

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 (<i>any one</i>)	Electives in Semester 4 (<i>any one</i>)
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)

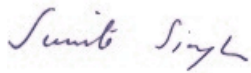
- Change the title of the course to “Literature and the young child”.
- The linkages with early childhood need to be more explicit across the course.
- In the first unit, discuss storytelling and oral narrations which form a large part of children's lives, especially in India.
- Can look at historically 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.

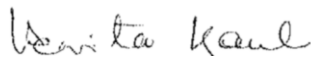
Minutes submitted by:



December 5, 2015

Sunita Singh, CECED

BoS Convenor, SES



Venita Kaul

Director, SES



**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.

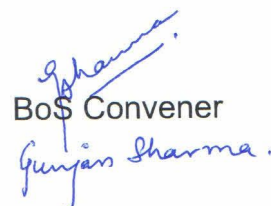
1.8. Note on admissions and assessments for the CPD courses:

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.

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

CONFIDENTIAL

**MINUTES OF THE 2ND MEETING OF THE
ACADEMIC COUNCIL**

HELD ON 23RD AUGUST, 2012 AT 11:00 A.M.
IN THE PRIVATE DINING ROOM, INDIA INTERNATIONAL CENTRE,
LODHI ROAD, NEW DELHI - 110 003



**BHARAT RATNA DR B.R.
AMBEDKAR UNIVERSITY, DELHI
LOTHIAN ROAD, KASHMERE GATE
DELHI 110 006**

Ambedkar University Delhi

2nd meeting of the Academic Council held on 23 August 2012

The 2nd meeting of the Academic Council was held on the 23rd of August 2012 at 11.00 a.m. at the India International Centre, Max Mueller Marg, New Delhi.

The following were present:

Professor Shyam B. Menon Vice-Chancellor	Chairman
Professor Ashoke Chatterjee <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
Prof. 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
Prof. A.K. Sharma <i>Nominee of the University Grants Commission</i>	Member
Prof. Ashok Nagpal Dean, Academic Services <i>Nominee of the Vice Chancellor</i>	Member
Prof. Chandan Mukherjee Dean, School of Development Studies Dean, School of Human Ecology <i>Nominee of the Vice Chancellor</i>	Member
Prof. K. Mamkoottam Dean, Student Services Director, School of Business, Public Policy & Social Entrepreneurship <i>Nominee of the Vice Chancellor</i>	Member
Prof. Geetha Venkataraman Dean, School of Undergraduate Studies <i>Nominee of the Vice Chancellor</i>	Member
Prof. Salil Misra Dean, School of Liberal Studies <i>Nominee of the Vice Chancellor</i>	Member

Prof. Shivaji K. Panikkar Dean, School of Cultural and Creative Expression <i>Nominee of the Vice Chancellor</i>	Member
Prof. Honey Oberoi Vahali Dean, School of Human Studies <i>Nominee of the Vice Chancellor</i>	Member
Prof. Venita Kaul <i>Nominee of the Vice Chancellor</i>	Member
Prof. Denys Leighton <i>Nominee of the Vice Chancellor</i>	Member
Dr. Sumangala Damodaran <i>Nominee of the Vice Chancellor</i>	Member
Dr. Praveen Singh <i>Nominee of the Vice Chancellor</i>	Member
Ms. Sumati Kumar Registrar	Secretary

Dr. Raja Mohan, Member could not attend the meeting due to some other commitments.

The Vice-Chancellor extended a warm welcome to the following new members of the Academic Council:

Professor Ashoke Chatterjee
Professor K. Ramachandran
Dr. Anuradha Kapur
Dr. Mathew Varghese

The Vice Chancellor made a brief presentation on the developments in the University, particularly those of an academic nature, since the last meeting of the Academic Council.
(Appendix 1)

Resolution No. 1

Resolved that the Minutes of the meeting of the Academic Council held on 17th August, 2011 be confirmed.

Resolution No.2

Resolved that the report of Action Taken on the Minutes of the meeting of the Academic Council held on 17th August, 2011, be recorded. (**Appendix 2**)

Resolution No.3

Resolved that the UGC Notification No.9-25/2009 (CPP-I/PU) dated 8th August 2012 declaring the AUD as eligible to receive Central Assistance in terms of Rules framed under Section 12(B) of the UGC Act, 1956, be recorded. (**Appendix 3**)

Resolution No.4

Resolved that the action taken by the Vice-Chancellor in constituting the following Standing Committees of the Academic Council be approved:
Standing Committee (Academic Programmes)
Standing Committee (Student Affairs)
(**Appendix 4**)

Resolution No.5

1. Resolved that the action taken by the Vice-Chancellor in approving the recommendations of the Admissions Committee regarding late admission of the following two students in the M.A. Psychology (Psychosocial Clinical Studies) course, be ratified:
 - i. Kirti Singh
 - ii. Mukta Singh
2. The Council further resolved that the Admissions Committee may consider individual cases and make recommendations to the Standing Committee (Student Affairs). The recommendations/decisions of the Standing Committee (Student Affairs) may be presented for ratification by the Academic Council.

Resolution No.6

Resolved that the action taken by the Vice-Chancellor in approving the policy for promotion of students recommended by the Evaluation and Attendance Committee, be ratified. (**Appendix 5**)

Resolution No.7

1. The Council considered and approved the minutes of the Standing Committee (Academic Programmes) held on 9-5-2012, 22-5-2012 and 7-8-2012 in approving the following Master's programmes in AUD launched w.e.f. the current academic year (2012-13) (**Appendix 6**):
 - MBA
 - Master's programmes offered by SCCE
 - MA in Education

Ambedkar University, Delhi (AUD)

Standing Committee of the Academic Council (Academic Programmes)

Minutes of the Fourth Meeting, 7 August 2012

Agenda

Discussion on the MA (Education)/M.ED. launched by the School of Educational Studies (SES)

Members present:

Shyam B. Menon (Vice-Chancellor)

Kuriakose Mamkootam (Dean, SBPPSE)

Geetha Venkataraman (Dean, SUS)

Honey Oberoi Vaheli (For Dean, SHS)

Shivaji Panicker (Dean, SCCE)

Salil Misra (Dean, SLS)

Manish Jain (SES, special invitee)

Rakhi Banerjee (SES, special invitee)

Gunjan Sharma (SES, special invitee)

Akha Mao (SES, special invitee)

Abhijit Banerjee (SES, special invitee)

Manasi Thapaliyal (SES, special invitee)

Minutes

The faculty of the School of Educational Studies (SES) presented to the Standing Committee the structure of the MA/M.Ed programme and the courses to be offered in the first semester. A lively discussion followed the presentation. The discussion revolved around the rationale behind a two-year programme instead of one year. The basic orientation of the programme, nature and relevance of the different elective baskets, and the place of pedagogy in the programme structure were also discussed. The Committee made certain suggestions on the conducting of the text-reading courses and the proportion of didactic transactions within a four credit courses. The faculty agreed to incorporate the suggestions in the course structures.

