

Bharat Ratna Dr B.R.
Ambedkar University, Delhi
Established by the Government of the
National Capital Territory of Delhi

Bulletin of Information
2011-2012
School of Liberal Studies
MA Economics
MA English
MA History
MA Sociology

Contents

The University

School of Liberal Studies

General Rules and Procedures

Reservation of seats

Admission Procedure

University policy on refund of fees

Other Institutional Policies and Facilities

Admission Test

Admission to Foreign Students

Location of the University and Hostel Accommodation

Student Assessment and Evaluation

Creating Gender-Sensitive Campus Spaces

Zero Tolerance for Ragging

MA Economics

MA English

MA History

MA Sociology

Anti-Ragging Regulations

Annexure 1 Affidavit by the Student

Annexure II Affidavit by Parent/Guardian

List of Faculty & Academic Staff

The University

The Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya (Ambedkar University, Delhi or AUD) was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007 and was notified in July 2008. Mandated to focus on research and teaching in the social sciences and humanities and guided by Dr Ambedkar's vision of bridging equality and social justice with excellence, AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. AUD is committed to creating an institutional culture characterized by humanism, non-hierarchical and collegial functioning, teamwork and nurturance of creativity.

AUD functions through its various Schools and Centres. The Schools that AUD has established so far are the School of Development Studies, the School of Human Ecology, the School of Human Studies, the School of Law, Governance and Citizenship, the School of Business, Public Policy and Social Entrepreneurship, the School of Educational Studies, the School of Liberal Studies, the School of Culture and Creative Expressions and the School of Design. These Schools will offer doctoral and masters programmes. The School of Undergraduate Studies is the academic home for the undergraduate programmes in the social sciences, humanities, mathematical sciences and liberal studies.

AUD is in the process of establishing a few Centres for Studies and Research. It has already established a Centre for Early Childhood Education and Development and a Centre for Community Knowledge. Other Centres on the anvil are a Centre for Leadership and Change, a Centre for Equality and Social Justice, a Centre for Engaged Spiritualities and Peace Building and a Centre for Social Applications of Mathematics.

In the academic session 2009-2010, the University launched its first three MA Programmes. In the academic session 2010-2011, the University offered four MA Programmes: MA Development Studies (in the School of Development Studies), MA Environment and Development (in the School of Human Ecology) and MA Psychology (Psychosocial Clinical Studies) and MA Gender Studies (in the School of Human Studies). In addition, the University offered BA Honours Programmes with major in Economics, History, Psychology, Social Sciences and Humanities. All these Programmes are being offered again in the academic session 2011-2012.

In addition to the Undergraduate Programmes listed above, the School of Undergraduate Studies is offering BA Honours Programmes in English, Sociology and Mathematics in the academic session 2011-2012.

School of Liberal Studies

The School of Liberal Studies offers discipline based Programmes. The disciplines that are a part of the School of Liberal Studies are English, Economics, History, Sociology, Hindi, Linguistics and Political Science. In the academic session 2011-2012, the School has launched its first Masters degree Programmes. The School is offering MA Programmes in History, Economics, English and Sociology.

Programmes

The Ambedkar University, Delhi announces admissions for 2011-12 to the following MA Programmes:

Programme	Duration	Credits	Seats
MA Economics	2 Years	64	35
MA English	2 Years	64	35
MA History	2 Years	64	35
MA Sociology	2 Years	64	35

General Rules and Procedures

Medium of Instruction: English

Eligibility: A Bachelor's degree in any discipline with 45% marks (or an equivalent grade) from a recognised university; relaxation of 5% for candidates belonging to SC, ST and Physically Disabled (PD) Categories will be given.

Reservation of seats:

Admissions will be made in accordance with the reservation policies of the Government of the National Capital Territory of Delhi in respect of various social groups and other categories as applicable to institutions of higher education. Applicants claiming the benefit of reservations will have to produce the requisite certificates from the competent authorities. The current scheme of reservations is given below:

a) Domicile

i)	Students from the NCT	85%
ii)	Students from outside the NCT	15%

b) Social category based reservations separately for students from the NCT and outside:

SC	15%
ST	7.5 %
OBC	15% (not available for outside NCT)
PD/PH	3 %
Wards of Armed Forces Personnel killed or disabled in action	3%

c) Two additional seats in each MA Programme are set aside for students excelling in extra-curricular activities (ECA). Students seeking admission through this category will be adjudged by a committee appointed by the Vice Chancellor for this purpose

d) One additional seat is set aside in each Programme for students who are eligible for the category, **single girl child**. Eligible students will have to apply for this seat only after the admission lists are declared.

Notes:

(i) The NCT category will include those students who have passed their qualifying examination from an institution located in the NCT of Delhi or were residing in the NCT of Delhi during the period of their study.

(ii) The quantum of reservation under the social categories specified above is subject to change according to the Regulations of the Government of the NCT of Delhi.

Fees: Rs 16,000 per Semester will be charged as the full Semester fee. The total fee payable at the time of admission will be Rs 16,000 (for Semester 1) and a refundable caution deposit of Rs 2,000 for use of facilities.

Fee Waivers and Scholarships: A large number of partial and full fee waivers and scholarships will be available. The University will ensure that no deserving prospective student, as far as possible, is denied the opportunity of studying at AUD just because of his / her inability to pay the fees.

Cancellation of Admission: Admission of Candidates who fail to provide proof of securing the merit as evident from original transcript is likely to be cancelled. Refund of fees in such cases will be as per the policy on refund of fees.

Admission Procedure

1. 35 students will be admitted to each of the above MA Programmes in the School of Liberal Studies.
2. Candidates with a Bachelor's degree in any discipline from a recognized university with a minimum of 45% marks (or an equivalent grade) are eligible for admission.
3. The final selection for admission will be made after written tests and interview.
4. Admission will be made according to the procedures and guidelines of the University.
5. Bulletin of Information and application forms will be available according to the enclosed schedule on all working days at the University office at Dwarka and Kashmere Gate campuses from 10:00 am to 4:00 pm for Rs 70 and Rs 300 respectively (Rs 100 for SC/ST/PD/PH). These can also be purchased at different

locations in Delhi. The list from where the application forms can be purchased will be posted on the University website.

