

Ambedkar University Delhi
School of Liberal Studies
Board of Studies

Minutes of the Seventh meeting of the BOS held on 9 October 2017

Dhirendra Datt Dangwal, who became Dean of SLS from 1 August 2017, is now new Convenor of the BOS. The Convenor of BOS welcomed the members. He also welcomed and introduced Prof. Tanuja Kothiyal as new BOS member. The Board expressed gratitude to Prof. Denys Leighton for the work he had done as a Convenor of the Board.

Following members were present:

Prof. Dhirendra Datt Dangwal
Prof. Denys Leighton
Prof. Sanjay Kumar Sharma
Prof. Smita Tewari Jassal
Prof. Tanuja Kothiyal
Dr. Arindam Banerjee
Dr. Niharika Banerjee
Dr. Rohit Negi
Prof. Rajni Palriwala
Prof. Ashok Acharya
Dr. Brinda Bose
Dr. Anil Persaud special invitee
Dr. Rukmini Sen special invitee
Dr. R P Kundu special invitee

Regrets: Prof Geetha Venkataraman, Dr. Venugopal Maddipati, Professor Anup Kumar Dhar, Professor Praveen Singh, Dr. Priyasha Kaul, Prof. S.B. Upadhyay, Prof. Nasir Tyabji

Items on the agenda

1. Approve lists of experts to serve on faculty selection panels.
2. Discuss and approve MA Sociology course.
3. Discuss and approve courses and structure of MA History Programme.
4. Discuss and approve courses and structure of MA Economics programme.
5. Any other matters raised by Board Members, with approval of the Dean SLS.

Agenda no 1:

The Board discussed the lists of expert for Selection Committees for the disciplines of Sociology, Economics, History and Mathematics. After some discussion suggestions were made for correcting certain names, and including new names. As members wanted more time to come up with some more names, it was decided to give one week time to members to suggest more names to the Convenor of BOS. The lists have been updated on the basis of suggestions made and it will be placed before the Academic Council for final approval.

Agenda no 2:

Dr. Rukmini Sen was invited to present her course to the BOS. She presented revised draft of her sociology course 'Relationships and Affinities'. Her course was initially discussed in the Sixth BOS meeting held on 17 November 2016 and various suggestions were made. The Board had recommended that the course need to be revised along the lines suggested during the discussion and the revised draft should be placed again before the BOS. The revised draft was result of inclusion of suggestions made in the previous meeting. In her presentation Dr. Sen highlighted the aspects she has included in this draft. Again certain suggestions were made. Many suggestions were relating to readings, particularly shifting readings from one module to another. There was a suggestion to include some readings on motherhood. There was also a suggestion to include issues of ownership of land and inheritance in the course. The attention of Dr. Sen was also drawn to the fact that while the first three modules discuss kinship and affinities in global context, the last module focuses primarily on India. There was also an observation that in the current draft, unlike in the previous one, there is less emphasis on affinities.

The Board approved the course and advised Dr. Sen to include some of the suggestions made during the discussion.

Agenda no. 3:

- A. The history discipline group proposed to make a change in eligibility for taking up seminar (or research) paper in the fourth semester by MA History students. It is suggested that for taking research paper in the 4th semester student should clear or pass at least 40 credits of course work or ten courses, which should include all four core courses. The BOS accepted this recommendation.
- B. Dr. Anil Persaud was invited to present the revised draft of his course 'Not a history of Nothing'. This course was discussed and various suggestions were made in the 6th meeting of the Board on 17 November 2016. The Board had recommended that suggestions made during the discussion should be incorporated and the course proposal should be resubmitted to the Board for approval. Dr. Persaud presented the revised proposal to the Board. As he has already once taught this course he explained how students perceived it. The feedback given by students, he argued, helped him in revising the course.

Board members made various suggestions. It was suggested that modules need to be connected more clearly. What constitute the 'value' should be clearly defined as there is a module on 'value'. It was also suggested that as the course intends to bridge the gap between sciences and social sciences, there should be more readings from pure science. Finally, the Board suggested Dr. Persaud to retain the old title of the course 'History of Nothing' which looks more suitable than the current title 'Not a History of Nothing'. Dr. Persaud agreed on this. The BOS suggested that some of the suggestions made during the discussion should be incorporated and in principle approved the course.

- C. The revised draft of the course 'Censureship/ transgression in Modern India' could not be taken up for discussion as Dr. Shailaja Menon, who proposed the course, was not present as she was on leave.

