ii. All future amendments in the SUC proposed through due process be placed before the appropriate statutory bodies of the University for approval.

The AC **directed** the Student Services Division to finalise the SUC incorporating the aforesaid directions of the AC and the same be placed before the appropriate statutory bodies of the University for approval.

15.4 The report of the Committee in the case of Shri Akunth, a student of BA (SSH), SUS, to identify the lapses on the part of the system

The AC in its 12th meeting held on 11.10.2017, vide its resolution no. 12.8.1 (concerning the case of Shri Akunth, second year student of BA (SSH), SUS), had **resolved to constitute a committee comprising the following members to identify the lapses on the part of the teachers and other constituents of the system and recommend appropriate actions to be initiated. Further, the committee shall come up with concrete suggestions in order to ensure an appropriate system in place to ensure non-recurrence of such lapses in future:**
a. Pro-Vice Chancellor-II (Chair); b. Dean, Assessment, Evaluation and Student Progression; c. Dean, Student Services; d. Dean, Academic Services; e. Dean, School of Human Studies; and f. Dean, School of Undergraduate Studies”.

In pursuance of the above direction of the AC, the Committee had looked into the matter and submitted its first report to the Vice Chancellor on 10.11.2017. On receipt of this report, the Vice Chancellor made the following observations: *“As Chairperson of the Academic Council, it is my sense that the report of the Committee does not measure up to the mandate given to it by the Academic Council. The Committee needs to go deeper into the systemic issues involved, look at the case in point in its full context and history, and come out with a more comprehensive report. The Committee is requested to submit its report by the 30th of November, 2017.”* In the context of these observations of the Vice Chancellor, the Committee had reworked on the matter and submitted its final report on 04.12.2017, vide **Appendix-4**.

The AC took note of the report and **resolved** to refer it to the Academic Services for further action after consultation with the current and former Deans of the concerned Schools.

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15.5 The report of the Committee to Streamline the ERP System to avoid the problems related to grades, attendance records etc. of the students

In pursuance of the decision of the 12th AC Meeting held on 11.10.2017 as regards the case of Shri Akunth, second year student of BA SSH, the VC had constituted a Committee to streamline the ERP system in order to avoid the problems related to grades, attendance records etc., of the students. The Committee had the following composition (notified on 21.11.2017): a. Professor Chandan Mukherjee, Director IT Services (Chairperson); b. Professor Geetha Venkataraman, Dean AES; c. Dr. Taposik Banerjee, Assistant Professor SLS; d. Shri Harsh Kapoor, Assistant Registrar AES.

The AC resolved to accept the recommendations of the Committee and directed the AES Division and IT Services to take necessary actions as recommended by the Committee, vide **Appendix-5**.

15.6 The draft Concept Note on the Centre for Engaged Spiritualities and Peace Building (CESPB)

After deliberations on the Concept Note (**Appendix-6**) on the Centre for Engaged Spiritualities and Peace Building (CESPB), the AC directed the following:

- i. Since 'peace building' is subsumed in the conception of 'spirituality' (and also because the Centre proposes to mainly focus on spirituality) the name of the Centre should be changed to 'Centre for Engaged Spiritualities'.
- ii. While the Centre proposes to function with minimal organisational funding, the minimal budget heads required from the University should be built in the note. The organisational structure and the advisory committee for the Centre also need to be conceptualised in due course.
- iii. In addition to the activities proposed in the concept note, the AC suggested that as the Centre evolves, it could consider working in the following directions:
 - a. Identify and list the courses, already on offer across the Schools at AUD, that relate to the Centre's vision and organise them to offer certificate programmes;
 - b. Conceptualise short courses/engagements for the current students to enable them to work with conflict affected communities;
 - c. Contribute to the conceptualisation of capstone courses/programme at the undergraduate level; and
 - d. Contribute suitably to the continuing professional development of faculty and non-teaching staff.

The AC resolved to recommend the setting up of the Centre for Engaged Spiritualities (CES) for the consideration of the Board of Management.

15.7 The Concept Note on Philosophy at AUD

The AC resolved to in-principle approve the note (**Appendix-7**) on Philosophy at AUD with the following directions:





- i. The note should consider expanding its scope to include a wider range of philosophical perspectives/traditions (including Indian and indigenous systems of thought)
- ii. The note should be further elaborated to explain the nature of activities that will be pursued
- iii. Attempts should be made to integrate the already existing/interests in Philosophy across the Schools
- iv. The possibility of offering taught courses should not be ruled out and may be considered at a later stage.

15.8 The draft rules for student promotion and progression for on-the-job training component in the BVoc programmes

The AC **resolved** to approve the progression rules for on-the-job training (OJT) component in the BVoc programmes of the School of Vocational Studies (SVS) with the **direction** that the complete Student Progression and Promotion Policy for the BVoc programmes be presented in the subsequent meetings of the AC after due approvals at various levels. It was recommended that the School should consider increasing the minimum passing grade in the OJT component from C Plus to B Minus – the AUD assessment policy provisions allow for this in the case of field and dissertation components. The revised note with progression rules for the OJT component of BVoc Programmes is at **Appendix-8**.

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

The AC took note of the minutes (**Appendix-9**) of the meetings of the SCAP held on 29.12.2017 and 30.01.2018 **resolved** the following:

15.9.1 The course outlines of 3 elective courses to be offered in the MA History programme and 3 elective courses to be offered in the MA Economics programme of the School of Liberal Studies (SLS):

The following courses of the MA History and MA Economics programmes of SLS were presented (**Appendix-10**) in the AC meeting:

- i. MA History: 3 elective courses of 4 Credits each
 - a. Hunger, Disease and Welfare, India: 1750s-1950s (4 Credits, Elective)
 - b. Society and Culture in Early Modern Europe (4 Credits, Elective)
 - c. Partitions in South Asia (4 Credits, Elective)
- ii. MA Economics: 3 elective courses of 4 credits each
 - a. Networks: Theory and Applications (4 Credits, Elective)
 - b. Labour and Development (4 Credits, Elective)
 - c. Environmental Economics (4 Credits, Elective)

The AC **resolved** to approve the above courses with the following directions:

- i. The reading lists of the courses (especially Hunger, Disease and Welfare, India: 1750s-1950s) be organized in essential and supplementary readings

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- ii. The updated MA Economics elective courses be presented in the most recent SCAP format for courses.
- iii. The overlap between the contents of the MA Economics electives (especially 'Labour and Development' and 'Environmental Economics') and courses on similar themes on offer in SDS and SHE be mapped. Based on this mapping, the possibility of co-teaching parts of the courses be explored. Such mapping of similar courses should be a general practice adopted at the School level before proposing a new course.

15.9.2 The course outline of the elective, Multilingual Education in the Indian Context, to be offered in the MA Education and MA Education (ECCE) programmes of the School of Education Studies (SES):

After due deliberations, the AC **resolved** to approve the course outline of the course Multilingual Education in the Indian Context (4 Credits, Elective) (**Appendix-11**) with the following directions:

- i. Since the course is on offer in the MA Education programmes, its focus should be on the practice-based aspects of multilingual teaching-learning contexts and thus a practicum component should be included in the course.
- ii. Since transition from home language to school language is a major concern in the Indian context, it should be one of the focal areas to be dealt with in the course.

15.9.3 The reallocation of 1 credit from the field attachment component to the Introductory Statistics in Education workshop in the MA Education (ECCE) programme of SES

The AC **resolved** to approve the reallocation of 1 credit from the field attachment component to the Introductory Statistics in Education workshop in the MA Education (ECCE) programme of SES. The workshop has already been approved in the MA Education programme in 2013 (**Appendix-12**).

15.9.4 The course outlines of 4 elective courses to be offered in the various programmes of the School of Culture and Creative Expressions (SCCE):

The AC **resolved** to approve the outlines of the following electives to be offered in the SCCE (**Appendix-13**) as per the following details:

- i. Crafting Poem (4 Credits, Elective), MA Literary Art programme
- ii. Media Objects/Media Theory (4 Credits, Elective), MA Film Studies programme
- iii. Musical Theatre (4 Credits, Elective), MA Performance Studies programme
- iv. Art and Public Response: Censorship, Dissent, Protest and Resistance in Contemporary Art (4 Credits, Elective), MA Visual Art programme

15.9.5 The course outlines of 6 courses to be offered in the MA Law, Politics and Society programme of the School of Law, Governance and Citizenship (SLGC):





The AC **resolved** to approve the outlines of the following core/elective courses to be offered in the SLGC (**Appendix-14**) as per the following details:

- i. Sociology of Law (4 Credits, Core)
- ii. Law, State and Politics (4 Credits, Core)
- iii. Law, Society and Crime (4 Credits, Elective)
- iv. Comparative Constitutional Law (4 Credits, Elective)
- v. Law and Modernity (4 Credits, Elective)
- vi. Law, Media & Technology (4 Credits, Elective)

15.10 Ratification of the following decisions taken by the Vice Chancellor (VC)

Resolved to ratify the action taken by the VC (in the capacity of the Chairperson of the AC) in approving the following Research Projects in AUD Centres/Schools (AUD Sponsored Research Project from Grant-In-Aid) as mentioned below:

Sl No	Project Title	Project In charge	Amount (Rs.)
1	हिंदी उपन्यासों (20वीं शताब्दी के अंतिम दशक से लेकर 21वीं सदी के आरंभिक दशकों के विशेष संदर्भ) में परिसर जीवन का चित्रण	Prof. Satyaketu Sankrit	1,00,000/-
2	Contextualising Gender and Policing in Contemporary Delhi	Dr. Rachna Chaudhary	1,00,000/-
3	Locating Lives of Refugees through Information Communication Technologies: A Study of Afghan Sikh Refugees in Delhi City	Dr. Shelly Pandey	1,00,000/-
4	Remote Sensing Based Study of Built-Up Area Dynamics as Measure of Urban Expansion, in Delhi and NCR	Dr. Pulak Das	1,00,000/-
5	Periyar, Caste and Indian Democracy	Dr. Rajan Krishnan	1,00,000/-
6	Landscape and Fall	Dr. Shefalee Jain	1,00,000/-
7	Popular Religion as Social Movement: An Ethnographic Study of Mahima Alekh Dharma in Odisha and the Emancipation of Dalits	Dr. Bidhan Chandra Dash	1,00,000/-
8	Standardising local taste: Politics of Geographical Indication	Dr. Ishita Dey	1,00,000/-
9	Threatened Laughter? Modernity and Humour in the Nambudiri Jokes, Malabar, South India	Dr. K.C. Bindu	1,00,000/-
10	Mindfulness based Cognitive Behavior Treatment (MCBT) for Juvenile Delinquents	Dr. Anoop kumar Koileri	1,00,000/-
11	Study on the Effects of Traffic Noise on Human Health	Dr. Kranti Kumar	1,00,000/-
12	Buddhist Thinkers of Modern India	Dr. Priyanka Jha	1,00,000/-
13	Making and Unmaking of Community Forest Governance: A Case Study of Redd+ in India	Dr. Sumana Datta	1,00,000/-

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SI No	Project Title	Project In charge	Amount (Rs.)
14	Construction Workers Wages and Wellbeing: An Indian Region (Maharashtra) 1860-1868	Dr. Dhiraj Kumar Nite	1,00,000/-
15	Writing Pedagogy and Higher Education in India: A Case Study	Dr. Nupur Samuel	1,00,000/-
16	Democracy and Conflicts in India's North East: The Manipur Phase	Dr. Michael Lunminthang	1,00,000/-
17	Digital Financial Inclusion in India: An Initiation Towards Responsible Finance	Dr. Kanwal Anil	1,00,000/-
18	Conflicting Role of the State as a Custodian and Violator of Human Rights of Adivasis: An Empirical Study of the Singareni Collieries Limited (SCCL), Telengana	Dr. K. Valentina	1,00,000/-
19	A Study on Agricultural Mechanisation and Production Relations in Rural Punjab	Dr. Partha Saha	1,00,000/-
20	Denial and Deprivation: Health Inequalities among the Darjeeling Tea Plantation Labour	Dr. Rinju Rasaily	1,00,000/-
21	Status of Infant and Young Child Feeding (IYCF) in Delhi Slums: An Exploratory Study	Dr. Dipa Sinha	1,00,000/-
22	Caste and Urban Infrastructure: Waste-work and Meat Butchering on the Margins of Bombay City	Dr. Shireen Mirza	1,00,000/-
23	Keywords for Disability Studies in South Asia	Prof. Anita Ghai	1,00,000/-

15.11 The AC noted the report on the Sixth Annual Convocation held on the 8th of December, 2017 as per the following details:

The Sixth Annual Convocation of Ambedkar University Delhi for conferment of degrees/ diplomas to the students who had successfully completed all the assessment requirements of courses in the year 2017 was held on the 8th of December, 2017, at the Kashmere Gate Campus of AUD. The Chief Guest, Shri Sonam Wangchuk, delivered the Convocation Address. The Hon'ble Lt Governor of Delhi, Shri Anil Baijal, in his capacity as the Chancellor of the University presided over the Convocation ceremony.

568 students who completed the prescribed requirements during the academic year 2016-17 were awarded with PhD, MPhil, MBA, MA, BA (Hons) Degrees in various fields of studies. Post Graduate Diplomas in Development Studies, Early Childhood Care & Education and Environment & Development were also awarded.

The composition of the students who received their degrees and diplomas is as follows: BA (Hons): 161, MA: 342, MBA: 38, MPhil: 13, PhD: 7, PG Diploma: 7. Out of the total number of students who were awarded degrees and diplomas, 65% were women. The data of degrees awarded in the Sixth Annual Convocation is at **Appendix-15**.

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15.12 Take cognizance of the amendments in the various UGC Regulations regarding recruitment and career advancement of the faculty

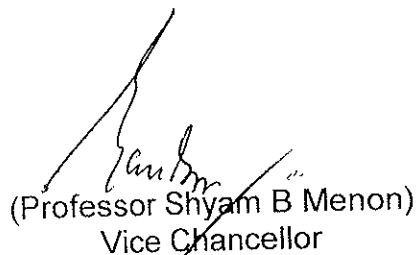
The AC **noted** that there have been amendments in the various UGC Regulations, 2010 (Principal Regulations), 2013 (2nd amendment), 2016 (3rd Amendment) and 2016 (4th Amendment), regarding recruitment and career advancement of faculty in universities and colleges, i.e., Assistant Professor, Associate Professor and Professor and Other Academic Staff. The relevant Regulations of the UGC are at **Appendix-16**. Further, there may be more amendments in the regulations in view of the Seventh Pay Commission report. These amendments may have implications on the faculty selection process followed at AUD. Thus, these amended/new regulations need to be studied in detail.

The AC authorised the VC to expand the advisory committee of the Academic Services for the purpose of a thorough examination of the faculty recruitment and Career Advancement Policy of AUD in the light of these developments.

The meeting ended with a vote of thanks.



(Professor Asmita Kabra)
Registrar (Offg.)



(Professor Shyam B Menon)
Vice Chancellor



AMBEDKAR UNIVERSITY DELHI

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

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

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

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

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Professor Sitansu Sekhar Jena
Dean, School of Vocational Studies

Member

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

Member

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

Member

Special Invitees:

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

Regrets:

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

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

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



The following **resolutions** were passed:

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

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

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

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

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

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

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

- i. The implications of the new School on the current structure of SUS, particularly in terms of drawing faculty resources from other Schools, need further deliberation. The different models of organizing undergraduate education at AUD should be reviewed in due course while planning future expansion and diversification of the University.
- ii. Some of the themes that are mentioned in the concept note on the School of Global Affairs are also covered in the existing undergraduate and postgraduate programmes at AUD. The concept-note should clearly lay down how these will be approached differently in the School. For instance, how will ‘globality’ as the main focus be integrated across the activities of the School needs to be laid down clearly.
- iii. The nomenclature of the School may be revisited in due course as it may be argued that ‘Global Affairs’ does not emphasize enough the focus on ‘the global’. Some alternatives suggested by the AC members included Global Studies, Global Sustainability, and Global Futures.
- iv. The table in the concept note that compares “teacher-centred and learner-centred paradigms” needs to be interpreted to mean that these pedagogic paradigms are located on a continuum and are not binaries. It should also be clarified that the table is not suggesting that a teacher-centred paradigm is practiced in the other Schools of AUD.
- v. Since the School is proposing to work on themes that have interfaces with various other Schools, a clearer presentation of the proposed linkages with the other Schools (especially with those on the Karampura Campus) should be included in the note. The School of Business, Public Policy and Social Entrepreneurship should also be considered as one of the collaborating Schools.

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- vi. Mechanisms should also be worked out in due course to ensure that the Global Studies programme does not take precedence over the other programmes of the School in terms of visibility.
- vii. Trade may be included as one of the thematic as it cuts across various other themes with which the School proposes to engage.

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

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

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

- i. It is appreciable that the School is proposing to work with the public school education system of Delhi with the support of the Government of NCT of Delhi. The School's plans should also factor in situations where an active support from the government is not available.
- ii. The School should also consider offering specialised courses for teachers at the pre-primary level.
- iii. While planning the course delivery, the School should take due consideration of the medium of instruction keeping in mind the context of public school teachers in Delhi.
- iv. Along with planning for the CPD courses for educators, the School should also consider applying to the National Council of Teacher Education for recognition of its BABEd programme under the innovative programmes channel.

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

16.5 Recommendations of the Standing Committee Research (SCR)

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

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

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

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Sl. No.	Name	Enrollment No	Programme Name	School	Date of Viva
3	Ms. Riya Singh	S154CWG08	MPhil in WGS	SHS	16.10.2017
4	Ms. Ziana Razianreilliu Panmei	S134CWG17	MPhil in WGS	SHS	23.10.2017
5	Barsha Poricha	S125BED03	PhD in Human Ecology	SHE	08.01.2018
6	Prakash Tripathi	S125BED01	PhD in Human Ecology	SHE	04.12.2017
7	Sanjay Kumar	S144DHI03	MPhil in Hindi	SLS	10.11.2017
8	Ishita Singh	S134DHS03	MPhil History	SLS	23.10.2017
9	Mriganka Mukhopadhyay	S144DHS04	MPhil History	SLS	27.11.2017
10	Bharti Jain	S144DHI02	MPhil Hindi	SLS	27.12.2017
11	Biplaw Kumar	S144DHI01	MPhil Hindi	SLS	20.12.2017
12	Ms. Minu Marydas	S144CDP02	M. Phil in development Practice	SHS	06.02.2018
13	Mr. Neeraj Kapoor	S134CDP14	M. Phil in Development Practice	SHS	22.11.2017
14	Ms. Jyoti Tirkey	S134CDP07	M. Phil in Development Practice	SHS	19.01.2018
15	Ms. Navnee Gupta	S134CDP13	M. Phil in Development Practice	SHS	22.11.2017
16	Ms. Soumi Kundu	S134CDP20	M. Phil in Development Practice	SHS	20.11.2017
17	Ms. Bishakha Mishra	S144CDP15	M. Phil in Development Practice	SHS	17.01.2018
18	Ms. Anjana John	S144CDP10	M. Phil in Development Practice	SHS	02.02.2018
19	Ms. Namrata Acharya	S144CDP09	M. Phil in Development Practice	SHS	25.01.2018
20	Ms. Themchan Raising	S134CDP23	M.Phil in Development Practice	SHS	16.03.2018
21	Ms. Arsha V Sathyan	S144CDP01	M.Phil in Development Practice	SHS	27.02.2018
22	Ms. Meenakshi Bhagat	S134CWG09	M. Phil in WGS	SHS	13.09.2017
23	Ms. Preeti	S134CWG12	M. Phil in WGS	SHS	05.02.2018
24	Chaitanya Khandelwal	S154CWG05	M. Phil in WGS	SHS	05.01.2018
25	Ms. Sneha Baldeo Makkad	S154CWG09	M.Phil in WGS	SHS	23.03.2018
26	Anshuman Srivastava	S134DHS02	M. Phil History	SLS	01.03.2018
27	Avinash Kumar	S125DHI01	Ph.D Hindi	SLS	02.02.2018

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

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

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

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

- i. The courses, credit equivalence and change of schedule in the semester for ERASMUS+ project and BWS+ project with the Ludwigsburg University of Education (LUE), Germany.
- ii. The change in the title of the following course which is a part of the MA Education (Early Childhood Care and Education): "Inclusion of Children with Special Needs" to "Inclusion of Young Children with Disability".

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

- i. The provision in the policy statement to make the MA dissertation optional for the students needs further consideration as such a move will change the organic design, objectives, and the projected graduate attributes of the programme. This decision regarding the dissertation component cannot be made based solely on the students' feedback. Instead, the School should think through ways of improving the student experience in the dissertation component. Making the dissertation optional may also create a hierarchy between those students who opt for dissertation and those who do not.
- ii. To accommodate different learning styles of students, the School could consider exploring different modes of doing dissertation that do not necessarily involve substantial written expression. These modes could be script writing, documentary making, designing resource material or a product, and the like.
- iii. To examine this matter further, the AC **resolved** to constitute a committee to deliberate on the place of Dissertation within the MA programme with Professor Denys P. Leighton as the Chair. The AC authorised the VC to nominate other members on this committee.
- iv. The AC **resolved** to approve the other aspects of the policy statement.





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

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

- i. The proposal to make the MA dissertation optional for the students, needs further consideration as such a move will change the organic design, objectives, and the projected graduate attributes of the programme. This decision regarding the dissertation component cannot be made based solely on the students' feedback. Instead, the School should think through ways of improving the student experience in the dissertation component. Making the dissertation optional may also create a hierarchy between those students who opt for dissertation and those who do not.
- ii. To accommodate different learning styles of students, the School could consider exploring different modes of doing dissertation that do not necessarily involve substantial written expression. These modes could be script writing, documentary making, designing resource material or a product, and the like.
- iii. To examine this matter further, the AC **resolved** to constitute a committee to deliberate on the place of Dissertation within the MA programme with Professor Denys P. Leighton as the Chair. Also, the AC authorised the VC to nominate other members on this committee.

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

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

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

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

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



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

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

- i. The initial BA programme structure as approved by the 1st Board of Studies (BoS) of SUS.
- ii. The new programme structure as approved by the 7th BoS of SUS.
- iii. The monsoon semester courses presented vide **Appendix-10**. On one Sociology course titled 'Social Movements' (SUS1SC809, 4 credits, core) there was some confusion whether all the suggestions made by the SCAP had been incorporated in the course document. The AC directed the Chair, SCAP to ensure that all the suggestions were incorporated in the course document. It was decided that after ensuring the incorporation of the suggestions, the Chair, AC, on behalf of the AC, would grant ex-post facto approval for the course.
- iv. The Attendance, Evaluation, Progression and Graduation Rules of SUS.

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

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

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

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

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

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

16.7.2 The course outlines of 10 courses to be offered in the MA Programme of the School of Law, Governance and Citizenship (SLGC)

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

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



- ii. The School should also deliberate on and design mechanisms for course interfaces with other Schools of AUD.
- iii. The course outlines of the 10 core / elective courses to be offered in the MA Law, Politics and Society of SLGC approved by the AC are in **Appendix-13**.

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

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

- i. The School should review how to utilise the space provided in the General Education Component of the programmes drawing upon the in-house strengths of AUD. This is the only space in the largely externally determined programme structure that AUD can design according to its unique strengths. To facilitate this, there is a need to plan lateral linkages with SUS and other Schools.
- ii. The University should also encourage the faculty members from other Schools to teach in the SVS programmes and consider teaching in SVS at par with teaching in SUS.
- iii. The title of the course “Economic Application for Business” be changed to “Orientation to Economic and Business Systems”.
- iv. The UGC guidelines needs to be examined by the School to understand whether or not Hindi language is a required subject in the BVoc programmes. Also, the credit allocation to the Environment and Sustainability component in the BVoc programmes should be in line with the UGC guidelines.
- v. The “Industrial Internship” component across the three verticals/programmes and different levels of the same programme needs to be described according to the job roles for which the students are being prepared. A general description does not help in understanding the purpose and focus of the internship. The component should also be titled differently for each of the programmes (such as, Industrial Internship for Retail, On-the-Job-Training for Tourism and Hospitality, and Internship for Early Childhood Centre Management and Entrepreneurship) and levels within each programme. This will also help in removing problems in course registration and transcript generation.

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

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

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

- i. BA in Global Studies
- ii. BA in Law and Politics
- iii. BA in Social Sciences and Humanities
- iv. BA in Sustainable Urbanism
- v. MA in Urban Studies

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

- i. The title of the thematic basket of courses "India and the World" be revised to "South Asia and the World" to provide a different and broader perspective to the students.
- ii. The academic advisory mechanisms for these programmes and the School be carefully considered, especially with respect to the proposal of having a separate advisory committee for BA and MA programmes.
- iii. The UGC requirements with regard to compulsory Hindi language or Modern Indian Language course be examined and complied with.
- iv. The experience of the SUS with the initial undergraduate programme structure and the rationale for revisions therein be carefully understood particularly because the programme structures of the new BA programmes being proposed resemble the initial design of the undergraduate programmes.
- v. The concept and implementation of studio learning in the MA Urban Studies programme requires further consideration as studio engagement may need more time than a semester.

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

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

Professor Shyam B. Menon
Vice Chancellor

In the Chair

Professor K. Ramachandran
Nominee of the Government of NCT of Delhi

Member

Professor Madhavan K. Palat
Nominee of the Government of NCT of Delhi

Member



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

Special Invitees:

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

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

Regrets:

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

The following **resolutions** were passed:

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

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

- i) The Centre should work closely with the School of Education Studies that has also proposed Continuing Professional Development courses/programmes for educators. The plan of collaboration with other Schools be worked out in detail.
- ii) Breaking away from the conventional training workshop approach for continuing education, the Centre should ensure excellence in the design and delivery of the programmes/courses keeping in mind the needs of the working professionals and other aspirants. While planning the activities of the Centre, the experience of the adult and continuing education departments in other universities should be studied.
- iii) The proposal of the Centre to offer orientation and professional development courses for AUD faculty was appreciated. The AC suggested that these activities be aligned with the faculty career advancement policies of the University particularly with regard to the UGC requirements for orientation and refresher courses. However, the members suggested that the challenges and shortcomings of the Academic Staff Colleges of different universities be studied and borne in mind while planning these activities.

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

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

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

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

- i) The present and projected student strength has been taken note of. AUD has become multi-campus University operating from 3 campuses presently (Kashmere Gate, Karampura and Lodhi Road) and will further expand to include campuses in Dheerpur and Rohini in the near future. While Kashmere Gate campus has reached its utmost capacity, the strength of students in Karampura is expected to rise from about 600 presently to 2200 by 2020-21.
- ii) The broad directions or areas of programmatic expansion in Karampura and Lodhi Road campuses are considered appropriate and are recommended for the consideration of the Board of Management.

16.10.2 Seven year Strategic Plan of the University

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

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

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

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

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

- i) The AC **resolved** that prior to the next round of NAAC accreditation there should be an internal academic audit of the programmes and courses.
- iii) The AC **resolved** to approve the Annual Quality Assurance Report (**Appendix-19**) of the University as recommended by the Internal Quality Assurance Cell (IQAC).

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

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

- i) Some of the activities of the Centre could be effectively carried out through seminars and other means that facilitate a constant flow of scholars and not just through taught courses.
- ii) Some courses could be offered for AUD research scholars in areas that cut across disciplines such as in the area of logic and reasoning, philosophy of science and social science research.

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

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

- i) In the case of BA Sociology students it was found that the programme rules need to be specified and communicated clearly to the students in advance. The SUS is in the process of getting all the rules approved at the appropriate levels (**Appendix-21**).
- ii) Certain clauses in the assessment document have been rephrased and few clauses were recommended for deletion based on the discussions with the Programme coordinators and Deans. The revised version of the Assessment policy is enclosed (**Appendix-22**).
- iii) A comparative table of the 2010 version of the Assessment policy (and amendments) and the new 2018 version (**Appendix-23**).

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

- i) The information should be put out on the web page and copies given to students and faculty so that they are aware of the assessment rules.
- ii) Each student be asked to give an undertaking that he/she has read the rules at the time of the admission so that there is no confusion at a later stage when the credits for the programme in which the admission was sought are finally computed.
- iii) There is a need for different programme coordinators, through due process within the respective schools and in consultation with AES division, to come up with alternative assessment policies for the new schools like SVS and other programmes (BA Global/ Urban /Law Politics) in Karampura as it might have some specific requirements which need to be accommodated according to the nature of the programme.

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

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

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

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

- i. As the current number of AUD students who apply for student exchange programmes is very low, active measures be undertaken to encourage the students to apply. One such measure is ensuring good publicity of the exchange opportunities/ programmes.
- ii. The students of AUD could be closely involved in the activities of the international partnerships office as it will not only support the work of the office, but will also enable the students to understand the processes and generate their interest in exchange opportunities.
- iii. A committee with PVC I as the Chair be constituted to come out with a comprehensive proposal for creation of an office of Dean International Partnerships alongwith detailed draft ordinance laying out the duties and responsibilities of the office of the Dean IP. The committee may include external member(s) who would bring on board their experiences and expertise.
- iv. The proposal that the above committee will formulate shall also include an organogram that reflects the staff structure that needs to be created to support this new office with a provision for students to be deployed as interns to work in this office.

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

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

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

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

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

- i. A comprehensive report of all faculty projects funded from the Grant-in-Aid be presented to the AC in its next meeting. The report should include project objectives, fund utilisation and a brief description of the outcomes.
- ii. A committee with PVC I as the Chair be constituted to come out with a comprehensive proposal for creation of an office of Dean Research along with detailed draft ordinance laying out the duties and responsibilities of the office of Dean Research. The committee may include external member(s) who would bring on board their experience and expertise.
- iii. The proposal shall also include an organogram for this office and that staff structure needs to be created.

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

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

- i) One year Post Graduate Diploma in 'Innovation and Entrepreneurship' (**Appendix-27**)
- ii) Three months' Post Graduate Certificate in Social Entrepreneurship Development' (**Appendix-28**)

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

16.17 The proposal for Faculty Development Programme (FDP)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- i) Six month extension to Ms. Hinna Gupta, MPhil History scholar (enrolment no. S144DHS02) from 01.10.2017 to 31.03.2018.
- ii) Temporary de-registration to Ms Sutanuka Bhattachary, PhD WGS scholar (enrolment no. S155CWG01) from 08.01.2018
- iii) Re-registration of Ms Grace Tungoe (date of enrolment- S144CDP12, date of registration- 21.07.2014, date of de-registration 15.07.2017) from 24.04.2018.