6. Completed application forms which have been downloaded from the website will have to be submitted along with Rs 300. For SC/ST candidates the amount will be Rs 100. Those sending in their applications by post will have to enclose a demand draft in the name of “Ambedkar University, Delhi” for the aforementioned amounts. Those who have purchased the form will not be required to pay any fee.
7. The completed application can be submitted by hand at the Dwarka and Kashmere Gate University offices or can be sent by post.
8. The last date for submission of applications is indicated in the Admission Schedule enclosed. Those applying by post must ensure that their application along with enclosures reaches well in time. The University shall not be responsible for any delay on the part of the postal department. Applications will not be entertained after the due date.
9. Candidates will be selected on the basis of their merit. Candidates must consult the website and /or the notice boards of the University for checking their names. These will be available from the date indicated in the Admission Schedule.
10. Successful candidates will be required to submit attested copies of certificate of their date of birth, transcript of marks and certificate of the last examination passed, as also certificates of belonging to a reserved category, where applicable. They will also have to submit affidavits, both personal and from their parent/guardian, in the format given in Annexure I and II of the anti-ragging regulations. They will be required to bring their original certificates for verification at the time of admission.
11. Admissions will be made in accordance with the reservation policies of the Government of the National Capital Territory of Delhi in respect of various social groups and other categories as applicable to institutions of higher education. Applicants claiming the benefit of reservations will have to produce the requisite certificates from the competent authorities.
12. A large number of Fee Waivers (Full as well as Partial) and Scholarships are available. The application form for these will be posted on the website for downloading. A candidate who wants to apply for Fee Waivers should fill in such a form and submit it after the admission.
13. **University Policy on refund of fees:**

Time Period for refund	Amount to be deducted
Before the Orientation Programme	Rs. 1,000/-
After the start of the Orientation Programme	Only caution money to be refunded

14. The decision of the Admission Committee in all matters of admissions will be final.
15. The jurisdiction of any dispute will be limited to the National Capital Territory of Delhi.

Merely qualifying in the entrance test and the interview will not entitle candidates to claim the right to admission. They will have to satisfy all the eligibility conditions laid down by the University.

Other Institutional Policies and Facilities

ADMISSION TEST - The format and structure of admission tests for the different Programmes would be as given below:

MA History

There is no scheme of direct admission. Applicants must have completed a bachelor's degree, *but not necessarily in History*. The entrance test will consist of a combination of questions requiring short and long written answers. It is designed to assess the applicant's aptitude for studying history and tests analytical capacities and (English) language proficiency. Material if any and detailed instructions about the test shall be placed on the AUD website a few weeks prior to the entrance examination.

MA Sociology

The admission test will comprise of a written test followed by an interview. The written test will be of essay type questions meant to assess the candidate's analytical ability and capacity to articulate alternative ideas with regard to contemporary social realities.

MA English

The admission test will comprise of a written test and an interview. The written test will involve two sections. Applicants will be required to write a long essay on a given topic to assess their language skills and their aptitude for literature. They will also be required to critically appreciate a short literary text to assess their analytical and critical abilities.

MA Economics

The admission test will comprise of a written test and an interview. Basic analytical and quantitative problem solving skills, understanding of economic concepts covered in any standard undergraduate programme in economics, and awareness of contemporary issues will be tested.

Admission to Foreign Students

A few seats have been kept aside for foreign students. Overseas candidates would be admitted through a procedure to be decided by the School of Liberal Studies. The dates for submission of forms by them would be indicated on the University website.

Eligibility: The eligibility in terms of academic qualifications for foreign students would be the same as for Indian students. However, they must produce evidence of proficiency in English. In addition, foreign students should fulfil the following conditions:

1. They must hold a student visa endorsed by the Ministry of External Affairs to Ambedkar University, Delhi. The Visa should be valid for the entire period of study.
2. Their eligibility equivalence must be recognized by the Association of Indian Universities.
3. They must meet the conditions specified by the UGC and the Ministry of External Affairs from time to time.

Fees: The fees for foreign students would be US\$ 600 per semester. In addition, they would have to pay Rs 2,000 as refundable caution deposit.

Foreign students should send their applications to the following address:

Dean, Student Services

Bharat Ratna Dr B.R. Ambedkar University, Delhi

Sector 9, Dwarka, New Delhi 110077, INDIA.

E mail: info@aud.ac.in

Location of the University and Hostel Accommodation

AUD is at present located temporarily in the Integrated Institute of Technology Campus, Sector 9, Dwarka, New Delhi, a ten-minute walk from the Metro Station at Sector 10, Dwarka. It has set up its academic facilities and administrative offices in this newly constructed campus. The University is also holding classes at its Kashmere Gate Campus, (old IP University Campus). The School of Liberal Studies is likely to hold its classes at the Kashmere Gate Campus from August 2011. The University also provides hostel accommodation to students from outside Delhi.

AUD hopes to move into its permanent campus(es) in the next three or four years. The University visualizes its campus(es) to be futuristic, both as physical and social spaces. The campus(es) will be energy-efficient, ecologically-frugal and disabled-friendly. It is hoped that these will constitute spaces which will inspire openness and communality; spaces carved out of the urban landscape of Delhi which attempt to blend compact human habitations and workplaces in a seamless continuum with nature; spaces which include academic, residential, recreational and social facilities for students and staff.

Student Assessment and Evaluation

The purpose of assessment and evaluation at AUD is to facilitate and promote learning with understanding. Students are expected to be regular in attending classes, workshops and other educational exercises. Work done by students during the teaching semester will count for more than the end-of-course examination. Grades will be given to students for performance in tests, classroom presentations, group discussions, fieldwork/project works, term papers and other exercises designed by teachers. Ability to work in a group or design an investigative project may be tested and evaluation may include peer assessment. Results of assessment will be communicated to students in a timely manner so that they have adequate opportunity to improve their subsequent work. Tutorials and mentoring will be important features of all Programmes.

Creating Gender-Sensitive Campus Spaces

Ambedkar University, Delhi is committed to ensuring a dynamic and participatory academic experience and safe campus environment. Our endeavour is to evolve campus spaces for our students and staff, both women and men, in which we as individuals and as part of diverse collectives can grow and explore our potential without fear or the burden of prejudices.