Agenda no. 4:

Dr. R. P. Kundu, M. A. Economics Programme Coordinator who was a special invitee, presented the revised course structure of economics. He informed that the Economics Faculty collectively reviewed its M.A. Programme in its meeting held on March 08, 2017 and decided to propose the following change in the Programme structure:

'Econometrics and Data Analysis' presently an elective course should be made a core course and be offered in the second semester and 'International Trade and Capital Flows' which is currently a core should become an elective. The reasons for the suggested change are as follows: 1. It was felt that a core course in econometrics which builds on the first-semester 'Statistics and Data Analysis' course is required to equip students with the minimum essential understanding and skills in econometrics required for all M.A. students. 2. It was also felt that the number of core courses should not increase beyond 10. 3. 'International Trade and Capital Flows' is a more specialized course and some of the topics in this course can be covered in courses like Macroeconomics – I, Macroeconomics – II and Capitalism, Colonialism and Development and other courses. It was felt that the course 'International Trade and Capital Flows' can be offered as an elective.

The Board discussed it and approved this change and allowed these changes to be effected in the MA Economics programme from the next semester.

Agenda 5:

The Board noted that there is at present no detailed or prescribed procedure for forwarding course/programme proposals for its consideration and approval. There is no Committee of Courses or other body that is specifically designed to mediate between faculty and the BOS in matters of course/programme approval.

The BOS also discussed the possibility of involving external experts in discussing proposed course. It was suggested that nothing prevents any faculty member proposing course from consulting external members. But it was also underlined that making it mandatory makes the process complicated and delays the process of getting courses passed.

The Board agrees that all proposals for courses, programmes, or for changes in programme structures and implementation should be forwarded with a signed cover note from the relevant

programme coordinator on behalf of the programme committee. The programme Committee should discuss all proposals in detail and maintain the records of discussion which should be sent to the BOS through the Dean.

The cover note to the BOS should be signed by the Dean and should accompany the standard course proposal forms that are signed by the prospective course coordinators. The cover note should provide details about meetings or formal discussions of the course proposal(s) or programme, indicating dates of the discussions and persons involved in the same. The cover note may mention substantive recommendations that have brought a course proposal to the BOS.

Further, it was suggested that discussion on course proposal within the discipline group should start well in advance and course proposal recommended by the discipline group (with note and signature of the programme coordinator) needs to be submitted to the Dean at least six months prior to proposed launch of the course.

Summary of decisions taken:

1. The lists of experts (for Mathematics, Sociology, History and Economics) to serve on faculty selection panels approved.
2. M. A. Sociology course 'Relationships and Affinities' approved.
3. i. Minor change in MA History Programme approved which is: The eligibility for taking up seminar (or research) paper in the fourth semester is passing of at least 40 credits of course work or ten courses, which should include all four core courses.
ii. The Board approved the Course 'History of Nothing'.
iii. The discussion on the revised draft of the course 'Censorship / transgression in Modern India' has been deferred as Dr. Shailaja Menon, who proposed the course, was on leave.
4. The Board approved the decision of economics faculty to make the following change in MA programme in economics: 'Econometrics and Data Analysis' (earlier an elective) becomes a compulsory core course and will be offered in the second semester and 'International Trade and Capital Flows' which is currently a compulsory core shall become an elective.

Dhirendra Datt Dangwal
Convenor of BOS
School of Liberal Studies
Ambedkar University Delhi.

Ambedkar University Delhi
School of Liberal Studies
Board of Studies

Minutes of the Ninth meeting of the BOS held on 20 April 2018

The Convenor of the BOS welcomed the members.

Following members were present:

Prof. Dhirendra Datt Dangwal
Prof. Denys Leighton
Prof Geetha Venkataraman
Prof. Sanjay Kumar Sharma
Prof. Smita Tewari Jassal
Prof. Tanuja Kothiyal
Prof. Praveen Singh
Prof. R P Kundu
Dr. Arindam Banerjee
Dr. Niharika Banerjee
Dr. Venugopal Maddipati
Prof. Nasir Tyabji
Dr. Shailaja Menon, special invitee
Dr. Pallavi Chakravarti, special invitee
Dr. Yogesh Snehi, special invitee

Regrets: Professor Anup Kumar Dhar, Prof. S.B. Upadhyay, Prof. Rajni Palriwala, Dr. Brinda Bose Prof. Ashok Acharya, Dr. Rohit Negi.

Items on the agenda

1. Discuss and approve MA History seminar courses 'Partition of Indian Subcontinent and its Aftermath'
2. Discuss and approve MA History courses 'Censorship/Transgression in Modern India'.
3. Discuss and approve 'Guidelines for Assessment and Evaluation in MA History' Programme.
4. Any other matters raised by Board Members with approval of the Dean SLS.