The Standing Committee passed the MA/M.Ed. programme and recommended that it be placed before the Academic Council. (Copy of the programme scheme enclosed).

Salil Misra
Salil Misra

Coordinator, SCAP

Ambedkar University, Delhi

Proposal for Launch of an Academic Programme
(To be approved by the Academic Council)

1. Title of the Programme: M. A. (Education)/ M. Ed.
2. Name of the School/Centre proposing the Programme: School of Educational studies
3. Level of the Programme: Predoctoral / Masters / PGDiploma / BAHons. / Diploma / Certificate: Masters
4. Full time/Part time: Full time
5. Duration of the Programme: 2 years
6. Proposed date/session for launch: July/ August, 2012
7. Particulars of the Programme Team (Coordinator, Members): Rakhi Banerjee
8. Rationale for the Programme (Link with AUD's vision, Availability of literature, source material, facilities and resources, Expertise in AUD faculty or outside, Nature of Prospective Students, Prospects for graduates):

With the current emphasis on education and the passing of the RTE act, there is an emergent need for more teachers in schools and teacher educators to train them. Traditionally, university departments of education and colleges of education have treated the matter of preparation of teachers or teacher educators as one of imparting a large number of skills together with some exposure to foundations like, philosophy of education, psychology of education, history of education, sociology of education. The engagement with theories and issues in contemporary education has been minimal. The School of Educational Studies, Ambedkar University, Delhi has designed a programme which aims to make possible the study of education both as a social phenomena and an area of knowledge and situate it within the socio-historic-political-economic structures and processes of the society. It will use multiple disciplinary perspectives (of sociology, history, psychology, philosophy) to analyze and critically understand the various processes and systems of education, both by engaging with theory and practice of education. In this way, it would hope to contribute in the development of the area of education – bringing together a range of literature and theories which can help us analyze and explain certain educational phenomena, active engagement with the field (with the possibility of sustained relationship with public

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systems of education) and contribute towards research in education (theoretical analysis, critical and constructive interventions and empirical studies). These are in tune with AUD's vision of delivering higher education with quality in an equitable environment as well as of generating knowledge and capacity building among individuals and institutions.

In the recent years there has been a surge in writings in education in India. A vast amount of literature is also available with respect to various dimensions of education the world over. There is also literature available, which have not been traditionally used in education, in India and outside but have been found to be relevant from the point of view of understanding education in contemporary times, which could be profitably used for the programme. Some amount of books have already been procured for the library and the SES is in the process of procuring more as well as ensuring subscription to journals, so that we have access to large number of resources.

The programme would integrate seminars and workshops in its structure and from time to time would require additional space and access to computers for conducting classes.

There is sufficient in-house faculty expertise, especially at SES, to teach a large part of the first year courses of the programme. A few guest/ visiting/ adjunct faculty or invited speakers would be required to deliver some special lectures and/ or cover certain content area in the courses. It may be possible to get this expertise from the other universities in Delhi.

The programme would admit students with a bachelors or a masters degree with either a degree or diploma in education or experience in education. Being situated in Delhi, it would hope to draw many students from the B.Ed and B.El.Ed programmes run in Delhi. Moreover, it would hope to draw people working the field of education in either the NGO sector or government agencies without a formal degree in education or feeling the need to re-engage with issues in an academic environment.

Those graduating from the Programme can work as faculty in University and College departments, as researchers and academics in the many institutions of Education, in the NGO sector, or in Government departments and Educational projects and programmes.

9. Programme Objectives:

9. Programme Objectives:

- Help students in locating education in the varied contexts in which it operates
- Help them appreciate the multiple dimensions of education – as a social phenomena and as an area of knowledge
- Help students to develop analytical capability and independent thinking about issues in education and society
- Enable students to read and comprehend academic literature relevant to education
- Help students to develop a deeper understanding of both theories in and practice of education, through multiple disciplinary perspectives.

10. Structure of the Programme:

Total No. of credits: 70 _____

Total No. of courses: 15 _____

- a) Compulsory Courses: 9 _____ (Total Credits 32 _____)
- b) Optional/Elective Courses: 6 _____ (Total Credits 24 _____)
- c) Practical/Dissertation/Internship/Seminar: Dissertation _____
(Total Credits 6 _____)
- d) Any other: Field Attachment (4 credits) + Workshop courses (4 credits)

(Please attach the programme structure roughly along the following lines)

See attached.

11. List of Courses

S. No.	Title of the course	Type / Nature of course: (Taught Course or otherwise - specify), (Compulsory / Elective), Any other	No. of credits	A brief Course Description
1.	Education in India: Institutions, Systems and	Taught course, Compulsory	2	This two credit introductory course has been formulated with a purpose to orient the beginning students of education to the institutions, systems

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	Structures			and structures of education in contemporary India, particularly in context of the school and the higher education levels.
2.	An Introduction to Educational Thought	Taught course, compulsory	2	'An Introduction to Educational Thought' is visualised as an open ended guided reading course. The core objective of the course is to introduce students to a few seminal/critical writings in education and facilitate a process of collective and deeper reflection on select texts.
3.	Child Development	Taught course, compulsory	4	This course aims at giving students a broad understanding of core issues of developmental psychology, with a special focus on child development.
4.	History of Education in Modern India	Taught course, compulsory	4	This course aims to introduce students to the phenomenon of education in India since colonial period through intersecting frames of time, themes and locales.
5.	State, Society and education in India	Taught course, compulsory	4	The course aims to introduce students to some key ideas and debates around the socio-political context of education and schooling.
6.	Introduction to Philosophy of Education	Taught course, compulsory	4	Diverse ideas and ideologies inform the thought and practice of education. This course aims to explore some of these ideas and evaluate the educational legitimacy of the ends they promote.
7.	Curriculum Theory and Practice	Taught course, compulsory	4	This course would provide students a space to reflect on their school experiences, read curriculum documents and develop a critical understanding of curriculum practice and theory.
8.	Experiencing education	Taught course, compulsory	4	This course would attempt at placing experience in the centre stage of education discourse through the theoretical notions of discipline of educational psychology keeping in

				tandem with myriad of social realities within the Indian context.
9.	Introduction to educational research	Taught course, compulsory	4	This course will introduce the concept, methods and process of research in social sciences with specific reference to study of education.
10-15	Elective courses	Taught courses	4	

12. Please list the courses which are common with other programmes/schools.

13. Status of the development of course details (course objectives, course structures, instructional design, reading lists, schedule of teaching on the semester calendar, etc.) of the courses:

Courses for which course details have been worked out: (attach list and details)

Courses 1-9 are ready. Details attached.

Courses for which course details have not been worked out (attach list). Tentative timeframe for developing course details:

Courses 10-15, which are the elective courses (Groups A, B and C), are yet to be developed. These will be done by January 2013.