Universities are institutions where the processes of learning and unlearning shape us into becoming who we are. Campus spaces are an integral part of our university life. Canteens, lawns, corridors, classrooms and other such spaces are those where a variety of gender ideologies play out in our daily interactions with our friends and colleagues. Campus spaces and even pedagogy affect the way we perceive and locate each other. Significantly, these practices directly affect women more than men and men in more subtle ways than women. Most of the time we find it difficult to grapple with the idea that our behaviour or our casual comments, thoughts, jokes and so on can contribute towards consolidating the alienating and offending culture of patriarchy. It would be instructive for us to unpack our 'commonsense' ideas about men and women and the processes by which we gender our understanding of the 'self.' Building 'gender-sensitive,' healthy campus spaces would be crucial for creating an enabling environment where we as individuals and as groups can unfold our creative potential.

The prevalence of sexual harassment is one of the hindrances towards an enabling campus space. While we all might recognize and agree upon extreme forms of harassment, the acts that constitute harassment can be much more general and diffused in our life. It is, therefore, important to understand what constitutes sexual harassment and how it affects our everyday lives in both public and private spheres, in educational institutions and work environments. Our attempt is to devise methodologies through which we can generate a consciousness amongst the university community that treats the experience of sexual harassment as a violation of one's dignity as well as freedom of mobility, freedom of speech and expression. Through this, we can hope to evolve a consensus on a definition of sexual harassment and create a code of guidelines to ensure a congenial and equitable environment.

We are committed to providing a creative and stimulating academic culture and healthy and safe campus life to our students and staff. We welcome all those who join us in the coming

year to become a part of this process of creating a campus environment with a unique and fulfilling experience.

Zero Tolerance for Ragging

The Ambedkar University, Delhi is opposed to all forms of ragging. Fresh students are advised that they should desist from doing anything, willingly or against their will, even if ordered to do so by a senior or any other student, and that any attempt at ragging should be promptly reported to the Anti-Ragging Squad or to the Dean or to the Head of the Institution, as the case may be.

A summary of the anti-ragging regulations of the University are provided in this Bulletin of Information. The detailed anti-ragging regulations are available on the University website. All students who are admitted will have to submit an affidavit against indulging in any form of ragging. An affidavit by their parents / guardians will also have to be submitted against ragging. The formats for these affidavits are given as Annexure I and Annexure II of this Bulletin.

MA Economics

Duration: 2 Years (4 Semesters)

Total Credits: 64

Medium of Instruction: English

Number of Seats: 35

Eligibility: Bachelor's degree with 45% marks (or an equivalent grade) from a recognized university. Relaxation of 5% for candidates belonging to SC, ST and PD categories.

Reservation of seats: In accordance with Government of NCT of Delhi rules.

The Masters Programme in Economics will attempt to provide students with a rigorous and in-depth advanced training in economic analysis, with particular emphasis on equipping them with the ability to comprehend and think about contemporary economic issues including the challenges confronting developing countries like India.

The Programme draws on different theoretical perspectives and traditions within the discipline, and creative pedagogical approaches, to offer a well-rounded training that would enable the student to simultaneously achieve a variety of objectives: 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.

It will include sixteen courses of 4 credits each – ten core courses in economics, and six elective courses. The core courses (please see the Programme structure for details) which provide a mix of economic theory, quantitative techniques, economic history, and analysis of concrete development problems with a component focused specifically on India - and the course on research methodology and skills, shall lay the foundation of the Programme.

The elective courses will complement the core courses and will also enable the students to develop specialisation in their preferred areas. These elective courses shall include courses offered within the School of Liberal Studies (including those that may be offered by disciplines other than Economics, like Mathematics or History) as well as courses offered by

or in collaboration with other schools such as the School of Development Studies or the School of Human Ecology.

The Masters Programme in Economics will equip students for careers in government agencies, the corporate and financial sectors, development organizations, the media, and the academia.

Proposed Programme Structure

(Credits in Parentheses)

	Semester 1	Semester 2	Semester 3	Semester 4
Core	1. Microeconomics I (4) 2. Macroeconomics I (4) 3. Introduction to Research Methods and Econometrics (4) 4. International Trade and Capital Flows (4)	5. Microeconomics II (4) 6. Macroeconomics II (4) 7. Capitalism, Colonialism and Development (4) 8. Theories of Value and Distribution (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)

1. Macroeconomics I will cover the evolution of the main body of macroeconomic theories with reference to the setting towards which they are oriented - of a developed capitalist economy - and its changing context. Macroeconomics II will focus on

macroeconomics of developing countries like India along with and in conjunction with the macroeconomics of the global economy.

2. Microeconomics I would cover theories of utility, production and cost, and strategies of firms under perfect and imperfect competition. Microeconomics II would focus on general equilibrium models and social welfare.
3. Elective courses would be offered from amongst a large set of possible courses across many areas - advanced quantitative techniques; advanced economic theory and general equilibrium analysis; public finance; economics of the financial sector; industrial organization; growth and dynamics; development and the Indian economy; economic history and political economy; energy, natural resources and environmental economics; labour economics; institutional economics, etc.

For queries contact Dr. Surajit Mazumdar at surajit@aud.ac.in.

MA English

Duration: 2 years (4 semesters)

Total credits: 64

Medium of instruction: English

Number of seats: 35

Eligibility: Bachelor's degree with 45% marks (or an equivalent grade) from a recognized university. Relaxation of 5% marks for candidates belonging to SC, ST and PD categories.

Reservation of Seats: In accordance with the Government of NCT of Delhi rules.

The Masters Programme in English proposes to dismantle the hierarchy between British Literature and other literatures in English, including literatures in translation. It seeks to bring into focus the significance of literatures belonging to lesser known languages and regions. Strengthening the overall vision of Ambedkar University, this Programme hopes to orient students towards engaged and reflective scholarship. A concern with social and literary margins will consistently guide the Programme's overall vision, philosophy and content. It is hoped that the Programme's ethical concern with linking education to the lives and struggles of individuals and communities will enable the students to form a holistic understanding of literature. It will also help them to develop deeper psychic, social and creative sensibilities. It is further envisaged that through this Programme the students will develop a critical sensibility towards the larger politics of culture, society and state so that they actively and artistically interrogate and intervene within the givens of the hegemonic political and cultural order.