Agenda no 1:

Dr. Pallavi Chakravarty, special invitee, presented her course 'Partition of Indian Subcontinent and its Aftermath'. She explained that this is an M. A. History seminar/ research paper course. It encourages

students to look at one of the most tragic events in the history of the subcontinent. There has been a shift in the historiography on partition with the focus now on the legacy left behind. The 'long Partition', as some scholars term it has several un or under explored themes which remains the focus of this seminar paper. At the same time with publication of many original documents of that period, research on this theme is greatly enabled. Thus, students would be encouraged to explore any one theme ranging from the meaning and celebration of independence in the subcontinent to what is left of the legacy of partition today. The idea is to understand this defining moment in the subcontinent's history from the perspective of what is its meaning rather than pondering on what led to this catastrophe for after all knowing or unknowingly we live with its consequences till date. Students will have to, in this seminar, engage with secondary as well as primary sources to explore several themes on this subject. The idea is to adopt an interdisciplinary approach in order to construct a 'total history' of this event, hence, apart from the conventional archives, students will also be encouraged to engage with alternate archives: literature, cinema, and oral testimonies. An attempt will be made to plug-in the gaps in our narratives on partition by exploring themes which have so far been dealt with rather sparingly.

There were some queries and suggestions. There was a suggestion that this seminar paper may involve ethnographic work. Collaboration across disciplines on imparting skills in ethnography should be explored. This training is essential; otherwise students tend to take a few random interviews to write their seminar paper.

There was also a suggestion to reconsider use of the term aftermath in the title. Aftermath in its broad meaning, it was suggested, may cover everything that happened in the country after partition.

The Board passed the seminar course subject to incorporation of suggestions made during the discussion.

Agenda no 2:

Dr. Shailaja Menon, special invitee, presented her course 'Censorship/Transgression in Modern India' to the Board explaining its main features. The course looks, she argued, critically at the state as well as social censorship. For understanding state censorship various attempts at imposing censorship by colonial as well as post-colonial state are discussed. A society in imparting social values also tends to police ideas and thoughts that it thinks dangerous under the pretext of public morality. This censorship, she argued, will also be the focus of the course.

Board members made various queries. There were suggestions that certain themes like Press and Postal Censorship can be included. It was suggested that the idea of tolerance has remained un-interrogated and the notion of aesthetics also needs to be questioned.

It was also underlined that the course is premised on the notion that censorship is always bad. This requires, it was suggested, rethinking. There is need to properly historicize censorship. Like one needs to differentiate things like wartime censorship, or self-censorship, which along with other things may normally be correct.

Few corrections were suggested. This cannot be a 4th semester course as all history electives are opened to students of both semesters. It was also suggested that it is not correct way of writing that 'there is no course on Censorship offered in any Indian university'. And that assessment needs to be aligned with AUD assessment and evaluation policy.

Agenda no. 3:

Dr. Yogesh Snehi, MA History Programme Coordinator and special invitee, presented 'Guidelines for Assessment and Evaluation in MA History'. He explained main features of the Master Programme in History and its structure. MA programme consists of four core courses and a number of electives. In total students are required to complete 64 credits, out of which 8 credits can be non-history courses, taken from within or

outside the school. One of the central aspects of the programme is compulsory seminar paper or research paper, consisting of eight credits.

Completing all four core courses successfully, along with seminar paper, is essential to pass the programme. It was proposed by the history faculty that to take up the seminar paper or research paper, which requires special skill imparted through four core courses, students should complete successfully all core courses. The fourth core course is offered in the third semester. If a student fails in the core course offered in the 3rd semester, he or she cannot complete it until the 5th semester (as this core course is offered only in the monsoon semester). In this way the student will take up the seminar course or the research paper only in the sixth semester (taking three years to complete MA degree).

Some members felt that this is a very harsh punitive clause. A student who has passed 54 credits successfully, but failed in the 4th core course of 4 credits, will have to wait for a year to complete the degree. The Board asked how pedagogically writing the seminar paper is linked to passing of all four core courses. And how does not passing one core course hinder development of a historical sense essential for writing a research paper?

There was a suggestion to make only passing first year core courses essential for taking seminar paper, or if passing all four core courses is crucial then shift fourth core course to the second semester. And it should be made clear to the students that seminar course can be taken up only in the fourth semester of their progression in the programme.

The Board passed the document on the condition that the history faculty revise the document in the light of the suggestions made during the discussion.

Summary of decisions taken:

1. The Board passed the seminar course 'Partition of Indian Subcontinent and its Aftermath' subject to incorporation of suggestions made during the discussion.
2. The Board passed the course 'Censorship/ Transgression in Modern India' subject to incorporation of suggestions made during the discussion.
3. The Board passed the document 'Guidelines for Assessment and Evaluation in MA History' subject to incorporation of suggestions made during the discussion.

Dhirendra Datt Dangwal
Convenor of BOS
School of Liberal Studies
Ambedkar University Delhi.