14. A note on the instructional (curriculum transaction) design for the Programme:

15. A note on Field Study / Practical / Project/ Internship / Workshop Components of the Programme:

Field Attachment

Field Attachment (FA) is an essential part of the programme. It has been designed to deepen students' engagement with education – as praxis and to develop professionals who understand both theory and practice in the 'field'. It has been divided into two components: school as a site and non-school sites. Non-school based FA would be completed by a student in the summer break between second and third semester; whereas the school based FA would be part of the third semester.

The FA would involve working on a specific task, decided in consultation with the faculty, in an educational setting or organizations/ NGOs such as schools and higher education institutions, state agencies and programmes (Ed.CIL, SSA, State Education Departments, KGBV, Mahila Samakhya, DIET's/SCERT's, Child Rights Commissions (NCPCR or State Commission), CRC/BRC, School Inspectorates, advocacy groups, funding organizations, research organizations and multilateral agencies). This is not an exhaustive list of sites and all of them may not be available immediately for the attachment. School of Educational Studies (SES) would attempt to establish long-term tie-ups and relationships with specific groups/ organizations.

Research

The purpose of this component of the programme is to directly acquaint students with both the content and process of: what is involved in developing a (theoretical/ empirical) researchable question; how a review of (relevant) literature informs both the development of and possible answers to that question; and how various perspectives and ideas help us reach various resolutions, and the limits and strengths of each of these vis-à-vis others. Various ways to do this are open to the students – ranging from a theoretical enquiry involving critical review of literature with a specific question, to carrying out a small empirical study and articulating its conclusions to illuminate a larger debate at stake. Students are expected to do this largely in the second year of the programme. A small document ("research report"/ "essay"/ "dissertation"...) written by each student will be a tangible outcome of this effort.

Workshop courses

Along with the core and elective courses, the MA/MEd programme has a set of workshop courses, which are compulsory components of the programme and contribute towards the

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total credits. The workshop courses have been conceptualised with a purpose to equip the students with specific skills and abilities that will enable exploring one's identity and relationships with others, better professional practice and enhance research aptitude. These include: Basic Research Skills Training (BRST); Self Development; Curriculum Development; Textbook Design and Development; Material Design and Development; Programme Evaluation and the like. The list may be modified as per the needs of the programme. The BRST workshop appears in the first semester and is compulsory for all students. A list of workshop courses will be made available to the students in the Semester 3, from which at least one will have to be chosen by the students.

Depending on the nature of content, the sessions for each workshop will be scheduled either one afternoon every week, or will involve block-sessions within a specific week, during the semester in which it is offered. Each workshop will involve intensive hands-on exercises (study of case material, analyses, problem solving, designing and the like), listening, reflecting, group work, presentations and discussions. An attempt will be made to organise sessions with practitioners and experts. The workshops will build on the understandings developed in core and elective courses by providing an experience of application and practice of learning, and by training in skills and techniques that enhance such application. Assessments would be done through participation, sessional work, field visits and the specific tasks/projects assigned by the workshop facilitators. All the workshop courses taken together contribute 4 credits towards completion of the programme.

Seminars

The programme will consciously integrate seminars within its structure. Seminars will be organized by the SES regularly, which will include presentations by the faculty, students and visiting scholars in different disciplines and areas of knowledge.

16. Assessment Design:

Students will be evaluated on the basis of attendance, participation and presentation in the class, assignments, term papers and end-term examination. The mode of assessment and its patterns may differ from course to course.

No assessment situation will carry a weightage of more than 40%. In general, each course would involve three assessment situations.

17. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:

This programme may need help of faculty from other universities from time to time or experts in the field to deliver talks. Moreover, we do envisage to build linkages with field based organizations and schools for carrying out the field attachment component of the programme. Library, classrooms and computer laboratory will be used on a regular basis.

18. Additional Faculty Requirement:

- a. Full time: 3
- b. Visiting/Part time/Adjunct/Guest Faculty etc.:

19. Eligibility for admission:

Eligibility for M. A. (Education):

Essential: Bachelor's/ Master's degree with minimum 50% marks (or equivalent grade) in any discipline.

Desirable: Minimum of one year's work experience in the field of education or a diploma in education.

Eligibility for M.Ed.

Bachelor's/ Master's degree in any discipline with minimum 50% marks (or equivalent grade) and B.Ed. or equivalent professional degree in education with minimum 50% marks (or equivalent grade).

Or

B.El.Ed./ B.A. Ed./ B.Sc. Ed./ Any other equivalent professional degree in education with minimum 50% marks (or equivalent grade).

(Relaxation of 5% for candidates belonging to SC and ST and Physically Disabled (PD) categories).

20. Mode of selection (Entrance test, Interview, Cut off of marks etc.):

Selection of candidates to the M.A. (Education)/ M.Ed. programme will be through a written test and an interview. The written test will carry a weightage of 75% and the interview will carry a weightage of 25%.

21. No. of students to be admitted: 30

Signature of Programme 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. In certain special cases, where a programme does not belong to any particular School, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its.....meeting held on 27.7.12.....and has been approved in the present form.

Signature of the Dean of the School

Minutes of the First meeting of Board of Studies, School of Educational Studies, AUD

27 July 2012

First meeting of the Board of Studies, School of Educational Studies, AUD was held on 27 July 2012. It was attended by:

Prof. Avijit Pathak, School of Social Sciences, Jawahar Lal Nehru University (JNU)

Dr. Jayshree Mathur, Department of Education, University of Delhi

Prof. Salil Mishra, Dean School of Liberal Studies, AUD

Dr. Anirban Sengupta, School of Development Studies, AUD

Prof. Shyam Menon, Dean SES

Dr. Abhijeet Bardapurkar

Mr. Akha Kaihrii Mao

Ms. Gunjan Sharma

Ms. Manasi Thapliyal Nawani

Dr. Manish Jain

Dr. Rakhi Banerjee

Key Suggestions and Decisions:

1. After welcome of the Board members, the process followed to develop the programme structure of the MA Education/M.Ed. programme and courses was shared with them.
2. School of Educational Studies should remain conscious that the domain of education is not limited to school education and should encompass higher education also within its fold. Some courses of MA Education/M.Ed. programme should include study of higher education and the larger picture of education.
3. 'Education in India: Institutions, systems and structures' course may include ecosystem of institutionalised education and school and community relationship debate within its domain.
4. State, Society and education course may include excerpts of some original texts and writings to discuss some key concepts of the course.
5. History of Education in Modern India course may revisit the list of essential readings and may reduce the number. This course should also explore possibilities of raising questions about the discipline of history itself and may draw attention to distinct understanding of time in non-European societies.

6. It was decided that the programme structure MA Education/M.Ed. programme and courses for the first semester will be presented before the meeting of the Standing Committee of the Academic Council of the university to be held on 7th August 2012 at 2.30 pm at Kashmere Gate campus. Dr. Rakhi Banerjee, programme coordinator of MA Education/M.Ed. programme, would share its programme structure and courses for the first semester (with revisions, if any) with Prof. Salil Mishra, who is the convenor of the Standing Committee of the Academic Council of the university by 1st August 2012.