The Programme integrates interdisciplinary paradigms to facilitate a greater amalgamation between various literatures, theory and practice on the one hand, and between music, dance, theatre, cinema, literature and visual arts, on the other. Students will be offered a wide range of inter-disciplinary courses which will help them situate literature in the context of other disciplines. A few optional bilingual and multilingual courses will also be offered which will be jointly taught by the English and the Hindi faculty at AUD.

In order to enable critical thinking, intervention and praxis, the Programme will encourage community oriented research work and an engagement with the lesser known literatures and cultures existing in India and elsewhere. This Programme, through its research projects, hopes to document, as much as it can, the undocumented literary wealth of India. Besides

creating a resource for Indian literature, this would help the students in developing a deep insight into Indian reality.

Course Design and Evaluation

The Masters Programme in English will comprise 16 courses of 4 credits each, amounting to a total of 64 credits. Of these, six will be compulsory core courses, nine optional, and one mandatory dissertation. Each course will be of 16 weeks duration.

In keeping with AUD's emphasis on inter-disciplinary studies, students will be encouraged to opt for up to four optional courses from other Programmes within the School of Liberal Studies or from any other School of the University.

The uniqueness of this Programme lies in its internship component which will help the students develop some skills according to their aptitude. These skills could be in the fields of teaching, editing, creative writing, journalism, art appreciation, film appreciation, film making, music, acting, theatre, etc.

Assessment will include term papers, class presentations, class discussions, workshops, group work, tests and assignments. Students will be provided with a detailed reading list for each course that they will opt for. Students will be expected to attend and participate in all class discussions.

Proposed Programme Structure

Credits in Parentheses

	Semester 1	Semester 2	Semester 3	Semester 4
Core	1. History of English Literature (4) 2. Translation: Theory and Practice (4)	3. Literary Theory and Criticism (4) 4. English: Structure and Practice (4)	4. Literary Theory (4) 5. Literatures of the Indian Subcontinent (4)	
Research				Dissertation (4)
Electives	1. Revisiting Progressive Writers Association and IPTA (Bilingual) (4) 2. Literatures of Childhood (4) 3. Contemporary Indian English Fiction (4) 4. Interrogating Morality in Literature (4) 5. Drama: Text and Performance (4)	Students will be expected to take two electives (equivalent to 8 Credits) in the first, second and third semester each, and three electives (equivalent to 12 Credits) in the fourth semester. Please refer to the detailed list for the possible options of courses that will be offered.		

Course Description

Core Courses

1. History of English Literature

This survey course will cover the history of English literature from the medieval to the present times. It will begin with the Liturgical drama of the twelfth century and the age of Chaucer, which is the genesis of English literature. The course will survey the literature of the Renaissance which includes the Elizabethan, the Jacobean, the Caroline and the Commonwealth age. Though the module on Renaissance will reflect the euphoria around the emancipation of art and ideas, it will also undertake a study of the dark imperialist and colonial expansion of Europe and what it entailed for several countries across continents. The survey will then move on to the literature of the Restoration period and the age of rationalism, also known as the Neoclassical period, which witnessed the rise of the novel and the periodicals in the eighteenth century. The rise of the novel will be contextualized within

the backdrop of the changing economic patterns in England and the emergence of individualism. The course will involve an analysis of the resonances of the French Revolution and the American war of Independence in the literatures of the pre-Romantic and the Romantic period. At this juncture the history of English literature will move away from the strict boundaries of British literature and will undertake a survey of the emerging literatures written in America. The module on Victorian literature will include the emerging class tensions after the Industrial Revolution in England and will see its reflections in the literature written during this time. A political analysis of Modernism as a reflection of the devastation caused by the First World War will be discussed and it will cover the avant-garde movements in art and literature. The module on Contemporary literature will offer a survey of literature across continents written in English.

For convenience, the course will operate chronologically, yet it will question the notion of chronology, boundaries and histories. That an age operates more on the principle of transition, tensions and continuities, than on the principle of ruptures will formulate the perspective from which this course will be viewed. The course will also focus on the fact that literature, like any work of art does not exist in isolation but is a product of certain visible and invisible historical, political, philosophical concerns and conditions; just as it, in its own ways shapes and changes the socio-political, historical and literary conditions of its age. Though the course is mainly a survey course in literature, yet it will operate through reference to visual arts, music and cinema produced during any given historical period.

The assessment for this course will include group presentations on some of the representative texts of each historical period. Students will also be encouraged to bring to the fore unknown facts, issues, texts, and philosophies confronting and defining any historical period of their choice.

2. Introduction to Translation Studies: Theory and Practice

This course will introduce students to the principal aspects of the theory and practice of translation. The course will provide students with an overview of Translation Studies as a discipline and an understanding of the influence of theory on translation practice. Students will be familiarised with the core concepts of translation. They will be introduced to the different types and methods of translation, including the processes and procedures for translating literary texts. They will also

learn to identify and critique ‘translation problems’. The course will further situate translation as social practice. It will also take into account the role and politics of the translator and consider related areas of identity politics in cross-cultural communications.

There will be practical sessions in translation to encourage students to reflect on the translation choices they have made, and the reasons and implications of their translation choices. Students will be required to make classroom presentations of a short piece of translation that they will undertake. It is envisaged that through these practical sessions, students will gain self-reflexivity regarding the strategies and procedures used in translation practice.

3. English: Structure and Practice

This course will introduce the students to the significant questions that are asked when investigating the structure and use of contemporary English. While this course will predominantly focus on the study of language, it will also consider the implications of the study of language on literary studies. For instance, the component of Semiotics will serve as an introduction to basic concepts in Structuralism that play a role in the study of language, communication and culture. The students will be acquainted with the basic tools required in the systematic study of language.

The course will enable students of English literature to understand the history, structures, and varieties of the English language. The linguistic and cultural history of the English language will be charted in a way to include the different adaptations of English by the ‘non-native’ speakers of English. This will sensitize students to the varieties of English, especially Indian English.