Ambedkar University Delhi

Proposal for Launch of a Programme

(To be approved by the Academic Council)

School	<i>School of Liberal Studies</i>
Programme Name	<i>M.A. Economics</i>
Programme Type (Professional/Liberal/Research/ etc.)	
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	<i>PG (Masters)</i>
Total Credits	<i>64 credits</i>
Proposed date of launch	<i>July 2011</i>
Programme coordinator and team	<i>Anirban Biswas Arindam Banerjee Dipa Sinha (Programme coordinator 2019-20) Jyotirmoy Bhattacharya Krishna Ram Parag Waknis Rajendra Prasad Kundu Robin Singhal Saranika Sarkar Taposik Banerjee</i>

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):

The eligibility requirements for the MA Economics programme is that the candidate must have any bachelor's degree with at least 45% marks (or an equivalent grade) from a recognised University (relaxation of 5% of marks for candidates belonging to SC/ST/PwD categories)

2. Entrance process (test, interview, cut-offs, etc.):

The admissions are based on a written entrance test and interview of shortlisted candidates. The written entrance test includes multiple choice questions as well as subjective questions. The written entrance is for 75 marks. The interview carries 25 marks. The final admission is according to the merit list based on the total marks accrued in the written entrance and interview together. All the reservation norms of the Government of NCT of Delhi and Ambedkar University Delhi are followed.

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

The sanctioned number of seats for M.A. Economics is 42.

4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):

Proposal for Launch of a Programme

The programme is for four semesters over two years with an inter-semester break after each semester. The University rules for promotion and graduation apply. In each semester the student is required to complete 16 credits. Of the total 64 credits, 40 credits are to be completed through compulsory courses and students can opt for elective courses for up to 24 credits. At least 12 credits for elective courses must come from electives offered by the MA Economics programme.

5. What are the intended aims of the programme?

The Masters Programme in Economics attempts to provide students with a rigorous and in-depth advanced training in economic analysis, with a particular emphasis on equipping them with the ability to comprehend and think about contemporary economic issues including the challenges confronting developing countries like India. It equips students for careers in government agencies, the corporate and financial sectors, development organisations, the media, and also in academia (including further studies).

6. How does the programme link with the vision of AUD?

The programme draws on different theoretical perspectives and traditions within the discipline, bringing in perspectives from outside the discipline on contemporary social phenomenon, and uses creative pedagogical approaches to offer a well-rounded training that would enable students to achieve a variety of objectives simultaneously: in keeping with the University's vision, develop a socio-political and historical perspective on the economy and the discipline which analyses it; master the quantitative techniques which are used extensively in economic analysis; understand and learn to analyse contemporary economic issues at the global and national levels; and acquire skills for absorbing and communicating economic ideas on the 'social'.

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?

AUD is one of the few universities in India with the core objective of promoting the study of humanities and social sciences and it recognises these disciplines as pivotal to the understanding and imagination of a society in transition. The School of Liberal Studies is one of the important schools of the university which seeks to house the core social science disciplines providing academic training in Economics, History, Sociology, Mathematics, English and Hindi. An M.A. programme in Economics is integral to this vision of the school and the university. The faculty teaching the courses for M.A. Economics are also responsible for bulk of the teaching of economics for the students of the School of Undergraduate Studies. At the post-graduate level, some of the courses offered by the programme are also open for students of SLS from other disciplines as well as students from other schools. In this manner the programme facilitates opportunities for inter-disciplinary training for students who may wish to pursue the same.

Proposal for Launch of a Programme

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)?

NA

9. How is it positioned in relation to other similar programmes in the field?

The M.A. Economics programme is comparable to any postgraduate programme in any reputed university in the country. It takes care to provide training in the basic foundations of the discipline, exposing the students to both mainstream and heterodox approaches. The courses include current literature and expose the students to some of the contemporary research in the discipline. Mathematical and statistical techniques are emphasised upon making our students competent to deal with a wide range of literature. Electives are offered across different areas of the discipline providing an opportunity to the students to specialise in a sub-discipline if they wish to.

10. Is there a sufficiently defined body of knowledge and literature to support the programme?

Yes – a lot is now also available as e-resources

11. A. What are the program specific graduate attributes?

In line with the objectives of the University, the economics programme aspires to see the following attributes in its graduating students:

- *Ability to read and write analytically using the techniques, language and idiom of the discipline*
- *A scientific temper that enables them to objectively analyse an economic issue by drawing on the existing body of knowledge in the discipline*
- *Sensitivity to the community that they are a part of and an inclination towards contributing to the society through their work*
- *The ability to conduct reasoned analysis of contemporary economic problems; critically evaluate practices, policies and theories in economics; and apply their learning to real life situations*
- *The ability to analyse, interpret and draw conclusions from data using appropriate statistical techniques*
- *The ability to confidently share their views and opinions related to economic aspects, especially developments in the Indian economy*

- B. What are the professional trajectories that the graduates of the programme may pursue?

Graduates of the M.A. Economics programme have a number of options to pursue their professional lives. Students look for career opportunities in government agencies such as the various Ministries, RBI, Niti Aayog etc. They prepare for the civil services examination as well as for the Indian Economic Services. Students also have the option of joining the corporate and financial sectors. They also have prospects in the development sector and media. Students are equipped for further academic research in Economics and allied disciplines.