AMBEDKAR UNIVERSITY DELHI

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

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

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

Professor Jatin Bhatt Dean, School of Design	Member
Professor Asmita Kabra Dean, School of Human Ecology	Member
Professor Rachana Johri Dean, School of Undergraduate Studies	Member
Dr Rajan Krishnan Dean (Offg.), School of Culture & Creative Expressions	Member
Dr Kartik Dave Dean (Offg.), School of Business, Public Policy & Social Entrepreneurship	Member
Dr Oinam Hemlata Devi, Assistant Professor, SHE Nominee of the Vice Chancellor	Member
Dr M. A. Sikandar Registrar	Secretary

Special Invitees:

Professor Sanjay Kumar Sharma, Dean, Student Services

Dr Praveen Singh, Dean (Offg.), Planning

Shri J Ernest Samuel Ratnakumar, Controller of Finance

Dr Debal C Kar, Librarian

Dr Diamond Oberoi Vahali, Associate Professor, School of Liberal Studies

Dr Deepan Sivaraman, Associate Professor, School of Culture and Creative Expressions

Dr Sunita Singh, Associate Professor, Centre for Early Childhood Education and Development

Shri Akha Kaihrii Mao, OSD, School of Vocational Studies

Dr Anirban Sen Gupta, Assistant Professor, School of Development Studies

Dr Ivy Dhar, Assistant Professor, School of Development Studies

Dr Manish Jain, Assistant Professor, School of Education Studies

Shri Siddharth Narrain, Visiting Faculty, School of Law, Governance and Citizenship




Regrets:

Dr. Mihir Shah, Professor Sabyasachi Bhattacharya, Professor Honey Oberoi Vahali and Professor Sumangala Damodaran could not attend the meeting.

Shri B. Mallesha, Assistant Registrar (VCO & Governance) and Smt. Bindu Nair, Assistant Registrar (Student Services) assisted the meeting of the Academic Council.

At the outset, the Vice Chancellor and Chairperson, AC extended a warm welcome to the Members and the Special Invitees of the AC. He also introduced the new Members and the Special Invitees who attended the meeting for the first time.

The following **resolutions** were passed:

9.1 Confirmation of the Minutes of the Eighth Meeting of the Academic Council held on 01 April 2016

Resolved to confirm the Minutes of the Eighth Meeting of the Academic Council held on 01 April 2016.

9.2 To report the Action Taken on the Minutes of the Eighth Meeting of the Academic Council held on 01 April 2016

Resolved to note the Action Taken Report (ATR) on the decisions taken in the Eighth Meeting of the Academic Council held on 01 April 2016.

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

9.3 To consider the concept note and the proposal for setting up the School of Letters (SoL)

The Academic Council (AC) considered the proposal for the creation of School of Letters (SoL) and accepted in principle the broad directions contained in the concept note, vide **Appendix-2**. The AC noted that the broad rationale for establishing the School of Letters (SoL) at AUD was to integrate knowledge from constituent disciplines of Language and Literature and to work in close proximity with other related disciplines and to create opportunities for the study of and research in languages and literature at various levels.

(2) The following programmes currently located in the School of Liberal Studies will be moved to the proposed School of Letters w.e.f. the academic year 2017-18:

- (i) MA in English;
- (ii) PhD in English;
- (iii) MPhil/PhD in Hindi;
- (iv) MPhil/ PhD in Comparative Literature and Translation Studies.



(3) The AC after detailed deliberations **resolved** to accept the proposal for the creation of School of Letters in AUD under Statute 12A of the Statutes of the University and recommend it to the Board of Management for its consideration.

9.4 To consider the concept note and the proposal for setting up the Centre for Publishing (CfP)

The Academic Council (AC) considered the proposal for the creation of Centre for Publishing (CfP) and accepted in principle the concept note, vide **Appendix-3**. The AC noted that the broad objective for establishing the Centre for Publishing (CfP) at AUD is to engage in publishing activities under the name of "AUD Press" of scholarly and creative work as well as translations and teaching-learning resources in areas of knowledge and creativity related to the mandate of AUD and to offer professional training programmes (Degree/Diploma) in publishing.

(2) The AC after detailed deliberations **resolved** to accept the proposal for the creation of Centre for Publishing in AUD under Statute 12B of the Statutes of the University and recommend it to the Board of Management for its consideration.

9.5 To consider the recommendations of the Vice Chancellor for conferment of 'Professor Emeritus' / 'Professor Emerita' and 'Distinguished Professor' in pursuance of the recommendations by the Committee constituted to consider the nominations received in this regard

The Academic Council (AC) considered the recommendations of the Vice Chancellor based on a due process approved by the AC and the Board of Management for conferment of 'Professor Emeritus' / 'Professor Emerita' and 'Distinguished Professor'. The report of the Committee appointed by the Vice Chancellor in this regard and its endorsement by the Vice Chancellor are attached vide **Appendix-4**.

(2) After due deliberations, the Council **resolved** to recommend that:

- (i) Professor Venita Kaul be conferred the title of Professor Emerita of Education Studies.
- (ii) Professor Kuriakose Mamkoottam be conferred the title of Professor Emeritus of Business, Public Policy and Social Entrepreneurship.
- (iii) Professor Vijaya Shankar Varma be conferred the title of Distinguished Professor of Philosophy of Science.

(3) The Council also **resolved** to recommend the matter regarding the above conferment to the Board of Management for its consideration and approval.



9.6 To consider the revised concept note on School of Law, Governance and Citizenship (SLGC) and initial proposal for an MA Programme in Law, Politics and Society

The Academic Council (AC) considered the revised concept note on School of Law, Governance and Citizenship (SLGC) that has already been constituted under Statute 12A and the initial proposal to offer an MA Programme in Law, Politics and Society. The AC noted that the concept note builds on and furthers some of the key issues identified in an initial concept note that had been approved by the Board of Management on 31 May 2010.

(2) The AC noted that SLGC's broad objective is to reorient the study of law and to create an intellectual home for cutting edge socio-legal research and scholarship. The School will position itself not as a supplement to or competing with existing programmes in Law and instead be based on a vision of radically redefining critical legal studies in India and the global south.

(3) The School through its initial programmes will focus on two directions:

(i) The establishment of a master's programme for graduates from all disciplines who want to focus on an advanced engagement with law. This could include students of politics, law, sociology, history etc., and in the initial phase this will consist of an MA in Law, Politics and Society.

(ii) An LLM program for law graduates who want to focus on an interdisciplinary study of law.

(4) The AC after detailed deliberations, **resolved** to approve in principle the revised Concept note of the School of Law, Governance and Citizenship, vide **Appendix-5**.

(5) The AC also **resolved** to approve in principle the broad structure of the proposed MA Programme in Law, Politics and Society, vide **Appendix-6**.