The various modules of this course will be based on the following topics: History of English Language; Phonology; Morphology; Semiotics; Syntax; Semantics; Stylistics; Language and Society; and Speech Act Theory.

4. Literary Theory and Criticism

This course undertakes the study of literary theory and criticism, two important and influential disciplines which complement literature. In keeping with the overall vision of the MA English programme it seeks to engage students with the ideologies, discourses,

movements and changes in critical and interpretive thought. As part of reading and understanding literature and evolving a more critical and analytical sensibility, the module on literary criticism will discuss classical Western and Indian literary criticism and aesthetics. It will also study the epic and folklore, and subsequently move on to twentieth century schools of criticism such as Russian Formalism and New Criticism.

Literary theory will cover the dominant schools of continental philosophy such as Hermeneutics and Phenomenology. Contemporary literary theory will traverse Psychoanalysis; Marxism and Post-Marxism; New Historicism and Cultural Materialism; Structuralism and Post-Structuralism; Post-Modernism and Cultural Studies. The study of literary theory and criticism aims at not just problematising the text, author and context but also raises questions about the accepted notions of caste, class, gender and sexuality. It tries to demystify and deconstruct structures and metas while critiquing the 'post-modern condition' and seeks to situate and analyse subjectivity within contemporary cultures. We will also examine the present dominance of theory in literary studies and the controversies and discussions surrounding it. The course will consist of significant readings by leading critics, theorists and thinkers along with textual analysis and examples of the use and application of literary theory and criticism.

5. Literary Theory

With the gradual shift within literary theory from the text to the subject and meaning to representation, there has also been a shift of focus from the Euro-American to the 'Third World'. With the marginalized people voicing their lived realities, the orientation of literary theory has undergone seismic change. This course recognizes this significant shift and will help the students in comprehending the dynamics of oppression, negligence and even erasure in the world they inhabit. It will therefore trace the trajectory of literary theory from the 'first world' to the 'third world' (Asia, Africa, Latin America and the third worlds within the first world) vis-à-vis the divisive categories of race, caste, class, gender and disability. The course will include a study of theories about the 'subaltern'. It will also investigate the role of the State in propagating, reinforcing and in some cases, even interrogating representation of the marginalized. Conflict between the State and 'subjects'/ citizens and among groups with disparate powers will also be explored. A study of deep ecology and ecocriticism will examine the relationship between humans and nature. The theories included in this paper are

Feminism, Gender and Queer theory, Post-colonial theory, Subaltern theory, Disability Studies and theories related to Deep Ecology.

6. Literatures of the Indian Sub-continent

This course is an introduction to the long and rich literary tradition of the Indian sub-continent. Making a conscious departure from the accepted 'canon' of the Indian literary tradition, the course takes the student through a thematic juxtaposition of texts selected from the ancient, medieval, modern and contemporary periods. It will include literary forms such as the epic, drama, poetry, essay, short story and the novel as well as folklore, songs, lyrics and cinema. Discussions on and critique of selections from: the *Ramayana*, the *Mahabharata*, the Therigatha, the Sangam poets, the Bhakti and Sufi poets, the writings of the bards during the medieval age in India, the discourses of the early reformers, the beginnings of Indian Literature in English, the journalistic as well as creative writing during the Freedom Movement, literature emerging from the partition of the sub-continent, the writing interrogating the Emergency of 1975 and the new literatures being written in the globalised India will define the essence of the course.

During the course, the student will be expected to engage with texts in classroom discussions and will be provided a comprehensive reading list to use for assignments, classroom presentations and term-papers.

Elective Courses

1. Revisiting All India Progressive Writers Association (AIPWA) and Indian People's Theatre Association (IPTA), 1930s and 1940s

This is a bilingual course which introduces students to the All India Progressive Writers Association and Indian People's Theatre Association, the two most significant movements in literature in 1930s and 1940s. During India's freedom movement, the Progressive writers in 1936 gave a call to not only stand against Imperialism but also against inequality, social injustice and fascism within India. The Progressive writers were deeply concerned with the fact that if India was to become truly independent then it had to free itself from class, caste and gender disparities. Hence the idea of critical realism in literature was given precedence against all other forms of writing by the Progressive writers.

AIPWA led to the formation of IPTA in 1942. Based on the same precepts as the AIPWA, IPTA concentrated on People's theatre. Central to it was the belief that the People's theatre must evolve from the organized mass movement of workers, peasants, students, youth and the middle class. But whereas AIPWA imparted great significance to social realism as a mode of writing, IPTA concentrated more on the folk form. The IPTA activists believed that the new theatre was to emerge from a synthesis of the folk and the classical with modern stage technique and lighting. Hence in order to connect with people it was necessary to ground the work in reality, past and tradition.

The course will undertake an in depth reading of some of the documents of AIPWA and IPTA. It will contextualize the two movements within the multiple discourses existing in India around nationalism during the 1930s and 1940s. The documents of AIPWA and IPTA will also be discussed along with other significant radical literary thought and writings during the early twentieth century. An analysis of a few poems, novels, short stories and criticism written by the Progressive writers and plays performed and written by the IPTA artists will also be included. Moreover, the intervention of the Progressive writers and IPTA in the arena of music and cinema will also be discussed and a few films produced under the IPTA banner will be screened.

While the course will celebrate the emergence of this new writing and theatre in India, it will also critique its rigid premises which led to the exclusion, expulsion and alienation of some of the best minds and writers of its time.

The uniqueness of the course lies in the fact that it will be taught both by the Hindi as well as the English faculty. The objective of the course is to familiarize the students to the socio-political concerns, debates and dissent existing in literature in India in 1930s and 1940s within the broader context of nationalism and the formation of new India.

2. Contemporary Indian English Fiction

Indian English fiction has undeniably attained a significant presence among the literatures of the world. In the recent times, Indian English fiction has achieved so much of commercial and critical success that it has spurred great ambition and prolific literary activities, with many Indians aspiring to write English fiction.