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

- (i) Mr. Karan Sachdeva (Enrolment No. S135ADS01) Ph.D. Scholar in SDS has opted new PhD Research Study Regulations (2017)
- (ii) Mr. M.Ojit Kumar Singh (Enrolment No. S135BED020) Ph.D. Scholar in SHE has opted new PhD Research Study Regulations (2017).
- (iii) Ms Shikha Gill (Enrolment no S125CPS09), Ph. D. Scholar in SHS has opted new PhD Research Study Regulations (2017)





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

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

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

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

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

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

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

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

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

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

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



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

16.25 MoUs signed between AUD and various agencies

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

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

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

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

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

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

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

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

16.29.1 Report on Centre for Community Knowledge (CCK)

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

16.29.2 Report on University Development Fund (UDF)

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

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- Professor Valerian Rodrigues who is presently occupying the Ambedkar Chair will be completing his one-year term on 31 July 2018. However, his term is being extended by one month (from 01 August 2018 to 31 August 2018) since he is involved in editing the volume of the first ten lectures under the Ambedkar Memorial Lecture series.
- The provision of research grant for AUD students for the Research Endowment needs more publicity so that the students make the best use of it.
- Similarly, endowment for student exchange needs more publicity. They should be available in addition to other travel allowances given to students.
- The AC needs to brainstorm further as to how to utilise the research endowments better in the University.

- 16.29.3** The AC **noted** the progress of the Decennial Review process initiated by the University (**Appendix-38**).
- 16.29.4** The AC **noted** the constitution/ reconstitution of the RSCs of the School of Education Studies (SES) and the School of Human Studies (SHS) as approved by SCR in its meeting held on 29.08.2017 (**Appendix-39**).
- 16.29.5** The AC **noted** the report on the admission process in the MPhil/PhD programmes of SHS, for the Monsoon Semester 2017, as approved by SCR in its meeting held on 08.03.2018 and 24.04.2018 (**Appendix-40**).
- 16.29.6** The AC **noted** the constitution of Research Advisory Committee (RAC) for the PhD Scholars in the SDS, MPhil/PhD scholars in the SHS and the reconstitution of RAC for Ms Kopal Chaube, PhD scholar in SHE (**Appendix-41**).
- 16.29.7** The AC **noted** the Academic Calendar for 2018-19 as approved by the Vice Chancellor (**Appendix-42**).
- 16.29.8** The AC **noted** the Travel grant availed by the students for paper presentations in conferences as per the norms approved by the AC (**Appendix-43**).
- 16.29.9** The AC **noted** the legal opinion sought by the University on Reservations in Admissions (**Appendix-44**).
- 16.29.10** The AC **noted** the organization of the Tenth Ambedkar Memorial Lecture.
- 16.29.11** The AC **noted** the Assessment and Evaluation Calendar for all the programmes for the Academic year 2018-19 (**Appendix-45**).
- 16.29.12** The AC **noted** the Report of the Task Group on Academic Governance Matters (**Appendix-46**).

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16.30 The UGC 'Quality Mandate'

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

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

16.31 Any other items with the permission of the Chair

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

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

16.31.2 Appreciation by the Academic Council

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

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

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



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

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

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

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

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

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

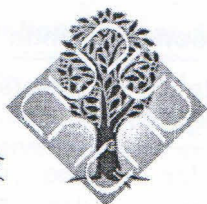
The meeting ended with a vote of thanks.



(Professor Asmita Kabra)
Registrar (Offg.)



(Professor Shyam B. Menon)
Vice Chancellor



Minutes of the 17th Meeting of the Academic Council held at 11:00 AM on May 16, 2019 (Thursday) at Private Dining Hall, India International Centre, New Delhi

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AMBEDKAR UNIVERSITY DELHI

Minutes of the 17th Meeting of the Academic Council held at 11:00 AM on 16.05.2019 at Private Dining Hall, India International Centre, New Delhi

The 17th Meeting of the Academic Council (AC) of the Ambedkar University Delhi (AUD) was held at 11:00 AM on 16.05.2019 at Private Dining Hall, India International Centre, New Delhi. The following were present:

Professor Anu Singh Lather Vice Chancellor	In the Chair
Professor A. K. Sharma Nominee of the University Grants Commission	Member
Professor K. Ramachandran Nominee of the Government of NCT of Delhi	Member
Professor Farida A. Khan Nominee of the Government of NCT of Delhi	Member
Professor Madhavan K. Palat Nominee of the Government of NCT of Delhi	Member
Professor Ashis Nandy Nominee of the Government of NCT of Delhi	Member
Professor Salil Misra, Pro Vice Chancellor and Nominee of the Vice Chancellor	Member
Professor Honey Oberoi Vahali, SHS Nominee of the Vice Chancellor	Member
Professor Geetha Venkataraman Previous Dean, Assessment, Evaluation and Student Progression & Nominee of the Vice Chancellor	Member
Professor Radharani Chakravarty, Dean, School of Letters & Nominee of the Vice Chancellor	Member
Professor Krishna Menon Dean, School of Human Studies	Member
Professor Asmita Kabra Dean, School of Human Ecology	Member

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Professor Sumangala Damodaran Dean, School of Development Studies	Member
Professor Suchitra Balasubrahmanyam Dean, School of Design	Member
Professor Tanuja Kothiyal Dean, School of Undergraduate Studies	Member
Professor Kartik Dave Dean, School of Business, Public Policy and Social Entrepreneurship	Member
Professor Dharendra Datt Dangwal Dean, School of Liberal Studies	Member
Professor Sitansu Sekhar Jena Dean, School of Vocational Studies	Member
Professor Praveen Singh Dean, School of Global Affairs	Member
Shri Deepan Sivaraman Dean (Offg.), School of Culture and Creative Expressions	Member
Dr Monimalika Day Dean (Offg.), School of Education Studies	Member
Dr Anuj Bhuwania Associate Professor & Dean (Offg.) School of Law, Governance and Citizenship	Member

Special Invitees:

Professor Jatin Bhatt, Pro Vice Chancellor
 Professor Denys P. Leighton, Chairperson, International Affairs Division
 Professor Satyaketu Sankrit, OSD, Kashmere Gate Campus
 Dr Santosh Kumar Singh, Dean (Offg.), Student Services
 Dr Debal C. Kar, Librarian
 Dr Diamond Oberoi Vahali, Associate Professor, SOL
 Dr Ivy Dhar, Assistant Professor, SDS
 Dr Oinam Hemlata Devi, Assistant Professor, SHE
 Dr Rachna Mehra, Asstt. Prof.(Urban Studies) and Dy. Dean Academic Governance

Regrets:

Professor Geetha Narayanan (Nominee of the Government of NCT of Delhi),
 Professor Chandan Mukherjee, Professor M.S. Farooqi, Registrar (Offg.) (Nominees
 of the Vice Chancellor) could not attend the meeting.

Smt. Bindu Nair, Assistant Registrar (VCO & Governance) and Shri Mahesh Kumar,
 Assistant (Governance) assisted the meeting.

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At the outset, the Vice Chancellor (VC) extended a warm welcome to the Members of the AC and the Special Invitees. She welcomed Professor Ashis Nandy and Professor Geetha Narayanan (Nominees of the Government of NCT of Delhi) as the new members of the Council, and thanked the outgoing members.

The following **resolutions** were passed:

17.1 Confirmation of the minutes of the 16th meeting of the AC held on 10.07.2018 and 13.07.2018

The Council **resolved** to confirm the minutes of the 16th meeting of the AC held on 10.07.2018 and 13.07.2018.

17.2 Action Taken Report (ATR) on the minutes of the 16th meeting of the Academic Council held on 10.07.2018 and 13.07.2018

The Council **resolved** to note the ATR on the decisions taken in its 16th meeting held on 10.07.2018 and 13.07.2018, vide (**Appendix-1**).

17.3 Recommendations of the Standing Committee Research (SCR)

17.3.1 The proposal for the PhD programme in Education to be offered by the School of Education Studies (SES)

The proposal on the proposed PhD programme in Education to be offered by the School of Education Studies (SES) as recommended by the Standing Committee Research (SCR) was presented by the Programme Coordinator, Ph.D in Education. (**Appendix-2**).

After deliberations on the proposed PhD programme in Education, the AC directed the following:

- (i) The course be open to MA and M.Ed students. The bridge courses need to be introduced for students coming from other disciplines. There should be a provision for additional credits (8-12) for students doing PhD programmes. The students from Education are allowed to take foundation courses but not methodology since it is not considered their domain expertise. Education being a professional subject, a standard be set in accordance with the Learning Outcome Curriculum Framework of UGC.
- (ii) The course work be made interdisciplinary in order to enable scholars to be eligible for teaching all kinds of courses.

The AC **resolved** to approve the PhD programme in Education to be offered by the School of Education Studies (SES) recommended by the SCR in its 41st meeting held on 25th September 2018 and adjourned meeting on 23rd October 2018 (Minutes at **Appendix-3**).

17.3.2 The recommendations to award MPhil degree to the students as recommended by the Standing Committee Research (SCR) in its 42nd meeting held on 15.01.2019

The AC **resolved** to approve the recommendations made by the SCR in its meeting held on 15.01.2019 (Minutes at **Appendix-4**), to award MPhil degree to the following students of various school of AUD:

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Sl. No	Name of Student and Enrolment No.	Programme Name	School	Date of Viva	Date of AES approval / verification	Date of SCR approved
1.	Mr. Nabhojee Sen S144DHS01	M.Phil (History)	SLS	07.05.2018	17.05.2018	25.09.18
2.	Mr. Rahul Singh S134CDP16	M.Phil In Development Practice	SHS	22.02.2018	03.05.2018	25.09.18
3.	Ms. Suridhi Sharma S144CWG10	M.Phil In Women's and Gender Studies	SHS	03.08.2018	28.08.2018	25.09.18
4.	Ms. Neelam Sagar S154DHI02	MPhil (Hindi)	SLS	19.11.2018	26.12.2018	15.01.19
5.	Ms. Kunzang Angmo S164CWG08	MPhil WGS	SHS	20.11.2018	26.12.2018	15.01.19
6.	Ms. Swarnima Kriti S154CDP17	MPhil in Development Practice	SHS	27.11.2018	26.12.2018	15.01.19
7.	Ms. Monica Antal S154CDP11	MPhil in Development Practice	SHS	22.11.2018	26.12.2018	15.01.19
8.	Ms. Jasleen Arora S164CWG07	MPhil WGS	SHS	19.11.2018	26.12.2018	15.01.19
9.	Mr. Jaideep Pandey S164CWG06	MPhil WGS	SHS	27.11.2018	26.12.2018	15.01.19

17.3.3 The course outlines of the proposed M.Phil CLTS elective course "Hermeneutics: Key Theorists"

After due deliberation, the AC **resolved** to approve the course outlines of the proposed M.Phil CLTS elective course "Hermeneutics: Key Theorists" (Appendix-5).

17.3.4 The MPhil/PhD students request for conducting viva voce examination through tele-conferencing or other appropriate internet service

The AC **resolved** to approve the recommendation of the SCR for conducting viva voce examination through tele-conferencing or other appropriate internet services on case to case basis for the MPhil/PhD scholars.

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

The AC took note of the minutes of the SCPVCE's 4th Meeting held on 14.12.2018 (Appendix-6) and **resolved** the following:

17.4.1 The outline of five courses to be offered in the BA Programme of the School of Law, Governance and Citizenship

After due deliberation, the AC **resolved** to approve the course outlines of the following five courses as part of BA Programme in Law and Politics, School of Law, Governance and Citizenship (SLGC):

- (i) Western Political Philosophy
- (ii) Amartya Sen: Ethics, Economics and Politics
- (iii) The Legal Imagination
- (iv) Rights Based Political Movements in Contemporary India
- (v) Anticolonialism and Postcolonial Futures

Further, the AC gave the following directions/observations:

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- (a) The proposals for new courses to have presentation on how these are aligned with the possible trajectories / specializations for the students.
- (b) Deliberate on and design mechanisms for course interfaces with other Schools of AUD.
- (c) The Course titled after Amartya Sen seems inappropriate for BA programme and at that level one should focus on historical figures who have left a significant legacy rather than on contemporary thinkers. The AC directed the School to work on courses based on themes rather than on individuals.

The AC was informed that the course was likely to be discontinued from the next semester, based on the feedback received from the students.

The outlines of the five courses to be offered in BA Programme of the School of Law, Governance and Citizenship approved by the AC are in **Appendix-7**.

17.4.2 The two elective courses to be offered in the MA Programme of the School of Law, Governance and Citizenship

After due deliberation, the AC **resolved** to approve the outlines of the following two elective courses to be offered in the MA Programme in Law Politics and Society of the School of Law, Governance and Citizenship (SLGC):

- (i) Theorising the Indian State
- (ii) Rethinking Development

The above two elective courses approved by the Academic Council are in **Appendix-8**.

17.4.3 The proposal to earn a Postgraduate Diploma (PD) as an exit option to the MA Programme in Law, Politics and Society in the SLGC.

The Academic Council discussed the proposal to earn a Postgraduate Diploma (PD) as an exit option to the MA in Law, Politics and Society Programme.

After deliberations, the AC directed that the Postgraduate Diploma as an exit option must equip students with some competencies. The attributes for the exit from the programme should be defined clearly for the students and should enable them for re-entry into the programme.

The AC **resolved** to approve the proposal to earn a Postgraduate Diploma (PD) as an exit option to the MA Programme in Law, Politics and Society Programme in the SLGC.

17.4.4 The proposal of the Partial Repeat Policy for the MA programme of the School of Law, Governance and Citizenship (SLGC)

The AC took note that the students obtaining C Only grade shall be eligible for Partial Repeat and the weightage of Partial repeat exam shall be 30%. In order to pass, a student must obtain a minimum of B Minus grade in the Partial repeat exam, which will accumulate to an overall grade of C plus and above.

The AC **resolved** to approve the Partial Repeat Policy for the MA programme of the SLGC.

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

The AC took note of the minutes of the SCPVCE's 5th Meeting held on 16.04.2019 & 22.04.2019 (**Appendix-9**) and **resolved** the following:

17.5.1 The proposal for restructuring of the 5 Semester MDes (Social Design) Programme into 4 Semester Programme

The AC deliberated on the proposal made by the School of Design (SDes) (**Appendix-10**) and resolved to approve the following:

- (i) Restructuring of the 5-semester Mdes Social Design programme into a 4-semester programme.
- (ii) Change in the type of courses (core/elective)

17.5.2 The concept note on Bachelors of Vocation (BVoc) Accounting and Finance

School of Vocational Studies (SVS) presented the concept note on the proposed BVoc programme in Accounting and Finance. AC noted that this vertical would provide job opportunities for students as Accounting and Finance is one of the most important components of almost every institution, organization and industry. The AC also noted that the School is in close interaction with the Institute of Chartered Accountants of India (ICAI) for theoretical and practical aspects of the BVoc in Accounting and Finance programme.

The AC further noted that due consultation and evaluation of infrastructure and resources shall be carried out by the School before considering the launch of the programme. The programme structure and courses shall be placed before the Academic Council prior to the launch of the programme.

The AC **resolved** to approve the concept note on Bachelors of Vocation (BVoc) Accounting and Finance is at **Appendix-11**.

17.5.3 The proposal for issuing certificate to Bachelors of Vocation (BVoc) NSQF Levels (Level 4 to 7)

The AC took **note** that the BVoc programmes have the provision for multiple entries and multiple exits during the 3 years Bachelor Degree Programme. This provision is as per the University Grants Commission (UGC) guidelines on BVoc programmes and as per the National skill Qualification Framework (NSQF).

The AC **resolved** to approve only those students exiting from the programme after completion of the courses at different NSQF levels shall be issued the certificate/ diploma/ degree.

AC further directed that clear cut exit attributes in Diploma and Advance Diploma certificate be defined. It may not be just about giving a completion certificate but attesting a competency level which should be acquired at the time of exit. It should ensure that the student is skill oriented and employable as he/she leaves the University.

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The recommendations of the SCPVCE on the proposal for issuing certificate to Bachelors of Vocation (BVoc) NSQF Levels (Level 4 to 7) is at **Appendix-12**.

17.5.4 The changes in credit allocation of courses in Semester 1 and Semester 2 of BVoc (ECCME)

The AC deliberated on the proposal made by SVS (**Appendix-13**) and **resolved** to approve the following:

- i. The nomenclature to change "On the Job Training" (OJT) to "Internship" as the students are new to the field and are not paid any allowance. The students generally observe the setting and shadow the staff and only later are able to take some responsibilities at the respective sites.
- ii. Combining credits of OJT as the OJTs for the semester and summer/winter break are in continuation.
- iii. Reducing credit load: Courses on "Self-Development and Entrepreneurship" (from 2 to 1) (Workshop), "Early Stimulation and Intervention" (Theory) (from 4 to 2) and "Material Development for Enhancing Play of Young Children" (Workshop) (from 2 to 1) with reduced credit for reducing content and making them more appropriate for the job role.

17.5.5 The curricula/ courses to be offered in the 5 semester courses of BVoc programmes

The AC discussed the 5 semester courses of the BVoc Programmes of SVS (**Appendix-14**). After due deliberation, AC **resolved** to approve the following skill courses and general education component courses for the BVoc Programme to be offered by the School of Vocational Studies (SVS):

(A) General Education Component

- i) Exploring India and its Diversity
- ii) Understanding Language Diversity in India
- iii) Introduction to Basic French- II
- iv) Life Competencies for Sustainable Employability(LCSE)

(B) Skill courses of BVoc Early Childhood Centre Management & Entrepreneurship (ECCME)

Courses

- i) Inclusive Early Childhood Centre: Design and Setup
- ii) Early Childhood Care Services and Systems: Models & Approaches
- iii) Understanding Children's Social Emotional Worlds

Workshops

- i) Designing an Inclusive Centre
- ii) Marketing of an Early Childcare Centre
- iii) Socio- Emotional Needs in Childhood Years

Internship

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(C) Skill courses of Tourism & Hospitality

- i) Catering Management
- ii) Food Production Operations
- iii) Food & Beverage Management

(D) Skill courses of Retail Management

- i) Buying & Merchandising Management
- ii) IT Application in Retail
- iii) Process Compliance, Loss Prevention and Shrinkages

Industrial Internship

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

The AC took note of the minutes of the SCAP's 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd and 44th Meetings held on 27.08.2018, 09.10.2018, 20.11.2018, 27.11.2018, 04.12.2018, 11.12.2018, 18.12.2018, 20.12.2018, 11.01.2019, 12.02.2019, respectively (Minutes at **Appendix-15**) and **resolved** the following items:

17.6.1 The proposed new courses to be offered by the School of Letters (SoL)

After due deliberations, the AC **resolved** to approve the course outlines of the following **MA Elective** courses in **Comparative Literature and Translation Studies (CLTS)** to be offered by School of Letters (SoL):

- (i) Comparative Ghalib
- (ii) Mahasweta Devi: Comparative Readings
- (iii) Indigenous Writing from the Northeast – Fiction
- (iv) Literary Comparison: Theories and Practices
- (v) Cartographies of Translation
- (vi) Reading Myth and Fantasy: J.R.R. Tolkien and C.S. Lewis

Further, the AC **resolved** to approve the following **MA Elective** courses to be offered in the **MA English** programme, SoL.

- (i) Greek Classical Literature
- (ii) Photography: History, Theory, Practice

The course outlines of the six elective courses in Comparative Literature and Translation Studies (CLTS) and two elective courses in MA English approved by the AC are in **Appendix-16**.

17.6.2 The proposed new courses to be offered in MA History and MA Sociology, School of Liberal Studies

After due deliberations, the AC **resolved** to approve the course outlines of the following **MA History** and **MA Sociology** courses, to be offered by the School of Liberal Studies (SLS):

- (a) **MA History**
 - i. History and the Aboriginal Past
 - ii. Censorship/Transgression in Modern India

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- iii. Partition of Indian Subcontinent and Aftermath
- iv. Labour, Land, Capital and State: The Experiences of Working People and Development in the Indian Subcontinent

(b) **MA Sociology**

- i. Transnational Feminisms
- ii. Sociology of Work and Health
- iii. Capital, Value and Infrastructure

The course outlines of the four courses in MA History and three courses in MA Sociology approved by the AC are in **Appendix-17**.

17.6.3 The guidelines for assessment and evaluation of MA History Programme, School of Liberal Studies

The AC took **note** of the Assessment and Evaluation document of MA History.

- i) MA history follows the broad guidelines of the general assessment policy of AUD.
- ii) A student gets promoted to the second year/third semester only when he/she has completed (secured C+ or higher grade in) at least 24 credit worth of courses (75 per cent of courses) by the end of second semester. MA History Seminar Paper can be taken by students in fourth semester only, after promotion to the second year and completion of at least three core courses. Exceptions can be discussed by the programme committee. If a student does not complete Seminar Paper leading to dissertation satisfactorily, s/he will have to repeat it like any other course.

The AC **resolved** to approve the Assessment and Evaluation document of MA History programme offered by School of Liberal Studies (**Appendix-18**).

17.6.4 The courses to be offered in BA Economics, BA Psychology, BA Sociology, BA History, BA English, BA in Social Science and Humanities and BA Elective courses by the School of Undergraduate Studies (SUS)

After due deliberations, the AC **resolved** to approve the course outlines of the following BA Economics, BA Psychology, BA Sociology, BA History, BA Mathematics, BA English, BA in Social Science and Humanities and BA Elective courses to be transacted during the Winter semester to students of 2nd, 4th and 6th semesters, offered by the School of Undergraduate Studies (SUS):

(a) **BA Economics (Appendix-19)**

- i. Introduction to Econometrics
- ii. Applied Econometrics
- iii. Macroeconomics II
- iv. Mathematical methods for Economics
- v. Microeconomics II
- vi. Money, Banking and Finance

- vii. Public Economics: Theory and Policy
 - viii. Topics in Economic Theory
 - ix. Statistical methods for Economics
- (b) **B.A. Psychology (Appendix-20)**
- i. Organisational behaviour
 - ii. Psychological testing
 - iii. Psychology in India
 - iv. Understanding Childhood
 - v. Human Cognition
 - vi. Methods in Psychology
 - vii. Dissertation
- (c) **BA Sociology (Appendix-21)**
- i. Economy and society
 - ii. Health and society
 - iii. Religion and society
 - iv. Research methods
 - v. Food and society
 - vi. Culture, Identity and Society
 - vii. Nature and Society
 - viii. Caste in Contemporary India
- (d) **BA History (Appendix-22)**
- i. Introduction to Indian Art and Architecture
 - ii. Early India Economy, Polity and Society
 - iii. India c. 1700-1857
 - iv. Introduction to Society and Culture in East Asia
 - v. Medieval India II: Economy and Society
 - vi. Modern World, 1750-2010
 - vii. Understanding the Past: Myths, Epics, Chronicles and Histories
 - viii. Wars and Revolutions in Twentieth Century
 - ix. Contemporary India, 1947-1992
- (e) **BA Mathematics (Appendix-23)**
- i. Advanced Analysis
 - ii. Algebra II
 - iii. Analysis I
 - iv. Analysis III
 - v. Linear Optimisation and Application
 - vi. Mathematical Modelling
 - vii. Number Theory and Cryptography
 - viii. Partial Differential Equations
 - ix. Probability and Statistics
- (f) **BA English (Honours) (Appendix-24)**
- i. Modern Short Fiction and Novellas (SUS1EN246; 4 credits; Elective)
 - ii. Shakespeare (SUS1EN236; 4 credits; Elective)
 - iii. Post-Colonial Literatures (SUS1EN239; 4 credits; Elective)
 - iv. Realism and the Novel (SUS1EN254; 4 credits; Elective)

- v. Introduction to Literary Theory (SUS1EN256; 4 credits; Elective)
- vi. Literature and Cinema (SUS1EN246; 4 credits; Elective)
- vii. Modern World Drama (SUS1EN272; 4 credits; Elective)
- viii. Written for Children and Young Adults (SUS1EN257; 4 credits; Elective)
- ix. The Romantic Age (SUS1EN237; 4 credits; Elective)

(g) **BA Social Science and Humanities (Political Science Basket)
(Appendix-25)**

- i. Democracy and Development in India
- ii. Introduction to Politics
- iii. Politics in South Asia

(h) **BA Electives (Appendix-26)**

- i. Understanding Disability through Media
- ii. Contemporary Literature from Northeast India: Poetry and Fiction
- iii. Reading Fantasy: J.R.R. Tolkien and C.S. Lewis
- iv. Digital Storytelling
- v. Introduction to Human Ecology
- vi. Introduction to Global Studies
- vii. Critical Perspectives on Creative Explorations
- Viii Film, History, Society

While approving the courses, the AC observed that the practice of seeking ex post facto approval should be discouraged and as far as possible, courses should be placed before the AC for approval prior to being offered.

17.6.5 The courses to be offered in BA Global Studies, BA Sustainable Urbanism, BA Social Science and Humanities, MA in Global Studies and MA in Urban Studies by the School of Global Affairs (SGA)

After due deliberations, the AC **resolved** to approve the following course outlines of English Language, BA Global Studies, BA Sustainable Urbanism and BA Social Science and Humanities to be offered by the School of Global Affairs (SGA):

(a) **English Language courses (Appendix-27)**

- (i) English for Academic Purposes 1 (EAP 1)
- (ii) English for Academic Purposes 2 (EAP 2)

(b) **BA Global Studies, BA Sustainable Urbanism, BA Social Science and Humanities (Appendix-28)**

- (i) South Asian Trajectories of the Modern State
- (ii) Urban Environments
- (iii) French II
- (iv) Chinese II
- (v) Historio-Graphic Novels
- (vi) Language, Society and Culture
- (vii) Reading Cities through Neighbourhoods
- (viii) The Great Transformations
- (ix) Sociological Imaginations
- (x) Essentials of Economics

- (xi) Introduction to Feminist Theory and Practice
- (xii) Electoral Systems

After due deliberations, the AC **resolved** to approve the following course outlines of **MA Global Studies** and **MA Urban Studies** programmes:

- (a) **MA Global Studies (Appendix-29)**
 - (i) Wealth, Inequality and Capitalist Accumulation
 - (ii) Contesting Globalisation
 - (iii) Research Methods II
 - (iv) Global South Asians: Communities, Cultures, Representations
 - (v) Approaches to Discourse Analysis
- (b) **MA Urban Studies (Appendix-30)**
 - (i) Urban Planning and Policy
 - (ii) Urban Space and Experiences
 - (iii) Urban Environment and Ecology
 - (iv) Research Methods- 2

17.7 Recommendations of the Standing Committee Research (SCR)

The AC took note of the minutes of the SCR's its 40th, 41st and 42nd meetings held on 28.08.2018, 25.09.2018 & 23.10.2018 and 15.01.2019 respectively (Minutes at **Appendix-31**) and **resolved** the following items:

17.7.1 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the award of MPhil/PhD degree as recommended by the Standing Committee Research (SCR)

Sl. No	Name of Students and Enrolment No.	Programme Name	School	Date of Viva	Date of AES approval / verification	Date of SCR approved
1.	Ms. Shubhangi Lakhchaura S134CDP19	M.Phil In Development Practice	SHS	07.05.2018	13.06.2018	25.09.18
2.	Mr. Niraj Kumar S144CDP13	M.Phil In Development Practice	SHS	09.02.2018	03.05.2018	25.09.18
3.	Mr. Amit Jain S134CDP01	M.Phil In Development Practice	SHS	27.03.2018	07.06.2018	25.09.18
4.	Ms. Sayanti Sur S144CDP08	M.Phil In Development Practice	SHS	05.01.2018	03.05.2018	25.09.18
5.	Ms. Gurpreet Kaur S144CWG02	M.Phil in WGS	SHS	16.04.2018	03.05.2018	25.09.18
6.	Ms. Anjali Raj S154CWG02	M.Phil in WGS	SHS	10.04.2018	03.05.2018	25.09.18
7.	Ms. Kusum Lata S154CWG06	M.Phil in WGS	SHS	11.05.2018	13.06.2018	25.09.18
8.	Mr. Tejendra Pratap Gautam S134CDP22	M.Phil In Development Practice	SHS	04.04.2018	03.05.2018	25.09.18
9.	Ms. Neha S164CWG09	M.Phil In Women's and Gender Studies	SHS	24.09.2018	05.10.2018	23.10.18
10.	Mr. Mohd. Javed Ahmed S154CDP10	M.Phil In Development Practice	SHS	31.07.2018	05.10.2018	23.10.18
11.	Mr. Gautam Bisht S154CDP07	M.Phil In Development Practice	SHS	10.09.2018	05.10.2018	23.10.18
12.	Ms. Anushka Rose S154CDP02	M.Phil In Development Practice	SHS	16.08.2018	05.10.2018	23.10.18
13.	Mr. Arunopol Seal S154CDP05	M.Phil In Development Practice	SHS	27.08.2018	05.10.2018	23.10.18
14.	Ms. Anu Rani S164CWG03	M.Phil In Women's and Gender Studies	SHS	11.10.2018	23.10.2018	23.10.18
15.	Ms. Bhargavi D S154CWG04	M.Phil In Women's and Gender Studies	SHS	11.10.2018	23.10.2018	23.10.18

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Sl. No	Name of Students and Enrolment No.	Programme Name	School	Date of Viva	Date of AES approval / verification	Date of SCR approved
16.	Ms. Prasann Kumari S164CWG10	M.Phil In Women's and Gender Studies	SHS	08.10.2018	23.10.2018	23.10.18
17.	Ms. Shivani Panwar S154DHI04	M.Phil (Hindi Degree)	SLS	08.10.2018	23.10.2018	23.10.18
18.	Mr. Santosh S. S145GVQ02	Ph.D in Visual Arts	SCCE	14.11.2018	04.12.2018	05.12.18
19.	Mr. Pravendra Singh S124CDP18	MPhil in Development Practice	SHS	29.06.2017	30.11.2018	29.11.18

17.7.2 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the temporary de-registration to the following students of MPhil Development Practice (under clause 13(iv) of Research Study Regulations 2016) as recommended by the SCR in its meeting held on 28/08/2018, as detailed below:

Name	Enrolment No	Date of registration	Temporary de-registration from
Priyanka Prakashan N P	S154CDP14	27/7/2015	26/7/2018
John B Nayak	S154CDP08	27/7/2015	26/7/2018
Ashmeet Kaur Bilkhu	S154CWG03	27/07/2015	26/07/2018
Sreejitha PV	S154CWG10	30/07/2015	29/07/2018
Ranojay Bhattacharyya	S154CWG07	31/07/2015	30/07/2018 * subject to his re-enrolment in the programme
Navin Kumar	S135BEDO3	28/08/2013	27/08/2018

17.7.3 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the grant of six months extension to the students of various schools

Sl. No.	Programme/ Name of School	Student Name	Date of Registration	Extension from
1	MPhil Psychoanalytic Psychotherapy (2015 batch)	Ambika Singh S154CPS01	28/07/2015	27/07/2018
2		Ashwasti Tripathi S154CPS02	28/07/2015	27/07/2018
3		Asmita Sharma S154CPS03	29/07/2015	28/07/2018
4		Debjani Mukherjee S154CPS04	14/08/2015	13/08/2018
5		Kaif Mahmood S154CPS05	29/07/2015	28/07/2018
6		Pankhuri Soni S154CPS06	07/08/2015	06/08/2018
7		Prachi Akhavi S154CPS07	29/07/2015	28/07/2018
8		Shweta Dharamdasani S154CPS08	29/07/2015	28/07/2018
9		Tseyang Palzom S154CPS09	28/07/2015	27/07/2018
10	PhD History, SLS	Mr. Akha Mao S165DHS01	18/08/2018	17.02.2019
11	MPhil History, SLS	Hinna Gupta (S144DHS02)	31/03/2018	30.09.2018
12		Naresh Kumar S154DHS03	23/08/2018	22/02/2019

Sl. No.	Programme/ Name of School	Student Name	Date of Registration	Extension from
13		Sutanvi Chaterjee S154DHS06	23/08/2018	22/02/2019
14		Chandrika Das	23/08/2018	22/02/2019
15		Shrobona Banerjee S154DHS05	23/08/2018	22/02/2019
16		Monalisha Chowdhury	23/08/2018	22/02/2019
17	MPhil Hindi, SLS	Preeti S154DHS03	24/08/2018	23/02/2019
18	MPhil History	Rashmi Bala S164DHS05	granted extension of one semester (Monsoon semester 2018) to complete the course work	
19	PhD Development Studies,	Ngarannam Keishing S135ADS02	28/08/2018	27/02/2019
20	SDS	Nitin Misra S135ADS04	29/08/2018	28/02/2019
21	PhD Human Ecology	Mr. M Ojit Kumar S135BED02	30/08/2018	28/02/2019

17.7.4 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the appointment of Dr. Ashis Roy as the programme coordinator of MPhil Psychoanalytic Psychotherapy in place of Prof. Honey Oberoi Vahali.