(6) During the deliberations, one member suggested that the nomenclature of SLGC could be "School of Jurisprudence" which would cover all the relevant aspects of law. The Vice Chancellor informed the members that this suggestion could be considered during the decennial review of the University when the nomenclatures and domains of all Schools and programmes might be brought under review.



9.7 To consider the recommendations of the Standing Committee on Academic Programmes on the revised rules of assessment, evaluation and promotion policy for School of Design (MDes)

The Academic Council (AC) after detailed deliberations, **resolved** to approve the revised rules of assessment, evaluation and promotion policy for School of Design (MDes), vide **Appendix-7**.

The AC further suggested that any such modification in the assessment policy of various programmes be brought to its consideration through the Standing Committee on Academic Programmes (SCAP) after due consultation with the Assessment, Evaluation and Student Progression (AES) Division.

9.8 To consider the recommendations of the Standing Committee Research (SCR)

The AC considered the recommendations of the meetings of the Standing Committee Research and approved the following items:

9.8.1 Draft template to be followed for admission to MPhil and PhD programmes

The AC **resolved** to approve the template to be followed for MPhil and PhD programmes admission, vide **Appendix-8**.

9.8.2 Proposed PhD programmes in English and Sociology and MPhil/PhD programmes in Mathematics and Comparative Literature & Translation Studies

The AC **resolved** to approve the proposed PhD programme in English, MPhil/PhD programme in Mathematics and MPhil/PhD programme in Comparative Literature & Translation Studies. The AC also approved the revised PhD programme in Sociology as recommended by the SCR. These programmes are at **Appendix-9**. The earlier version of the PhD programme in Sociology had been approved by the AC in its Fourth meeting held on 10 July 2013 and 19 July 2013, vide Resolution No. 7.

9.8.3 De-enrollment of Ms Maitree Devi (S125DHS01), PhD scholar in History at the School of Liberal Studies

The AC **resolved** to approve the recommendation of SCR for de-enrollment of Ms Maitree Devi, PhD scholar in History as neither deregistration nor further extension would be possible to be given to her as she had already been given ample opportunities in the past. The AC noted that Ms Maitree Devi had already consumed almost 4 years and was unable to present even a synopsis and that there was no merit in her plea for an extension.



9.8.4 Language policy for PhD programmes

The AC **resolved** to approve the language policy for PhD programmes as recommended by the SCR vide **Appendix-10**.

9.8.5 Change in the Research Studies Regulations {clause 14(iii)} relating to normal registration period of doctoral scholars at the School of Human Ecology and School of Human Studies (Psychology)

The AC **resolved** to approve the recommendation of SCR on normal registration period of doctoral scholars (even for those with MPhil degree) in the School of Human Ecology and School of Human Studies to be four years instead of three years (**Appendix-11**). The Council also noted that the change would apply prospectively (from the batch admitted in 2016) and that this change would be treated as an exception, applicable only to the doctoral programmes of SHE and SHS. The change would not affect the duration for which doctoral scholars get stipend from AUD, which shall continue to be three years. The AC suggested that adopting this practice uniformly for all PhD programmes of the University may be considered by the Standing Committee Research.

9.8.6 Revision in the clause no. 13(iv) of the Research Studies Regulations related to normal registration period of scholars for MPhil programme in Psychoanalytic Psychotherapy at the School of Human Studies

The AC **resolved** to approve the recommendations of SCR on the normal registration period of MPhil programme in Psychoanalytic Psychotherapy offered by the School of Human Studies to be four years instead of three years as the programme is a three year long professional programme of training psychoanalytical psychotherapist with rigorous course work and practice-based components carrying 110 credits. The AC also noted that this would be treated as an exception and applicable only for MPhil Psychoanalytic Psychotherapy programme (**Appendix-12**).

The AC further **resolved** that regulations on the registration period of all the M.Phil/Ph.D programmes be revisited in the light of the new UGC's (Minimum Standards and Procedure for Award of M.Phil/ Ph.D Degrees) Regulations, 2016. The AC directed the Standing Committee Research to initiative steps in this matter.

The AC considered the minutes of the meetings of the Standing Committee Research held on 22 April 2016, 03 May 2016, 10 May 2016, 17 May 2016, 29 July 2016, 7 October 2016 and 18 October 2016 containing the above recommendations, vide **Appendix-13**.



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

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

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

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

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

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

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

The AC considered and ratified the minutes of the meeting of the Standing Committee on Academic Programmes held on 09.08.2016 containing the above recommendations, vide **Appendix-18**.

9.11 To ratify the decision of the Vice Chancellor in approving the recommendations of the Standing Committee Research (SCR)

Resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of the SCR on the following:

9.11.1 Award of MPhil degree to 22 students and PhD degree to one student

The following 22 students were awarded MPhil degree and one Student was awarded PhD degree:

(i) M.Phil degree

S.No.	Enrolment No.	Name	Course/specialization
1	S124DHS01	Peeyush Kumar	MPhil in History
2	S124DHS02	Ruby	MPhil in History
3	S134DHS05	Sanjay Kumar	MPhil in History
4	S134DHS07	Sunny Ruchi Ecka	MPhil in History
5	S134DHS08	Swati Goel	MPhil in History
6	S134DHI01	Achuta Nand Mishra	MPhil in Hindi
7	S134DHI02	Nirmal Rani	MPhil in Hindi
8	S134DHI04	Pooja Prajapati	MPhil in Hindi
9	S134CWG02	Abha Nityanand Tadvalkar	MPhil in Women's & Gender Studies
10	S134CWG07	Lalita	MPhil Women's & Gender Studies
11	S144CWG03	T Khyochano Ovung	MPhil in Women's & Gender Studies
12	S124CDP05	Dechen Wangmo	MPhil in Development Practice
13	S124CDP07	Janisar Akhtar	MPhil in Development Practice
14	S124CDP11	Natasha Narwal	MPhil in Development Practice
15	S134CDP02	Anuja Tripathi	MPhil in Development Practice
16	S134CDP03	Arunima Mishra	MPhil in Development Practice
17	S134CDP08	Kushagra Jain	MPhil in Development Practice
18	S134CDP18	Shruti Gupta	MPhil in Development Practice
19	S114CPS01	Akanksha Adya	MPhil in Psychotherapy & Clinical Thinking

20	S114CPS03	Karuna Chandrashekar	MPhil in Psychotherapy & Clinical Thinking
21	S114CPS12	Varun Viswanathan	MPhil in Psychotherapy & Clinical Thinking
22	S114CPS13	Vikas Deepak	MPhil in Psychotherapy & Clinical Thinking

(ii) Ph.D degree

S.No.	Enrolment No.	Name	Course/specialization
1	S115DHI03	Kumari Jyoti Gupta	PhD in Hindi