This course will briefly review the history of Indian English fiction tracing it from its colonial origins to the postcolonial times. It will also look at the latest trends and how these trends paint the larger picture of India. Outside India, Indian English fiction is seen as *the* representative writing from India, though at home the ‘Indianness’ of Indian English fiction is almost always questioned. Thus, the course will take up themes of nation, culture, politics, identity and gender for an in-depth analysis through representative texts, both novels and short stories. It will also aim at understanding and assessing the cross-cultural impact of these writings. Students will be expected to read intensively and extensively; assessments will be in form of class presentations and term papers.

3. Drama: Text and Performance

This course looks at drama through text and performance. The course will begin with classical Western as well as Indian traditions in drama and performance, move on to the folk tradition, and then span various dramatic styles and movements down the ages and across cultures. Select dramatic works in English and those translated from other languages will be discussed. An in-depth critical analysis of these works will help the students understand the nuances of the dramatic text and how performance itself becomes a text – worthy of analysis in its own right. Both the literary text and performance are open to the politics of interpretation and adaptation. Reading a play is essentially, an inwardly directed personal act involving the playwright and the reader whereas performance is an outwardly directed public show. The public rendition also opens the dramatist, the actor, the director, the dramaturge and the spectator to theorization.

The course will involve a study of the strategies, techniques and theories of writing and performance in terms of content, context, meaning and intent. There will be an emphasis on the elements of music, dance, language and the body in performance. Other aspects of the dramatic in performance such as ritual, spectacle, carnival, and magic will also be discussed within their cultural framework. The course will thus try to juxtapose the literary with the visual and the word with the act.

4. Interrogating Morality in Literature

Social life comprises different poses acquired to project a normal image of self. Morality is one such pose. It is ostensibly a significant aspect of human activity: intellectual, cultural, religious and even physical. It is also one of the main criteria on which we judge and test each other and form our opinions. Our thoughts regarding propriety, legitimacy, legality, honour and even truth can be traced back to our long drawn out and often coercive training in morality.

The idea of morality differs from society to society. This difference, however, has often been disregarded in favour of a 'universal' morality. The concept of universal morality when perused through the postcolonial lens seems suspect as all it does is to foreground ethnocentric views of politically dominant groups. Morality then becomes a hegemonic site where people's standards of good and bad are played out on the basis of their position in the social hierarchy. Religion is an important tool used often to ensure such hegemonic control. Moral deviance has therefore historically meant deviance from the moral code of conduct formulated, though informally, by the powers that be. In the erstwhile colonies the idea acquires many more layers due to the detailed effort of the colonial regime to 'civilize' the savage other. This course seeks to sensitize students about critical issues related to the seemingly simple and 'universal' category of morals. Through a selection of Anglo-American texts from the eighteenth century onwards, the course will interrogate prevalent notions on morality and invite the students to revisit, review and re-judge their own moral standpoints.

5. Literatures of Childhood

This course examines the phenomenon of childhood through its representations in Anglo-American and Indian literatures from the nineteenth century onwards. It engages with the evolution of childhood into its contemporary forms in these cultures. The course aims at exposing the student to a critical examination of the 'construct' of childhood and its cultural implications. The point of departure for this course is the belief that childhood is constructed by the dominant ideas of any given historical period and is informed by the specificities of the culture within which it is being continuously shaped. The course will include texts written *about* children as well as those written *for* them. These texts are supplemented by studies of childhood conducted in the social, legal and psychological domains.

In addition to the electives mentioned above, a few of the following courses will also be offered:

Sufi and Bhakti Poetry
Radical Poetry of Protest in the Twentieth Century across Continents
Nineteenth and Twentieth Century Fiction across Continents
Women Writing in India
The Woman Question in Nineteenth Century English Literature
The Lost Generation
Shakespeare's Tragedies
European Drama
American Literature
Literatures of Resistance
Twentieth Century British Poetry and Drama
Studying Character
Narrating India
Adventure Literature
Environment and Literature
The Indian Novel (bilingual)
The Politics of Literary Translation
Modern South Asian Literature
Understanding Cinema
Literature and the Human Psyche

Seminars/Workshops

Seminars and Workshops will be conducted throughout the Programme.

Research Project

Each student will take up a research project at the end of the second semester. This research project will lead to a dissertation which will be submitted at the end of the fourth semester.

The following experts contributed to the design of the Masters Programme in English.

Dr Taisha Abraham, Dr Saugata Bhaduri, Professor Alok Bhalla, Dr Hephzibah Israel, Professor A.R. Khan, Professor Shyam Menon, Professor Hoshang Merchant, Professor Rukmini Bhaya Nair, Professor Harish Narang, Dr Gopal Jee Pradhan, Professor GJV Prasad, Dr Satyaketu Sankrit, Professor Vijaya S. Varma, and the English faculty at AUD.

For queries contact Dr. Diamond Oberoi Vahali at diamond@aud.ac.in.

MA History

Duration: 2 years (4 semesters)

Total credits: 64

Medium of instruction: English

Number of seats: 35

Eligibility: Bachelor's degree with 45% marks (or an equivalent grade) from a recognized University. Relaxation of 5% marks for candidates belonging to SC/ST and PD categories.

Reservation of seats: **In accordance with Government of NCT of Delhi rules.**

The purpose of the Masters Programme in History is two-fold. First, it seeks to impart knowledge of historical phenomena and processes. Second, it tries to transmit skills of historical analysis and encourage historical imagination. Students are expected to learn the historian's craft, to acquire competence in independently formulating ideas and judgments on the basis of historical data and through logical procedures of enquiry. The Programme also teaches students to think about historical issues in an interdisciplinary manner and seeks to encourage a spirit of critical thinking about contemporary social questions. Not all graduates of the Programme are likely to pursue careers as academic historians and teachers. However, the tools of historical scholarship combined with a spirit of critical engagement shall serve Programme graduates well in such careers as journalism, publishing, educational administration, museology/archival management, heritage management, government service, and many others.

Proposed Programme Structure

The Programme requires students to complete courses amounting to at least 64 credits over four semesters. Most courses are identified as 4-credit courses; each of these entails nominally 56 - 64 hours of classroom teaching per semester. All courses are the length of a semester, 14 to 16 weeks. A 'taught' course or independent study course may be turned into a 6 credit course under circumstances explained in the section on evaluation and assessment. A few 2 credit courses may also be offered.