The revised composition of Research Study Committee of SHS, is as detailed below:

- (i) Krishna Menon (Dean, Chair)
- (ii) Mamatha Karollil (Convenor)
- (iii) Rachana Johri
- (iv) Anita Ghai
- (v) Imran Amin
- (vi) Rachna Chaudhary
- (vii) Mary John (collaborating member for MPhil and PhD GS, CWDS)
- (viii) Nivedita Narrain (Collaborating member for Mphil DP, Pradaan)
- (ix) Denys Leighton (external member)
- (x) Suchitra Balasubrahmanyam (external member)
- (xi) Ashis Roy (till 18.05.2019)

17.7.5 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the recommendation for De-enrolment of Ms. Rachna Atri Saksena (S155BED02), Ph.D Scholar in Human Ecology (SHE) from the programme

17.7.6 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the recommendations of the SCR that the faculty member may continue to supervise the research scholar for the normal period of registration even if the faculty moves to another School of the University

17.7.7 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the MPhil/PhD thesis synopsis and six monthly progress reports of the research students as detailed below:

- (a) MPhil CLTS synopsis of the following four students:
 - (i) Mr. Ali Ahsan (S174LCL01)
Title: Minor Literatures: Two novels on the Bearys

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- (ii) Ms. Arenpongla Jamir (S174LCL02)
Title: Self-writing in contexts of conflict: Naga English and Chungli Ao Literatures
- (iii) Mr. Deepak (S174LCL03)
Title: Musicality and Mir: A Comparative Study of Mir Taqi Mir's Urdu Ghazals and their Performance
- (iv) Mr. Mohammad Irfan (S174LCL04)
Title: Representations of history in Modern Urdu Novels: A Critical Study of Qurratulain Hyder's "Aag Ka Darya and 'Intizar Husain's Basti"
- (b) PhD Hindi Synopsis of the following two students:
- (i) Mr. Sukant Suman (S175DHI04)
Title: Stree Sampadit Patrikayen aur Stree Prashna
- (ii) Ms. Ankita Chauhan (S175DHI01)
Title: Bharatiya Bhashon Ki Kahaniyon mein Desh Vibhajan Ki Prasadi (Vishesh Sandarbh: Hindi, Urdu evam Punjabi)
- (c) PhD CLTS synopsis of the following two students:
- (i) Ms. Nilza Angmo (S175LCL02)
Title: The Text(s) of the Buchen
- (ii) Ms. Pooja Mann (S175LCL03)
Title: The Forms of Interrogation in Jaat Women's Folk Songs (Geet)
- (d) Report on presentation of Six Monthly progress presentations/seminar by the SDS PhD students:

Name of PhD Students	Enrolment No.
Karan Sachdeva	S135ADS01
Ngaranngam Keishing	S135ADS02
Nibedita Hazarika	S135ADS03
Nitin Mishra	S135ADS04
Sweta Suman	135ADS06
Pooja Chaudhary	S135ADS05
Swati Mohana Krishnan	S155ADS01
Tasha Agarwal	S175ADS02
Jasodhara Borthakur	S175ADS01
Vijay	S175ADS03
Tanya Chaudhary	S165ADS02

17.7.8 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the required credit course work for PhD Women's and Gender Studies (WGS) scholars of 2018 batch i.e., with M.Phil degree – 8 credits and with an MA or MPhil degree from another university – 12 credits

The nine Students of PhD Women's and Gender Studies (WGS) Programme 2018 batch shall do 2 credit course of Guided Study (SHS310109) in Winter Semester, 2019 and the elective course of 4 credits (SHS310132) as given in the MPhil/PhD programme structure shall not be done by 2018 batch scholars. The collaboration team recommended that 6 students out of the 9 admitted in the programme, shall do 6 credits coursework in first semester (Monsoon Semester 2018) and shall do 2 credit coursework in the second semester (Winter Semester 2019) as all of them have done an MPhil in WGS from AUD.

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

The AC took note of the minutes of the SCPVCE's 4th Meeting held on 14.12.2018 (**Appendix-32**) and **resolved** the following:

17.8.1 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the Certificate Programme in Teaching English to Speakers of Indian Languages (CTESIL) on a pilot basis, by the Centre for English Language Education (CELE) and the courses to be offered under the certificate programme (**Appendix-33**), as detailed below:

- i. Teachers as Researchers
- ii. English for Teachers
- iii. Language and Literacy Instruction
- iv. Leading Change in Educational Institutions
- v. ICT in Education (Level 1)
- vi. ICT in Education (Level 2)

17.9 The AC took **note** of the report on Completion of admission process (Monsoon Semester 2018) as recommended by the Standing Committee Research (SCR), as detailed below:

Programme	UR	SC	ST	OBC	Unfilled seats
MPhil History	2	2	NA	3	OBC=3
MPhil Mathematics	4	1	NA	1	OBC=2
PhD History	2	0	NA	0	OBC=2 SC=1
PhD Mathematics	3	NA	NA	1	No unfilled seat
PhD Sociology	4	1	NA	0	UR=1 OBC=4
PhD Economics	5	NA	NA	1	No unfilled seat
MPhil CLTS	3	NA	NA	1	Nil
PhD CLTS	2+1 (against 1 SC)	0	NA	1	Nil
PhD English	5	0	NA	3	1 SC
MPhil Hindi	4	1	0	2	1 ST
PhD Human Ecology	1	1	NA	1	1 SC OBC=3 (1 UR filled -against a possible UR position in future)
PhD in Management	5	1		1	UR=1
MPhil WGS	5 (including 1 PWD)	2	NA	3	No unfilled seat
PhD WGS	5	2	1	2	1 applicant (Tajinder Kaur) left the programme after the orientation) 01 unfilled seat
MPhil Development Practice	10	3	2	4	(01 01 unfilled seat

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17.10 The AC took **note** of the brief report on the International Activities since the last meeting of the Academic Council (**Appendix-34**).

17.11 The AC took **note** of the constitution of Research Advisory Committee (RAC) for the MPhil / PhD Students, as detailed below:

	Programme Name	Student Name	Names of RAC members
1.	MPhil CLTS	Mr Ali Ahsan	Supervisor: Prof. Radha Chakravarty; internal School member: Dr Shad Naved; external member: Dr Anita Cherian (SCCE)
2.		Ms Arenpongla Jamir	Supervisor: Prof. Radha Chakravarty; internal School member: Dr. Shad Naved; external member: Dr Lovitoli Jimo (SHS)
3.		Mr Deepak	Supervisor: Dr Shad Naved; internal School member: Prof. Radha Chakravarty; external member: Dr Awadhesh Kumar Tripathi (SUS)
4.		Mr Mohammad Irfan	Supervisor: Prof. Radha Chakravarty; internal School member: Dr Shad Naved; external member: Dr Mrityunjay Tripathi (SUS)
1.	PhD English	J. Imlikala Ao	Dr Bhoomika Meiling (Supervisor); Dr Amit Singh (SOL); Dr B. R. Alamelu (Assistant Professor, Department of English, Indra Prastha College for Women, DU)
2.		Ashutosh Kant Prabhakar	Dr Amit Singh (Supervisor); Dr Diamond Oberoi Vahali (SOL) Dr Yogesh Snehi (School of Liberal Studies , AUD)
3.		Hemchandra	Dr Amit Singh (Supervisor); Dr. Kopal Ahlawat (SOL); Prof. Smita T. Jassal (School of Liberal Studies, AUD)
4.		Hatchingthem Haokip	Dr Sanju Thomas (Supervisor); Dr Usha Mudiganti (Co-supervisor); Dr Diamond Oberoi Vahali (SOL); Dr Oinam Hemlata Devi (School of Human Ecology, AUD)
5.		Veeksha Vagmita	Dr Usha Mudiganti (Supervisor); Dr Diamond Oberoi Vahali (SOL); Prof. Rachna Johri (SHS, AUD)

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	Programme Name	Student Name	Names of RAC members
6.		Sruti MD	Dr Bodh Prakash (Supervisor); Dr Vikram Singh Thakur (SOL); Dr Anita Cherian (AUD, SCCE)
7.		Neha Rana	Dr Diamond Oberoi Vahali (Supervisor); Dr Bodh Prakash (Co-supervisor); Dr Usha Mudiganti (SOL); Dr Shifa Haq (SHS, AUD)
8.		Mokshda Manchanda:	Dr Vikram Singh Thakur (Supervisor); Dr Gunjeet Aurora (Co-supervisor); Dr Sanju Thomas (SOL); Dr Anita Cherian (SCCE, AUD)
1	MPhil Mathematics	Deepshikha Chaterjee	Prof. Geetha Venkataraman (Convener and Supervisor) SLS, Dr. Balchand Prajapati (Member) SLS, Dr. Ramneek Khassa (Member) SLS, Dr. Jyotirmoy Bhattacharya (Member) SLS, Economics
2		Shalini Rana	Dr. Pranay Goswami (Convener and Supervisor) SLS, Dr. Madul Veer Singh (Co-supervisor and Member) SLS, Dr. Kranti Kumar (Member) SLS, Dr. Anshu Gupta (Member) SBPPSE
3		Shivani Sharma	Dr. Kranti Kumar (Convener and Supervisor) SLS, Dr. Pranay Goswami (Co-supervisor and Member) SLS, Dr. Madul Veer Singh (Member) SLS, Dr. Anshu Gupta (Member) SBPPSE
1	PhD Mathematics	Charu Gupta	Dr. Balchand Prajapati (Convener and Supervisor) SLS, Prof. Geetha Venkataraman (Member) SLS, Dr. Ramneek Khassa (Member) SLS, Dr. Pooja Yadav (Member) Department of Mathematics, Kamala Nehru College, DU
1.		Ragini Sankrit S135DHI01, 2013 batch	Supervisor: Prof. Gopalji Pradhan; Dr. Amit Singh SUS (Member), Dr. Diamond Oberoi Vahali, SOL (Member)
2.		Mahendra Prajapati, S145DHI02, 2014 batch.	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Vebhuti Duggal, SCCE (Member)

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	Programme Name	Student Name	Names of RAC members	
3.	PhD Hindi (Students of PhD Hindi who have moved from SLS to SOL)	Anant Vijay Paliwal, S145DHI03, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Prof. Bodh Prakash, SOL (Member)	
4.		Nikita Jain, S145DHI04, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Mrityunjay Tripathi, SUS (Member)	
5.		Anita, S145DHI05, 2014 batch	Supervisor : Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Dr. Awadhesh Tripathi, SUS (Member)	
6.		Sunita, S145DHI06, 2014 batch	Supervisor: Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Prof. Dharendra Datt Dangwal, SLS (Member)	
7.		Aakansha Bhatt, S165DHI02, 2016 batch	Supervisor : Prof. Gopalji Pradhan, Prof. Satyaketu Sankrit (Member), Dr. Mrityunjay Tripathi, SUS (Member)	
8.		Nirmal Rani, S165DHI03, 2016 batch	Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Dr. Vaibhav, SUS (member)	
9.		Sapna S165DHI04, 2016 batch	Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Prof. Sanjay Sharma, SLS (Member)	
1.		MPhil Women and Gender Studies	Aakanksha Dcruz (S174CWG01)	Prof. Krishna Menon (Supervisor), Dr. Meenakshi Gopinath (Member), Dr. Rachna Chaudhary (Member)
2.			Avni Agarwal (S174CWG02)	Dr. Rachna Chaudhary (Supervisor), Dr. Shilpa Khatri Babbar (Member), Dr. Divya Chopra (Member)
3.	Bhanu Priya Gupta (S174CWG03)		Dr. Rachana Johri (Supervisor), Dr. Renu Addlakha (Member), Dr. Rukmini Sen (Member)	
4.	Chitra Anand (S174CWG04)		Dr. Mary John (Supervisor), Dr. Shivani Kapoor (Member) Dr. Vandana (Member)	
5.	Isha Yadav (S174CWG05)		Dr. Bindu K C (Supervisor), Dr. Vebhuti Duggal (Member), Dr. Bindu Menon (Member)	

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	Programme Name	Student Name	Names of RAC members
6.		Kanika Tyagi (S174CWG06)	Dr. N. Neetha (Supervisor), Dr. Deepita Chakraborty (Member), Dr. Rukmini Sen (Member)
7.		Ridhi Anupriya Turkey (S174CWG07)	Dr. Rachna Chaudhary (Supervisor), Dr. N. Neetha (Member), Dr. Deepita Chakraborty (Member)
8.		Shambhavi Sharma (S174CWG08)	Dr. Rukmini Sen (Supervisor), Dr. Mrinal Satish (Member), Dr. Niharika Banerjee (Member)
9.		Shrutika Lakshmi (S174CWG09)	Prof. Krishna Menon (Supervisor), Prof. Sumangala Damodaran (Member), Prof. Rachana Johri (Member)

17.12 The AC took **note** of the inclusion of Dr. Moggallan Bharti as a member of the Research Studies Committee of School of Development Studies and also in the panel of supervisor for supervising PhD students.

17.13 The AC **resolved** to adopt the UGC Regulations on minimum qualifications for appointment of Teachers and Other Academic Staff in Universities and Colleges and measures for the maintenance of standards in Higher Education 2018 (**Appendix-35**).

Suitable amendment to the existing statutes/ ordinances related to appointment of Teachers and Other Academic Staff in Universities and Colleges and measures for the maintenance of standards in Higher Education in this regard will be made accordingly.

17.14 The AC took **note** of the fee structure for the Academic Year 2019-20 (**Appendix-36**).

Any other items with the permission of the Chair

17.15 **Proposal for admission of Foreign Students to Degree Programmes of AUD**

The AC took note of the proposal for admission of Foreign Students to Degree Programmes of AUD

The AC further noted that under this category, 15% seats shall be made available over and above the regular seats of the normal admission cohort to each academic programme in admission to any programme (undergraduate and postgraduate). The structure of tuition fees shall be:

- (i) For all **undergraduate** programmes: equivalent of USD (\$) 1500 per year (2 semesters).

8h

- (ii) For **postgraduate** programmes: equivalent of USD 2000 per year (2 semesters) → USD 4000 for 2-year Master's programmes and USD 6000 for 3-year Master's programmes.
- (iii) For **MPhil and PhD** scholars: equivalent of USD 2000 per year (2 semesters) inclusive of the post- coursework period of registration.
- (iv) In addition, a non-refundable registration fee equivalent of USD 200 is charged upon provisional registration at the time that annual fees are paid.
- (v) Some AUD programmes charge Indian students *fees in addition to tuition* for materials (MDes (Social Design) or fees for clinical engagement-practicum (MPhil Psychotherapy). The additional fee in such Programmes shall be charged as recommended by the schools concerned from time to time.

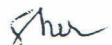
After due deliberations, AC **resolved** to approve the proposal for admission of Foreign Students to Degree Programmes of AUD (**Appendix-37**).


17.16 The number of seats to be filled in the MPhil and PhD Programmes (in Monsoon semester 2019)

Resolved to approve the recommendation of Standing Committee Research (SCR) detailed as under on the number of seats to be filled in the MPhil and PhD Programmes in the Monsoon Semester 2019:

S.No.	Programme	Number of Seats
1.	MPhil Women's and Gender Studies	10
2.	PhD Women's and Gender Studies	10
3.	MPhil Development Practice	10
4.	MPhil Psychoanalytic Psychotherapy	15
5.	PhD Development Studies	6
6.	PhD CLTS	4
7.	MPhil CLTS	4
8.	PhD English	9
9.	PhD Hindi	6
10.	PhD Management	8
11.	MPhil Mathematics	8
12.	PhD Mathematics	4
13.	MPhil History	10
14.	PhD History	5
15.	PhD Economics	6
16.	PhD Sociology	10
17.	PhD Education	10
18.	PhD Human Ecology	10

The meeting ended with a vote of thanks.


(Professor Salil Misra)
Pro Vice Chancellor-II


(Professor Anu Singh Lather)
Vice Chancellor

School of Education Studies
Ambedkar University Delhi

Board of Studies Meeting

July 22, 2016, Faculty Lounge, 11:00 am—2:00 pm

M.A. Education and M.A. Education (Early Childhood Care and Education)

Present:

(Rtd.) Dr. Jayshree Mathur, Central Institute of Education, University of Delhi (via Skype)
Dr. Gunjan Sharma, School of Education Studies, AUD
(Rtd.) Prof. Rama Mathew, Central Institute of Education, University of Delhi
Dr. Shubhra Nagalia, School of Human Studies, AUD
Dr. Sunita Singh, Centre for Early Childhood Education and Development, AUD
Prof. Venita Kaul, Centre for Early Childhood Education and Development & School of Education Studies, AUD

Dr. Anandini Dar, School of Education Studies, AUD
Dr. Manish Jain, School of Education Studies, AUD
Ms. Manasi Thapliyal, School of Education Studies, AUD
Dr. Vikas Baniwal (Special Invitee)

Unable to Attend:

Dr. Asha Singh, Lady Irwin College, Delhi University
Prof. Avijit Pathak, Jawaharlal Nehru University
Dr. Asmita Kabra, School of Human Ecology, AUD
Dr. Rachana Johri, School of Human Studies, AUD
(Rtd.) Prof. Vimala Ramachandran (National University of Educational Planning and Administration)

Agenda:

1. Proposal to replace the foundation core course of Philosophy and Education (4-credit) offered in Semester II of MA Education programme with two 2-credit courses titled
 - a. "An introduction to the philosophy of education" in Semester I and
 - b. "A philosophical perspective for education" in Semester II respectively
2. New Course on "Global Childhoods"

Minutes

1. Proposal to replace the foundation core course of Philosophy and Education (4-credit) offered in Semester II of MA Education programme with two 2-credit courses titled
 - a. "An introduction to the philosophy of education" in Semester I and

- b. "A philosophical perspective for education" in Semester II respectively (a detailed note, the course syllabi and the SES programme structure are attached).

Presented by Dr. Jayshree Mathur (via Skype) and Ms. Manasi Thapliyal

- The course 'Philosophy and Education' was taught in Winter Semester 2016 in the MA Education programme for the first time. While the course was taught for only one semester, the instructors felt that students needed more time in order to read, discuss and assimilate. It was felt by the course instructor as well as students that the course was dense and could not provide students with time for assimilation and discussion of the concepts and ideas which formed the fabric of the course. The course has therefore been reviewed and revised, with an understanding of the nature of the heterogeneous group which composes the MA Education class.
- This change has implications for the 2-credit Guided Reading Course titled "*Introduction to Educational Thought*" placed in Semester I which aims to introduce students to some seminal thinkers or ideas in educational thought. This will be achieved by the new Philosophy course as well.
- "*Introduction to Educational Thought*" has a flexible format as far as the readings are concerned—readings could be chosen that are more appropriate for Semester 2.
- Overall—these changes will have no impact on the credit distribution across the semesters.
- In this changed format, the course will be taught across 2 semesters—thus, allowing for year-long engagement for students to reflect upon concepts and categories of education and philosophy, and engage critically with the educational thought and practice.
- The readings have been selected carefully, often pitched at a beginner's level.
- A concern was expressed that while students acquire a philosophical perspective for engaging with the domain of education, it should not get confined to over-valourising philosophy. Students should also be made aware of the limitations of philosophy as a discipline. While the emphasis on multiple traditions of knowing was evident in the course outlines, it was hoped that the same was communicated to students critically.
- It was observed that the two courses would enable students to engage with policy as well as classroom discourses, critically in a wider frame and highlight how there can be several ways of understanding any thing or any issue.
- It was suggested that it would be helpful for the instructors to continue to monitor the courses across the two semester as was done with the course Philosophy and Education in the Winter Semester 2016.
- A different and more creative format for Assessment may be explored for the two proposed courses.
- BOS members recommended the following changes in the syllabi:
 - Explicitly state the connections between course 1 and course 2
 - Use the same format as other courses
 - Explore some creative assessment situations
- The foundation core course of "Philosophy and Education" (4-credits) could be later modified and offered as an elective. Another elective could be offered for the MA Education (ECCE) that could introduce students to philosophy of childhood.



2. **Global Childhoods** (4 credits)

Presented by: Dr. Anandini Dar

- Overall, the members suggested that it was a good and rigorous course, but readings can be reduced for Unit 1 and 3. Many of these readings can feature instead as “suggested readings.”
- It was also suggested that Unit 1 can include some introductory lectures on terminologies – global South; global North – as well as a lecture on “childhood” – as a social, historical, cultural construct.
- All members present suggested that the course should be run as is, and then changes be made after it has been taught at least one or two times.
- For Assessment, points for attendance/ class-participation need to be revised to the mandated 10% and no more.

Minutes submitted by

Sunita Singh, July 29, 2016

Sunita Singh
BOS Convenor, SES

Venita Kaul

Venita Kaul
Director, SES/CECED



**AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES**

Minutes of the Meeting of the Board of Studies held on 25.10.2018 in the Seminar Hall at the Lodhi Road Campus, Ambedkar University Delhi

The 1st Meeting of the reconstituted Board of Studies (BoS) of the School of Education Studies (SES) was held at 10:00 AM on 25.10.2018 in the Seminar Hall, Lodhi Road Campus, Ambedkar University Delhi (AUD). The following were present:

Dr Sunita Singh Dean (O), SES, AUD	Chairperson
Dr. Parmesh Kumar Sharma Principal, Maharshi Valmiki College of Education, University of Delhi	Member
Dr Jayshree Mathur Formerly with Department of Education, University of Delhi	Member
Dr Shobha Sinha Faculty Member, Department of Education, University of Delhi	Member
Professor Sitanshu S. Jena Dean, School of Vocational Studies, AUD	Member
Professor N. Nakkeeran Faculty Member, School of Global Affairs, AUD	Member
Dr Rachna Chaudhary Faculty Member, School of Human Studies, AUD	Member
Professor Bharati Baveja Faculty Member, SES, AUD	Member
Dr Monimalika Day Faculty Member, SES, AUD	Member
Dr Manish Jain Faculty Member, SES, AUD	Member
Dr Gunjan Sharma Faculty Member, SES, AUD	Member & Convenor

Regret:
Dr Neerja Sharma
Formerly with Lady Irwin College, University of Delhi

Member

Special Invitees:

Professor Vrinda Datta, Director, Centre for Early Childhood Education and Development, AUD

Professor Amol Padwad, Director, Centre for English Language Education (CELE), AUD

Dr Krishna Dixit, Faculty Member, CELE, AUD

Dr Monal Dewle, Faculty Member, CELE, AUD

Dr R. C. Sharma, Faculty Member, Instructional Design, AUD
Dr Shivani Nag, Faculty Member, SES, AUD
Dr Anandini Dar, Faculty Member, SES, AUD
Dr Prabhat Rai, Faculty Member, SES, AUD
Dr Rajshree Chanchal, Faculty Member, SES, AUD
Dr Nivedita Sarkar, Faculty Member, SES, AUD

Agenda for the BoS Meeting

1. To discuss the CPD plans of TEU, SES
2. To consider six CPD certificate courses for educators for launch in Winter 2019 by TEU, SES
 - i. Teachers as Researchers (4 Credits)
 - ii. English for Teachers (4 Credits)
 - iii. Language and Literacy Instruction for Inclusive Classrooms (4 Credits)
 - iv. Leading Change in Educational Institutions (4 Credits)
 - v. ICT in Education (Level 1) (2 Credits)
 - vi. ICT in Education (Level 2) (2 Credits)
3. To consider the note on Admissions and Assessments for the CPD courses

At the outset, the Chairperson extended a warm welcome to the Members of the School's reconstituted BoS and to the Special Invitees. She introduced and welcomed Professor Bharati Baveja, who has joined the Teacher Education Unit (TEU), SES in Monsoon 2018. She also extended a note of thanks to the outgoing Members of the BoS for their contributions to the deliberations on various decisions pertaining to the School.

The following were discussed in the meeting:

1.1. The CPD plans of SES

The Chairperson presented the background and agenda for the meeting by summarising the teacher education plans of SES and the developments that have led to advancing the launch of Continuing Professional Development (CPD) courses and programme(s) for educators. The Concept Note on the CPD plans as approved by AUD's Academic Council (vide Annexure 1) was introduced. In this context, SES's proposal to initiate six CPD certificate courses (PG level) for practicing and aspiring educators through TEU was presented. It was shared that these courses aim at making quality education accessible to practitioners, especially for those in the public system of education, for whom very few quality CPD opportunities are available in Delhi.

These six courses have been designed collaboratively with faculty members from CELE, SVS and Instructional Design. These are proposed for piloting in the Winter Semester 2019 (tentatively starting from 2 January). The CPD courses placed before the BoS for consideration are in the following areas:

- i. Teachers as Researchers (4 Credits)
- ii. English for Teachers (4 Credits)

- iii. Language and Literacy Instruction for Inclusive Classrooms (4 Credits)
- iv. Leading Change in Educational Institutions (4 Credits)
- v. ICT in Education (Level 1) (2 Credits)
- vi. ICT in Education (Level 2) (2 Credits)

It was shared that more courses are being designed by faculty members in areas such as Social Science Education; Science Education; Inclusive Education; Gender and Critical Pedagogy; Sexuality and Education; Emotional Worlds of the School Students; Assessment; Policy and Legal Issues in Education; and Mentoring. Other areas may be added based on faculty expertise and needs of the school system. As per the approval granted by the Academic Council, these courses would be adapted (based on the experience of pilot) to formulate modular pathways leading to certificates, diploma, and a masters programme in teacher education.

After deliberations on the proposal, the BoS members made the following suggestion:

- The plan of offering pathways to certificate, diploma and degree programmes for practicing educators was appreciated. It was suggested that the CPD courses that may be approved as certificate courses should be reviewed by the TEU before incorporating them in a masters degree programme. This is mainly keeping in view the different audience of the different pathways.

1.2. The outline of the course Teachers as Researchers (4 Credits)

The course outline of *Teachers as Researchers* was presented and discussed. The course is founded on the view that professionalism of teachers is based on expertise in seeking to understand and adopting a “research stance” to their own practice, and not only on given knowledge. This course adopts this understanding to prepare teachers and other educators for inquiry in their own practice. The following suggestions were made by the BoS members:

- The course was appreciated particularly for the space for dialogue/interface that it offers to create between the University and practitioners in the school system. This opportunity may present its own challenges.
- The time in which the course is transacted should be carefully considered. While the face-to-face contact for the initial part could be organised in January, the project work should ideally be carried on through the semester. Depending on the number of course participants, if needed, more AUD faculty members could be involved to mentor the project assignments.
- Based on the experience of transacting the course, some of the references listed in the suggested readings (that are conceptually advanced) may be included in the core readings. This would depend on the level of the participants/students.
- A course on reflective practice that may complement this course may be developed at the time of designing the diploma/masters programme.
- Relevant readings and special sessions focussing on ethics of doing research with children should be included in the course. It was suggested that for student research across SES programmes, instituting an ethics committee should be explored. Such a body at the University level will be more useful.

The BoS **resolved** to recommend the course for the consideration of the AUD's Standing Committee for Professional, Vocational and Continuing Education Programmes (SCPVCE) after revisions in the outline as per the above recommendations.

1.3. The outline of the course English for Teachers (4 Credits)

The course outline of *English for Teachers* was presented and discussed. This course aims at improving the proficiency of teachers of English or other subjects taught through English and thus contributes to improving teacher quality and teaching impact. The following suggestions were made by the BoS members:

- The challenge of designing such a course for teachers was discussed. It involves balancing between the focus on developing English proficiency of teachers and the focus on teaching of English.
- The course covers different aspects of English proficiency, except 'reading' that may also be included. Silent reading and reading with comprehension may also be introduced in the course.
- The module on grammar could be reviewed to present a more complex approach. Some web resources for grammar check and readability tests may also be included.
- The linkages between *English for Teachers* and the course *Language and Literacy Instruction* may be explored when these are incorporated in diploma/degree programme.
- The course seems to be looking at English as a Second Language. This frame may be thought-through by looking at the works of Sharmila Rege (*Building Bridges*) and engaging with the questions of language and social contexts. There was a discussion on bringing-in the frame of politics of language in the course. However, it was agreed that rather than changing this course, other courses may be introduced from the politics of language perspective and other vantage points. It was also shared that CELE is already addressing the idea of "context sensitive pedagogy" in its Certificate in Teaching English to Speakers of Indian Languages.

The BoS **resolved** to recommend the course for the consideration of the SCPVCE after revisions as per the above recommendations.

1.4. The outline of the course Language and Literacy Instruction for Inclusive Classrooms (4 Credits)

The course outline of *Language and Literacy Instruction for Inclusive Classrooms* was presented and discussed. The course provides an overview of the dominant approaches to language and literacy instruction and engages with the specific strategies for teaching literacy in inclusive classrooms. The following suggestions were made by the members:

- Additional readings were suggested for incorporation in the course. These include readings on theories of comprehension; relevant chapters from *What is Worth Teaching* by Krishna Kumar, some of Rosenblatt's works, Gordon Well's *Dialogic Inquiry*, NCERT's *Mathura Pilot Project Report* and selected children's literature.
- The course title should be changed to *Language and Literacy Instruction*. The focus on inclusion can be retained in the content.



- Module 3 of the course is dense and should be reorganised to form three different modules focused on 'literacy strategies', 'literature and content area reading' and 'writing'.

The BoS **resolved** to recommend the course for the consideration of the SCPVCE after revisions as per the above recommendations.