9.11.2 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 programmes, as detailed below:

i) <u>MPhil Scholars (four), SLS</u>	<u>Extension Upto</u>
(a) Shri Anshuman Shrivastava	31.03.2017
(b) Ms Ishita Singh	28.02.2017
(c) Shri Abhinav Goswami	28.02.2017
(d) Ms Sarita Chaudhary	28.02.2017
ii) <u>PhD scholars (eight)</u>	
(a) Shri Vinod R , PhD Psychology	31.12.2016
(b) Shri Wrick Mitra, PhD Psychology	31.12.2016
(c) Ms Bharti Mohan, PhD Psychology	31.12.2016
(d) Shri Prakash Tripathi , PhD Human Ecology	09.01.2017
(e) Ms Barsha Poricha, PhD Human Ecology	14.01.2017
(f) Shri Buddhaditya Das, PhD Human Ecology	23.02.2017
(g) Shri Abdul Rahman, PhD Women's & Gender Studies	26.03.2017
(h) Ms Nidhi Verma, PhD Women's & Gender Studies	18.02.2017

9.11.3 Number of seats filled in MPhil and PhD programmes in Monsoon Semester 2016 and Winter Semester 2017

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the AC on the number of seats filled in the MPhil and PhD programmes in Monsoon Semester 2016 and Winter Semester 2017.

The AC ratified the admission of 20 (twenty) MPhil Development Practice, 10 (ten) MPhil Women's and Gender Studies, 7 (Seven) M.Phil History, 3 (three) PhD History 5 (five) PhD Hindi, 4 (four) PhD Human Ecology, 10 (ten) PhD Women's & Gender Studies and 2 (two) PhD students in Development Studies.

9.12 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

Resolved to ratify the decision taken by the Vice Chancellor on behalf of the AC on the following recommendations made by the Standing Committee Student Affairs:

9.12.1 Ms Chahat Lohia, Mr Satender Tiwari and Ms Aasiya Praveen for their re-enrollment to the BA English Honours, MDes and BA English Honours programme respectively

The AC **resolved** to ratify the approval of the Vice Chancellor on re-enrollment of Ms Chahat Lohia, Mr Satender Tiwari and Ms Aasiya Praveen to the BA English Honours, MDes and BA English Honours programme respectively.

9.12.2 Re-registration to the MA History programme of Manas Mishra

The AC **ratified** the approval of the Vice Chancellor on re-registration of Shri Manas Mishra to the MA History Programme as additional two years can be given to complete the Masters programme.

9.12.3 Additional semester for completing MA Economics programme by Tsewang Dorjey

The Council **ratified** the additional semester given to Shri Tsewang Dorjey for completing MA Economics programme.

The AC considered and **ratified** the minutes of the meeting of the Standing Committee Student Affairs held on 23.08.2016 containing the above recommendations, vide **Appendix-19**.

9.13 To ratify the action taken by the Vice Chancellor in approving the MoUs signed between AUD and (i) Plan International (India Chapter) (ii) State Resource Centre for Early Childhood Education, Durgabai Deshmukh Mahila Sabha (iii) National Institute of Public Cooperation and Child Development (NIPCCD), Regional Centre Guwahati, Assam (iv) School of Planning and Architecture, New Delhi (v) e-PG Pathshala, a project sanctioned to UGC by the MHRD (vi) Results for Development Institute (vii) CARE India Solutions for Sustainable Development and (viii) The Trustees of Indiana University

The Council **ratified** the action taken by the Vice Chancellor in approving the MoUs signed between AUD and the following (**Appendix-20**):



(i) Plan International (India Chapter)

An MoU was signed on 21 April 2016 by the Centre for Early Childhood Care and Education (CECED) at AUD with the Plan International (India Chapter), New Delhi (1) to develop framework based on core activities for Responsive Care and Early Stimulation (RCES) for children based on 3 age cohorts-under 3 years, 3-6 years old and 6-8 years for comprehensive child development. (2) to develop two training manuals for the programme team on core activities under Responsive Care and Early Stimulation.

(ii) State Resource Centre for Early Childhood Education, Durgabai Deshmukh Mahila Sabha

An MoU was signed on 26 May 2016 by the Centre for Early Childhood Care and Education (CECED) at AUD with the State Resource Centre for Early Childhood Education, Durgabai Deshmukh Mahila Sabha, Hyderabad, for conducting the research study " Study of impact of Early Learning, Socialization and school readiness experiences in preschool settings on education and behavioral outcomes along the primary stage" which is also called the IECEI (Indian Early Childhood Education Impact) in Telangana.

(iii) National Institute of Public Cooperation and Child Development (NIPCCD), Regional Centre Guwahati, Asom

An MoU was signed on 26 May 2016 by the Centre for Early Childhood Care and Education (CECED) at AUD with the National Institute of Public Cooperation and Child Development (NIPCCD), Regional Centre Guwahati, Asom, for conducting the research study "Study of impact of Early Learning, Socialization and school readiness experiences in preschool settings on education and behavioral outcomes along the primary stage" which is also called the IECEI (Indian Early Childhood Education Impact) in Asom.

(iv) School of Planning and Architecture, New Delhi

An MoU was signed on 18 May 2016 by the AUD (for School of Design) with the School of Planning and Architecture , New Delhi to set up a Design Innovation Centre under Hub and Spoke scheme funded by the Ministry of Human Resource Development, Government of India.

(v) e-PG Pathshala, a project sanctioned to UGC by the MHRD

The agreement signed with e-PG Pathshala has been withdrawn from the Agenda as this was not strictly an MoU, this was rather an initial proposal by the Principal Investigator seeking grants from the UGC under the MHRD project.

(vi) Results for Development Institute

An MoU was signed on 27 September 2016 by the University for the Centre for Early Childhood Care and Education (CECED), AUD with the Results for Development Institute, 1.1.11 19th Street NW, Suite 700 Washington, DC 20036 USA for an International Project of Mobile Reading to Children supported by Results for Development (R4D) Institute, Columbia.

(vii) CARE India Solutions for Sustainable Development, Noida

An MoU was signed by the University for the Centre for Early Childhood Care and Education (CECED) with the CARE India Solutions for Sustainable Development, Noida for a Project – “A baseline study of Early Childhood Education Component of Early Start : Read in Time Project in Odisha”.

(viii) The Trustees of Indiana University, Bloomington

An agreement of “Friendship and Cooperation” and an Sub-agreement for “Academic Cooperation and Exchange” between the Trustees of Indiana University and the Ambedkar University Delhi were signed on 17 October 2016 at AUD to implement a series of cooperative academic activities and for the creation of faculty, staff and student exchange programmes.

9.14.1 To note the re-constitution of the Standing Committee on Academic Programmes (SCAP) with Professor Salil Misra, SLS as Chairperson, Dean (Assessment, Evaluation and Student Progression) as new Ex-Officio Member and Ms Monishita Hajra Pande, Assistant Professor, SUS as Convenor besides Deans of all Schools and Deans of Academic Services, Student Services and Planning as Ex-Officio Members

The AC noted the re-constitution of the Standing Committee on Academic Programmes (SCAP) with Professor Salil Misra, SLS as Chairperson, Dean (Assessment, Evaluation and Student Progression) as new Ex-Officio Member and Ms Monishita Hajra Pande, Assistant Professor, SUS as its Convenor, besides Deans of all Schools and Deans of Academic Services, Student Services and Planning, as Ex-Officio Members vide Notification dated 18.10.2016 (**Appendix-21**).