Proposal for Launch of a Programme

12. Are there sufficient in-house faculty resources available for the programme? If not, please provide an estimate of additional faculty resources required.

Of the sanctioned posts there are currently two positions vacant positions which need to be filled as soon as possible. The faculty members are responsible for the BA, MA and PhD programmes. To be able to run all these programmes efficiently, it is estimated by the Economics faculty in SLS, that a team of 20 faculty would be required.

13. Rationale for the nomenclature of the programme

This is a postgraduate degree in Economics

14. **Programme Details:**

a. Concept (attach concept note, if needed):

b. Objectives:

The objective of the programme is to train students in the disciplinary foundations of Economics and also develop an inter-disciplinary approach simultaneously towards the analysis of the 'economy', where the 'social' and the 'historical' are engaged with and incorporated.

Program outcomes:

After completing the MA economics program at AUD, students should be able to:

- 1. Demonstrate mastery of contemporary economic theory and empirical techniques that make up the body of knowledge as embodied in professional practice and communication.*
- 2. Demonstrate mastery of mathematical and statistical techniques (along with associated software packages) commonly used in economics research and for business, social and policy applications.*
- 3. Articulate economic arguments using classical and contemporary economic literature.*
- 4. Bring in diverse economic perspectives to bear on an economic issue facing a typical developing country and to comprehend the specific challenges facing the Indian economy.*
- 5. Acknowledge and describe the influences of social and political institutions on individual as well as aggregate economic outcomes.*
- 6. Analyze an economic issue by drawing on appropriate research, locate, collect and analyze data, and/or use economic formalism to capture the primary economic processes at work given the question.*
- 7. Understand the process of economic research and applicable norms of academic integrity and honesty.*
- 8. To successfully pursue careers in government agencies, the corporate and financial sectors, development organisations, the media, and also for further academic research*

c. Overall structure (programme template with course organisation, course titles, credits, etc.):

Proposal for Launch of a Programme

The first two semesters will focus on the core courses - which provide a mix of economic theory, quantitative techniques, economic history, and analysis of concrete development problems with a component focused specifically on India. To lay the disciplinary foundation of the MA, core discipline-based courses in the first semester will be followed in the second semester by a broadening towards a mix of disciplinary grounding and interdisciplinary components of economics. In the third and the fourth semesters, the mix of core and elective courses will build on these foundations to complement interdisciplinary perspectives and enable students to develop an element of specialisation in their preferred areas.

- Total No. of credits: 64
 Total No. of courses: 16
 a) Compulsory Courses: 10 (Total Credits: 40)
 b) Optional/Elective Courses: 6 (Total Credits 24)

	Semester 1	Semester 2	Semester 3	Semester 4
Core	1. Microeconomics I(4) 2. Macroeconomics I (4) 3. Theories of Value and Distribution (4) 4. Statistics and Data Exploration (4)	5. Microeconomics II (4) 6. Macroeconomics II (4) 7. Capitalism, Colonialism and Development (4) 8. Econometrics and Data Analysis (4)	9. Development Economics (4)	13. Indian Economy (4)
Elective			10. Elective 1(4) 11. Elective 2(4) 12. Elective 3(4)	14. Elective 4 (4) 15. Elective 5 (4) 16. Elective 6 (4)
Support Workshops	Quantitative Techniques, Political Economy and Academic Skills			

The following are the list of approved courses offered as electives:

1. International Trade and Capital Flows
2. Law and Economics
3. Research methods in Economics
4. Marxist Political Economy I
5. Economics of Environmental Health
6. Theories of Agrarian Development
7. Monetary Theory
8. Social Choice
9. Marxist Political Economy II
10. Introduction to the Economics of Health and Health Care
11. Labour and Development
12. Mathematical Methods in Economics
13. Cross Sectional and Panel Data Econometrics I
14. Environmental Economics
15. Networks: Theory and Applications
16. Game Theory I
17. Topics in Macroeconomics

Proposal for Launch of a Programme

The following courses have been approved by the BoS, SCAP and Academic Council but have not been offered yet:

1. Twentieth Century Economic Thought
2. Industrial Organization
3. Cross Sectional and Panel Data Econometrics-II
4. Natural Resource Economics

The following courses have been discussed and approved by the programme committee and the Board of Studies. They are pending approval from the SCAP and Academic Council:

1. Machine Learning
2. Econometric Methods for Policy Evaluation
3. Natural Resource and Energy Economics

15. Teaching-learning:

- a. Instructional strategies:

The Programme adheres to various pedagogical practices with regard to curriculum transaction across courses. The major part of the instructional design is based on classroom lectures, presentations and discussion. In addition, workshop sessions, short field studies, film screening and discussion, reading and comprehending original classical works, etc constitute the curriculum transaction in certain courses. The courses on statistics and econometrics are largely transacted in the computer laboratory, where students are trained in various statistical/econometric softwares.