1.5. The outline of the course *Leading Change in Educational Institutions* (4 Credits)

The course outline of *Leading Change in Educational Institutions* was presented and discussed. The course is designed for facilitating greater understanding of educational change, and providing conceptual and practical tools to practice change. It aims at developing 'change literacy' among practitioners in terms of what-why-who-and-how of educational change. The following suggestions were made by the members:

- How is change understood in the course should be spelled-out in the course summary. While it is evident that the course engages with the notion of change critically and questions the normativeness of change, this should be spelled out more clearly. Elements on reflection on change may be built in the course.
- A discussion on the ways in which teachers resist change and conceive alternatives should also be a part of the course. In these discussions, *Democratic Schools* by Michael Apple and *My Country School Diary* by J. W. Gordon would be helpful. Some films and documentaries (such as *Dangerous Minds*; HSTP documentaries; DPEP documentaries) may be included to critically discuss these aspects.
- Instead of focussing on the educational changes in the past 10 years, more specific changes, such as curriculum frameworks, could be identified. Along with curricular shifts, changes in the functioning and environment of schools and school culture may also be included.
- Some readings on programme and curriculum evaluation may be included in the module where change evaluation is introduced. David Hargreaves's and Peter Senge's works may be included in Module 2 of the course. Readings on different leadership styles may also be included.
- A discussion on how to sustain change could be a part of Module 4 of the course.

The BoS **resolved** to recommend the course for the consideration of the SCPVCE after revisions as per the above recommendations.

1.6. The outlines of two courses in ICT in Education (Levels 1 and 2) (2+2 Credits)

The course outlines of *ICT in Education (Level 1)* and *ICT in Education (Level 2)* were presented and discussed. Both these courses aim at enabling educators for effectively using technology for teaching learning process, especially in using ICT tools. The following suggestions were made by the members:

- There was a discussion on whether or not a University should offer a course that is more specifically geared to impart skills that can also be acquired from other agencies. It was suggested that to address this question, academic focus needs to be built in the courses by including use of technology in pedagogy and as a platform for inclusive teaching-learning.

- The need for two levels of the ICT courses was discussed. It was suggested that rather than making the first level a prerequisite, the second course could be open for participants who may already be at the advanced level.

The BoS **resolved** to recommend the course for the consideration of the SCPVCE after revisions as per the above recommendations.

1.7. Transaction of CPD courses

The BoS members made suggestions for course transaction that were common for all the courses:

- The essential reading material for the courses should be sent as pre-reading for the course.
- Since these courses have a focus on experiential learning, the understanding that readings are integral in these learning processes (particularly assessments) may be specifically mentioned in the instructional strategies. It was clarified that focus on experiential learning is a conscious choice keeping in mind the practitioners' realities and that engaging with readings in different modalities and generating reading interests is a common underlying objective across the courses.
- The interactions with the participants of the courses should also be continuous through online contact. There is a need for AUD to plan for a more robust IT ecosystem to facilitate such CPD initiatives. SES should explore the current provisions of the IT infrastructure.
- It was suggested that the experience of transacting these courses may be recorded by the course teams and utilised for further refining the outline or transaction, if needed.

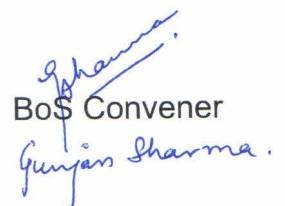
1.8. Note on admissions and assessments for the CPD courses:

After deliberations, the BoS **resolved** to recommend the note on admissions and assessments for the CPD courses for the consideration of the SCPVCE.

The meeting ended with a vote of thanks to the members and special invitees. A special thanks was extended to Shri Vijay Kumar, MTS, SES, for extending thorough support in making arrangements for the meeting.



BoS Chairperson *November 6, 2018*
Dean (O) SES



BoS Convener
Gunjan Sharma.

School of Education Studies
Ambedkar University Delhi

Minutes of the Meeting of the Board of Studies of School of Education Studies (SES) held on
July 29, 2015 in Faculty Lounge, Ambedkar University Delhi.

Present:

Dr. Asha Singh, Lady Irwin College, Delhi University
Prof. Jayshree Mathur, Central Institute of Education, Delhi University
Dr. Asmita Kabra, School of Human Ecology, AUD
Dr. Rachana Johri, School of Human Studies, AUD
Dr. Shubhra Nagalia, School of Human Studies, AUD
Prof. Venita Kaul, Director, School of Education Studies, AUD
Ms. Devika Sharma, Centre for Early Childhood Education and Development, AUD
Dr. Gunjan Sharma, School of Education Studies, AUD
Dr. Monimalika Day, School of Education Studies, AUD
Dr. Sheetal Nagpal, Centre for Early Childhood Education and Development, AUD
Dr. Sunita Singh, Centre for Early Childhood Education and Development, AUD
Dr. Anandini Dar, Guest Faculty

Unable to Attend: Prof. Avijit Pathak (Jawaharlal Nehru University), Prof. Rama Mathew (University of Delhi), Prof. Vimala Ramachandran (Formerly at National University of Educational Planning and Administration)

AGENDA

I. Proposed amendments in the approved MA Education (ECCE) & PG Diploma programme structure as follows:

1. Changes in Credits for Field Attachment & Internship
2. Changes in Workshop Themes
3. Changes in Credits for Courses (Year 1)

II. Revised Courses/Field Attachments/Internships/Workshops from Year 1 as per amendments:

1. Early Childhood Care and Education in India
2. Engaging with Families and Communities
3. Field Attachment 2, Internship and Workshop

III. New Courses

Semester I

1. Guided reading

Semester 3 (to be offered in Monsoon, 2015):

1. Inclusion of children with special needs
2. Qualitative Research Methods
or
3. Quantitative Methods for Social Science Research with a special focus on Education Research.

IV. Field Attachment 3

**The approved programme structure, revised and new courses are attached at*

- o Annexure I (page 7),
- o Annexure II (page 24)
- o Annexure III (page 38)

MINUTES

Summary of Decisions

1. Revised programme structure and credit changes were approved with the proposed modifications. (*pages 7-9*)
 - a. MA Education (ECCE) and PG Diploma students can take the same courses in year 1. Only the Internship component and weightage will be different.
2. All revised and new courses were approved with modifications (except for one).
3. Some 3 credit courses were proposed. But, keeping in mind the overall credit structure in CBCS, members proposed that we should have only 2 or 4 credit courses.
 - a. This will enable students from other schools to take these courses if they wish to.
 - b. This does not apply to Field Attachment and Workshop components of the programme.
4. Guided reading should be a running strand across courses instead of a separate course.
5. Field Attachment (FA) component should be closely linked with taught courses:
 - a. For electives that are open to students from other programmes, field based assignments could be created. But, the field component may not be tied to the programme FA schedule. This is because the FA is credited and its schedule may vary.
 - b. However, we need to keep in mind that it may not be possible to link the FA with core courses not offered as electives to other programmes.

Detailed Minutes

Agenda I and II: Revised Courses, Workshop, Field Attachment and Summer Internship (Year 1)

1. *Early Childhood Care and Education in India (4 Credits) (page 24)*
Presented by Ms. Devika Sharma and Prof. Kaul

In 2014 Monsoon semester, this course had been offered as a 2 credit course. It was now proposed as a 3 credit course. BOS members suggested changing it to a 4 credit course after examining the course content. Additionally, this change to 4 credits would be in sync with CBCS.

Feedback on course content:

1. The course needs to foreground conceptual issues and deconstruct existing notions of “care and education” “culture of knowledge” which have been implicitly stated throughout the units.
 2. More emphasis should be placed on alternative epistemologies, specifically related to,
 - a. Schooling/learning and education;
 - b. Leisure versus productive work
 3. The instructor could use stories to introduce theoretical concepts.
 4. Some additional readings could include
 - a. “Science of Early Childhood Development” from The Center on the Developing Child.
 - b. *Kyu Kyu Ladki* by Mahashweta Devi
 - c. *Gulli Danda* by Premchand
2. *Engaging with Families and Communities (2 Credits)*
Presented by Dr. Monimalika Day
1. This course was previously approved by BOS and offered as a 2 Credit course in 2014 and taught after the ‘ECCE in India’ course.
 2. It was now proposed as a 3 credit course. However, members suggested keeping it as a 2-credit course after examining the content in the second semester.
 3. Hence, no changes were recommended (the syllabus of the course is not included here).
3. *Workshops in Semester 2 (1 Credit)* (page 33)
Presented by Ms. Devika Sharma
1. Revised workshop titles were approved to be offered to MA students as well. Previously, these workshops were only offered for the PG Diploma students. The reason for offering these workshops for the MA students was that the content of these workshops are important and not adequately addressed in the second year courses of the MA programme.
 2. These workshop titles are
 - o “Methods and Materials”
 - o “Arts and Learning in Early Childhood”
 - o “Health and nutrition of young children”
 - o “Gender sensitivity and inclusion”
4. *Field Attachment 2 (2 Credits) & Summer Internship (3 Credits)* (page 35)
Presented by Ms. Devika Sharma and Dr. Monimalika Day

1. The FA 2 and Summer Internship (combined) proposals were presented to the BOS because of changes proposed in the Summer Internship credits. Members also examined the FA component and made the following suggestions:
 - a. Earlier, the FA 2 was offered with 1 credit and linked to the course on 'Developing Early Childhood Curriculum' and 'Observation and Assessment of Young Children'.
 - b. The BOS members proposed to change the FA credits from the existing 1 to 2 credits.
 - c. With 2 credits, the FA could be linked with two or more of the core courses offered during the Semester (e.g., 'Engaging with families and communities' 'Observation and Assessment of Young Children' and 'Developing early childhood curriculum') or any other course if the course offerings change in future.
2. *Summer Internship* was only 1 credit previously. However, the summer internship of 3 weeks is intensive and this component was under credited. Hence, 3 credits were proposed for PG diploma and 4 credits for MA. This difference was proposed because the MA students complete additional assignments for the internship in the beginning of the Monsoon semester. BOS Members suggested keeping 3 credits for the summer internship and assigning 1 additional credit for FA in the Monsoon semester. This change will keep the credits same for PG Diploma and MA in year 1.

Agenda Item III: New Course for Semester 1

1. Guided reading (1 Credit)

Presented by Ms. Devika Sharma

The decision was to not offer this as a separate course, but incorporate the pedagogical principles of Guided Reading across courses to make courses more interactive and student centred. (Hence, syllabus has not been included).

Agenda item III: New Courses for Semester 3

1. Inclusion of children with Special Needs (4 Credits) (page 38)

Presented by Dr. Monimalika Day

Suggestion by members was to (a) change the title of the course to "Inclusion of children with disabilities" and (b) address the issue of 'disadvantage' generally as well, because in a context like India's, children with disabilities are considered as a disadvantaged population.

Unit 1

- Add the use of different terminologies and focus on the 'nature' of disability and not list each kind separately, since list may not be exhaustive.
- Add significance of early identification and early intervention.
- Add a reading on 'Curious incident of the dog in the night-time'

Unit 2

- The examination and review of policies should be conducted in a ‘workshop’ mode.
- A “dialogue with parents” could be incorporated—thus, focus on caregivers instead of the laws themselves.
- Explore the local organizations working with children with disabilities.
- Readings on disabilities from other fields could be used.

Unit 3

- Address ‘challenges’ for children with disabilities.

Pedagogy/Assessment: Members suggested linking the FA to the course. However, this course is offered as an elective to MA Education students also and MA Education students have a different kind of FA. This may create practical difficulties.

- Alternate suggestion was to invite individuals working with and connected with children with disabilities to the class to share their ground level experience.
- One of the assignments could be field based case study or project on an organization working with children, including in “special” settings.

2. *Research Methods courses* (Elective: 1 required from the two offered)

(a) *Qualitative Research Methods* (4 Credits) (page 47)

(b) *Quantitative Methods for Social Science Research with a special focus on Education Research* (4 Credits) (page 55)

1. Suggestion was to offer both research methods courses to students to avoid binaries at such an early stage as they may not make informed choices.
 - Currently, students who will be taking this course have already taken a course in “Introduction to Educational Research” course which provides an overview of various research methods.
 - The proposed methods courses are offered in the elective slot for “Advanced Research Methods” in the MA Education Programme. A course on “School Ethnography” has already been approved.
 - “Introduction to Educational Research” course (offered in Semester 2) was approved to be offered for PG Diploma students also.

2 (a) *Qualitative Research Methods* (4 Credits) (page 47)

Presented by Dr. Anandini Dar, Adjunct Faculty

- *Unit 1:* More emphasis on reflexivity, challenging preconceived notions, confronting biases is needed. This could be done by weaving in-class assignments and discussions into the unit.
- *Unit 2:* Include more readings that discuss different ways of conducting qualitative research with young children—role play, picture tools, drawing, etc.
- *Assessment:* Include points for attendance/class-participation.

(b) *Quantitative Methods for Social Science Research with special focus on Education Research*
(4 Credits) (page 55)

Presented by Prof. Kaul

Overall, the members suggested that some topics could be reduced keeping in mind that students have already taken "Introduction to Educational Research" in Semester 2. The idea is to separate "knowledge" and "skills." The suggestion was to change the title to "Quantitative Research Methods". In terms of software the suggestion was to use the generic term and not mention any particular brand. A member informed that currently, AUD computer labs have SPSS installed for student use. Open source software "R" could also be used.

• *Unit 1:*

- • Topics such as 'Comparative study of quantitative, qualitative and mixed methods approach' and 'Mixed methods approaches in education research' would have been discussed in IER. Could give a brief overview of the above concepts and begin with Survey design.
- Readings will also reduce consequently.

Unit 2

- No need to mention a particular software.
- Separate the Mid-term and Final examination points. At AUD, no single assessment can be more than 40 points.

3. *Field Attachment 3* (2 Credits)

(page 67)

1. Members proposed a change to 2 credits from 1 credit proposed earlier.
2. FA 3 could connect with core courses offered during this semester (which are not offered as electives to other schools).

Sunit Singh
Sunita Singh, CECED
BoS Convenor, SES

Venita Kaul
Venita Kaul
Director, SES

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AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES
Board of Studies, 3rd March, 2017

S.No.	Name	Signature
1.	Asha Singh	asha Singh
2.	Asmita Kabra	Akabra
3.	Avijit Pathak	—
4.	Jayshree Mathur	Jayshree
5.	Manasi Thapliyal	Manasi
6.	Monimalika Day	Monimalika Day
7.	Rachana Johri	R. Johri
8.	Rama Mathew	Present via Skype
9.	Shubhra Nagalia	Shubhra
10.	Shyam Menon	Shyam
11.	Sunita Singh	Sunita Singh
12.	Vimala Ramachandran	—
13.	Amila Ghai	Amila Ghai
14.	Surajit Sarkar	Surajit Sarkar
15.		

Special
Invite

School of Education Studies (SES)
Ambedkar University Delhi
Board of Studies Meeting

March 3, 2017, Faculty Lounge, 10:30 am

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	b. “Digital Storytelling – practices, potential and limits to communication.”	p. 4; Annexure B, p. 14
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School of Education Studies
Ambedkar University Delhi

Board of Studies Meeting

March 3, 2017, Faculty Lounge, 10:30 am

M.A. Education and M.A. Education (Early Childhood Care and Education)

Present:

Dr. Asha Singh, Lady Irwin College, Delhi University
Prof. Asmita Kabra, School of Human Ecology, AUD
Dr. Jayshree Mathur, Formerly at Central Institute of Education, University of Delhi
Ms. Manasi Thapliyal, Assistant Professor, School of Education Studies, AUD
Prof. Rachana Johri, School of Human Studies, AUD
Prof. Rama Mathew, Formerly at Central Institute of Education, University of Delhi (via Skype)
Dr. Shubhra Nagalia, Assistant Professor, School of Human Studies, AUD
Prof. Shyam Menon, Dean, School of Education Studies, AUD
Dr. Sunita Singh, Associate Professor, Centre for Early Childhood Education and Development, AUD

Unable to Attend:

Prof. Avijit Pathak, Professor, Jawaharlal Nehru University
Prof. Vimala Ramachandran, Formerly at National University of Educational Planning and Administration (sent comments via email)

Agenda

1. Approval of 2 electives for the MA Education Programmes:
 - a. Understanding Disability Through Cinema Representations (previously “Understanding Disability Through Media Representations”)
 - b. Digital Storytelling – Practices, Potential and Limits to Communication. (previously “Digital Storytelling from the Field”)
2. Discontinuation of the PG Diploma (Early Childhood Care and Education) Programme
3. Increase student intake in the two MA Education Programmes from 30 to 40.

Minutes

All Agenda items were approved by the Board of Studies Members. The documents presented in the Annexure incorporate the changes suggested by BOS members. The discussion and suggested changes are presented as follows:

Agenda 1: Approval of 2 electives for the MA Education Programmes:

- SES offers courses on “Language Development and Early Literacy”, “Literature and the Young Child” and “Inclusion of Students with Special Needs”. As a result, several students have been interested in these areas and many opted for related topics for their MA dissertations. Some students expressed an interest in opting for two third year Undergraduate courses (“Understanding Disability Through Media Representations” and “Digital Storytelling from the Field”).
- Given the relevance and overlaps with the mandate of SES programmes and student research interests, the programme committees decided that these courses could be taken as electives by MA Education students.
- However, the Programme Coordinators were later informed that Master’s students cannot take undergraduate courses.
- In a meeting held between Dean SES, Dean SS, Dean, AES and the two MA Programme coordinators, the following decisions were made:
 - An Undergraduate course cannot be offered at the Masters level because of issues related to the rigour of an undergraduate course for a Masters level programme, reflection of an UG course in a Masters transcript and so on.
 - The suggestion was made to revise the courses for content and assessment and present to the SES Board of Studies for approval as an Education elective course.
 - The students currently registered in the undergraduate courses will be re-registered in the Masters elective because the revised course will also have new codes assigned to them.
- The courses were revised by the respective course coordinators in terms of their reading requirement /assessments to maintain parity with MA level courses. Instructors also offered to take extra classes if necessary.

a. Understanding Disability Through Cinema Representations

Presented by Anita Ghai

- The BOS members proposed that the title of the course be changed to “Understanding Disability Through Cinema Representations” in place of “Understanding Disability Through Media Representations” since the course primarily focuses on disability in cinematic representations
- The MA students in the course are assigned additional readings, a different assessment and some extra classes might be taken if necessary
- The course could address some disciplinary perspectives regarding disability and then problematize the same
- Intersectionality could be flagged as an issue in the course.

- Additional films that could be a part of the course are: “A Beautiful Mind,” “As Good as it Gets,” “The Boy Interrupted.” These films have been shown in the past and generally the films selection changes depending upon the interest of the class and students
- An assignment for MA Education (ECCE) students could be developed that relates to creating Guidelines for working with young children with disabilities

b. Digital Storytelling – Practices, Potential and Limits to Communication

Presented by Surajit Sarkar

- The course should reflect the digital elements and the theoretical complications
- It would be helpful to problematize the phenomenon of digitization because we have just jumped with both feet into the digital world—examining the dystopias and utopias of digitization.
- The learning outcomes for the MA students could be explicated in the syllabus. The MA students have additional readings and their assignment/s will be qualitatively different from the BA students and will be graded differently. Students will need to bring in references and annotate the text for the assignment.
- The idea of developing the narratives is to look whether one is able communicate what was intended. Feedback on the story is a central part of the course.
- The title of the course could be thought of in another way—so that it reflects the content of the course. The kind of storytelling conceptualized in the course is different and some foregrounding might help

Agenda 2: Discontinuation of the PG Diploma (Early Childhood Care and Education)

Programme

- Given the low student numbers in the programme, the School is unable to offer any specialized courses/workshops that were conceptualized when the programme began in 2014.
- While SES will not advertize the PG Diploma in ECCE as an independent programme—the provision for an exit option after one year for students who wish to opt out of the programme will remain.
- SES will not admit students in the PG Diploma in ECCE programme in Monsoon 2017—only in MA Education (ECCE) in addition to the existing MA Education programme.

Agenda 3: Increase student intake in the two MA Education Programmes from 30 to 40.

- The increase in student intake would be in parity with the intake across other Schools in AUD.
- This would also help in retaining more students; often when students are not selected in the first list, they choose other institutions.

- While with 30 intake faculty could closely mentor students—with more students and larger class sizes we could explore possibilities of offering tutorial support where needed.
- Faculty could offer more elective courses.

Discussion on Programmatic Issues:

During the discussion in the agenda items presented above, several programmatic issues were raised for the programmes to consider:

- *Levels of course:*
 - o If there are several courses offered related to an area of study, they could be identified by “levels”. Masters students may need to take a Level 1 course even if it offered in SUS.
- *Choice of Electives:*
 - o All courses should not be open to all students as electives.
 - o Cross-listing of courses needs to be done thoughtfully.
 - o The nature of the course might change upon the background of the students, for example, the transaction of a course on “History of Psychology” might be different if there are History majors in the course.
- *Electives for SES:*
 - o There should be forum for “scaffolding” from within SES if students take courses from outside.
 - o The programme could provide an anchor in the form of mentoring/counseling/weekly seminars and so on.
 - o Keeping the programme objectives in mind, the School needs to identify relevant elective courses offered outside SES.
 - o A meeting with the programme coordinators/course teams from outside SES before the beginning of the semester could facilitate others schools to understand the needs of SES students.

Minutes Submitted by

(Sunita Singh, BOS Convenor SES)

Dean, SES

Annexure A

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 Education Studies
Programme(s)	MA Education; MA Education (Early Childhood Care and Education)
Course title	Understanding Disability Through Cinema
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Optional
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Anita Ghai and Sandeep Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes. The School of Education Studies already offers a course entitled ‘Inclusion of Students with Special Needs’. This course will provide a deeper and more nuanced understanding to students who have already taken that course. The course will also be of interest to students of sociology, literature, clinical and counseling psychology, gender studies and education amongst others. As a special interest course, the primary mode of learning would be through discussions based on the in-class viewing of films. However, the course will require reading some texts to introduce the debates on the understanding of disability representation, reality and theory.
2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify) None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 42
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long course
5. Proposed date of launch: Winter 2017

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered? The university aspires to promote equity and social justice and is the only institution in the region that focuses exclusively on the humanities and the social sciences. Individuals with disabilities and their families have been marginalized in most societies for several centuries. Educators have a critical role in creating spaces which engage students in critical dialogues related to individuals with disabilities, their rights, existing research, and current efforts to understand the lived reality of individuals with disability.

7. Course Details:

a. Summary:

From *Dosti* and *Rainman* to *Black*, *Million Dollar Baby*, *Iqbal* and *Guzarish*, disability has been a significant part of both Bollywood and Hollywood narratives. Media, and cinema specifically, have made disability hyper-visible. Media is keen to acquire a socially responsible front. It relies on evoking emotional reactions such as pity, horror, or a sense of tragedy. All that is needed is a fleeting moment of a “crippled” beggar shown extending his/her begging bowl into the window of a car or a good-hearted protagonist shown helping a visually-impaired person cross the busy city road and receive heartfelt blessings for it. The “images” of disability represented by the media are deep-rooted in culture and reflective of the way in which society understands disability. In fact, society in India and elsewhere has become somewhat dependent on cinematic representations to inform them about the disabled. However, the representations rarely reflect reality. Disabled people seem sometimes to be just like us with no special needs and at others so different that they are best forgotten. The disabled individual is effectively transformed into an object of cultural appeal, a fragment of humanity and an object of negativity and mockery, placing us similarly outside disability. The course will bring us closer to the lived reality of people with disabilities. An attempt is also made to help students understand the heterogeneity of disability.

b. Objectives

In this course, we will study the representation of disabled lives in popular media particularly cinema to:

- i. relate to the experiential worlds of people with a range of disabilities,
- ii. critically evaluate the stereotypes in these representations in cinema, and
- iii. think about issues and themes critical to disability studies through films.

The engagement with the media and the personal responses evoked to these representations and the reading of a few key texts will provide students with the insights required to rethink disability.

c. Overall structure:

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

UNIT 1:INTRODUCTION

The initial interaction will introduce the postgraduates of education to understand the discourse of Disability Studies. It will be taught through cinema. Disability has been visible in cinema but has not been registered as human predicament in education. An attempt shall be made to study the portrayal of characters with disabilities, the importance of contexts in the construction of disability, disability and relationships, concerns of embodiment and several other issues arising out of the intersection of Disability Studies and Cinema. Moreover, an attempt shall be made to analyse how films that do not explicitly deal with disability can be read through a “disability” lens. It is envisioned that this approach shall enrich Disability Studies by contributing to a more nuanced understanding of the meaning and construction of disability.

Core Readings

- Ghai, A. (2001). ‘Marginalization and disability: Experiences from the third world’. In Priestley, M. (ed.) *Disability and the Life Course: Global Perspectives*. Cambridge, UK: Cambridge University Press. pp. 26 – 37.
- Norden, M. F. (1994). Chapter 1: Politics, Movies, and Physical Disability. *The Cinema of Isolation: A History of Physical Disability in the Movies*. New Jersey: Rutgers University Press. pp. 1 – 13.

UNIT 2: CHILDHOOD AND DISABILITY IN INDIA

This module explores various aspects of the lived realities of children with disabilities in India. The themes covered include identity, self-concept and disability, children with disabilities and their families, education and health of children with disabilities, representations of children with disabilities in literature and films and others. The aims of the module are to study how disability features in childhood studies and explores the intersection of class, caste and gender along with disability in affecting childhood.

Core Reading/s

- Dalal, A. and Pande, N. (1999). ‘Cultural Beliefs and Family Care of the Children with Disability’. *Psychology and Developing Societies*, 11(1),pp. 55 – 75.

Haller, B. (1995). Rethinking models of media representations of disability. *Disability Studies Quarterly*, 15(2). pp. 26 – 30.

Films

Dosti (1964)
My Left Foot (1989)

Supplementary Reading/s

Goffman, E. (2009). *Stigma: Notes on the management of spoiled identity*. New York: Simon and Schuster.

UNIT 3: FAMILY

The family is the primary institution of care and support for people with disabilities in India. One of the major issues that a study of the family reveals is an understanding of the ethics of care from the perspective of the receiver of care and their rights. It also opens avenues to discuss community and institutionalized care versus the family as the site of care. Disability raises questions about the meaning and purpose of parenthood, the construction of motherhood in the context of disability, the status of people with disabilities within their families, the role of the extended family, the ethics of care and rights to parenthood and family of people with disabilities.

Core Readings

Ghai, A. (2002). ‘Disabled women: An excluded agenda of Indian feminism’. *Hypatia*, 17(3).pp. 49 – 66.

Gupta, A., and Singal, N. (2004). ‘Positive perceptions in parents of children with disabilities’. *Asia Pacific Disability Rehabilitation Journal*, 15(1).pp. 22 – 35.

Hussain, Y., Atkin, K., & Ahman, W. (2002). *South Asian disabled young people and their families*. Bristol, UK: Policy Press, Joseph Rowntree Association.

Mehrotra, N. (2004). ‘Women, disability and social support in rural Haryana’. *Economic and Political Weekly*, 39(52).pp. 5640 – 5644.

Films

Koshish(1972)

Anjali (1990)
Iqbal (2005)
Rainman (1988)
Monica and David (2009)

UNIT 4: EDUCATION

The education of children with disabilities is a major objective of the goal of “Education for All.” The module shall explore seminal debates about special education versus inclusive education and the shifts in these debates in response to changing models of disability as well as disability in higher education in India. Issues of access and equity, teacher training, curriculum development, pedagogical approaches, assessments and a universal design of learning shall be some of the major issues explored in this module. Social and cultural studies in education shall also be a part of the module.

Core Reading/s

Bhattacharya, T. (2010) ‘Re-examining Issues of Inclusion in Education’, *Economic and Political Weekly*.14(16).pp.18–25.

Ghai, A. (2006). ‘Education in a Globalising Era: Implications for Disabled Girls’. *Social Change*, 36(3).pp. 161 – 76.

Ghai, A. (2015). ‘Chapter 4: At the Periphery: Marginalized Disabled Lives’. In *Rethinking Disability in India*. New Delhi: Routledge. pp. 101 – 165.

Linton, S. (1998). *Claiming Disability: Knowledge and Identity*. New York: NYU Press.

Rao, S. (2001). ‘A little inconvenience: Perspectives of Bengali families of children with disabilities on labelling and inclusion. *Disability & Society*.16(4).pp. 531–48.

Wolbring G and Ghai Anita (2015) Interrogating the impact of scientific and technological development on disabled children in India and beyond. *Disability and the Global South* 2(2).pp. 667 – 85. Accessed from <https://disabilityglobalsouth.files.wordpress.com/2012/06/dgs-02-02-07.pdf>. Last accessed on 16th March 2017.

(References can be made to the annotated bibliography on ‘Inclusive Education versus Special Education’ by AUD.)

Films

Shwaas (2004)

<https://www.youtube.com/watch?v=ID2NY9icy5w>

Black (2005)

TarreZamin Par (2007)

Supplementary Readings

UNIT 5: MARRIAGE, INTIMACY AND SEXUALITY

This module explores the construction of sexuality in the context of people with disabilities in India as well as relations of intimacy and the institution of marriage within the context of disability. An attempt is made to study how ability intersects with normative heterosexuality to restrict the possibilities of constructing sexual identities of people with disabilities and the ways in which people with disabilities adapt to or subvert dominant discourses of sexuality. An attempt shall be made to analyse and critique marriage through the lens of disability and the meanings and role of intimacy. The main concerns of the module shall include the development of sexual identities in the context of disability, the nature of romantic and sexual relationships of people with disabilities, the manner in which the sexual rights of people with disabilities are undermined, the forced desexualisation of people with disabilities and the intersection of gender and sexuality in the context of disability.

Core Readings

Addlakha, R. (2007). 'How Young People with Disabilities Conceptualise the Body, Sex and Marriage in Urban India: Four case studies.' *Sexuality and disability* 25(3). pp. 100 --113.

Ghai, A. (2015). 'Chapter 4: At the Periphery: Marginalized Disabled Lives'. In *Rethinking Disability in India*. New Delhi: Routledge. pp. 101 – 165.

Tarshi. (2010). *Sexuality and disability in the Indian context*. Working paper. Retrieved from [http://www.tarshi.net/downloads/Sexuality and Disability in the Indian Context.pdf](http://www.tarshi.net/downloads/Sexuality%20and%20Disability%20in%20the%20Indian%20Context.pdf) Last accessed on March 16th 2017.

Vaidya, S. (2015). Sex and sexuality. *The Tribune*. Retrieved from: <http://www.tribuneindia.com/news/spectrum/society/sex-and-sexuality/80439.html> Last accessed on March 16th 2017.

Films/Videos

Malik, R. (2014). *Sexuality and disability in India*. Retrieved from <https://www.youtube.com/watch?v=6Qk95L0AkPI>

Sparsh (1980)
Children of a Lesser God (1986)
Sixth Happiness (1997)
Maragrita with a Straw (2014)

UNIT 6: DEBATES ON EUTHANASIA

This module shall explore the legal and cultural debates on euthanasia in India as well as transnationally. Studies on euthanasia open up debates about the notion of a life that is considered worth living and the manner in which this notion is defined by discourses from various fields including medicine, culture, law, politics, economics and others. This module also aims to examine how a study of euthanasia enables an understanding of how human vulnerability and dependence are pathologized in contemporary society and in doing so, draws parallels between ageing, disability, illness and other conditions that violate the norm of the able body and hence undermine the right to life for people affected by these conditions.