Sixteen credits are devoted to **four core courses**, which are compulsory and common for all students. **The remaining courses are elective in nature.** MA History students must

complete between 4 and 8 credits of courses offered through other MA Programmes of the University, whether in the School of Liberal Studies or in other Schools of the University.

- Students must complete at least 28 credits of elective courses in one ‘major’ specialization area.
- Students must complete at least 12 credits of elective courses in another ‘minor’ specialization area.

There are presently two specialization areas, the History of South Asia and Comparative History. *Students must identify, by the commencement of the third Programme semester, one of these areas as their major specialization area and the other as their minor specialization area.* They may experiment with courses in both of these areas until declaring their major and minor areas, and they may enrol in courses in any specialization area in any Programme semester.

The South Asian History specialization area is unified with respect to its geographical dimension. *The ‘Comparative’ History specialization area* is not defined by any particular geographical area, period or set of historical issues. Many courses in this area are thematic and do not centre on India. They represent a variety of national, regional, global and generic histories, and historical methods, and they are designed to acquaint students with the eclectic nature of historical research while encouraging them to reflect upon connections between ‘Indian history’ and other fields of history.

The credit requirements of the Programme are given below. A student’s normal credit load in each semester is 16 credits. With permission, a student may ‘over-enrol’ in one or more semesters for a total of 66 or 68 Programme credits.

- Compulsory common Core courses (16 credits)
- Elective ‘Major’ specialization area courses (28 - 36 credits)
- Elective ‘Minor’ specialization area courses (12 - 24) credits)
- Elective Courses from other areas of study (4 or 8 credits)

1. In the case of 'Major' specialization area courses *at least 24 of these credits* must be earned through regularly taught courses. See the section on 'Research' below regarding the 'research essay' requirement.
2. In the case of 'Minor' specialization area courses *at least 8 of these credits* must be earned through regularly taught courses. See the section on 'Research' below regarding the 'research essay' requirement.

Course Description

Core Courses

The following **four core courses** are offered and students must (normally) complete them in the sequence in which they are offered.

1. Problems of Historical Analysis

This course focuses on key issues, questions and problems involved in historical research and writing. It reviews various historiographical traditions and formulations of historical method, giving special attention to the development of historical science during the nineteenth and twentieth centuries. The course familiarizes students with seminal ideas of modern philosophy that have influenced the development of the social sciences in general and history in particular.

2. Emergence of Modern World

This course defines what is meant by modern world and indicates how the distinctively modern world was constituted over the last three centuries. It systematically explores processes (and human interactions) through which the modern world was made and examines its essential features, highlighting its divergences from the pre-modern world.

3. The State in Indian History

This course transits the 'ancient', 'medieval' and 'modern' periods of Indian history, concentrating on the important political institution called the State. Students examine the processes of State formation, ideas and institutions of the State, and the different types of State-systems that have emerged in India down to the present time.

4. Power, Culture and Marginality in India

This course familiarizes students with the key concepts of power, culture and marginality, showing how they relate to major historical processes and structures in India. The course explores power not only as exercised through ‘political’ authority structures but as dispersed through social practices and culture. It examines dynamics of marginality, inequality and hierarchy, showing how these are expressed historically in relation to caste, gender, class and ethnicity. Formations of ‘religious identity’ are also examined. Although the course focuses on India, it takes a comparative approach in exploring experiences across societies and in featuring examples and cases relevant to parts of the world other than India.

Elective Courses

Elective courses shall be offered in such quantity and variety that students would be able to choose at least two courses in their major specialization area and one or two courses in their minor area in each semester of the Programme. Some courses shall be offered more frequently than others. Courses will be added to the lists below according to the availability and interests of faculty (including visiting and guest faculty) and in response to the expressed needs of the students. Although there is a high probability of most of these courses being offered, the lists are suggestive rather than definitive. Many courses not listed here are being contemplated. *Note that these lists do not indicate which courses will be offered in each semester or in what order. This information shall be made available before the commencement of each semester.*

The **South Asian History specialization area** presently consists of the following courses:

- Economic History of Modern India
- The Indian Nationalist Movement
- Partitions in South Asia
- Tribals, Peasants and the Workers in Modern India
- Aspects of the Environmental History of South Asia
- Urbanization in South Asia
- History of Science and Technology in Modern India
- The Making of Modern Punjab
- Devotion, Diversity and Dissent in Medieval India

- History of Education in India
- India's Engagement with Modernity during the Nineteenth and Twentieth Centuries
- Literature and Society in Modern India
- Village in Indian History
- Religious Practices and Traditions in South Asia
- [Various courses focusing on regional and sub-regional identities and on 'frontiers' and 'boundaries' in South Asia shall be offered.]

The **Comparative History specialization area** presently consists of the following courses:

- Introduction to Environmental History
- Migrations and Diasporas in History
- From Colonialism to National Independence in the Caribbean
- The British Empire, 1600-1970: Experiences, Institutions, Adaptations
- India and China in the Twentieth Century
- Explorations in Intellectual and Cultural History
- Nations and Nationalisms
- Aspects of Gender in History
- Industrial Society in Historical Context
- History and the Archives

Courses from Other Areas of Study

Ambedkar University, Delhi is committed to interdisciplinary learning. Its faculty recognizes the intellectual enrichment that students experience when they are exposed to more than one knowledge area. No intellectual discipline is isolated and self-sufficient and stasis occurs when a discipline attempts to close itself off from others. History students encounter ideas, concepts and theories that have either been generated from within other knowledge areas or have interdisciplinary implications and applications. *MA History students are encouraged to deepen their familiarity with other fields of knowledge by formally completing 4-8 credits of courses from other areas of study.* These courses may be part of curricula of other MA Programmes at AUD. After consultation with a faculty advisor, MA History students may enrol in courses in language and literature, gender studies, economics, and environmental

studies, among other Programmes. Students shall generally be counselled to enrol in such courses after the first Programme semester.