- b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

The programme requires two dedicated classrooms with LCD and speaker facilities. Further computer lab facilities are required for the quantitative courses. For these the requirements are working computers with the relevant software (Stata, R, Python) uploaded.

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

None

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

Proposal for Launch of a Programme

electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Programme

(To be approved by the Academic Council)

School	<i>School of Liberal Studies</i>
Programme Name	<i>M.A. Sociology</i>
Programme Type (Professional/Liberal/Research/ etc.)	
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	<i>PG (Masters)</i>
Total Credits	<i>64 credits</i>
Proposed date of launch	<i>July 2011</i>
Programme coordinator and team	<i>Bidhan Chandra Dash (Prog. Coordiantor 2019-21) Niharika Banarjea Preeti Sampat Priyasha Kaul Rinju Rasaily Rukmini Sen Urfat Anjem Mir</i>

1. Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):

The eligibility requirements for the MA Economics programme is that the candidate must have any bachelor's degree with at least 45% marks (or an equivalent grade) from a recognised University (relaxation of 5% of marks for candidates belonging to SC/ST/PwD categories)

2. Entrance process (test, interview, cut-offs, etc.):

The admissions are based on a written entrance test and interview of shortlisted candidates. The written entrance test mostly consists of subjective questions and analysis of data. The written entrance is for 75 marks. The interview carries 25 marks. The final admission is according to the merit list based on the total marks accrued in the written entrance and interview together. All the reservation norms of the Government of NCT of Delhi and Ambedkar University Delhi are followed.

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

The sanctioned number of seats for M.A. Sociology is 42.

4. Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):

The programme is for four semesters over two years with an inter-semester break after each semester. The University rules for promotion and graduation apply. In each semester the student is required to complete 16 credits. Of the total 64 credits, 44 credits are to be completed through compulsory courses and students can opt for elective courses for up to 16 credits. At

Proposal for Launch of a Programme

least 4 credits for elective courses must come from electives offered by the MA Sociology programme.

5. What are the intended aims of the programme?
6. The Masters (MA) Programme in Sociology at AUD is designed to equip students with the knowledge and skills that will make them engaged citizens of the world capable of critical thinking and reflective action. The unique approach of the program is its focus on orienting students to the relationship between text and context, self and society, and the past and present. Over the course of their program, students develop a reflexive awareness of the historicity of the social and the ability to locate the history of the discipline within the sociology of knowledge production. The MA programme in Sociology envisages its students as compassionate, engendered researchers and active learners committed to principles of social justice. Graduates from our programme are thus taught to think across disciplines and to ask questions from multiple vantage points, while having a firm sociological spirit delving into specific research issues.
7. How does the programme link with the vision of AUD?

The programme draws on different theoretical perspectives and traditions within the discipline, bringing in perspectives from outside the discipline on contemporary social phenomenon, and uses creative pedagogical approaches to offer a well-rounded training that would enable students to achieve a variety of objectives simultaneously: in keeping with the University's vision, develop a socio-political and historical perspective on the society and the discipline which analyses it. AUD's flexible academic structure fosters an interdisciplinary approach to scholarship and research. Students must complete four elective courses over the course of their programme. They may choose from a range of courses that are on offer within the School of Liberal Studies in the Humanities or Social Sciences, or from other schools in Development, Psychology, Ecology, Education, or Business, etc. Graduates from our program are thus taught to think broadly and to ask questions from multiple vantage points, while delving deeply into specific research issues. This breadth and depth of scholarship and training is unparalleled among Sociology programmes in Indian academia.

8. 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?

AUD is one of the few universities in India with the core objective of promoting the study of humanities and social sciences and it recognises these disciplines as pivotal to the understanding and imagination of a society in transition. The School of Liberal Studies is one of the important schools of the university which seeks to house the core social science disciplines providing academic training in Economics, History, Sociology, Mathematics, English and Hindi. An M.A. programme in Sociology is integral to this vision of the school and the university. The faculty teaching the courses for M.A. Sociology are also responsible for bulk of the teaching of Sociology for the students of the School of Undergraduate Studies. At the post-graduate level, some of the courses offered by the programme are also open for students of SLS from other disciplines as well as students from other schools. In this manner the

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programme facilitates opportunities for inter-disciplinary training for students who may wish to pursue the same.

9. 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)?