Core Reading/s

Ghai, A. (2015). Chapter 5: Mystifying Realities: Right to Life. In *Rethinking Disability in India*. New Delhi: Routledge. pp. 166 – 200.

Singh, K., and Gan, G. L. (1996). An Asian perspective on euthanasia. *The Australian Quarterly*, 68(3). pp. 36 – 47.

Films

Guzaarish (2010)
Million Dollar Baby (2004)

d. Pedagogy:

- a. Instructional design: Films will be used to engage students in a discourse on disability
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
- c. Expertise in AUD faculty or outside: AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others). NA
- e. Assessment structure (modes and frequency of assessments)

Assignment	Weightage
In class examination/oral examination	30%
Home assignment	30%
Presentation	40%

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

Annexure B

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 Education Studies (SES)
Programme(s)	M.A. (Education) and M.A. (Early Childhood Care and Education)
Course title	Digital Storytelling – Practices, Potential and Limits to Communication
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Optional (Elective)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA <i>The course on “Digital Storytelling from the Field” has been approved by SUS Board of Studies as Final Semester Elective</i>
Course coordinator	Surajit Sarkar

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

Drawing upon Visual Anthropology and bringing oral, non-codified knowledge and experience into the academic framework is part of the Centre for Community knowledge's (CCK) mandate. The scope of this course can be widened by making it interdisciplinary. The course caters to a wide range of readings, and explores different genres and schools of thought and lends itself to speak to different disciplinary domains.

The course builds upon the increasing use of digital methods of research and availability of pre-existing digital AV information available to researchers – from images and text to video and audio recordings. This course offered as part of SES electives basket would provide an opportunity to students of Education to envision alternative and innovative routes to approaching research in classrooms/education.

The course attempts to create a space for collaboration between SES and CCK, drawing on the expertise available in CCK, its various programmes and outside.

The course will enable students to recognise the importance of the audio-visual production process as an ethnographic research tool. They will learn theory and skills in recording, translating and transcribing audio visuals, besides being made aware of subtexts and power-play in the visual image.

2. **Specific requirements** on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify).

Students need to be familiar with Multimedia computer use.

Knowledge of graphics (e.g., Photoshop), audio editing or video editing (e.g., Windows moviemaker) programs desirable.

No prior filmmaking expertise will be assumed and participants will be instructed in the basic techniques of filming, sound-recording and editing.

3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed): 42

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

5. **Proposed date of launch:**

2017 (approved SUS course with approval for teaching it at both BA and MA level is already being taught since 2012)

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

The course draws upon the discipline of Visual Anthropology and attempts to bring Oral, Non-Codified knowledge and experience into the academic frameworks and university discourse. It is part of the AUD vision with which a centre like CCK has evolved in the University.

The course builds upon the increasing use of digital methods of research and availability of pre-existing digital AV information available to researchers – from images and text to video and audio recordings. This course offered as part of SES electives basket would provide an opportunity to students of Education to envision alternative and innovative routes to approaching research in classrooms/education.

7. Course details

a. Summary:

Every day, all around us, multimedia technology combines recorded images, sounds, and movement to bring the word-of-mouth to life. The **Digital Storytelling – practices, potential and limits to communication** course will teach this by being part storytelling workshop, part technology training, and an introduction to social science research

This course will introduce students to (a) an overview of the possibilities and challenges offered by digital communication, and (b) introduce them to ways of working with digital video as a research tool. The open-ended, content-led approach to documentation, where filming forms part of the research process rather than taking place at the end of a research period, makes it different from standard documentary practice. The course will explore the

use of observational/ ethnographic camera images, and associated editing techniques to facilitate another way of knowing.

Course work will be a mix of classroom sessions, and through field projects that take up case studies. Students will use digital images and video to explore a research topic, and produce edited video compilations to communicate understandings of that topic that have emerged through the filming and editing process. Students presentation of their work-in-progress, will allow them to reflect critically upon the images they have created and edited and to appreciate the developmental nature of the learning process.

In the process, students will learn hands-on about the human and social landscape which forms the terrain for social science research. The course will help students to learn to listen, record and tell stories from memories and recollections of personal experience and shared life histories.

b. Objectives:

- To provide an overview of digital communication in the contemporary world. The course will look at diverse sites and sources, and increase awareness of the technological questions, societal locations and the digital divide to indicate the dystopias and utopias of digitisation.
- To develop digital storytelling and narrative making skills, both self generated and based on listening to others. This includes researching for the story; scripting the content; field recording and interviewing – audio and video; collecting visual content photo, video, other images; and combining audio and visual strands in editing the final story.
- To develop communication skills with the subject. Important aspects of interviewing and audio recording.
- To prepare students with skills for handling equipment to carry out digital AV recording, editing and dissemination, both on-line and off-line.

c. Overall structure: The course is organized in four modules:

Module 1: *Storytelling and Communication* – Born Digital, and pre-Digital (analog).

Module 2: *Digital techniques, practices* and audiovisual equipment.

Module 3: Using *memory and experience – from Digital archives to Social Media* - Histories of everyday lives, livelihoods and as sources of intangible knowledge. Aspects of Orality – from ethnography, literature and films.

Module 4: *The Social in Storytelling*. Developing Oral Narratives – methodologies and interpersonal processes. Co-authorship and building contributions. Ethics – privacy, consent and copyright.

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

The course plan and transaction requires a movement across modules in a non-linear and iterative manner. Therefore a week-wise plan with a description of the content/module is indicated. The readings being used for the different modules are indicated towards the end.

Week	Modules	Content
Week 1	Module 1 Class - Theory 01	An introduction to storytelling. Marking out the steps in digital story telling. Storytelling and communication. Identifying and using storytelling skills. Developing a narrative on paper in visual frames (Storyboarding).
	Module 1 Class - Theory 02	Introduction to Digital recording and editing. Creating two kinds of digital outputs – video with sound or audio with photo slide show. Use and limitations of inexpensive recording equipment – video cameras, audio recorders, digital still cameras. Discussion on Technical aspects of using a video camera and sound- recording with one microphone. Promise and problems of digital media.
Week 2	Module 2 Class- Theory 03	a) Sources of knowledge – codified and un-codified. Life histories and sources of interdisciplinary knowledge. b) What makes Orality important in the search for knowledge.\? Value of oral narratives – Memory and lived experience.
	Module 2 Class- Theory 04	c) "Sharing stories": The use of oral techniques and fieldwork to unravel the experiential aspects of recollection. What makes for complete, holistic storytelling from the field? d) How does your subject perceive you? Building rapport and interviewing skills. Methodologies in oral recording – communities, subjects and the interviewer. The myth of the ‘neutral’ interviewer – dispassionate interviewer.
Week 3	Module 3 Class - Project 01 A	Storytelling from an in-campus narrative, with the campus and class-room as location and subject. Shooting and editing two interviews, showing their setting, surroundings and highlighting a common theme. Recognising the difference between raw footage and final film, and making an edit that is aware of this. Sequence of actions from preliminary research, interviews, associated images, identifying core details of story, creating succinct narrative to

		tell the story without missing main points.
	Module 3 Class - Project 1 B	Mid period review and problem solving session.
Week 4	Class - Project 1 C	Project will be presented to and reviewed by the entire class and teacher. Was the story telling objective met?
	Module 1 Class – Theory 05	a. Ways of seeing, perceiving and telling –Listening to People Speak: The role played by recording and video-taping as means to evoke empathy, interpretation and intersubjectivity. b. Approaching the subject – methodologies. Comparing approaches – one-to-one individual, group discussions, replaying to subject for feedback.
Week 5	Module 4 Class- Theory 06	Orality, ethnography and literature – stories that draw on oral traditions and verbal narratives from India and the world. Some extracts from literature. Oral history as people’s lived history. Life histories as sources of intangible knowledge and praxis. Different ways orality can be understood – as supportive, or as a threat.
	Module 4 Class- Theory 07	Experiences of using oral narratives in academic and non-academic work. This will be done by invited speakers both two classes (Theory 6 & 7). Speakers could be – historians, ecologists, folklorist, activist, health researcher, novelist/biographer, film maker. The speaker will describe process used, the challenges, pitfalls, failures and highs. They will also explain how oral narratives are powerful for their work.
Week 6	Module 1 Class- Theory 08	This week is a combination of film screening and discussion. The two films that will be shown in class are (a) Men who hunted heads , and (b) AyodhyaGatha. Between the two, students will discover how use of oral narratives can be both democratic and empowering, or contribute to stereotyping and hegemonic frames.
	Module 1 Class- Theory 09	Discussion continues. Some Do’s and Don’ts, 3 aspects of recording orality – cataclysmic or life shaking event; everyday life ; recollection and memory. Orality and speaking memories in and outside literature.
Week 7	Module 2 Class project- 02A	Stories from home and family. The outcomes should have images of the neighbourhood, home and subjects surroundings. The use of family album and other historical images and sounds connected to the subject,

		besides talking heads.
	Class project-02B	Mid period review and problem solving session.
Week 8	Class project-02C	Final review by peers in class and teacher, and submission of narrative report.
	Module 2 Class-Theory 10	Decoding and watching a film for cultural information. What can we learn about culture from a film. Demonstration clips will be used from fiction and documentary film. Representing / misrepresenting peoples perspectives. Difference between researchers and journalist perspectives. Ethics, privacy and copyright. Ethics of recording, informed consent and emancipatory research agendas.
Week 9	Module 3 Class-Theory 11	Visual methods in social science research design. Drawing on documentary processes from photography and film/video, issues of personal and procedural reflexivity and acknowledging diverse ways of recording, viewing, and analysing. Ethnographic interviewing as part of research process. Memory triggers - Recording the disappearing, by creating a context for conversation.
	Module 3 Class-Theory 12	Making subjects into contributors– co-authorship. Provoking discussion and spreading word/ building community contribution. Arts based and Creative Visual Research – innovative and imaginative visual research methods that emphasise respondents' ownership and agency through the act of creation. Comparing ways of dissemination, and widening the local reach of the collection. Publishing online. Blogging and social media in research. Digital storytelling, online curation, photo essays and photo blogs.
Week 10	Module 4 Class-Theory 13	Uses and importance of Digital Return (Repatriation). Sharing of Outputs. Does including oral community knowledge in wider discourse aid empowerment. Archiving and tagging/ transcribing. Annotating the interview – contextualizing and dating. Translation and transcription. Issues in creating a Digital Archive. Creating digital collections of value and meaning. Metadata and its importance in organising a digital collection. Keeping, preserving and disseminating oral data and knowledge.

Readings

Modules	Readings
Module 1	Dalrymple, William. <i>Nine Lives: In Search of the Sacred and Modern India</i> . Bloomsbury, 2009.
Module 1	Lanning, Greg; <i>Television History Workshop, Project No 1: The Brixton Tapes</i> , History Workshop, No. 12 Pg 183-88; 1981 (as pdf)
Module 1	McDougall, D. <i>Transcultural Cinema</i> , Princeton University Press, 1998
Module 1	Panos Institute ; <i>Giving voice: Implementing oral testimony projects</i> , Panos, London, 2003 (as pdf)
Module 1	Sontag, Susan . <i>On photography</i> . Penguin: Harmondsworth 1977.
Module I & 3	Pinney, C. and Peterson N. (eds). 2003. <i>Photography's other histories</i> . Durham: Duke University Press.
Module 2	Banks, M. , <i>Visual Methods in Social Research</i> . London: Sage. 2001
Module 3	Ghosh, Amitav, <i>In an Antique Land: History in the guise of a traveller's tale</i> . Vintage Books, 1994.
Module 3	Grimshaw, A. <i>The Ethnographer's Eye: Ways of Seeing in Modern Anthropology</i> , Cambridge University Press, 2001.
Module 3	Ledwith, Margaret, and Jane Springett. <i>Participatory Practice: Community Based Action for Transformatory Change</i> . Bristol: Polity Press, 2010.
Module 3	Thompson, Paul: <i>The Voice of the Past</i> , 3rd edn, OUP , 2000
Module 3	Portelli, Alessandria. <i>The Death of Luigi Trastulli and other stories: Form and Meaning in Oral History</i> . State University of New York Press, 1991.
Module 3&4	Clifford, James. <i>The Predicament of Culture: 20 Century Ethnography, Literature and Art</i> , Harvard University Press, 1988.
Module 3&4	Geertz, Clifford. <i>Local Knowledge: Further Essays on Interpretative Anthropology</i> . New York: Basic Books, 1983.
Module 3&4	Geertz, Clifford, "Deep Play: Notes on the Ballinese Cockfight." <i>The Interpretation of Cultures, Selected Essays</i> . New York: Basic Books, 1973.
Module 3&4	Mukherjee, Suroopa. <i>Surviving Bhopal: Dancing Bodies, Written Texts, Oral Testimonials of Women in the Wake of an Industrial Disaster</i> , Palgrave Studies In Oral History. N York: Palgrave Macmillan, 2010.
Module 3&4	Clifford, James, and George Marcus. <i>Writing Cultures: The Poetics and Politics of Ethnography</i> . Berkeley: University of California Press, 1986.
Module 4	Ruby, Jay : <i>Being an Anthropologist without doing Anthropology. . . with Pictures</i> , PIEF Newsletter; 1973 (paper as pdf)
Module 4	Seale, Clive. <i>Social Research Methods: A Reader</i> . London: Routledge, 2004.
	<p><u>Web resources</u></p> <p>http://www.oraltradition.org/ - Center for studies in Oral tradition</p> <p>http://societyforvisualanthropology.org/</p> <p>http://www.photoethnography.com/ - Karen Nakamura</p> <p>http://astro.temple.edu/~ruby/ruby/ - Jay Ruby's Home page</p>

8. Pedagogy:

a. Instructional design:

Classroom lectures and technical Demonstration using camera, laptop and projector in the classroom; watching documentary and ethnographic films.

Peer review of In-class project and Field projects. Students are expected to contribute individually with audio-visual productions, and in teams of two/three to record /edit interviews as part of their fieldwork.

Through the collective debriefing of their own work plus associated screenings of ethnographic documentaries, participants will be encouraged to consider how these simple processes can be used as the 'building blocks' of more complex film narratives structured on thematic or chronological principles. Technical training will be offered on digital equipment that is lightweight and relatively easy to operate, including the use and limitations of mobile phone cameras and recorders. *Hands-on training* will be supplemented by lectures on topics such as:

- The role of *film in ethnographic research* ; developing collaborative film-making in which research subjects make their own film
 - *Ethical aspects* of ethnographic film-making
 - *Ethnography and Literature in a Digital Age*: the use of literary and cultural interpretative tools in visual and virtual forms.
 - *Digital archives to Social media* – what marks the difference and how can these be used.
- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify).
- c. **Expertise** in AUD faculty or outside:
From within AUD as well as Guest faculty would be invited (novelist/filmmaker/oral historian/anthropologist)
- d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others): Students will be taken to sites in the city and the places described by external agencies

9. Assessment structure (modes and frequency of assessments):

S. No.	Tasks	Individual or group	Mode and Weightage
1.	Visual storytelling and a story-board – self generated content	Individual	25%
2.	Photo plus text, and a visual story – content based on interviewing in the field.	Individual	25%
3.	The social in storytelling – listening, talking and the art of interviewing using digital AV	Individual	30%

4.	Paper on concepts based on readings, and self assessment of field experience.	Individual	20%
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Signature of Course Coordinator(s)

Note:

- 10. 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.
- 11. 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.
- 12. 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

Annexure C

Proposal to Discontinue the PG Diploma (Early Childhood Care and Education) Programme

School of Education Studies (SES)
Ambedkar University Delhi

The MA Education (Early Childhood Care and Education (ECCE)) was launched by SES, along with a PG Diploma in ECCE, in 2014. The programmes were developed and offered in response to the growing understanding in the sector that programmes for preparation of professionals in the field of Early Childhood Care and Education is scarce.

The PG Diploma programme was initiated to develop professionals who have the necessary knowledge and skills to coordinate and administrate programmes in ECCE. These could be:

- i. Supervisors/Child Development Project Officers in Integrated Child Development Services (ICDS)
- ii. Administrators or coordinators of preschools/ crèches/ day care centres;
- iii. Administrators or coordinators of early childhood programmes in NGOs;
- iv. Entrepreneurs interested in setting their own early childhood programmes.

PG Diploma courses have been conceptualised with the aim of supporting personnel preparation for professional upgradation of the quality of planning, supervision and management of ECCE programmes for young children.

However, enrollment trends for the PG Diploma Programme over the last three years have not been significant as indicated in Table 1.

Table 1: Student Enrolment for MA Education (ECCE) and PG Diploma Programmes

Year	MA (2 years)	PG Diploma (1 year)	Total
2014-16	19 (Applied: 90)	1 (Applied 17)	20
2015-17	20 (Applied:144)	5 (Applied 17)	25
2016-18	23 (Applied 234)	4 (Applied 32) <i>*now 2 students</i>	25
		Total	70 (over 3 years)

This proposal to discontinue the PG Diploma has been initiated for the following reasons.

1. Enrolments have not been significant for running an independent programme/offering courses especially for PG Diploma students
2. The programme allows for cross-transfer of students from MA to PG Diploma and vice versa after the first semester—thus, the PG Diploma programme often becomes a “stop gap” arrangement for the few students enrolled in the programme. Students who opted for the PG Diploma Programme have also opted into the MA programme
3. The programme structure constrains in providing for electives/other course options during the year 1 of the MA Programme. This also results in year 1 focusing mostly on

courses related to child development and learning and only in year 2 MA students are introduced to perspective building courses.

4. The School could still have the provision of a Diploma for students who do not continue an MA Education (ECCE) programme (for various reasons).

School of Education Studies
Ambedkar University Delhi

Board of Studies Meeting

November 27, 2015, Faculty Lounge, 11:00 am—4:00 pm

M.A. Education (Early Childhood Care and Education) & PG Diploma (ECCE)

Present:

Dr. Asha Singh, Lady Irwin College, Delhi University
Prof. Jayshree Mathur, Central Institute of Education, Delhi University
Dr. Asmita Kabra, School of Human Ecology, AUD
Dr. Rachana Johri, School of Human Studies, AUD
Dr. Shubhra Nagalia, School of Human Studies, AUD
(Rtd.) Prof. Vimala Ramachandran (National University of Educational Planning and Administration)
Prof. Venita Kaul, Director, School of Education Studies, AUD
Ms. Devika Sharma, Centre for Early Childhood Education and Development, AUD
Dr. Monimalika Day, School of Education Studies, AUD
Dr. Sheetal Nagpal, Centre for Early Childhood Education and Development, AUD
Dr. Sunita Singh, Centre for Early Childhood Education and Development, AUD
Dr. Snehlata Jaswal, Guest Faculty

Unable to Attend: Prof. Avijit Pathak (Jawaharlal Nehru University), Prof. Rama Mathew (University of Delhi) and Dr. Gunjan Sharma (School of Education Studies, AUD) informed earlier that they are not available on the day.

Agenda

1. Changes in Research Methods course requirements:
 - a. Require *Qualitative Research Methods** in Semester 2 (in place of *Introduction to Educational Research**)
 - b. Require *Quantitative Methods and Statistics in Education* (new course) in Semester 3 (in place of a choice between *Quantitative Research Methods** and *Qualitative Research Methods**)

2. Elective courses for review:
 - a. Connecting Cognitive Science with Learning and Development
 - b. Children's Literature/ Reading, Readers and Young Readership
 - c. Design, Play & Learning

*These courses have been previously approved by the Board of Studies.

M.A. Education (Early Childhood Care and Education) & P.G. Diploma (ECCE)					
	P.G Diploma¹ and M. A. Education (ECCE) Year 1			MA Education (ECCE) Year 2	
	<i>Semester 1</i>	<i>Semester 2</i>	<i>Summer</i>	<i>Semester 3</i>	<i>Semester 4</i>
Foundation courses (16)	Understanding children and childhood (4)*	Introduction to educational research* ² (4)		State, society and education (4)*	Gender & education (4)*
Core courses (30)	Play, learning and creativity (4)	Engaging with families and communities (2)		Inclusion of children with special needs (4)	
	Language development and early literacy (4)*	Observing & assessing young children's development and learning (4)		Qualitative Research Methods (4) <i>or</i> Quantitative Research Methods (4)	
	Early childhood care and education in India (4)	Developing early childhood curriculum (4)			
Electives (8)				1 Elective (4)	1 Elective (4)
Mentoring Seminar					
Workshops (2)	Self-development (1)	<ul style="list-style-type: none"> • Health & nutrition • Arts and Learning in Early Childhood' • Methods and Materials in ECCE • Gender and Education (1) 			
Field Attachment (8)	FA 1 in diverse early childhood settings (1)	FA 2 in early childhood education centres (2)	Internship for MA in community/PG in preschool (1 month) (3 for MA & PG Diploma)	FA 3 in one ECCE centre (2)	
Dissertation					Dissertatio

¹ The M.A Programme comprises of 4 semesters and 1 summer (internship). The PG Diploma programme comprises of 2 semesters and 1 summer (internship). The curriculum for semesters 1 and 2 are common to both. Internship for PG Diploma is shorter.

² * These courses are common with MA Education

(6)					n Research (report and viva (6))
Total credits	18	17	3	18	14
			38 Credits Exit with PG diploma		70 Credits MA

Electives in Semester 3 (any one)	Electives in Semester 4 (any one)
Learning & development in the early years	Reading educational policies: Contexts and practices
Education leadership and management	Two courses from School of Business, Public Policy & Social Entrepreneurship (2+2 credits)
Introduction to teacher education	Understanding teacher and practice of teacher education

MINUTES

1. Changes in Research Methods course requirements:

- a. The proposal was to require ‘Qualitative Research Methods’ in Semester 2 and ‘Quantitative Research Methods’ in Semester 3. This would imply not offering Introduction to Educational Research in Semester 2 because offering three research methods courses is not feasible for an MA programme. This proposal was made on the basis of several factors,
 - In semester 3 (Monsoon, 2015), the Qualitative and Quantitative research methods course were offered together at the same time and students had to choose one. Most students expressed that they would like to take both, Quantitative and Qualitative Research Methods.
 - Additionally, taking two research methods in the same semester is not advisable because of the heavy course load, given the existing programmatic requirements (even if the courses are offered at different times).
 - Offering a Qualitative Research methods course is helpful in the semester 2 because for the summer internship (after semester 2) the students are expected to conduct a short research project, generally involving qualitative methods of data collection and analysis.
 - Since the Diploma candidates leave after the summer, it is beneficial for them also because, as practitioners, they can use the course learnings in their profession.

The BOS members proposed some options for reconfiguring the research methods requirements such as:

- Require Quantitative Methods before Qualitative Methods. This would enable the Diploma candidates to take the Quantitative Methods course and help them in understanding quantitative data which is so prevalent in today's time.
 - Another suggestion was to keep in mind the MA programme as a whole which has been conceptualized and to not change course configurations only based on the Diploma. This is also because there are very students who opt for the Diploma.
 - The BOS members suggested that we should wait to make any changes until at least two batches of students have graduated.
 - The research methods courses could be organized as Part 1 and 2, where Part 1 could focus on conceptual issues of conducting research—the idea and methods of inquiry, tools students need for formulating a good research question and so on. In the latter half and the part 2, it could focus more on methods of research. During the latter half of the course, students could also be encouraged to do a mixed analysis without creating binaries.
 - The BOS felt that the research methods courses should be reconceptualised keeping in mind the needs of the programme—hence, a consultation was proposed to discuss this issue more thoroughly.
 - No changes were proposed at this time.
- b. The course on “*Quantitative Methods and Statistics in Education*” was not reviewed because no changes were suggested in the research methods requirements.

2. Elective courses for review:

a. Connecting Cognitive Science with Learning and Development (page 6)

- The title of the course should be changed to “Learning, Development and Cognitive Science.” This title reflects the course content more appropriately.
- The course should highlight the significance of the criticality of the early years and implications for learning and development.

b. Children's literature (page 12)

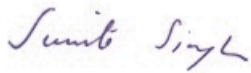
- Change the title of the course to “Literature and the young child”.
- The linkages with early childhood need to be more explicit across the course.
- In the first unit, discuss storytelling and oral narrations which form a large part of children's lives, especially in India.
- Can look at historically shifting themes in children's literature
- Along with many elements in children's literature, fantasy has an important role. This must be also focused on.
- Some children's books that can be included:
 - Aapka Bunty
 - Kyun kyun ladki
 - A K Ramanujan's collection of folk stories
 - Nainihaal ki kahaniyan
 - Surekha panandiker's stories

- Manorama Jafa's storybooks

c. Design, Play and Learning

- In principle, the course was found to be relevant for the programme
- Assignments need to be included in the course structure
- A consultation with Arvind Gupta and other experts was proposed in order to discuss the scope and relevance of the course for the programme more comprehensively.
- It could be offered for the next batches.

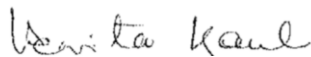
Minutes submitted by:



December 5, 2015

Sunita Singh, CECED

BoS Convenor, SES



Venita Kaul

Director, SES

Proposal for PhD Programme in Education

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

School	School of Education Studies (SES)
Programme Name	PhD Programme in Education
Programme Type (Professional/Liberal/Research/ etc.)	Research
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Doctoral
Total Credits	16 Credits
Proposed date of launch	August 2019
Programmecoordinator and team	Coordinator: Monimalika Day <i>Team:</i> Anandini Dar, Gunjan Sharma, Manish Jain, Manasi Thapliyal, Nivedita Sarkar, Prabhat Rai, Rajshree Chanchal, Shivani Nag, Sunita Singh

1. **Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):** The doctoral programme has been envisaged as a space which will attract candidates from multiple disciplines with a genuine interest and sense of inquiry on various aspects of education.

Minimum eligibility for applying for PhD is 55 % marks or an equivalent grade in Post-Graduate degree. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, may be allowed for candidates belonging to SC/ ST/ OBC (non-creamy layer)/Person with Disability categories. The eligibility marks of 55% (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace mark procedures. Candidates who have research publications or two years work experience in a relevant area will be given preference.

2. **Entrance process (test, interview, cut-offs, etc.):** A committee will be set up to evaluate the credentials of the candidates applying to the programme. Applicants from different disciplines and domains of praxis who have a strong interest in critically engaging with issues and theories of education will be encouraged to apply. The committee will conduct the admission process at SES in five stages:
 - a. Basic eligibility
 - b. Research proposal and statement of purpose (30%)

- c. Written test (40%)
- d. Research output and relevant work experience (10%)
- e. Personal interview (20%)

Note—AUD Guidelines: The admission will be based on a written test (the indicative range of the weightage is 40 to 50 per cent), review of research proposal or statement of purpose (the indicative range of the weightage is 20 to 30 per cent) and personal interview, the weightage of which cannot exceed 25 per cent.

Research Proposal and Statement of Purpose

- Along with the application document, the candidate must submit a research proposal not exceeding 2500 words, explaining the nature and the process of the proposed work. The applicant must also identify the broad area of research and the faculty supervisor they would like to work with.
- In addition, candidates must submit a statement of purpose articulating why they wish to pursue a PhD in Education, not exceeding 1500 words.

Written Test: Candidates who fulfil the basic criteria will be invited to appear for a written examination conducted by the School of Education Studies (SES) at the university. The goal of the written test will be to assess the candidate's ability to read and conceptually engage with discourses in education and their ability to express their ideas in written form.

Interview: Once the admission committee is satisfied with the candidate's profile and the statement of research interest, and results of the written test, they will be asked to appear in a personal interview with a panel of experts. During the interview, the candidate will be assessed for their suitability for a rigorous research programme and their intent and interest towards teaching, research and engagement in the field of education.

Final Selection: The final selection will be based on a composite score based on the following areas:

- a. percentage of marks in Masters or M.Phil. programme academic background and proficiency
- b. scores on the written test and statement of purpose for PhD
- c. the score on the strength of the research proposal
- d. the score on previous research outputs, and on relevant work experience.
- e. the score on the interview of the candidate by a panel of experts.
- f. agreement of faculty advisor to take on the candidate for supervision.

Based on the composite score, the candidate will be offered admission to the PhD programme at the School of Education studies (SES).

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Maximum of 10 per year
4. **Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):** The programme is structured such that students will have 10 semesters (monsoon and winter) to complete the programme. Students are expected to complete their coursework in the first two semesters. The rest of the semesters have been planned to support students to complete their dissertation by the 10th semester. Thus, it is a five year programme. Classes have not been planned for summer or winter breaks.

5. **What are the intended aims of the programme?** There is a critical need to develop scholars who are able to assume leadership positions in academics and other sites of practice to: question, study, critique the various forces influencing the discourse of education and respond by creating alternative pathways. The programme intends to nurture research scholars who develop the capacity to study the changing landscape of education and the critical issues in the various sites of practice. It also aims to develop evidence based approaches to promote equity social justice. The programme is designed to enable candidates to engage in rigorous scholarship and enhance the existing literature in the field with high quality research. The courses will encourage candidates to examine topics through multiple lenses grounded in different disciplines.
6. **How does the programme link with the vision of AUD?** Ambedkar University Delhi, which was established in 2007 by the Govt. of the NCT of Delhi through an Act of Legislature, was mandated to focus on research and teaching in the social sciences and humanities, guided by Dr. B.R. Ambedkar's vision of bridging equality and social justice with excellence. The School of Education Studies, established in 2012 has since its inception strived to realise this vision through its attempts to engage with education in its multiple dimensions and contexts, through the two Masters level courses that it offers. However, the aim of SES which is to foster a greater convergence between a macro level study of education as a phenomenon and the institutional context and dynamics of the practice of education at the micro level informed by global and local perspectives, requires a more intense and sustained engagement with research. The doctoral programme has been designed to address the need to develop scholars who are well prepared to engage in research on education from different dimensions and in various locations of practice.
7. **How is the proposed programme positioned vis-à-vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?** The first Masters programme at SES was launched in 2012. There has been an emphasis on understanding education in the various contexts in which it operates and in relation to understanding the learners, the educators and the pedagogical practices. The second Masters programme in Education with a specialization in Early Childhood Care and Education (ECCE) launched in 2014, has been designed to promote a nuanced understanding of needs of young children in different contexts. There is a focus on knowing ECCE as a discipline, anchored in engagement with multiple disciplines including child development, sociology, history, critical pedagogy, psychoanalytic frame, anthropology, and management.

Further, the bridging of theory with practice across the two programmes has also been attempted through efforts to develop sustained and collaborative relationships with institutions in various sites of practice in public, private and non-government sector. The programme also has a research component whereby students are encouraged to engage with challenges and concerns of education through multidisciplinary perspectives. *While this has definitely encouraged development of sensitive, informed and committed practitioners, the field/discipline also requires more engaged scholars committed to identifying challenges in education, developing newer insights and contributing to the knowledge construction in the field/discipline.*

Moreover, SES plans to launch several professional programmes for teachers and teacher educators in the near future including a four year B.A.B.Ed programme and a two year M.Ed

programme. It is expected that some of the graduates from the M.A. and the M.Ed. programme will be interested in pursuing their higher studies. Furthermore, the school is in the process of planning in-service programmes for teachers in Delhi. These programmes together will offer a career ladder for students from undergraduate to the doctoral level.

