
School of Design

Board of Studies

6th Meeting

22 July 2016

School of Design

Ambedkar University Delhi

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

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

Agenda items:

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

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

The following members were present:

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

Special Invitees

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

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

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

Changes in the Programme Structure initiated were based on:

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

Main features of changes:

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

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

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

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

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

ii. **Understanding Intersectionality**

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

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

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

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

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

A handwritten signature in black ink, consisting of a series of loops and strokes, positioned to the right of the main text block.

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

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

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

Items on the Agenda

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

Members Present

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

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

Minutes

1. The School of Education Studies (SES) made a presentation proposing a minor change in the structure of the MA programme in Education. It was proposed that the existing four credit course "Philosophy of Education" should be replaced by two courses of two-credits each, "An Introduction to Philosophy of Education" and "A Philosophical Perspective for Education", to be offered in semester 1 and 2, respectively. The proposed change emanated out of the following considerations:

- The existing course "Philosophy of Education" transacted during the winter semester 2006 was found to be quite dense and did not provide students time for assimilation and discussion of the concepts and ideas that formed the fabric of the course. It was felt by the instructors that course needed to be revised keeping in mind the heterogeneous nature of the class.
- The changed format will facilitate a much more sustained engagement for the students to reflect upon concept and categories of education and philosophy.

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

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

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

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

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

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

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

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

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

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

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

The proposed changes are based on

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

The following aspects have been addressed in the revised structure:

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

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

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

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

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

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

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

Salil Misra
Chairperson, SCAP



AMBEDKAR UNIVERSITY DELHI

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

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

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

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

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

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

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

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

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

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