9.14.2 To note the appointment of Prof. Geetha Venkataraman, Dean(AES) as new Ex-Offico Member of the Standing Committee Research (SCR) and Professor Salil Misra to act as the Chairperson of the SCR till the new Pro Vice Chancellor is appointed

The AC took note of Professor Salil Misra, School of Liberal Studies having been nominated to act as the Chairperson of the Standing Committee Research (SCR) till the new Pro Vice Chancellor's appointment.

Similarly, Professor Geetha Venkataraman, Dean (AES) has been nominated as a new Ex-Officio member of the SCR.

9.14.3 To note the Seventh and Eighth Ambedkar Memorial Lectures (AMLs) by Ms. Aruna Roy and Professor Romila Thapar on 14 April 2015 and 14 April 2016 respectively

The Council noted that Ms. Aruna Roy delivered the Seventh Ambedkar Memorial Lecture on 14 April 2015 at the India International Centre. The title of her lecture was, "Is unbridled capitalism a threat to Constitutional democracy in India?". Dr. Usha Ramanathan was the discussant.

Similarly, the Eighth Ambedkar Memorial Lecture was delivered by Professor Romila Thapar on 14 April 2016 at the India International Centre. The title of her lecture was "Rethinking Civilization as History".

9.14.4 To note the brief reports of different Centres established in AUD:

- (1) Centre for Psychotherapy and Clinical Research (CPCR)
- (2) Centre for Early Childhood Education and Development (CECED)
- (3) Centre for Social Science Research Methods (CSSRM)
- (4) Centre for Community Knowledge (CCK)
- (5) Centre for Urban Ecology and Sustainability (CUES)
- (6) Centre for Development Practice (CDP)
- (7) AUD Centre for Incubation, Innovation & Entrepreneurship (ACIIE)

The AC noted the reports of different Centres namely (a) Centre for Psychotherapy and Clinical Research (CPCR); (b) Centre for Early Childhood Education and Development (CECED); (c) Centre for Social Science Research Methods (CSSRM); (d) Centre for Community Knowledge (CCK); (e) Centre for Urban Ecology and Sustainability (CUES); (f) Centre for Development Practice (CDP) and (g) AUD Centre for Incubation, Innovation & Entrepreneurship (ACIIE) at AUD (Appendix-22).



9.14.5 To report on the Admissions for the academic session 2016-2017

(1) The AC noted the report on the Admissions for the academic year 2016-17 prepared by the Student Services Division. It was noted that the BA and MA programmes in the University were completed over the month of July and the first week of August, 2016. The online application process was open from mid-May to June 24 for the BA and MA programmes. There has been a substantial increase in the number of applications for 2016-17 over the previous years. The applications have increased substantially by 61.5 per cent for BA programmes and 38.1 per cent for MA programmes. Additionally in the case of BA applications, there has been a marked increase in the number of programmes applied for by each unique applicant from 2.5% in 2015-16 to 4.2% in 2016-17.

(2) Among the various BA programmes, the increase in the applications ranged from 50 per cent to around 80 percent. Among the MA programmes, there is a similar trend of substantial increase except for in MA Education. The range of increase in applications varies roughly between 26 per cent and 86 per cent.

(3) While these increases can be partly driven by factors like the full fee-waiver for SC and ST students, introduced this year (this also reflects in the filling up of reserved seats) as well as the introduction of a few BA programmes at the new Karampura campus, which warrants a one-time jump in applications, there are reasons for this trend to persist as well in future. With most MA programmes having completed 5 or more years now and BA programmes in their 7th year, it can be expected that AUD will attract larger numbers of applicants in the coming years.

(4) In the case of SUS admissions, there were a number of new dimensions. Instead of merely cut-offs being announced like till last year, lists with names were published along with cut-offs. This change was primarily done to allot campuses to the students based on their campus preference and merit. There was also a provision of campus transfer in case seats were empty in a particular campus after every round of admission. The campus transfer lists published after every round was also based on the student's preference, merit and number of seats vacant in a particular campus.

9.14.6 The report the Fifth Annual Convocation held on the 9th of December, 2016

The AC noted that the Fifth Annual Convocation of the University for Conferment of degrees/ diplomas to the students who had successfully completed all the assessment requirements of courses in the year 2016 was held on 9 December 2016 on the University campus(**Appendix-23**).



(2) His Holiness the Dalai Lama was the Chief Guest and delivered the convocation address. Shri Najeeb Jung, the then Hon'ble Lt Governor of Delhi in his capacity as the Chancellor of the University presided over the Convocation ceremony.

(3) During the Convocation, 530 students who had completed the prescribed requirements during the academic year 2015-16 were awarded with PhD, MPhil, MA, BA (Hons) Degrees in various fields of studies such as Economics, Development Studies/Practice, Psychology, Women's & Gender Studies, Business Administration, Education, Environment & Development, English, History, Psychology, Sociology, Mathematics, Human Ecology, Hindi, Design, Film Studies, Literary Art and Visual Art, Performance Studies and Social Sciences & Humanities.

(4) Further, 19 students were awarded post graduate diplomas in Early Childhood Care & Education, Development Studies, Environment & Development and Publishing.

(5) The breakup of the students who were awarded Degrees and Diplomas are: BA (Hons) Degree – 169; MA Degree – 300; M.Des.– 5; MBA – 33; MPhil Degree – 22; PG Diploma – 19 and PhD – 1 (Total = 549). The first Ph.D. Degree of the University was awarded to a female student during the Convocation.

(6) The female students who were given various Degrees and Diplomas during the Convocation constituted 66% of the total students.

9.14.7 To note the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D Degrees) Regulations, 2016

The AC **noted** the University Grants Commission (UGC) Regulations, 2016 (Minimum Standards and Procedure for Award of M.Phil/ Ph.D Degrees), vide Gazette Notification dated 05 May 2016 (**Appendix-24**).

The AC authorised the Standing Committee Research (SCR) to study the above Regulations and to come out with a detailed proposal for their implementation with necessary amendments in the existing procedures being followed by the University.

9.14.8 To note the UGC Guidelines on Adoption of Choice Based Credit System

The AC **noted** the University Grants Commission (UGC) Guidelines on Adoption of Choice Based Credit System (**Appendix-25**).

The AC authorised the Standing Committee on Academic Programmes (SCAP) to study the Guidelines and to come out with a detailed proposal



as to how these guidelines may inform the curriculum structure and assessment process of the academic programmes of the University.