A PhD programme at SES will provide the space where scholars can engage with questions around theory and practice in education and provide newer perspectives. In past few years, several of our own graduates have shared the need for SES to have a research programme where they can pursue the research questions that have been shaped/ informed by the nature and focus of courses taught at our Masters programme or the field engagements facilitated during these years. Additionally, as SES moves towards establishing closer links with school systems in Delhi through imaginations around the pre-service and in-service programmes, a vibrant research environment becomes particularly meaningful to ensure that transactions across programmes that are informed by ongoing research endeavours.

8. **Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)?** The programme was not planned in collaboration with any other schools or centers. However, we have consulted the experts in the Centre for Social Science Research Methods (CSSRM) several times when planning the research courses. We have also discussed the possibility of offering research method courses through SES or the CSSRM and open it up to doctoral students across the university.
9. **How is it positioned in relation to other similar programmes in the field?** In keeping with Dr. B.R Ambedkar's vision the doctoral programme has a strong focus on issues of social justice. AUD "strongly believes that no knowledge becomes socially productive unless it spreads across society, transcending barriers of caste, creed and class. Only then can teaching and learning become liberating undertakings, contributing to the promotion of equality, social justice and excellence". This idea is central to the way in which research agenda is shaped in the school of education. In a society, where inequality and diversity has been the reality for many centuries, the efforts to generate new knowledge must be linked to respond to the existing and emerging disparities in the society and inculcating respect for plurality. The foundation courses on research and education, as well as the electives have designed keeping this objective in mind. Furthermore, doctoral seminar and the portfolios have been added to scaffold the candidates through the process of working on their dissertation, as this period is challenging and many scholars experience difficulty in sustaining the rigour that is needed to complete a doctoral programme.
10. **Is there a sufficiently defined body of knowledge and literature to support the programme?** Yes, there is a well defined contour of knowledge generated by scholars in India and abroad on various dimensions of education. There is vast body of literature available for scholars at the doctoral level. However, there is also a need to strengthen the research and literature in many areas of education especially in the Indian context. The doctoral programme is designed to motivate scholars to explore some of the existing gaps in the literature and contribute in these areas through their scholarship.
11. **What are the professional trajectories that the graduates of the programme may pursue?**

The community of scholars in the School of Education Studies come from diverse disciplines and are well positioned to guide the candidates in various areas of specialisation in the doctoral programme which includes:

- Curriculum Studies
- Educational Theory
- Education Policy and Reform
- Language and Literacy
- Early Childhood Care and Education
- Inclusive Education
- Critical Pedagogy
- Child and Youth Studies
- Teacher Education

12. **Are there sufficient in-house faculty resources available for the programme?** Currently five of the existing faculty members are eligible to guide PhD scholars based on the AUD guidelines. However, more faculty members will be eligible to take doctoral scholars in the coming years. It is also, important to keep in mind that the school plans to launch a number of new programmes for which additional faculty positions have been sanctioned. Some of the newly recruited faculty would be eligible to take doctoral students.

13. **Rationale for the nomenclature of the programme.** The programme aims to foster greater convergence between the study of education as a social phenomenon and the teaching-learning processes in various sites, as informed by both local and global perspectives. In doing so, the school aspires to bridge the gap between theory and practise of education by focusing on the multiplicity of locations and plurality of perspectives to understand important ways of knowing and improving education in various locations. The name of the programme is chosen to reflect our stance on to the study of education.

14. Programme Details:

a. **Concept (attach concept note, if needed):** In conceptualizing the doctoral programme, the SES faculty went through a collective exercise to develop a shared vision of the graduate of the future. The programme philosophy, pedagogy and structure of the programme were developed from this shared vision. In imagining the graduate of the future, SES intends to focus on three important aspects of the learner in an integrated approach:

- Knowing (what the candidate should know)
- Doing (what the candidate must be able to do)
- Being (who the candidate should be)

First, focusing on knowing, the programme structure is designed to offer scholars opportunities to explore how we come to know and embrace various methods of inquiry. Using coursework, seminars, readings, reflections, class discussions, and individual research, the programme seeks to develop students' ability to reflect critically on the strengths and limitations of the various ways of knowing, and to become aware of the implications of the different ways of knowing applied in theory, research and practice. They will be expected to articulate how various ways of knowing affect individual scholar's thinking, research, and practice in education and related fields. While encouraging scholars to pursue specific areas of specializations they will be

encouraged to develop a coherent interdisciplinary understanding of the field by taking courses from other schools and through dialogues with peers and experts from other fields.

Second, to emerge as leading scholars in the field of education in the twenty first century, candidates need to master a repertoire of skills. During the doctoral programme they will be expected to refine their scholarship abilities, including critical and analytic reading, writing, thinking, oral communication, and the use of scholarly resources. They will be encouraged to participate in various learning opportunities including: seminars, internships, guided study, independent research, and conferences.

Finally, SES aspires to critically reflect on the discourse of education as a commodity and attempts to develop a doctoral programme that recognises, values, and nurtures the “being” of a person. The pedagogic approach, and the various components of the programme structure have been developed with an intent to foster, humane qualities, such as empathy, care, nurture, and concern are of equal importance, along with the qualities such as discipline, intellectual honesty, and academic rigor. A doctoral candidate is expected to develop sensitivity towards the social, cultural, historical, and economic factors that influence the lives of children and adults in various sites of educational practice. Only with such sensitivity, we believe, can one be a true agent of social change and transformation. SES expects the graduates to become researchers, teacher educators, programme leaders and advocates for social justice.

- b. **Objectives:** The programme aims to foster greater convergence between the study of education as a social phenomenon and the teaching-learning processes in various sites, as informed by both local and global perspectives. In doing so the school aspires to bridge the gap between theory and practise of education by focusing on the multiplicity of locations and plurality of perspectives to understand important ways of knowing and improving education in various locations. Candidates will have the opportunity to deepen their sense of inquiry and expertise through engaged scholarship and various learning experiences including: coursework, seminars, mentorship, and peer support. The School of Education Studies at AUD envisions their doctoral scholars to be at the leading positions in academia and various sites of educational policy and praxis. To assume such a position, they need to be reflective independent researchers and be well-versed with educational theory, and practices in various sectors in India. The major objectives of the programme are:
- Increase the number of research scholars who are aware of the issues related to education and are able to engage in rigorous study of these topics independently
 - Enhance the number of research studies in various areas of education particularly from the standpoint of promoting equity and quality
 - Promote innovative evidence based practices by way of initiating alternative pedagogic models
- c. **Expected learning outcomes:** Doctoral candidates are expected to develop:
- Ability to conduct independent and collaborative research studies with academic rigour.
 - Follow research and academic ethics when conducting any study or writing on a topic
 - Develop an integrated understanding of education and related disciplines through coursework.
 - Critically examine political and socio economic contexts in which education programmes are situated
 - Contribute to curriculum development, policy development and planning of educational schemes.

- Acquire the ability to teach undergraduate and graduate level courses and develop awareness of various pedagogic practices in higher education.

d. **Overall structure (programme template with course organisation, course titles, credits, etc.):** A detailed description of the structure of the programme is attached in Annexure I. Minutes of the RSC and Consultations are at Annexure II. Core and Elective courses are at Annexures III and IV.

1. Teaching-learning:

- a. **Instructional strategies:** The programme is anchored in Dr. Ambedkar’s vision to bring together social justice, equality and excellence in education. There are six important principles that guide the pedagogy of the programme based on the vision of the graduate of the future. The key principles are: relationship based learning, spirit of inquiry, expertise in the field of education, pursuit of social justice, the craft of teaching, and reflective practice. The courses, experiences, assessment processes and the dissertation process reflect a braided approach to integrating these principles.

Relationship based learning: Learning and human transformation often unfolds in the context of dialogues that happen with significant persons in an individual’s life. Our goal is to create a relationship based programme, where mentoring and supportive relationships is a crucial aspect of the programme. SES aims to offer scholars multiple spaces and possibilities for engagements with their own self, their peers and the community at large. All candidates will be assigned a mentor by the admission committee, once they are accepted in the programme. Furthermore, candidates will be encouraged to assume mentorship roles for graduate and undergraduate students during the course of their study. Scholars are expected to take leadership in organizing seminars, conferences, and workshops to bring together the various stakeholders, ideas, and practices in the field of education.

Sense of inquiry: Doctoral candidates need a solid grounding to become familiar with strategies used for literature reviews, meta-analysis and meta-synthesis. They need to develop the ability to critically analyze research studies and comment on their quality with confidence; they need to know how to design and conduct research studies with rigor. Doctoral seminars along with a variety of courses in research methods will give candidates the opportunity to become familiar with approaches to inquiry and paradigms of interpretations.

Expertise in the field of education: To become transformative agents, candidates must be familiar with existing discourses and practices in the field of education. SES will offer two courses on education studies in the first year especially designed for PhD candidates. Moreover, students are expected to take additional courses developed for the Masters programme, depending on their topic of inquiry. In addition, students are encouraged to take elective courses from both within and outside the school to develop expertise in their specific area of study. In order to have a broader idea of the field of education scholars are expected to participate in SES seminars, workshops, and conferences in education and related fields.

Pursuit of social justice: Doctoral candidates will be encouraged to recognize various forms of oppression in the society at large and in educational institutions in particular through the courses, readings, doctoral seminars and field experiences. SES expects the scholars to be sensitive to diversity and issues of marginality affecting children, families, and communities. As many first-generation learners from traditionally marginalized communities enter various educational institutions in India, it is necessary for educationists to recognize the needs of these learners and the forms of knowledge they bring to the formal learning spaces.

The craft of teaching: There is a critical need to prepare teacher educators to address the diverse needs of teachers and learners in India. Candidates will be encouraged to work with faculty for undergraduate and graduate courses to strengthen their scholarship and understanding of teaching. They will have opportunities to work with a faculty member to learn about the process of planning, teaching, and evaluating courses. By faculty members for different courses, they will become familiar with multiple approaches to teaching and will also have the opportunity to enhance their own teaching potentials.

Reflective Practice: Reflective practice is crucial to developing high quality teacher educators, researchers and reformers. Reflective thinking in scholars will be encouraged through the nature of assignments, dialogues and engagement in field experiences. SES encourages scholars to question what they do, how they do it, and imagine new ways of approaching diverse situations. The portfolio presentations provide a structured opportunity to engage in reflective thinking and develop foresight towards the completion of their doctoral study.

- b. **Special needs for the programme(instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):** The school may need to purchase software for data analysis if these are not available with the university. These include: Stata, SPSS, Atlas Ti
- c. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** SES has developed strong relationships with various schools and field based organizations in Delhi, and other parts of India for the field attachments in the masters’ programmes. The school can support doctoral candidates to engage with these sites if their area of inquiry requires them to work with such entities.

Signature of Programme Coordinator(s)/Convenor(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, need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programmes should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Recommendation of the School Research Studies Committee:

Suggestions:

Sumit Singh

September 20, 2018

Signature of the Dean of the School

Annexure I

14. d. Programme Structure

1. Programme at a glance

	Core/Compulsory Courses	Electives	Other requirements	Total Credits
Semester I (Course work)	1. Education Studies I: Perspectives in Education (4 credits) 2. Research Methodology I – Nature of Inquiry in Social Science Research (NISSR) (2 credits)	1. Elective I (to be chosen from the PhD elective basket offered at SES or from any other school at AUD) (2 credits)	Doctoral Seminar: (PhD candidates are required to attend lectures/ workshops/ presentations of work in progress that are organised under the Doctoral Seminar Series). & Portfolio Presentation I	8 credits
Semester II (Course Work)	3. Education Studies II: Mapping Education Studies (2 credits) 4. Research Methodology II – Methodologies in Education Research (MER) (2 credits) 5. Guided Reading Course (2 credits)	2. Elective II (to be chosen from the PhD elective basket offered at SES or from any other school at AUD) (2 credits)	Doctoral Seminar & Portfolio Presentation II	8 credits
(Total credits in Semesters I & II)				16 credits
Semester III	<i>Dissertation Synopsis Defence</i>		Doctoral Seminar	NA
Semester IV	Work on the PhD Research- Literature review, finalization of methods and tools, pilot study		Doctoral Seminar & Portfolio Presentation III	NA
Semesters V & VI	Work on the Phd Research- Data collection, field visits		Doctoral Seminar	NA
Semesters VII & VIII	Work on the Phd Research- Results, Analysis, Writing of chapters		Doctoral Seminar & Portfolio Presentation IV	NA
Semester IX	Work on the Phd Research- Draft 1 of the research, working on the feedback, finalization of chapters.		Doctoral Seminar	NA
Semester X	Submission of the doctoral thesis			NA

2. Credit requirements: As per the UGC notification (dated 5th May 2016), “*the credit assigned to the M.Phil. or PhD course work shall be a minimum of 08 credits and a maximum of 16 credits*” (pt. 7.1, pg.7). In keeping with the guidelines, a PhD research scholar will be required to take a course work of maximum 16 credits which includes core courses on Education Studies (6 credits) and Research Methods(4 credits), a compulsory Guided Reading Course (2 credits) and two Electives (2 credits each).
3. Coursework: The 16 credits of workload must be undertaken by the scholar in the first two semesters of the PhD programme and must be completed by the end of the first year as per AUD guidelines. This will also enable the PhD candidate to finish the PhD research in the stipulated time period. Candidates can also opt for additional course(s) and earn extra credits during their research over and above the minimum desired credits for coursework.

The minimum passing grade for each doctoral course shall be ‘B Only’. Doctoral PhD candidates undertaking course work shall be evaluated during each semester. A PhD candidate who is unable to pass a course or is unable to achieve a prescribed minimum grade average in the course(s) shall be allowed to **repeat and pass the course(s)** or equivalent assignments/examinations of the course(s) **within twelve months**. However, the normal registration period shall not be extended for doctoral candidates required to repeat courses.

3.1. Credited courses for Semester I

- 3.1.1. Education Studies I: Perspectives in Education (4 credits)- Core Course (See Annexure III a).
- 3.1.2. Research Methodology I – Nature of Inquiry in Social Science Research (NISSR)(2 credits) – Core course. See Annexure III b).
- 3.1.3. Elective I (2 credits) - The PhD candidate can opt for a 2-credit elective course in semester I. The candidate can opt from the electives basket offered in SES or any other school in AUD, provided that the electives have been approved for research programme by the SCAP and the Academic Council.

The electives basket for the PhD scholars includes the following 2 credit courses*¹:

- 3.1.3.1. Foundations of Economics of Education*
- 3.1.3.2. Politics and Education in India*
- 3.1.3.3. Sociology of Education*
- 3.1.3.4. Global Childhoods
- 3.1.3.5. Education and Social Mobility*
- 3.1.3.6. Critical Literacy*
- 3.1.3.7. Culture, Cognition and Educational Practices
- 3.1.3.8. Multilingual Education: Practices, Challenges and Possibilities*
- 3.1.3.9. Global Education Policy and Networks
- 3.1.3.10. Researching Educational Change
- 3.1.3.11. Writing in the Early Grades
- 3.1.3.12. Feminist Pedagogies

¹*included in the proposal

- 3.1.3.13. Case studies in qualitative methods
- 3.1.3.14. Action research
- 3.1.3.15. Social Network Analysis
- 3.1.3.16. Discourse Analysis*
- 3.1.3.17. Interpretive Methods in Research with Children & Youth
- 3.1.3.18. Quantitative Research Methods*

3.2. Credited courses for Semester II

- 3.2.1 Education Studies II: Mapping Studies (2 credits)- Core Course (See Annexure IIIa).
- 3.2.2 Research Methodology II: Research Methodology II –Methodologies in Education Research (MER)(2 credits) – Core course. (See Annexure III b).
- 3.2.3 Guided Reading (2 credits)- Compulsory course (See Annexure IIIc).
- 3.2.4 Elective I (2 credits) - The PhD candidate can opt for a 2-credit elective course in semester 2. The candidate can opt from the electives basket offered in SES or any other school in AUD, provided that the electives have been approved for research programme by the SCAP and the Academic Council (The courses are mentioned above) (Annexure IV).
- 3.2.5 Exemptions allowed from coursework:
- 3.2.6 Exemption from course work for PhD programme will be considered only for candidates with a prior M.Phil. degree or an equivalent degree (that includes course work as a necessary component). Candidates without an M.Phil. degree but who may have completed M.Phil. or PhD course work may also be considered for exemption. (As per pt. 7.6 of the UGC notification, 2016).
- 3.2.7 The candidates who wish to avail exemption from the course work will be required to fill a course-work exemption form and submit all the necessary documentation (including transcripts) providing evidence of course work completed earlier. The RSC will review the documents and in light of the requirements of the SES PhD programme communicate their decision regarding the eligibility of the candidate for exemption from course work.
- 3.2.8 The candidates found eligible for course-work exemption by the RSC will be required to clear a short exam before the exemption can be confirmed.
- 3.2.9 It may be noted that even if a candidate is found eligible for course-work exemption, the RSC may still advise the candidate to opt for courses upto 8 credits, relevant to their area of research.

3.3 Other requirements of programme/ qualifiers

- 3.3.1 **Doctoral Seminars:** The Doctoral Seminars will provide a space for PhD scholars to come together to hear and engage with works of scholars engaged in similar or allied areas and even share their own works in progress once a fortnight. Participation in doctoral seminars will further provide an opportunity to scholars to form a community of researchers and gain from peer feedback. The seminars will be scheduled once a fortnight. The space of the

doctoral seminar will also be utilised by the scholars to organise seminars and workshops in areas of their own interest that may not always require a faculty to coordinate. For instance, a seminar on time management, a writing workshop, workshop on data analysis: Atlas.ti/ SPSS, and so forth. The doctoral seminar is non-credited; however, the research scholars are expected to participate in the same. The participation in the doctoral seminars is aimed at encouraging researchers to find a meaningful space for academic interactions for the entire duration of the programme.

3.3.2 Portfolio presentations: The purpose of the Portfolio in the doctoral programme in Education is to give PhD candidates an opportunity to document and reflect on their academic journey/accomplishments in an organized, coherent way and present the information to the Research Advisory Committee (RAC) for feedback and evaluation. It provides the PhD candidate an opportunity to engage in self-reflection and develop a comprehensive account of their experiences and on-going progress towards their academic goals. The journey from completing the coursework to completing the dissertation can be daunting for many PhD candidates. The portfolio presentations provide a structure to the PhD candidates to critically examine their progress and engage in systematic planning to complete the programme. The review and evaluation processes include four presentations by the PhD candidate to their Research Advisory Committee (RAC) over the course of the programme (till the time RAC is constituted, the presentations may be made to the school level committee). These presentations allow the RAC members to learn about the PhD candidate's progress, scaffold their learning, and provide individualized guidance. The portfolio presentations are also in keeping with the UGC stipulation requiring PhD candidates to present their progress once in 6 months. In the Portfolio process, each PhD candidate will:

- Define their academic goals for the current and upcoming semester;
- Develop specific plans to achieve those goals through coursework, research experiences, and field-based activities;
- Demonstrate the way in which understanding of their specialization changes and advances with time.
- Synthesize and reflect upon the process and outcome of engaging in various learning activities;
- Modify goals and plans as needed based on self-reflection and feedback from the RAC;
- Demonstrate readiness to proceed to the subsequent phases of the doctoral programme.
- Work towards the development of their PhD proposal

The PhD candidate must contact their dissertation supervisor/ RAC Chair to schedule their portfolio presentations.

3.4.2.1. Portfolio Presentation I: The first portfolio presentation will be conducted during the first semester of study. At the first portfolio meeting the PhD candidate will present the following documents to the RAC/school level committee and obtain feedback from them:

- A statement on academic development so far.
- A Personal Essay (3-5 pages) articulating their academic goals related to their areas of specializations, process of inquiry and professional interests.

- Plan of study (3-5 pages) describing the activities and experiences the PhD candidate wishes to pursue to meet the stated goals along with timelines.

3.4.2.2. Portfolio Presentation II: The second portfolio presentation will be conducted at the end of semester 2, after the completion of the required coursework and before the presentation of the synopsis. At the second portfolio meeting the PhD candidate will present the following documents to the RAC and obtain feedback from them:

- Analytic Essay (500 -1000 words) articulating how the coursework and other learning experiences informed and shaped the PhD candidates thinking regarding their specialization and topic of inquiry. PhD candidates are expected to analyze what they have learned about the field so far and to situate this knowledge in the various courses they have taken.
- Artifacts or best work from the various courses taken by the PhD candidate.
- Bibliography for their literature review
- The students will identify questions that have emerged from engaging with the courses and in light of them present a tentative research plan comprising of research questions and methods. This will enable the candidates to work towards their PhD proposal.
- Revised plan of study highlighting the major milestones accomplished and any changes they need to make. The PhD candidate must report how the feedback from the first portfolio presentation was addressed.

3.4.2.3. Portfolio presentation III & IV: The third and the fourth portfolio presentations will be conducted after the dissertation synopsis and before the pre-submission presentation. One of these could be scheduled after the PhD candidate has finished the chapter on literature review, before proceeding for data collection and the following one could be scheduled after the scholar has completed preliminary analysis. During the portfolio presentations, the scholar will present the following documents to the RAC and obtain feedback from them:

- An updated statement on academic development.
- A presentation of the progress made since the synopsis was submitted. Discuss emerging findings from the initial analysis. Present questions and dilemmas related to completing the dissertation.
- Revised plan of study and transcript highlighting the major milestones accomplished and any changes they need to make. The PhD candidate must report how the feedbacks from the previous portfolio presentations were addressed.

3.3.3 Synopsis presentation and defence: PhD scholar will be required to present the research synopsis during the third semester, work on the feedback and defend the synopsis before the end of the third semester. This presentation may be open to the public. The candidate will not be allowed to present synopsis after the fifth semester. The enrolment of the candidate who is **unable to defend successfully a synopsis within the 5th semester of registration in the programme** will be cancelled.

The length of the synopsis should be a minimum of 8-10,000 words and may include the following sections depending on the nature of the work:

- Introduction and rationale (contextualising the research- theoretical framework)
- Review of literature
- Research questions
- Research methodology (framework, design, sample/data sources, methods of data collection and analysis)
- Expected outcomes- contribution to the field-significance
- Timeline
- Bibliography
- Tentative chapterisation

Once the synopsis presentation has occurred, any significant departure from the defended synopsis in terms of basic definition of the research topic or the plan of research must be approved by the RAC. Further, these changes must be incorporated into a revised synopsis and successfully defended according to aforementioned guidelines.

3.4.4. Publication and conferences requirements -Doctoral candidates **must publish at least one (1) research paper in any refereed journal and make two paper presentations in conferences/ seminars before the submission of the thesis** for adjudication and produce evidence for the same in the form of presentation certificates and/or reprints.

3.4.5. Pre-submission presentation – Doctoral scholars shall be required to make a pre-submission presentation of their thesis before submission. The scholar shall be required to submit the thesis within three months of the pre-submission presentation. If thesis is not submitted within three months, the scholar will make another pre-submission presentation. Such presentation shall be open to all PhD candidates and faculty members of the university. The purpose of such exercises is to elicit comments and feedback on the research project that may be incorporated into the thesis with the help of the Supervisor(s).

3.4 Allocation of supervisor: Each candidate will be provided a faculty advisor on entry into the Doctoral programme in keeping with candidate’s research interest, faculty’s research interests and the faculty workload. The PhD candidate can consult the faculty advisor for selection of electives and for working on the guided reading course. The supervisors will be allotted to the candidates at the end of second semester on completion of course work. This will allow the PhD candidate time to engage with different core and elective courses, interact with the faculty members and finalise the research area, an important criteria for the allocation of the supervisor. The Research Advisory Committee (RAC) for each PhD candidate will also be formed at the end of the second semester.

3.5 Thesis submission, examination and defence:

3.5.1. Thesis submission: A research scholar may be permitted to submit a thesis for examination only after written assurance (on the prescribed form) of the Supervisor(s) that the thesis is worthy of consideration for award of the degree.

- The PhD scholar shall submit as many draft copies of their thesis in printed and/or electronic form to be presented for evaluation as may be determined by the SCR.

- The RSC Chair must also certify that the PhD candidate has fulfilled all other thesis pre-submission requirements, including successful completion of course work, publication and presentation requirements and acquisition of desired competencies including writing and research abilities.
- A report certifying fulfilment of pre-submission requirements, containing the statement(s) of the Supervisor(s) and evidence of fulfilment of requirements, shall be signed by the chair of the RSC and be sent to the SCR. Evidence of proficiencies, etc. may be included in the form of academic transcripts, course certificates, anti-plagiarism certificate by the supervisor or other documents; proof of proficiency could be communicated through other means approved by the SCR. The report of the RSC shall include the research scholar's programme transcripts.

3.6 Examination and Defence:

- Every PhD thesis is examined by three examiners who are not members of the University and each of them must submit a separate examiner report.
- The supervisor shall submit a list of 7 names as potential examiners of the thesis in writing to the RSC Chair immediately after the pre-submission presentation.
- The Chair RSC will forward the list to the Chair SCR after consultations with the supervisor and a senior faculty member in the discipline. The Chair SCR will select three names as examiners and two names as alternate examiners from the list and forward them to the office of the SCR.
- Upon their separate examinations of the PhD thesis, the three examiners may recommend that the degree be awarded subject to satisfactory open viva voce test of the thesis, that the thesis be rejected, or that the thesis be resubmitted pending revision. In the latter case, the formal (written) examination report(s) should provide suggestions or guidelines for revision, and these are made available to the candidate.
Note: The decisions on continuation/cancellation of enrolment, extensions, permission for submission and the award of thesis will be guided by the PhD regulations of AUD as approved by the Academic Council in its 11th meeting held on 4 August 2017 (vide Resolution no. 11.3.1).

Minutes of the RSC

- a. Minutes of RSC held on 20th August, 2018
- b. Minutes of RSC held on 14th May, 2018

School of Education Studies, AUD

Minutes of Research Studies Committee (RSC), August 20, 2018

SES organised an RSC meeting on August 20, 2018, Lodhi Road Campus. The meeting was attended by:

Sunita Singh, Dean (Offg.) SES, Chair RSC
Rukmini Sen, Associate Professor SLS, Member
Nandini Nayak, Assistant Professor SDS, Member
Manish Jain, Associate Professor SES, Member
Gunjan Sharma, Assistant Professor SES, Member
Shivani Nag, Assistant Professor SES, Member
Monimalika Day, Associate Professor SES, Convener

Special Invitees: Manasi Thapliyal Assistant Professor SES, Nivedita Sarkar, Assistant Professors SES, Prabhat Rai Assistant Professors SES, and Rajshree Chanchal, Assistant Professor SES.

The agenda of the meeting was to consider the following items:

1. Confirmation of the minutes of the RSC meeting held on May 14, 2018
2. The proposal and programme structure of the PhD programme revised on the basis of the RSC held on May 14
3. The revised core courses to be offered in Semesters 1 and 2 of the PhD programme:
 - 3.1. Two Research Methods courses: Nature of Inquiry in Social Science Research (2 Credits; Semester 1); and Research Methodologies in Education (2 Credits, Semester 2)
 - 3.2. Two Education Studies courses: Perspectives in Education (4 Credits, Semester 1); and Mapping Education Studies (2 Credits, Semester 2)
4. The elective courses to be offered in Semesters 1 and 2 of the PhD programme:
 - 4.1. Foundations of Economics of Education (2 Credits)
 - 4.2. Quantitative Research Methods (2 Credits)
 - 4.3. Qualitative Case Study Methods (2 Credits)
 - 4.4. Discourse Analysis (2 Credits)
 - 4.5. Critical Literacy (2 Credits)
 - 4.6. Multilingual Education: Practices, Challenges and Possibilities (2 Credits)
 - 4.7. Education and Social Mobility (2 Credits)
 - 4.8. Politics and Education in India (2 Credits)
 - 4.9. Sociology of Education (2 Credits)
5. Any other item (with the permission of the Chair)

The following were discussed:

1. The RSC resolved to confirm the minutes of the previous RSC meeting held on May 14, 2018.

2. The revised PhD proposal and programme structure

The revised programme proposal and the programme structure of the PhD programme were presented. There was a discussion on an appropriate time to assign a PhD supervisor and constitute a RAC for each doctoral candidate. It was pointed out on the basis of experience of the other PhD programmes that candidates are better prepared to take a decision on the research topic after some course work. Thus assigning a dissertation supervisor towards the end of the Semester 2 will be better than by the end of Semester 1.

A question was posed on whether in addition to the required core course on guided reading an additional course should be offered on guided reading as an elective. Following the deliberations, it was decided that it was not necessary to have such a course. The PhD courses that have been developed may be transacted as guided reading if required. An appropriate representation of this should be included in the instructional strategy of the courses.

This was followed by a conversation on exemption of course work for candidates who enter the programme with a MPhil degree. Taking into consideration the UGC guidelines the committee felt it will be safer to require them to take upto 8 credits.

Based on the above deliberations, the RSC resolved to recommend the PhD programme proposal and structure with the following changes for the consideration of the SCR:

- Candidates should be assigned an academic advisor for general mentorship at the time of entering the PhD programme till a dissertation supervisor is allocated. The academic advisor could be a mentor who will guide the candidate on the selection of electives, deciding on a topic and proposal (especially if different from that presented during admissions), and the final choice of a PhD supervisor. Candidates must decide on a dissertation supervisor by the end of the second semester and the RAC must be formed thereafter.
- The core course on guided reading should be presented in a course format like the other courses (as approved by the AC). Students should focus on readings related to their area of inquiry, create an annotated bibliography and present it to a school level committee.
- Candidates who have an MPhil degree prior to entering the programme can get exemption upto 8 credits of the PhD coursework.

3. The revised core courses to be offered in Semesters 1 and 2 of the PhD programme:

The revised core courses to be offered in the Semesters 1 and 2 of the PhD programme were presented and discussed as follows:

3.1. Two Research Methods Core Courses

The following two revised Research Methods I & II courses were presented:

- a) Nature of Inquiry in Social Science Research (2 Credits, Semester 1)
- b) Research Methodologies in Education Research (2 Credits, Semester 2)

It was shared that two courses have been revised based on the suggestions made in the previous RSC. The research methods core component is now organised in 2 courses of 2 credits each. There is also a possibility for students to further take research methods courses that are offered as electives.

The RSC resolved to recommend the two courses for the consideration of the SCR with the following changes:

- Some readings were suggested for the course on Research Methods I such as Joan Scott's work on experience as inquiry, and ways of seeing by John Berger. It was suggested that in the Research Methods II:
 - Consider introducing students to reading policy documents. Some aspects of engaging with education policy course at the MA level may be integrated in the different units.
 - Add some description for each of the method below the heading.
 - Readings that illustrate the use of the different methods may be included, especially for Surveys. For example, the report by Amartya Sen (Pratichi Trust) on West Bengal and the PROBE report.