NA

10. How is it positioned in relation to other similar programmes in the field?

The M.A. Sociology programme is comparable to any postgraduate programme in any reputed university in the country. It provides training in the basic foundations of the discipline, exposing the students to both mainstream and heterodox approaches. The courses include current literature and expose the students to some of the contemporary research in the discipline. The courses on Social Theory and Social Research are conceptualized in such a way that they foreground the necessary dialogue between the world of abstraction and everyday life. For example, in the courses on Social Research, emphasis is placed on demonstrating the links between epistemological assumptions, methodological approaches, and specific methods and techniques of research. Likewise, in Social Theory, we animate the links between ontological worldviews, middle-range theoretical formulations, and concrete theoretical concepts. In sum, our curriculum aims to impart the necessary and continuous movement between deductive and inductive modes of reasoning and scholarship in the study of society. The curriculum has a core compulsory component of “Dissertation”. The course is based on the assumption that students having done courses in Theory and Research and being exposed to a course on Workshop and Expressions will have sufficient grounding to apply theoretical knowledge to the touch stone of reality. The students are expected to do primary data collection, whether textual, archival, or field-based—that is relevant to their research question and interests. Other core courses on Culture, Hierarchy and Difference, and Economy Politics and Society examine the mutual constitution of the economic, cultural and political realms in Indian social life. The course titled ‘Sociology of Indian Society’, on the other hand, introduces the students to various perspectives and debates in Indian Sociology through an examination of substantive themes such as caste, village, community and gender. The course on Protests, Movements and transformations introduces the students to the ubiquity and vitality of collective mobilization for social change.

11. Is there a sufficiently defined body of knowledge and literature to support the programme?

Yes

12. A. What are the program specific graduate attributes?

In line with the objectives of the University, the economics programme aspires to see the following attributes in its graduating students:

- *Ability to read and write analytically using the techniques, language and idiom of the discipline*
- *Ability to think critically and reflexively and develop a scientific temper that enables them analyse an social issue by drawing on the existing body of knowledge in the discipline.*

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- *Focus on orienting students to the relationship between text and context, self and society, and the past and present.*
- *Develop a reflexive awareness of the historicity of the social and the ability to locate the history of the discipline within the sociology of knowledge production.*
- *Envisages its students as compassionate, engendered researchers and active learners committed to principles of social justice.*
- *Ability to think across disciplines and to ask questions from multiple vantage points, while having a firm sociological spirit delving into specific research issues.*
- *A strong base in foundational and application orientation of methodology of social research that equips them with skills needed for employment.*
- *Focus on developing analytical and writing skills through its built in programmes related to report and dissertation writing.*

B. What are the professional trajectories that the graduates of the programme may pursue?

Graduates of the M.A Sociology programme are skilled with techniques of understanding and analysing as well as producing professionally sound documentations on the same. Students may seek career opportunities in various governmental organizations, such as Ministry of Social Justice and Employment, Ministry of Woman and Child Development. They also seek a career in Civil Services. Apart from these, they seek employment in various Non-Governmental Organizations

13. Are there sufficient in-house faculty resources available for the programme? If not, please provide an estimate of additional faculty resources required.

Of the sanctioned posts there are currently two positions vacant positions which need to be filled as soon as possible. The faculty members are responsible for the BA, MA and PhD programmes. To be able to run all these programmes efficiently, there is a need to expand the faculty base of the Sociology programme at AUD.

14. Rationale for the nomenclature of the programme

The nomenclature of the programme is 'MA Programme in Sociology'. Since the programme is catered to provide postgraduate training in Sociology discipline, it is called so.

15. Programme Details:

a. Concept (attach concept note, if needed):

b. Objectives:

The Masters (MA) Programme in Sociology at AUD is designed to equip students with the knowledge and skills that will make them engaged citizens of the world capable of critical thinking and reflective action. The unique approach of the program is its focus on orienting students to the relationship between text and context, self and society, and the past and present. Over the course of their program, students develop a reflexive awareness of the historicity of the social and the ability to locate the history of the discipline within the sociology of knowledge production. The MA programme in Sociology envisages its students as compassionate, engendered researchers and active learners committed to

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principles of social justice. Graduates from our programme are thus taught to think across disciplines and to ask questions from multiple vantage points, while having a firm sociological spirit delving into specific research issues.

c. Program outcomes:

After completing the MA Sociology program at AUD, students should be able to:

- 2. Strong methodological entrenchment with focus on both epistemology and their applications, writing and analysis that would ensure highly skilled and therefore necessarily employable students in different sectors; the developmental sector, corporations, government agencies and the media.*
- 3. Learning to analyse and interpret diverse data with and without the help of computer software*
- 4. Learning to write a Dissertation with the experience of applying the knowledge that one gathers in a theoretical course on Social Research. Having guided interaction with supervisors on area of research, field site, and research questions while framing the Dissertation Proposal prior to writing the Dissertation. Honing research interests, developing research writing abilities and encouraging hands on experiences of research techniques are the main objectives of this exercise.*
- 5. Engaging in a course Workshop on Expressions aimed at developing students' writing, library research and presentation skills as it takes them through the mechanics and protocols of various genres of writing—from proposals to reports, and dissertation*
- 6. Doing a course on Organizational Exposure and introducing students to a range of sites/organizations in and around Delhi that are engaged in social science research, policy making and advocacy, and hence to the world of future opportunities that lay in front of a Sociology Graduate*
- 7. Encouraging students to take at least 8 credits of Elective courses outside the discipline of Sociology thereby interacting with the fields of other social sciences. Electives around Social Exclusion, Agrarian Societies, Law and Society, Culture, Health and Systems of Healing, Science, Technology and Society from within the Sociology programme or Space and Spectatorship, Gender and Education, Gendered Memory: Women Writing from North East from other disciplines in the university give students a wide array of options to choose from.*
- 8. Building a culture of critical thinking, which is committed to the promotion of liberal education which has an invaluable role for the sustainability of any democratic and inclusive society, particularly in a globalized world.*
- 9. Inter-disciplinarity and inter-sectoral knowledge and experience sharing: emphasis on both existential and intellectual learning; the inter-linkages between the concrete and the abstract.*
- 10. Its pedagogical preference would be on hands on/experiential learning, continuous interplay between text and context, use of tools such as documentaries, films and real life narratives.*
- 11. AUD's existing academic set up, with specialised schools and centres in humanities and social sciences with an accent on osmosis of ideas and expertise across disciplines creates an enviable and unparalleled resource base.*
- 12. Comprehension and analysis of social realities in a cross-cultural framework in order to bring meaningful intervention and transformation*
- 13. Openness towards engagement with emerging spaces including those involving generation of profit*
- 14. Development of change agents equipped with technical acumen as well as social sensibility in an extremely unequal world*

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a. Overall structure (programme template with course organisation, course titles, credits, etc.):

- Total No. of credits: 64
 Total No. of courses: 18
 a) Compulsory Courses: 13 (Total Credits: 48)
 b) Optional/Elective Courses: 4 (Total Credits 16)

	Semester 1	Semester 2	Semester 3	Semester 4
Core	1. Social Theory 1 (4) 2. Sociology of Indian Society (4) 3. Culture, Hierarchy & Difference (4) 4. Protests, Movements and Transformations (4)	5 Social Theory 2 (4) 6. .Social Research (4) 7. Workshop on Expressions (2) 8. Organizational Exposure (2)	10. Economy , Polity and Society (4) 11. Relations hips and Affinities (4) 12. Dissertati on Proposal Submissi on (4)	14.Faith Religion and Society (4) 15.Dissertation Final Submission (4)
Elective		9. Elective-1 (4)	13. Elective- 2 (4)	17. Elective-3 (4) 18. Elective-4 (4)

The following are the list of approved courses offered as electives:

1. *Social Exclusion: Perspectives, Politics and Policies*
2. *Sociology of Agriculture*
3. *Law and Society*
4. *Culture, Health and Systems of Healing*
5. *Industrial Sociology and Health*
6. *Science, Technology and Society*
7. *Capital Value and Infrastructure*
8. *Globalization, Transnationalism and Diaspora*
9. *Transnational Feminism*

The following courses have been discussed and approved by the programme committee and the Board of Studies, SCAP and Academic Council:

1. *Social Theory-I*
2. *Sociology of Indian Society*
3. *Culture, Hierarchy and Difference*
4. *Protests, Movements and Transformations*

5. *Social Theory-II*
6. *Social Research*
7. *Workshop on Expression*
8. *Organizational Exposure*
9. *Economy, Polity and Society*
10. *Relationships and Affinities*
11. *Faith, Religion and Society.*
12. *Law and Society*
13. *Culture, Health and Systems of Healing*
14. *Science, Technology and Society.*
15. *Social Exclusion: Perspectives, Politics and Policies*
16. *Globalization, Transnationalism and Diaspora*

The following courses have been discussed and approved by the programme committee, the Board of Studies and the SCAP, awaiting approval of the Academic Council

1. *Industrial Sociology and Health*
2. *Capital Value and Infrastructure*
3. *Transnational Feminism*

16. Teaching-learning:

- a. Instructional strategies:

The MA Programme in Sociology adheres to multiple and innovative forms of instructional strategies. While the majority of pedagogical practices have been classroom teaching, the faculty constantly attempts to move beyond the four walls of the classroom and provide experiential learning to the students in terms field visits to various sites of sociological interests. The course of Organizational Exposure is largely based on visits to various kinds of organizations and provides the students with exposures to organizations where they can make a difference. Similarly, the course Workshop on Expressions is designed to be delivered in a workshop mode. Dissertation is largely a self-learning course with personalized instructional strategies.

- b. Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):

The programme requires two dedicated classrooms with LCD and speaker facilities. Further computer lab facilities are required for both qualitative and quantitative data analysis packages. For these the requirements are working computers with the relevant software (such as SPSS, Atlas T, R and N-Vivo) uploaded.

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

The MA Sociology Programme has developed a network of organizations to expose their students. The database of these organizations is dynamic and growing with each new batch of MA sociology visits.

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 programme 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 of Studies:

Suggestions:

Signature of the Dean of the School