9.15 To consider the recommendations of the Standing Committee on Academic Programmes (SCAP) on the proposed 4 year Integrated BA-B.Ed Programme to be offered by School of Education Studies

The AC **resolved** to approve in principle the concept note on Conceptualising Teacher Education at AUD and approved the proposed structure of the 4 year integrated BA-B.Ed programme to be offered by School of the Education Studies, with two trajectories (a) Pre-Primary to Primary and (b) Upper Primary to Secondary, vide **Appendix-26**.

9.16 To consider the proposal for MA Education (Early Childhood Care and Education) and PG Diploma ECCE to be assimilated into AUD as regular academic programmes

The AC **resolved** to approve the proposal for MA Education (Early Childhood Care and Education) and PG Diploma ECCE to be assimilated into AUD as regular academic programmes. The Council noted that the School of Education Studies (SES) has been offering the aforesaid two programmes in the area of Early Childhood Care and Education (ECCE) since 2014. These programmes have been supported by the Sir Ratan Tata Trust (SRTT). The funding from SRTT is coming to an end on March 31, 2017. For these programmes to continue, these will have to be assimilated into AUD's regular repertoire of programmes and supported by AUD. The main support required will be in the form of two additional positions of Assistant Professor. The AC also considered and **approved** the report of the Third Party Programme Evaluation on these two programmes.

The AC after detailed deliberations **resolved** to approve the proposal for MA Education (Early Childhood Care and Education) and PG Diploma ECCE to be assimilated into the repertoire of regular academic programmes in AUD and recommended the creation of two additional positions of Assistant Professor for this purpose for consideration by the Board of Management (**Appendix-27**).

9.17 To consider recognising 'Faculty Development Workshops / Courses' as part of the AUD Career Advancement Scheme in lieu of Orientation / Refresher Courses organised by Academic Staff Colleges

The AC considered the proposal for recognising 'Faculty Development Workshops / Courses' as part of the AUD Career Advancement Scheme in lieu of Orientation / Refresher Courses organised by Academic Staff Colleges.



(2) The AC noted that the Internal Quality Assurance Cell (IQAC) has organised several brainstorming sessions on creating innovative in-house faculty development programmes for the AUD faculty. This is keeping in mind the slightly different disciplinary orientation of the Schools and Programmes at AUD. Secondly, most of the Schools have lean faculty strength making it difficult for faculty members to participate in refresher / orientation programmes spanning over three weeks.

(3) The plan is to establish an *Academic Teaching Development Programme* to help and assist the teachers to adopt innovative and relevant pedagogies, appropriate assessment practices, field practicum, and exposure to and acquiring new knowledge. The idea is to help attain excellence and professionalism in teaching.

(4) Workshops and retreats will be undertaken for faculty development, especially in the area of research methodology and writing, which would filter down to strengthening student writing and research. Methodology workshop will also be conducted for research students of the University. Workshops will also be planned to share, deliberate and document varied teaching and assessment practices across different programmes.

(5) Each such programme / workshop will go through a process of vetting by bodies like the SCAP, SCR and IQAC. One such workshop on 'Practical Pedagogy' (4 sessions) conducted by Dr. Anannya Dasgupta from Shiv Nadar University is already planned for February 2017.

(6) The AC after detailed deliberations **resolved** to approve the proposal for recognising these workshops as part of the AUD Career Advancement Scheme in lieu of the Orientation / Refresher courses being offered in various Academic Staff Colleges.

9.18 To note the plan to develop or reactivate the following programmes

The AC noted that:

(A) The following MA programmes that have been on the anvil for some time would be developed:

- (i) MA Public Policy and Governance
- (ii) MA Global Studies
- (iii) MA Public Health
- (iv) MA Urban Studies

(B) The following two programmes would be reactivated:

- (i) Redesign the MA Social Entrepreneurship as a one year "post-masters" programme called Postgraduate Diploma or Fellowship in Social Entrepreneurship after an MA, MBA or MDes.



- (ii) Reactivate the one year Postgraduate Diploma in Publishing, redesigning it as a "post-Masters" programme after an MA (preferably in English).
- (C) Besides, the School of Law, Governance and Citizenship was developing an MA Law, Politics and Society.
- (D) In the development and offer of the aforesaid programmes, the following principles would be broadly adhered to:
 - (i) Most of these programmes would be offered jointly by two or more Schools.
 - (ii) These programmes would be built on a common pool of courses.
 - (iii) Faculty recruitment would be based on the combined requirements of the aforesaid programmes and the undergraduate programmes. The new faculty would be required to participate in the teaching of the aforesaid programmes as well as the undergraduate programmes.

Any Other Items with the permission of the Chair

The Vice Chancellor informed the members that the University was in the process of inviting Professor Valerian Rodrigues, former Professor at JNU, to be the first Ambedkar Chair Professor. The Ambedkar Chair has recently been set up by the University and was supported by the proceeds of the University Development Fund.

The VC also informed the members that the University would be entering its 10th year in August 2017. In this connection, it was proposed to set in motion a Comprehensive Decennial Review of the University.

The meeting ended with a vote of thanks to the Chair.



(Dr M A Sikandar)
Registrar



(Professor Shyam B Menon)
Vice Chancellor



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

Asmita Kabra

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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

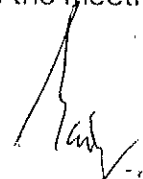
Special Invitees:

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

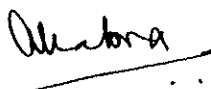
The Council **resolved** to note the Action Taken Report (ATR) on the decisions taken in its 14th meeting held on 05.12.2017, vide **Appendix-1**.

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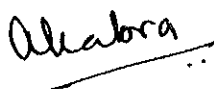
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15.12 Take cognizance of the amendments in the various UGC Regulations regarding recruitment and career advancement of the faculty

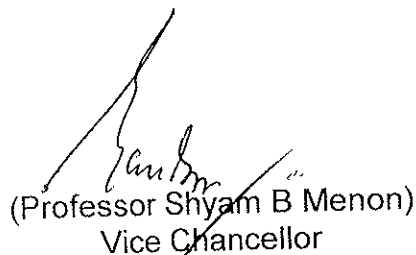
The AC **noted** that there have been amendments in the various UGC Regulations, 2010 (Principal Regulations), 2013 (2nd amendment), 2016 (3rd Amendment) and 2016 (4th Amendment), regarding recruitment and career advancement of faculty in universities and colleges, i.e., Assistant Professor, Associate 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.

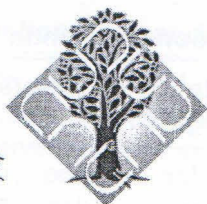
The meeting ended with a vote of thanks.



(Professor Asmita Kabra)
Registrar (Offg.)



(Professor Shyam B Menon)
Vice Chancellor



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:

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.

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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).

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- (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.

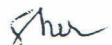
After due deliberations, AC **resolved** to approve the proposal for admission of Foreign Students to Degree Programmes of AUD (**Appendix-37**).


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