3.2. Two Education Studies Core Courses:

The following revised Education Studies I & II courses were presented:

- a) Perspectives in Education (4 Credits, Semester 1)
- b) Mapping Education Studies (2 Credits, Semester 2)

It was shared that the credits allocated to the Education Studies component has been increased from 4 credits to 6 credits. In the "Perspectives in Education" course instead of a series of lectures, 3 modules have been introduced based on the discussions in the previous RSC.

The RSC resolved to recommend the two courses for the consideration of the SCR with the following changes:

- The reading list for the Mapping Education Studies course should be organised in essential and suggested readings.

4. The elective courses to be offered in Semesters 1 and 2 of the PhD programme:

SES faculty members presented a total of nine elective courses. Each course was presented by the faculty member/s who designed the course.

After due deliberations on each of these courses, the RSC resolved to recommend the following eight courses for the consideration of SCR with the following changes:

4.1. Foundations of Economics of Education(2 Credits)

- Describe how the course links to vision of SES and AUD
- Write brief descriptions for each module
- Six assessment situations may be difficult to organize in a 2 credit course. The number of assessments should be reduced.
- Consider reducing the contents in each unit.
- Political economy of education perspective, role of state, development and democracy, and the questions of access, distributive justice and the like could be brought-in.
- There are several readings of one author included in the course. Some of these can reconsidered. Readings by Sen & Dreze, Tapas Mazumdar, Deepak Nayyar, and Ashwani Saith, may also be included to build-in a larger perspective around the questions of development and education.

4.2. Quantitative Research in Education (2 Credits)

- The course contents need to be reduced keeping in view the overlaps with the statistics and quantitative methods courses in the MA programme of the School.
- The pre-requisite for the course should be drafted in view of the above.
- The focus and the purpose of the course needs to be clearly defined. The advanced statistical techniques in Unit III may be introduced to students while helping them to develop capacity to use the SPSS software.
- It may be difficult to organize six assessment situations in a 2 credit course. The number of assessments should be reduced.
- Instead of using textbooks, some research papers where these quantitative techniques are used should be included. A book titled “How to lie with statistics” was suggested.

4.3. Qualitative Case Study Methods (2 Credits)

- Need to add more readings from the Indian context, for example Rudolph and Rudolph.

4.4. Discourse Analysis (2 Credits)

- The course outline needs to be completed.
- Consider adding a few readings such as “Saura as if discourse” by Minati Panda and the work of Suresh Canagarajah from Sri Lanka.

4.5. Critical Literacy(2 Credits)

- Articulate the location of the course in the description i.e., specific to language and literacy.
- Could consider literature from adult literacy movements. For example, the Arunakulam’s movement, People’s science movement, Eklavya Project. Consider including various works by Pathak, Sadgopal and Agnihotri.

4.6. Multilingual Education: Practices, Challenges &Possibilities (2 Credits)

- Consider bringing in the debates on sign language as a language and the culture of people with hearing impairment.

4.7. Education and Social Mobility (2 Credits)

- Identify units and give descriptions. Arrange readings by unit.
- Articulate how social mobility is defined in this course.
- Consider multiple intersecting hierarchies of class, caste and gender and stratification.
- Consider networks of kinship, marriage and caste.
- May add readings by Lila Fernandez and Ashwini Deshpande

4.8. Politics and Education in India (2 Credits)

- What are the objectives for the students in the course?
- Consider reducing the content of the course and focusing on Units 1 and 3. Unit 2 may not be included in the course.
- Bring in more contemporary readings on some of the topics.

4.9. Sociology of Education (2 Credits)

The RSC resolved that this course needs further work and should be brought back for further discussion in a subsequent RSC meeting after revisions such as:

- There is a need to articulate the objective of the course.
- The Units are too broad and need to be organised based on theoretical connections.
- Sociology of education courses offered in other universities and in the SUS, AUD, should be referred to while designing the course.

Approval by RSC

- a. The programme structure
- b. All 4 core courses:
 1. Nature of Inquiry in Social Science Research (2 Credits, Semester 1)
 2. Perspectives in Education (4 Credits, Semester 1)
 3. Research Methodologies in Education Research (2 Credits, Semester 2)
 4. Mapping Education Studies (2 Credits, Semester 2)
- c. The following electives:
 1. Foundations of Economics of Education, 2. Quantitative Research in Education, 3. Qualitative Case Study Methods, 4. Discourse Analysis, 5. Critical Literacy, 6. Multilingual Education: Practices, Challenges & Possibilities, 7. Politics and Education in India, 8. Education and Social Mobility

Sumit Singh

September 20, 2018

Minutes of Research Studies Committee (RSC) of SES May 14, 2018

Chair: Sunita Singh

Convener: Monimalika Day

RSC Members: Gunjan Sharma, Manish Jain, Nandini Nayak, Rukmini Sen, and Shivani Nag.

Special Invitees: Anandini Dar, Nivedita Sarkar, Prabhat Rai, Rajshree Chanchal.

Monimalika Day described the process of developing the programme through the various internal and external consultations, and briefly provided an overview of the major recommendations from these meetings. She described the vision of the programme and the exercise in which faculty members participated to imagine the programme.

I. Programme Structure for PhD.

Shivani Nag gave a detailed presentation on the current structure of the PhD programme. This was followed by a discussion on the structure.

a. Admissions

- It was recommended that admission guidelines need to be more specific rather than general.

b. Doctoral Seminars, Portfolio Presentations and Guided Reading Course

There was a discussion on the difference between the doctoral seminars and the portfolios in terms of their specific roles and placement in the programme structure. The ideas of doctoral seminar and portfolio were appreciated. It was clarified that the doctoral seminar was imagined as a space that could facilitate formation of communities of research scholars and of portfolio presentations as a mode to trace students' progression for accountability. Students may be required to present every 6 months. It is important for RAC members to be there but others are invited. Students could also present their work in front of all faculty members.

Recommendations:

- It is important to have the doctoral seminars. *However, it is not necessary to attach credits to the doctoral seminars.*
- Doctoral seminars can begin in third semester as there are no activities that require doctoral students to come together after the second semester.
- Portfolios should begin after the second semester. Consider having portfolio presentations every 6 months.
- *Make guided reading a required course.* It will be an opportunity for students to work closely with their supervisors, develop an annotated bibliography, begin work on their proposals and present it to everyone. Meeting twice a week rather than 2 hours at a stretch may be useful.
- 2 credits may be assigned to education studies or to guided reading course if the doctoral seminar is not credited.

c. Electives

Every semester one elective will be offered. Electives will be offered in rotation depending on the needs of the cohort.

Recommendations:

- Explore if PhD electives can be offered as electives to MA students with appropriate modifications in the readings and assignments. The courses offered to both will have to be taken to both, SCAP and the SCR.

d. Roles of RSC and RAC

There was a discussion on roles of the RSC and the RAC. RSC is a school level body responsible for imagining the programme. It is the committee that makes recommendations to the SCR. The committee tracks students'

progress and considers questions on extensions. The RAC is constituted keeping in mind the needs of a particular doctoral student. The primary responsibility of the RAC is to monitor student progress once the programme has been approved. It is constituted after the end of 2nd semester.

e. Other

Think around credit load for students in terms of how much a time a student is expected to invest and the engagement demanded from them. This was cited while suggesting that Doctoral Seminar be non-credited. An academic advisor may be allocated to a student in middle of the first semester, before the allocation of a supervisor. Some programmes require that you commit for 5 years at the time of admission.

Recommendations:

- SES needs to decide when to assign the supervisor.
- There needs to be a discussion among the faculty members regarding calculation of work load with respect to teaching in the PHD programme.

II. Education Core Courses

The core courses in Education were presented by Gunjan Sharma. The courses have been designed keeping in mind that there will be two kinds of entrants in the PhD programme, those who have a prior initiation in education and those who are new to the domain. It was discussed that even those who come from the field of education many a times do not have a good understanding of the nature and structure of education studies.

Course I: Perspectives and Concerns in Education

Perspectives course will help students to connect with foundations of education. Various faculty members will need to contribute in this course to facilitate discussion on different themes. External members shared that the Sociology department focuses primarily on theory, methods and academic writing. There is no focus on themes. Women and gender studies programme began with compulsory courses on women's movement, theory, guided reading, reading feminist text. In addition, there were electives. Now, the focus has shifted to theory, method, guided reading and electives.\

Recommendations/Questions:

- What is the larger objective for this course needs to be spelled out.
- Consider bringing a balance by thinking of what could be achieved through reading and assessment. Consider reducing the number of themes. Some themes may be addressed in the doctoral seminar.
- Briefly, introduce students to three key perspectives from philosophy, sociology and psychology.
- It was suggested to develop a course on theories in education. However, it was discussed that given the nature of the domain of education, this will be difficult to achieve in a course. This course, thus may identify theories that can be further discussed in elective courses.

Course II: Mapping Education Studies

The course on Mapping Education Studies is not offered in any other PhD programme.

Recommendations:

- Map the major debates in the field of education. This may help to bridge the two courses.
- Some aspects of the course on mapping may be addressed through assessments.
- It was suggested that SES internal members think through how to map education studies through the two courses taken together. Rather than having 2 credits and 2 credits, a 4 credits course may help in mapping the field better.

III. Research Methodologies Courses

The courses were presented by Anandini Dar and was followed by a discussion.

Research Methodology I – Scientific Inquiry and Methodologies in Education Research

- Breadth is too much.
- Second part of the title is not addressed. How do we ensure that it becomes research methods in education? What does inquiry in education mean?
- How do we categorize studies under different groups such as case studies? Should we go by the category selected by the author?
- Should we classify education research in these different categories of case studies, experimental etc.? Some studies may come under more than one category.
- There are some overlaps between the PHD course and IER for MA students.

Research Methodology - II: Engaging with Research Methods (Basket of electives)

The second research methods course was originally envisioned as a basket of electives.

- The 2nd research methods course can change depending on student interest. This could be done through general electives or guided reading. As an outcome, students may be asked to develop an essay of 5000 or 7000 words.

Overall Observations on the core courses:

- Need to consider what are the tools of knowing, being, and doing.
- How is the Phd programme in AUD different from other programmes?
- Phd in Education needs to bridge the divide between practitioners and scholars.
- There is a need to focus on reading and writing at the same time and this should be treated as a core.

Sumit Singh

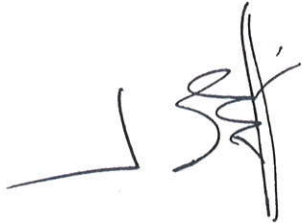
August 20, 2018

Ambedkar University Delhi

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

The Sixth Meeting of the Academic Council (AC) of Ambedkar University Delhi (AUD) was held on 24th of June, 2014 at 10:30 am in the Private Dining Hall, India International Centre, New Delhi. The following members were present:

Professor Shyam B. Menon <i>Vice-Chancellor</i>	In the Chair
Professor A.K.Sharma <i>Nominee of the UGC</i>	Member
Professor Ashoke Chatterjee <i>Nominee of the Government of NCT of Delhi</i>	Member
Professor K. Ramachandran <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Anuradha Kapur <i>Nominee of the Government of NCT of Delhi</i>	Member
Professor Ashok Nagpal <i>Nominee of the Vice-Chancellor</i>	Member
Professor Chandan Mukherjee <i>Dean, School of Development Studies</i>	Member
Professor Salil Misra <i>Dean, School of Liberal Studies</i>	Member
Professor Shivaji K. Panikkar <i>Dean, School of Culture and Creative Expressions</i>	Member
Professor Honey Oberoi Vahali <i>Dean, School of Human Studies</i>	Member
Professor Venita Kaul <i>Director, School of Education Studies</i>	Member
Professor Kuriakose Mamkoottam <i>Director, School of Business, Public Policy and Social Entrepreneurship</i>	Member
Professor Jatin Bhatt <i>Dean, School of Design & Registrar (offg.)</i>	Member Secretary



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

Member

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

Member

Dr. Praveen Singh
Nominee of the Vice-Chancellor

Member

Dr. Subrata Kumar Mandal
Associate Professor
School of Development Studies

Special Invitee

Dr. Oinam Hemlata Devi
Assistant Professor
School of Human Ecology

Special Invitee

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

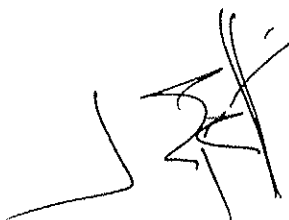
At the outset, the Chairperson introduced the two new members, Dr. Asmita Kabra, Dean (Officiating), School of Human Ecology, and Dr. Rachana Johri, Dean (Officiating), School of Undergraduate Studies. He extended a warm welcome to them.

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

Dr. Subrata Kumar Mandal
Associate Professor
School of Development Studies

Dr. Satyaketu Sankrit
Associate Professor
School of Liberal Studies

Dr. Oinam Hemlata Devi
Assistant Professor
School of Human Ecology



Dr. Anirban Sen Gupta
Assistant Professor
School of Development Studies

The Chairperson introduced the special invitees and welcomed them to the AC. During the discussion it was suggested that some provision should be made for student participation in the AC. It was decided to communicate this to the Committee Constituted by the Board of Management.

The following resolutions were passed:

Item 6.1: Confirmation of the minutes of the 5th meeting of the Academic Council held on 4th of March, 2014

Resolution 6.1

Resolved to confirm the Minutes of the 5th meeting of the Academic Council held on 4th of March, 2014.

Item 6.2: To report the Action Taken Report on the Minutes of the 5th meeting of the Academic Council held on 4th of March, 2014

Resolution 6.2

Resolved to accept the Report on Action Taken on the Minutes of the 5th meeting of the Academic Council held on 4th of March, 2014.

Matters arising from the Minutes

The new Masters Programme MA (ECCE) to be offered by the School of Education Studies be rechristened as MA in Education (ECCE)

The Action Taken Report (ATR) as approved by the AC, vide **Appendix -I**

Item 6.3: To consider the report of the committee constituted by the Academic Council on the Career Advancement Scheme (CAS) for teachers and other academic staff

Resolution 6.3

Resolved to accept the Report of the Committee on Career Advancement Scheme (CAS) for AUD faculty, with minor changes. It was resolved that a sub-category no. III(F) be added to Category III (Research and Academic Contributions) of the Academic Performance Indicators (APIs). The addition



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

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

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

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

Resolution 6.4

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

While approving the Report, the Council deliberated as below:

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

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

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

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

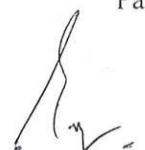
Resolution 6.5

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

- Restructuring of the MA programme in Social Design

- Reduction of total credits for the programme from 110 to 100
 - Amalgamation of some courses and revision of some others
 - Repositioning of some courses across semesters
 - Revision of credits for some courses in order to make them compatible with time allocation
 - Addition of a new course on Design Process
 - Addition of one new workshop/seminar space
- Addition of two elective courses, “Game Theory-I” and “Game Theory-II” to the basket of elective courses as part of the MA programme in Economics, already approved.
 - Addition of a Dissertation component to the MA programme in English, already approved.
 - Introduction of the following first semester courses to be offered as part of the MA programme in Education (ECCE), already approved:
 - Understanding Children and Childhood (four credits)
 - Engaging with Families and Communities (two credits)
 - Play, Learning and Creativity (four credits)
 - Early Childhood Care and Education in India (two credits)
 - Development of Language and Early Literacy (four credits)
 - Introduction of the following courses to be offered in the third semester of the MA programme in Social Design, already approved:
 - Aesthetics of Form and Experience III (four credits)
 - Information Technologies and Social Networks (two credits)
 - Modelling and Data Visualization (two credits)
 - Project Management (four credits)
 - Social Studio III (six credits)
 - Introduction of the first semester courses as part of the MA programme in Social Design after proposed restructuring:
 - History of Design: Local and Global (three credits)
 - Aesthetics of Form and Experience-I (six credits)
 - Gender, Culture and Society (two credits)
 - Research Design and Methods-I (two credits)
 - Rural Studies (two credits)
 - Social Studio-I: Socially Situated Design (six credits)

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

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

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

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

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

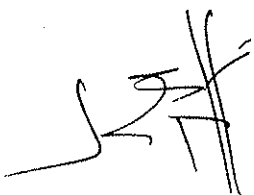
Item 6.6: To consider the minutes of the Standing Committee Research (SCR) held on (a) 23 April 2014 (b) 28 April 2014, and (c) 20 May 2014

Resolution 6.6

The Council considered and approved the recommendations of the Standing Committee Research (SCR) on the following:

Approved the Ph.D programme offered by the School of Culture and Creative Expressions (SCCE). However, it was suggested that the Ph.D document may be reformulated in such a way that its generic mainstream character gets highlighted. This can be done by portraying the three separate documents (Final Reflective Essay, Research Documentation, and *Gestalt*) as three connected components of a single thesis. Thus, the document should focus on what the Ph.D programme at SCCE shares in common with other Ph.D programmes even as it highlights the distinctive features of the Ph.D programme at SCCE.

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



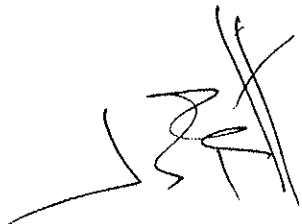
- Item 6.7: To consider the minutes of the meeting of the Standing Committee on Student Affairs (SCSA) held on 29 May 2014 with regard to the Attendance Policy to be implemented by the School of Undergraduate Studies (SUS) and the School of Human Studies (SHS) w.e.f. the academic year 2014-15

Resolution 6.7

Resolved to accept the recommendations of the SCSA on the Attendance Policy to be adopted by the SUS and the SHS.

SUS Attendance Policy as approved is as given below:

- a. The policy aims to achieve a balance between the need to impress upon the students the importance of attending classes and the need to provide the students an environment where they can develop as mature and autonomous adults. The policy prescribes more stringent measures for Undergraduate students in the first two semesters. As students mature we believe they will be able to recognize the value of attending classes. The graded policy attempts to be more stringent with students making the transition from school to college so that they come to class and benefit from the diverse pedagogical approaches and interesting range of courses offered. As they go to higher levels we visualize that they will no longer need to be penalized for missing class and will come voluntarily and with responsibility. In addition to the grade cuts employed as a penalty for shortage of attendance, faculty may build attendance into assessment situations to create a positive perspective in students to attending and participating in classes.
- b. This policy will come into effect from academic year 2014-15.
- c. Attendance shall be calculated on the basis of the total number of hours of lectures, tutorials, laboratory sessions and any other form of teaching/learning activity that is scheduled as a part of the course.
- d. A student of semester I or II whose attendance in a course is less than 65% but greater than or equal to 50% will have one grade point deducted from his/her final grade in that course.
- e. A student of semester I or II whose attendance in a course is less than 50% will have two grade points deducted from his/her final grade in that course.
- f. A student of semester III or IV whose attendance in a course is less than 50% will have one grade point deducted from his/her final grade in that course.
- g. There will be no deduction in grades for shortfall in attendance for students of Vth or later semesters. However faculty will keep a record of attendance in these semesters. Student attendance will continue to be one of the determinants of decisions regarding fee waivers.



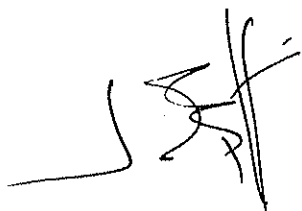
- h. The above penalties shall not apply to courses that a student is repeating or to courses taken over and above the normal course load of 16 credits in each semester.
- i. Apart from these school-wide penalties faculty members would remain free to base assessment components on class participation, as allowed by the Assessment Policy of the university. The assessment policy for each course must be announced in writing at the beginning of the semester.
- j. Exemption from attendance on medical grounds will continue to be granted as per the present rules. The above penalties will be applied on the attendance percentage calculated after applying such exemptions.
- k. The ECA Committee to recommend a set of guidelines for attendance exemptions for students participating in extra-curricular activities.
- l. The attendance policy be reviewed at the end of a period of three years from the date of its coming into effect.

SHS Attendance Policy as approved is as given below:

- a. It was decided in the School meeting held on 15/05/14 that a minimum attendance of 65% will be required for every course. This will imply that every course coordinator would closely monitor the students' attendance. Prior to each assessment the attendance will be calculated and only those students who qualify 65% and above will be permitted to submit/sit for their assessment*.
- b. Apart from the above mentioned clause for minimum attendance, faculty members would remain free to base assessment components on class participation, as allowed by the Assessment Policy of the University. The assessment policy for each course, must however be announced by every teacher at the beginning of the semester.
- c. The attendance policy will come into effect for students seeking admission in SHS MA programmes in Monsoon semester 2014.
- d. School members recommended that the policy and its qualitative impact be reviewed after 2 years from the date of its coming into effect.
- e. A sub-committee in the School has been constituted to look into exceptional and emergency conditions in which a student may not be able to meet the required attendance.

*(Such a provision may enable students to build on their attendance throughout the semester. For instance, in case a student does not have 65% attendance for the 1st assessment, the student can still make up to meet the requisite attendance criteria by the time the next assessment is due. Further, SHS faculty recommended that the first assessment for every course be of minimal weightage, as this would function as an alert for students and also enable them to make-up, as far as possible, during the following assessment situations.)

The report as approved by the AC, vide **Appendix -6.**



Item 6.8: To consider the procedure to be adopted for late fee fine and re-enrolling of the de-enrolled students

Resolution 6.8

The Council considered and accepted the recommendations of the SCSA on the de-enrolling and the re-enrolling of the students consisting of the following provisions:

- a) If a student wishes to be considered for re-enrolment again, he/she will submit an appeal for re-enrolment mentioning the reason for non payment of fees to the Dean of the School concerned.
- b) Dean of the School, after examining the appeal in consultation with the Programme coordinator, may send his/her observation with a clear statement whether he/she is recommending the Student's re-enrolment to the Dean, Student Services. If the re-enrolment is being recommended, the Dean will certify that the student has attended classes and participated in assessment situations satisfactorily during the semester in question.
- c) The recommendation forwarded by the Dean of the school for re-enrolment will be examined by the Standing Committee, Student Affairs (SCSA).
- d) If the SCSA considers such an appeal fit for re-enrolment, the student will be re-enrolled after paying a penalty of 25% of the total fee in addition to the outstanding fee to be paid. This will need approval of the Academic Council.

The procedure as approved by the AC, vide **Appendix -7**.

Item 6.9: To consider and approve the empanelment of experts to be associated with the selection committee for teaching posts under Statute 14(2)(iii)

Resolution 6.9

Considered and approved the confidential list of experts to be associated with the selection committees for teaching posts under Statute 14(2)(iii).

Item 6.10: To ratify the approval accorded by the Vice-Chancellor of minutes of the meetings of the Standing Committee on Student Affairs (SCSA) held on (a) 21 April 2014, and (b) 7 May 2014

Resolution 6.10

Ratified the approval accorded by the Vice-Chancellor of minutes of the meeting of the Standing Committee on Student Affairs (SCSA) on the following:



- a) The recommendation of the Proctorial Committee with regard to the incident that happened in the campus on 6 March 2014.
- b) Exemption from the mandatory attendance requirement of SBPPSE.
- c) Revised attendance policy of MBA programme.
- d) Imposition of fine for late submission of fees by the Students.
- e) Norms for award of Scholarship by the Schools.
- f) De-enrolment of students for non-payment of fees.

The minutes of the Standing Committee (Student Affairs) as approved by the AC, vide **Appendix -8**.

Item 6.11 To ratify the action taken by the Vice-Chancellor in approving the MoUs signed between AUD and (a) UNICEF, West Bengal, (b) Yale University, USA, and (c) British Council

Resolution 6.11

Ratified the action taken by the Vice-Chancellor in approving the MoUs signed between AUD and (a) UNICEF, West Bengal, (b) Yale University, USA, and (c) British Council (**Appendix - 9**).

While ratifying the MoUs, it was suggested that the AUD should explore the possibilities of promoting the professional development of the AUD Faculty through faculty exchange programmes, under UKIERI.

Item 6.12 To ratify the approval accorded by the Vice-Chancellor on the proposed modifications in Academic Calendar

Resolution 6.12

Ratified the approval accorded by the Vice Chancellor on the modifications in the Academic Calendar as listed below:

- a.) The annual convocation day changed from the first Friday of November to the first Saturday of November every year, as students who have graduated and who are working find it more convenient to attend the convocation on a Saturday.
- b) Aud@city, the annual student festival, may be shifted from the first Friday-Saturday to first Saturday-Sunday of November, which will follow the annual convocation ceremony.

- c) The annual Sports Day may be changed from the second Saturday of March to last Saturday of February as the weather is more pleasant/less warm during that period.

Tabled Item 6.13: To examine the nomenclature of all the academic programmes on offer to ensure compliance with the spirit of Section 22 of the UGC Act

Resolution 6.13

Took cognizance of a letter dated 9 June 2014 (**Appendix-10**) that was received from the Secretary, UGC, , reiterating that all universities must award degrees only as per the list notified under Section 22 of the UGC Act.

Noted the importance of initiating a process through which all academic programmes at AUD could be examined to ensure that they do not deviate from the spirit behind Section 22 of the UGC Act and the National Policy on Education.

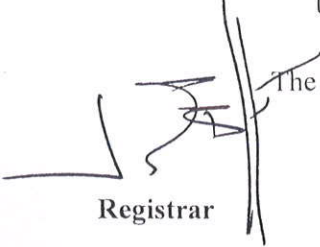
In the light of the above, resolved to constitute a Committee to examine the nomenclature of all the academic programmes at AUD, with the following members:

1. Professor A.K.Sharma (Chair)
2. Professor Ashok Nagpal
3. Professor Salil Misra
4. Dr. Asmita Kabra
5. Dr. Praveen Singh - Convenor

The Committee will have the following Terms of Reference (ToR):

- To examine the existing nomenclature of all academic programmes at AUD and to revise it according to the spirit of Section 22 of the UGC Act.
- To suggest steps towards a mainstreaming of the academic programmes to eventually ensure their inclusion in Section 22 of the UGC Act.
- To ensure that the new academic programmes of AUD are included in the UGC NET category.

The meeting ended with a vote of thanks.


Registrar

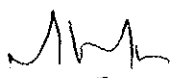

Vice-Chancellor

Ambedkar University Delhi (AUD)

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

The Seventh Meeting of the Academic Council (AC) of AUD was held on 16 July 2015 at 10:30 am in the Private Dining Hall at the India International Centre, New Delhi. The following were present:

Professor Shyam B Menon Vice Chancellor	In the Chair
Professor A.K. Sharma <i>Nominee of the UGC</i>	Member
Professor Ashoke Chatterjee <i>Nominee of the Government of NCT of Delhi</i>	Member
Professor K. Ramachandran <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Mathew Varghese <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Anuradha Kapur <i>Nominee of the Government of NCT of Delhi</i>	Member
Professor Ashok Nagpal School of Human Studies	Member
Professor Geetha Venkataraman School of Liberal Studies	Member
Professor Salil Misra Dean, Academic Services & Coordinator, Academic Council	Member
Professor Chandan Mukherjee Pro Vice Chancellor & Dean, SCCE	Member
Professor Denys P Leighton Dean, School of Liberal Studies	Member
Professor Venita Kaul Director, School of Education Studies	Member



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Professor Kuriakose Mamkoottam Director, School of Business, Public Policy and Social Entrepreneurship	Member
Professor Jatin Bhatt Secretary Dean, School of Design & Registrar (offg.)	Member
Professor Honey Oberoi Vahali Dean, School of Human Studies	Member
Dr. Sumangla Damodaran Associate Professor & Dean (offg.), School of Development Studies	Member
Dr. Rachana Johri Dean (offg.), School of Undergraduate Studies	Member
Dr. Asmita Kabra Dean (offg.), School of Human Ecology	Member
Dr. Praveen Singh School of Human Ecology	Member
Professor Vijaya S Varma Advisor, Planning	Special Invitee
Dr. Satyaketu Sankrit Associate Professor, School of Liberal Studies	Special Invitee
Dr. Oinam Hemlata Devi Assistant Professor, School of Human Ecology	Special Invitee
Dr. Anirban Sen Gupta Assistant Professor, School of Development Studies	Special Invitee

Dr. Raja Mohan could not attend the meeting.

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

Sgt.


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The following **resolutions** were passed:

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

Resolution 7.1

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

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

Resolution 7.2

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

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

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

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

Resolution 7.3

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

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

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

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

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

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

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

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

Resolution 7.4

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

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

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

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

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

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- Aesthetics of Form and Experience 3 (4 credits, SDe2SD203)
- Materials and Processes (2 credits, SDe2SD403)
- Workshop/Seminar (2 credits, SDe2SD603)
- Project Management (2 credits, SDe2SD703)
- Social Studio 3 (8 credits, SDe2SD803)
- Internship (2 credits, SDe2SD103)
- Ecology, Environment and Development: Critical Technology and Sustainability (2 credits, SDe2SD304)
- Workshop/Seminar (4 credits, SDe2SD504)
- Social Entrepreneurship: New Economics (4 credits, SDe2SD604)
- Social Studio 4: System Design Project (10 credits, SDe2SD704)
- Design Practice and Ethics (2 credits, SDe2SD105)
- Independent Study (4 credits, SDe2SD505)
- Social Studio V: Final Thesis Project and Seminar (14 credits, SDe2SD805)

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

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

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

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

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

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

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

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

- English, Hindi and Environmental Issues and Challenges (EIC) will constitute the main foundation courses covering 12 credits. The Introduction to Social Sciences (ISS) and the Logic and Reasoning (LR) (hitherto foundation) will be shifted to foundation optional basket.
- There should be four credits of foundation optional. These can be taken from a basket of courses, consisting of courses on 'Gender and Sexuality', 'Equality, Discrimination and Marginalization', 'Introduction to Social Sciences and Humanities' and 'Logic and Reasoning'.

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

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

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

Resolution 7.5

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

Recommendations of the SCSA made in its meeting held on 11.12.2014

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

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

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

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Recommendations of the SCSA made in its meeting held on 27.05.2015

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolution 7.6

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

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

Resolution 7.7

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

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

Resolution 7.8

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

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

Resolution 7.9

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

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

Resolution 7.10

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

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

Resolution 7.11

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

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

Resolution 7.12

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

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

Resolution 7.13

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

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

Resolution 7.14

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

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

Resolution 7.15

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

The meeting ended with a vote of thanks.


Coordinator, AC

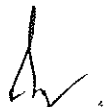
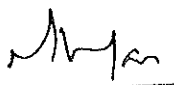

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Registrar

AMBEDKAR UNIVERSITY DELHI

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

The Eighth Meeting of the Academic Council (AC) of AUD was held on 01 April 2016 at 10:00 am in the Private Dining Hall at the India International Centre, New Delhi. The following were present:

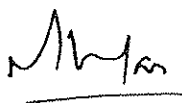
Professor Shyam B Menon Vice Chancellor	In the Chair
Professor K. Ramachandran <i>Nominee of the Government of NCT of Delhi</i>	Member
Professor Farida Khan <i>Nominee of the Government of NCT of Delhi</i>	Member
Professor Madhavan K Palat <i>Nominee of the Government of NCT of Delhi</i>	Member
Professor Chandan Mukherjee School of Liberal Studies	Member
Professor Salil Misra School of Liberal Studies & Coordinator, Academic Council	Member
Professor Honey Oberoi Vahali School of Human Studies	Member
Professor Radharani Chakravarty School of Liberal Studies	Member
Professor Geetha Venkataraman School of Liberal Studies	Member
Professor Denys P Leighton Dean, School of Liberal Studies	Member
Professor Venita Kaul Director, School of Education Studies	Member
Professor Kuriakose Mamkoottam Director, School of Business, Public Policy and Social Entrepreneurship	Member



Professor Jatin Bhatt Dean, School of Design	Member
Dr. Rachana Johri Dean (offg.), School of Undergraduate Studies	Member
Dr Rajan Krishnan Dean (offg.), School of Culture & Creative Expression	Member
Dr. Satyaketu Sankrit Associate Professor, School of Liberal Studies	Member
Dr M. A. Sikandar Registrar	Secretary
Dr. Praveen Singh Dean (offg.), Planning	Special Invitee
Dr Gopal ji Pradhan Associate Professor, School of Liberal Studies	Special Invitee
Dr. Anirban Sen Gupta Assistant Professor, School of Development Studies	Special Invitee
Dr. Ivy Dhar Assistant Professor, School of Development Studies	Special Invitee

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

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




The following Resolutions were passed:

Item 8.1: Confirmation of the Minutes of the Seventh Meeting of the Academic Council held on 16 July 2015

Resolution 8.1

Resolved to confirm the Minutes of the Seventh Meeting of the Academic Council held on 16 July 2015.

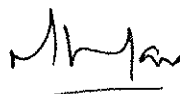
Item 8.2: To report the Action Taken on the Minutes of the Seventh Meeting of the Academic Council held on 16 July 2015 and the Special Meeting of the Academic Council held on 5 October 2015

Resolution 8.2

Resolved to note the Action Taken Report (ATR) on the decisions taken in the Seventh Meeting of the Academic Council held on 16 July 2015 and the Special meeting of the Academic Council held on 5 October 2015.

Professor Honey Oberoi Vahali, Director, Centre of Psychotherapy and Clinical Research (CPCR) briefed the Council that a request for recognition for the existing MPhil Programme in Psychoanalytic Psychotherapy being offered by SHS was sent to Rehabilitation Council of India (RCI) in September 2015 pursuant to the suggestions given in the last AC meeting held on 16 July 2015. The RCI has referred the matter to the expert committee which considered the request by SHS, AUD in its meeting held on 16 and 17 March 2016. However, the RCI expert committee felt that it was not possible to recognise it as a MPhil level programme as it would raise a conflict of interest vis-à-vis the MPhil Programme in Clinical Psychology. According to the members of the expert committee, the MPhil Clinical Psychology programme on offer at NIMHANS and replicated elsewhere in the country was a basic level programme of training Clinical Psychologists and they would not consider a competing programme at that level.

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



Item 8.3: To consider the concept note and proposal for setting up the School of Vocational Studies

Resolution 8.3

The Academic Council (AC) considered the proposal for the creation of School of Vocational Studies (SVS) and approved the concept note vide **Appendix-2**. The AC noted that the broad rationale for establishing the School of Vocational Studies (SVS) at AUD arose as there is a huge leap in the enrolment and retention of students in elementary and secondary schools in the country with the implementation of various governmental schemes and policies. The introduction of the Universal Elementary Education (UEE) scheme earlier and now with the promulgation of Right to Education Act (2009), followed with launching of Rashtriya Madyamik Shikshya Abhiyan (RMSA) at the secondary school level, there has been a huge increased demand for tertiary education opportunity for the youth passing out of the Senior Secondary level in recent years.

The proposed SVS will have the following broad objectives:

- (i) To undertake comprehensive need assessment on the demand for vocational education as per the requirement of local and national industries;
- (ii) To develop partnerships with local industries, organisations etc. for developing and offering such vocational programmes as per need of the local population under the broad policy of skill development;
- (iii) To develop such educational programmes with a judicious mix of skill training relating to a profession with sound base of general education;
- (iv) To integrate National Skill Qualification Framework (NSQF) levels in consonance with the tertiary education programmes in order to enhance employability of graduates as global workforce.
- (v) To develop a synergy in the context of vertical mobility of University students in an interdisciplinary environment.

The proposed School of Vocational Studies would offer Bachelor of Vocation (B.Voc) programme under National Skills Qualifications Framework (NSQF) as per the UGC guidelines (vide **Appendix-3**). According to the NSQF guidelines notified by the Ministry of HRD and UGC, AUD could develop and offer Diploma, Advance Diploma and B.Voc Programme in the areas of retail, designing, hospitality, housekeeping, finance, publishing, tourism, heritage, early child care and education etc. with multiple exit and entry possible. The proposed



School will also explore the possibility of developing and offering short-term certificate courses on need basis in AUD.

UGC BVoc: NSQF Levels and Credit Structure

NSQF Level	Skill Component Credits	General Education Credits	Total credits for award	Normal calendar	Exit Points / Awards
7	108	72	180	6 semesters	B.Voc.
6	72	48	120	4 semesters	Advanced Diploma
5	36	24	60	2 semester	Diploma
4	4-12	4-8	8-16	3-6 months	Certificate

The AC after detailed deliberations resolved to accept the proposal for the creation of School of Vocational Studies in AUD under Statute 12A of the Statutes of the University and recommend to the Board of Management for its consideration.

Item 8.4: To consider the draft guidelines for conferment of 'Professor Emeritus/Emerita' and 'Distinguished Professor'

Resolution 8.4

The Academic Council (AC) considered the report of the Committee constituted by the University to formulate guidelines for conferment of the title of 'Professor Emeritus/ Professor Emerita' and 'Distinguished Professor'.

After due deliberations, the Council resolved to recommend the following guidelines for conferment of 'Professor Emeritus/Professor Emerita' and 'Distinguished Professor':

- I. **Guidelines/Procedure for conferment of the title of "Professor Emeritus / Professor Emerita" on AUD Professors**
 - (a) The Board of Management may confer the title of "Professor Emeritus / Professor Emerita" on a Professor of the University who has retired from this University after a total service of at least fifteen years as Professor, including service prior to joining AUD.
 - (b) The Vice-Chancellor may recommend to the Academic Council the conferment of the title of "Professor Emeritus / Professor Emrita" and on the recommendation of the Academic Council the Board of Management may confer the title.

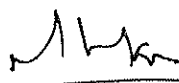




- (c) The process of nomination of "Professor Emeritus / Professor Emerita" may be initiated by a faculty member of the University. The nomination may be sent directly to the Vice-Chancellor. The Vice-Chancellor upon receiving nomination will constitute a Committee comprising at least three eminent academicians from within and/or outside AUD, and upon receiving recommendations of the Committee may make recommendation to the Academic Council and the Board of Management.
- (d) To be conferred the title "Professor Emeritus / Professor Emerita" the nominee should have served AUD as a Professor for at least five years prior to his/her retirement or should have made a significant contribution to the academic functioning of the University as Professor including after superannuation as a re-employed Professor.
- (e) The title of "Professor Emeritus / Professor Emerita" will be conferred only on scholars who have made outstanding contribution to their subject by their published research work and/or conceptual and practice-based innovation and/or teaching and have contributed significantly to the development of AUD.
- (f) The conferment of the title "Professor Emeritus / Professor Emerita" shall be purely honorary.
- (g) Professor Emeritus / Professor Emerita shall be free to do academic work in the School to which s/he is attached and may supervise research scholars as a co-supervisor along with a regular faculty member.
- (h) The conferment of the title of "Professor Emeritus / Professor Emerita" will be for life.

II. Guidelines/Procedure for conferment of the title of "Distinguished Professor" on eminent senior scholars, professionals and practitioners

- (a) The Board of Management may confer the title of "Distinguished Professor" on eminent senior academic/scholar/professional/practitioners who has been a professor or equivalent for at least 15 years in his/her academic or professional career and has made extraordinary contribution to his/her field of knowledge or practice.
- (b) The Vice-Chancellor may recommend to the Academic Council the conferment of the title of "Distinguished Professor" and on the recommendation of the Academic Council the Board of Management may confer the title.



- (c) Prior to recommending the name of the proposed "Distinguished Professor" the Vice-Chancellor will constitute a Committee comprising at least three eminent academicians from within and/or outside AUD, and upon receiving recommendations of the Committee may make recommendation to the Academic Council and the Board of Management.
- (d) The title of "Distinguished Professor" will be considered in recognition of the contribution made by a scholar in the field and/or in recognition of the association of the scholar with AUD. The conferment of the title should enable a further association of the proposed scholar with AUD and its activities.
- (e) The conferment of the title "Distinguished Professor" shall be purely honorary.

The Council also resolved to recommend the above guidelines to the Board of Management for its consideration.

Item 8.5: To consider the recommendations of the Standing Committee Research (SCR) regarding revised Regulations with regard conditions for grant of Degrees of Master of Philosophy (M.Phil) and Doctor of Philosophy (Ph.D) and selection of Examiners

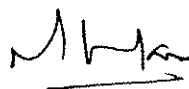
Resolution 8.5

The Academic Council (AC) considered the draft Regulation regarding revised conditions for grant of Degrees of Master of Philosophy (M.Phil) and Doctor of Philosophy (Ph.D) as recommended by the Standing Committee Research (SCR) in its meeting held on 09.02.2016.

The Council after detailed deliberations resolved to approve the draft Regulations with minor modifications suggested by the members.

The Council further resolved that the Vice Chancellor is authorized to constitute a suitable committee to explore the possibility of an Integrated M.Phil/ Ph.D Programme. The proposed committee may also look into the process of selection of Examiners for M.Phil/ Ph.D thesis evaluation and other related issues.

The revised research regulations as approved by the Council is annexed at **Appendix-4**.



Item 8.6: To consider the recommendations of the Standing Committee Academic Programmes (SCAP)

Resolution 8.6

The AC considered the recommendations of the meetings of the Standing Committee Student Affairs and approved the following items:

8.6.1 Implementation of the UGC guidelines on determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or master's degree

The Council resolved to adopt the UGC guidelines (F.12-1/2015(CPP-II) dated 15.10.2015, on determination of a uniform span period within which a student may be allowed to qualify for a bachelor's or master's degree. The guidelines are as under:

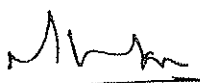
- (i) a student who is not able to complete a programme within the normal period or the minimum period prescribed, may be allowed 2 years period beyond the normal period to clear the backlog - to be qualified for the degree (i.e the revised maximum duration for the completion of Bachelors and Masters programmes is 3+2 years and 2+2 years respectively).
- (ii) In exceptional circumstances [to be defined by the concerned statutory body of the university] a further extension of one more year may be granted.
- (iii) During the extended period the student shall be considered as a private candidate and not be eligible for ranking.

Further, the AC authorised the Standing Committee on Student Affairs (SCSA) to define the category "private candidate.

8.6.2 To consider the change in the nomenclature of "M.A. Social Design" Programme to "M.Des. (Social Design)" in terms of UGC Regulations on 'Specification of Degrees' as per Notification dated 11.07.2014

The Council noted that the existing M.A. (Social Design) programme is being offered by the School of Design from the Academic year 2013-14 as approved by the AC in its 4th Meeting held on 10.07.2013 & 19.07.2013 (adjourned).

The Academic Council considered and approved the proposal dated 25.01.2016 from the School of Design as recommended by the Standing Committee Academic Programme (SCAP) in its meeting held on



14.03.2016 for change in the nomenclature of the existing M.A. Social Design Programme to "M.Des. (Social Design)" in terms of UGC Regulations on 'Specification of Degrees' as per Notification dated 11.07.2014.

The Council also accepted the proposal by the School of Design for awarding the Degree of Master of Design (Social Design) to all students including the first batch, graduating this year.

8.6.3

The proposed revision in the structure of the programmes offered by the SBPSSE and addition of new courses in the Masters programmes offered by the SES, SHS, and SLS

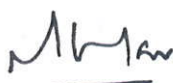
The Council considered and deliberated on the recommendations of the Standing Committee on Academic Programmes (SCAP) vide **Appendix-5** on the following:

(1) School of Business, Public Policy and Social Entrepreneurship

A change from the trimester system to semester system so as to align MBA programme calendar and admission with other programmes of the School and the University. This would encourage intra-School and inter-School sharing of credits by students.

- (i) Courses in each semester would be divided into two slots.
- (ii) The revised programme will consist of a total of 84 credits to be completed in four semesters.
- (iii) The admission process will move forward from November-March to December-April every year to align closer with the admission process of the University.
- (iv) The elective courses will be made available in the major baskets of Finance and Accounting, Marketing, Human Resource Management and Organization Behaviour, Operations Management and Decision Sciences, and Economics and Public Systems.
- (v) Assessment norms will be reviewed to fit into the revised two-slot structure in the semester system.

A slight modification in the "E-Publishing" course being offered as part of the PG Diploma programme in Publishing, already approved by the Academic Council.





(2) School of Education Studies

The addition of new courses in MA Education (ECCE) and PG Diploma (ECCE) programme offered by the School of Education Studies, its structure and the rationale for the same are as follows:

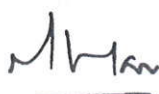
- (i) Provision of a course on Educational Research and of a workshop for both the students of MA programme and PG Diploma.
- (ii) Change in Credit for the course on "Early Childhood Care and Education in India" from two to four and the introduction of a new two-credit course on "Engaging with Families and Communities".
- (iii) Course on "Learning and Development in the Early Years (LDEL)" to be an elective in the third Semester.
- (iv) Introduction of a course on "Qualitative/Quantitative Research Methods" in the third Semester.
- (v) Changes in the Credits for the Field Attachment Component (FA), Internship and Workshops.

(3) School of Human Studies

A new four credit course "Story/Even/Structure" to be offered by a guest faculty as part of the MA programme in Gender Studies. This is a special course not likely to be taught every year.

(4) School of Liberal Studies

- (i) The two pilot courses – "Literatures from the East: India and Arabia (four credits, for undergraduate programmes)" and "Literary Relations: Intertextuality" (four credits, for MA/M.Phil programmes) from the discipline area of Comparative Literature and Translation Studies.
- (ii) The course "Literatures of the East: India and Arabia" would introduce students to literatures of pre-modern terrains of writing not usually covered by English literature syllabi. It would also introduce them to the disciplines and methods of comparative literatures and translation studies. It would also encourage them to engage with literary writings which have a cultural and civilizational significance for a literary study of the East. The course "Literary Relations: Intertextuality" is designed as a self-sufficient unit of MA/M.Phil programme in Comparative Literature and Translation Studies, as and when it develops, but can also be offered as an elective course to students of other programmes. The course will establish the links





between literature, language, culture, history and society. It would also initiate the students into the theories and debates in the area. It would seek to open up possibilities that would situate literature and language at the heart of social and cultural transformations. Moving beyond the written text to other disciplines and cultural practices, the course would situate Comparative Literature and Translation Studies as an interdisciplinary field where various strands of social sciences and humanities would interact.

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

Item 8.7 To consider the recommendations of the Standing Committee Student Affairs (SCSA)

Resolution 8.7

The AC considered the recommendations of the meetings of the Standing Committee Student Affairs and approved the following items:

8.7.1 Policy for allowing SUS students (after completing graduation) to enrol for MA stand-alone courses

The Council deliberated on the recommendations of the SCSA and resolved to authorise the Vice Chancellor to constitute a sub-committee to prepare a detailed set of policy guidelines for allowing the BA students to opt for MA stand-alone courses and also to allow the MA students to opt for courses offered at undergraduate level.

8.7.2 The representations received from the SUS students seeking exemption with regard to certain provisions in the existing policy for completion of their programmes

The Council discussed and considered the recommendation of the SCSA on the following:

- (i) Karan Giri and Ramita Chatterjee be allowed to take 6 courses in their final semester to complete the degree in 3 years.
- (ii) Uzma Begum be allowed to take another course in place of 'Logic and Reasoning' which is a compulsory course as she is not able to cope up with the course even after 4 attempts
- (iii) Kush Baluja be allowed for one semester (beyond 5 years) to complete the requirement of the Bachelor's degree.



The AC considered the minutes of the meetings of the Standing Committee Student Affairs (SCSA) held on 7 January 2016 and 8 March 2016 containing the above recommendations.

Item 8.8 To consider the Standard Operating Procedures (SOP) to be followed for management of externally funded and AUD sponsored Research Projects

Resolution 8.8:

The Academic Council (AC) considered the proposal for prescribing Standard Operating Procedures (SOP) to be followed for management of externally funded and AUD sponsored Research projects as recommended by the Advisory Committee for Research and Project Management (ACRPM).

It was also suggested to annexe a chart, showing various delegations of administrative and financial powers related to management of research project along with the SOP.

The Council after discussions resolved to accept the proposal with minor modifications vide Appendix-6.

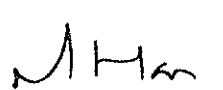
Item 8.9: To ratify the decision taken by the Vice Chancellor on behalf of the Academic Council as per the recommendation of the Standing Committee Research

Resolution 8.9 :

8.9.1 Award of MPhil degree to 20 students

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the Academic Council on award of MPhil degree to the following 20 students:

S. No.	Enrolment No	Name	Course
1	S124CWG02	Aneesha Gambhir	MPhil in Women's and Gender Studies
2	S124CWG04	Ayesha Nusrat	MPhil in Women's and Gender Studies
3	S124CWG06	Neha Choudhary	MPhil in Women's and Gender Studies
4	S134CWG03	Anasuya Sreedhar	MPhil in Women's and Gender Studies
5	S134CWG04	Ankit Sharma	MPhil in Women's and Gender Studies
6	S134CWG01	Aastha Dang	MPhil in Women's and Gender Studies
7	S124CWG10	Priyadarsni Satyam	MPhil in Women's and Gender Studies
8	S124CWG01	Aditi Malhotra	MPhil in Women's and Gender Studies





9	S124CDP12	Neeraj Joshi	MPhil in Development Practice
10	S124CDP06	Himani Bajaj	MPhil in Development Practice
11	S124CDP09	Kiden Lama	MPhil in Development Practice
12	S124CDP19	Rashmi	MPhil in Development Practice
13	S124CDP10	Kshitij Mangain	MPhil in Development Practice
14	S124CDP03	Bhavya Chitranshi	MPhil in Development Practice
15	S124CDP21	Sarangthem Romeo Singh	MPhil in Development Practice
16	S114CPS05	Moirangthem Rominabati Devi	MPhil in Psychotherapy and Clinical Thinking
17	S114CPS04	Kimberly Lacroix Mark	MPhil in Psychotherapy and Clinical Thinking
18	S114CPS16	Tanya Kullar	MPhil in Psychotherapy and Clinical Thinking
19	S114DHS01	Dhruv Khadkiwala	MPhil in History
20	S114DHS07	Meenakshi Jha	MPhil in History

8.9.2 Extension given to the Research Scholars for completing their respective Programmes

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the Academic Council on extension given to the Research scholars for completing their respective programme

(i) 3 MPhil students

Considering a special case, granted extension to 3 MPhil students till the end of May 2016 {[2- MPhil PCT students (Varun Vishwanathan, enrolment numbers- S114CPS12 & Lalita Kaushik, enrolment numbers- S114CPS14) and [1- MPhil Development Practice student (Pooja Mehra, enrolment numbers- S124CDP15)]}. This is, the SCR insisted, a onetime extension and will not be cited as a precedent in future.

(ii) 7 PhD students

(a) Given the interdisciplinary nature of the PhD programme in SHE all of them were advised by their respective PhD Advisory Committee to take up between 16 to 20 credits of course work. Thus the scholars could start their independent research only after the 3rd semester from their joining date. In The scholars were granted an extension of two semester each (under rule 16 (x) of RSR)

(b) Granted extension of six months to Ms. Barsha Poricha up to 15.07.2016 and to Prakash Tripathi up to 10.07.2016 (PhD scholars in SHE) to complete their theses

- (c) Granted extension of six months from 31-10-2015 up to 31-03-2016 to Ms Kanika Singh, PhD scholar in History in SLS
- (d) Granted extension of six months upto end of June 2016 to Kaushik Bhadra, PhD Student, SDS.

8.9.3 De-registration of a PhD student in the SDS

Resolution 8.9.3

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the Academic Council On De-registration of Anand David, PhD student (SDS) based on the facts produced by Dr. Nandini Nayak, Convenor RSC of SDS from 10.01.2016.

8.9.4 Number of seats filled in MPhil and PhD programmes in Monsoon Semester 2015 and Winter Semester 2016

Resolution 8.9.4

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the AC on the student admitted in MPhil and PhD programmes in Monsoon Semester 2015 as under:

- (i) Swati Mohan Krishnan admitted to Ph.D offered by SDS.
- (ii) 4 (four) M. Phil. Hindi and 6 (six) M. Phil. History students.

Item 8.10 To ratify the decisions taken by the Vice Chancellor on behalf of the Academic Council on the matters as recommended by the Standing Committee Student Affairs

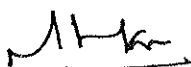
Resolution 8.10

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the AC on the following recommendations made by the Standing Committee Students Affairs:

8.10.1 Exemption from grade cut to four students of MBA programme

The AC resolved to note the approval of the Vice Chancellor on exemption from grade cut to four students of MBA programme on medical grounds

- (i) Asad Malik and Neha Nagar were exempted from the grade cut on medical grounds
- (ii) Sunny's request was considered for exemption upon submission of satisfactory Medical report of his and his mother illness.



(iii) Exemption from grade cut was given to Rahul Chaudhary only in the courses that he was passing, if grade cut was not implemented on medical grounds.

8.10.2 Implementing the minimum attendance norms on medical grounds as per the medical exception policy of AUD as applicable to the cases of MBA students who are failing in few courses due to grade cut

The AC ratified the approval of the Vice Chancellor to implement the minimum attendance norms on medical grounds as per the medical exception policy of AUD as applicable to the cases of MBA students who are failing in few courses due to grade cut.

The request of MBA students who were failing due to grade cut namely Anmol Mahipal, Asad Malik, Pankaj Prasad and Srikant Sharma of MBA 1st year and Swati Priyanka of PGD Publishing due to medical reasons were considered and approved following the medical exemption policy

The SBPPSE was advised to implement exceptions to the minimum attendance norms on medical grounds as per the medical exception policy of AUD.

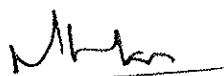
After granting exceptions as permissible in the approved norms the grade cut were implemented by the SBPPSE

8.10.3 Extension of two months for payment of fees to Preeti Singh, a student of 2nd Semester, Visual Art, SCCE

The Council ratified the extension of two months (till 31 March 2016) for payment of fees given to Preeti Singh, 2nd Semester, Visual Art Student, SCCE.

8.10.4 Not to allow the registration of courses by four students of MA programmes Offered by the SLS for the winter semester 2016 after the due date

The Council ratified the decision of not allowing to register for courses to the four students of MA programmes offered by the School of Liberal Studies for the winter semester 2016 after the due date.



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

Resolution 8.11:

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

(i) Babes-Bolyai University

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

(ii) Ford Foundation

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

(iii) Rohini Ghadiok Foundation

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

(iv) Central Square Foundation

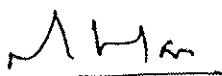
An MoU was signed on 27.01.2016 by the Centre for Early Childhood Care and Education (CECED) at AUD with the Central Square Foundation, New Delhi to establish and develop an assessment unit, which will work on standardization of the existing tools developed by the Centre, and development of new tools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

Item 8.12 Reporting Items

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

Resolution 8.12.1

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



the Standing Committee Research (SCR) for a period of three years w.e.f 30.09.2015.

In the absence of the Pro- Vice Chancellor, the Vice Chancellor will act as the Chairperson, SCR.

- 8.12.2 To report the nomination of Professor Salil Misra as Chairperson and Dr Gunjan Sharma as Convenor of the Standing Committee Academic Programmes (SCAP)**

Resolution 8.12.2

The AC took note of Professor Salil Misra, School of Liberal Studies being nominated as the new Chairperson of the Standing Committee Academic Programmes (SCAP) for a period of three years w.e.f 12.01.2016.

Similarly, Dr Gunjan Sharma, Assistant Professor, School of Education Studies being nominated as the new Convenor of the SCAP for a period of three years w.e.f. 12.01.2016

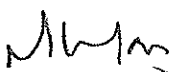
- 8.12.3 To report the Fee Structure for Admission cohort of students to be admitted in 2016-17 (for the entire period of studies in a programme) in compliance with the Fee Policy as approved by the Board of Management**

Resolution 8.12.3

The Council noted the fee structure for the Admissions cohort 2016-17:

S. No.	Programme	Tuition Fee per credit	SWF (per semester)	Co-curricular activities and Industry interface	Programme Support and extramural Cost	course material	Research/ Dissertation	Refundable Caution deposit collected at the time of admission
1	BA Honours (Economics; History; Psychology; Social Sciences & Humanities; English; Mathematics and Sociology)	Rs 1100/-	Rs 500/-	NIL	NIL	NIL	NIL	Rs 5000/-
2	MA (Economics, English, History)	Rs 1380/-	Rs 500/-	NIL	NIL	NIL	NIL	Rs 5000/-

	Technology; Gender Studies; Education; Early Childhood care & Education, PG Diploma in Publishing ; PG Diploma in Early Childhood care & Education)							
4	Master in Business Administration	Rs 2210/-	Rs 500/-	Rs 15000/- per year	NIL	Rs 250/- per credit in taught/s upervis ed courses	NIL	Rs 5000/-
5	MA Social Entrepreneurs hip	Rs 2210/-	Rs 500/-	Rs 15000/- per year	NIL	Rs 250/- per credit in taught/s upervis ed courses	NIL	Rs 5000/-
6	MA Social Design	Rs 1380/-	Rs 500/-	NIL	Rs 20000/- per semester	NIL	NIL	Rs 5000/-
7	M. Phil. (Hindi ; History; Women & Gender Studies); PhD (Hindi ; History; Development Studies; Environment & Development; Psychology ; Women & Gender Studies)	Rs 1380/-	Rs 500/-	NIL	NIL	NIL	Rs 5250/- per semester	Rs 5000/-





8	M. Phil Psychotherapy & Clinical Thinking	Rs 1380/-	Rs 500/-	NIL	NIL	NIL	NIL	Rs 5000/-
9	M. Phil Development Practice	Rs 1380/-	Rs 500/-	NIL	NIL	NIL	NIL	Rs 5000/-
10	Ph. D (Visual Art; Literary Art; Film Studies)	Rs 1380/-	Rs 500/-		Rs 5000/- per year		Rs 5250/- per semester	Rs 5000/-

Item 8.12.4 To report the Academic Calendar for the year 2016-17

Resolution 8.12.4:

The AC noted the Academic Calendar for the year 2016-17

Monsoon Semester (22 weeks)	1 st July 2016- 8 th December 2016
Classes in Monsoon Semester (16 weeks)	1 st August 2016- 28 th November 2016
Autumn Break (one week)	10 th - 16 th October 2016 (One week around Dussehra)
Aud@city	Friday 28 th October, 2016, Saturday 29 th October, 2016 (Last weekend of October)
5 th Annual Convocation	4 th or 5 th November, 2016 (Friday or Saturday after Aud@city)
Winter Break (Four weeks)	12 th December 2016- 7 th January 2017
Winter School (Four weeks)	12 th December 2016- 7 th January 2017
Winter Semester (19 weeks)	9 th January 2017-19 th May 2017
Classes in the Winter Semester (16 weeks)	9 th January 2017-28 th April 2017
Sports Day	25 th February 2017 (Last Saturday of February)
Summer Break (6 weeks)	20 th May 2017- 30 th June 2017
Summer School (6 weeks)	20 th May 2017- 30 th June 2017

Note:

1. There will be sixteen weeks devoted to teaching, inclusive of assessment, in every semester.
2. There will 21 working weeks in the monsoon semester and 19 weeks in the winter semester, including work related to admissions, curriculum design, organizational planning, reflections and evaluation in addition to teaching.
3. There will be 11 weeks of vacation, 6 weeks in summer, 4 weeks in winter and 1 week around Dussehra.

Item 8.12.5 The report the Fourth Annual Convocation held on the 4th of December, 2015 .

Resolution 8.12.5

The Council noted that the Fourth Annual Convocation of Ambedkar University Delhi for conferment of degrees/ diplomas to the students who had successfully completed all the assessment requirements of courses in the year 2012 and 2013 was held on 4 December 2015 on the University campus vide, **Appendix-7**.

Shri Ashok Vajpeyi, an eminent poet and writer was the chief guest and he delivered the convocation address.

Item 8.12.6 To report the re-enrolling of the de-enrolled students of SDS, SHS, SLS and SUS as per the norms approved by the Academic Council

Resolution 8.12.6

The Council noted that the following students were re-enrolled from different Schools as per the norms approved by the Academic Council:

School of Development Studies

1. Thongam Premlata , MA Development Studies

School of Human Studies

1. Aprajita Bhargarh, PhD Psychology
2. Nayema Nasir, MPhil Women's and Gender Studies
3. Shashank Mehra, MA Psychology



School of Liberal Studies

1. Avinash Kr Mishra, PhD Hindi
2. Parul Verma, MA English

School of Undergraduate Studies

1. Simran Choudhary, BA Social Sciences and Humanities
2. Gavin Kalayatholil George, BA , Psychology
3. Vikrant Dabas, BA Economics
4. Kajal Malik, BA Economics
5. Kush Baluja, BA Economics
6. Shilpa, BA History
7. Ashima Sheel, BA Social Sciences and Humanities

Any other item with the permission of the Chair:

Resolution 8.13

The Council noted that the University is in the process of reviewing its various degree and diploma programmes on offer. Those programmes in which applicants are few and/or seats remain vacant, will be reviewed and if need be such programmes may go for a zero admission year to enable wider consultations and revision of programme and course structures and contents.

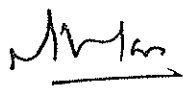
Resolution 8.14

The Vice Chancellor briefed the Council that the GNCTD through Directorate of Higher Education has allotted AUD the Land and Building (about 6.5 acres) being vacated by the Deen Dayal Upadhyay College (affiliated to the University of Delhi) at Karampura near Moti Nagar, New Delhi for the purpose of establishing a new campus (vide offer letter dated 23.02.2016). In response to the above offer of allotment of land, the University has submitted a proposal to the DHE on 11.03.2016.

The proposed plan for the AUD Karampura Campus is the following:

Academic year 2016-17

- (i) Replicating some existing UG programmes
- (ii) Establishing the School of Law, Governance and Citizenship (Introduction of Certificate Courses)





Academic year 2017-18

- (i) Establish new UG programmes
- (ii) Establish new PG programmes
- (iii) Launch new 5-year integrated programmes
- (iv) Establish School of Vocational Studies & launch relevant course

The University has also proposed about 150 teaching and 165 administrative positions for the Karampura Campus. The proposal is still under consideration by the Govt. of NCT of Delhi.

The meeting ended with a vote of thanks to the Chair.



(M.A. Sikandar)
Registrar



(Shyam B. Menon)
Vice Chancellor