Assessment/Evaluation and Responsibilities of the Students

Courses shall be transacted through classroom teaching, teacher-guided discussions, tutorial writing and oral presentations made by the students. *The medium of instruction is English.* Students shall be evaluated on the basis of tutorials, written and oral assignments and participation in discussions, ‘mid-term’ examinations, term-end examinations and research essays (see below). AUD is committed to pedagogy of continuous assessment; this means that students will obtain grades across the teaching semester by completing a variety of exercises or assessments, and no single exercise shall account for more than 40% of the total assessment, the only exception being the courses based on the production of research essays. *Students will not be able to perform at the required level and complete the Programme simply by attending classes and ‘clearing’ an end-term examination.* Failed courses may be repeated *or* another course fulfilling the same Programme requirements as the failed course (and with the same credit weightage) may be opted for. On other matters, the general policy framework of the University is applicable to the admission and academic requirements of MA History students.

Research

During the third and fourth Programme semesters, all MA History students are required to complete two major ‘research assignments’ on topics of their choice, for which they shall be awarded course grades and credits amounting to six (6) credits each. While there is no thesis requirement, as such, the 6-credit enriched courses are designed to engage students in extensive and intensive review of historical literature (i.e., secondary sources) and/or conducting research with historical data and primary documents/source materials. Whereas a student’s credit load during the first and second Programme semesters shall usually consist of four, 4-credit courses, during the third or fourth semesters he/she may carry a credit load of 6 – 6 - 4: that is, two ‘research paper courses’ (each of six credits) and a single ‘regularly taught’ course (four credits). The research paper courses shall usually involve less direct or less regular contact with faculty members and shall require the student to do ‘independent research’. The research paper in each case is expected to be 5,000 – 8,000 words in length, including notes and bibliography. The research papers may involve use of non-English

language sources as well as sources in English, conducting oral interviews or utilizing other non-written sources. In the case of these research courses, the assignments shall be evaluated by a faculty member ('supervisor') or a group of faculty members. Research essay courses shall be counted in fulfilment of the specialization area requirements outlined above. Students may complete both research papers for their major specialization *or* one each in the major and minor areas. Students shall receive guidance in the modalities of completing the research papers.

For queries contact Professor Salil Misra at salil@aud.ac.in.

MA Sociology

Duration: 2 years (4 semesters and a summer internship)

Total Credits: 64

Medium of instruction: English

Number of seats: 35

Eligibility: Bachelor's degree with 45% marks (or an equivalent grade) from a recognized University. Relaxation of 5% marks for candidates belonging to SC, ST and PD categories.

Reservation of seats: In accordance with Government of NCT of Delhi rules.

The scale and intensity of changes that are underway in contemporary India have thrown up new challenges which demand effective intervention in the higher education sector. The two key challenges here are:

1. The reported unemployability of graduate and post graduate students. This real crisis of unemployable students, if true for engineering is even more true for social sciences.
2. The absence of a social science vision critical for developing and fostering the idea of 'inclusive citizenship' in contemporary India, which is marked by a range of social conflicts related to contending issues such as caste, religion, gender, tribe, development and livelihood.

The Masters Programme in Sociology attempts to respond to these two challenges by incorporating in its vision and curriculum both the above mentioned concerns. This it will ensure by:

1. Building a solid base in research methodology and application, writing and analysis that would ensure highly skilled and therefore necessarily employable students in different sectors; the developmental sector, corporations, state and the media.
2. 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 globalised world.

The key markers of the Masters Programme in Sociology would be:

1. 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.
2. Its pedagogical preference would be on hands on learning, continuous inter-play between text and context, use of tools such as documentaries, films and real life narratives.
3. Focus on developing analytical and writing skills through its built in programmes related to report and dissertation writing.

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 unparallel resource base.

Programme Objective

The objective of this Programme is to facilitate:

- comprehension and analysis of social realities in a cross-cultural framework in order to bring meaningful intervention and transformation
- openness towards engagement with emerging spaces including those involving generation of profit
- development of change agents equipped with technical acumen as well as social sensibility in an extremely polarized world
- exploring application of theoretical ideas
- strong methodological entrenchment with focus on both epistemology and their applications
- learning to analyze and interpret diverse data with and without the help of computer software
- development of a strong ability of expression: both oral and written.

Programme Structure

Semester One

Objective

The objective of the first semester is to lay the foundation of the discipline of Sociology and thereby familiarize the students with the tools of sociological analysis. The aim of the course on social research offered in this semester would be to create an interface between epistemologies and their applications in research. The Workshop on Expressions organized in this semester would train the students in the procedures of seeking and critiquing knowledge. Organizational exposure would attempt to explore the multiple domains of practising Sociology. In addition to visiting organizations, it would also involve guest lectures by sociologists engaged in diverse professions.

Proposed Courses:

- Historical Background of Sociology (4 credits)
- Conceptual Frameworks (4 credits)
- Social Research I (4 credits)
- Workshop on Expressions I (2 credits)
- Organizational Exposure (2 credits)

Semester Two

Objective

The objective of this semester is to explore both 'field view' and 'book view'. An attempt is made on the one hand to familiarize students with the social context and on the other, to orient them towards relevant theoretical ideas. The course on theoretical traditions would focus on ideas of those thinkers who have been crucial in developing a Sociological imagination. The course on social research offered in this semester aims to prepare the students with necessary knowhow for collecting diverse forms of data. The workshop on Expressions aims to train students in writing and reviewing research.

Proposed Courses

- Theoretical Traditions I (2 credits)
- Social Stratification and Discrimination (4 credits)
- Indian Society (4 credits)
- Social Research II (4 credits)
- Workshop on Expressions II (2 credits)

Summer Internship

The four-week internship is meant to immerse the students in the field and its realities.

Semester Three

Objective

The objective of this semester is to help the students understand social transformation through the paradigm of social movements. The course on theoretical tradition would help students understand various important approaches of understanding social reality. The course on social research would focus on analysis and interpretation of data. It will also highlight research writing. The Workshop on Expressions in this semester would train the students in writing and presenting a research proposal. The work for dissertation begins as a part of this course under the supervision of a faculty member. This semester would also involve students in writing and presenting reports written on the basis of experience gathered during their summer internship.

Proposed Courses

- Theoretical Traditions II (2 credits)
- Social Movements and Transformations (4 credits)
- Intervention and Social Change (2 credits)
- Social Research III (4 credits)
- Workshop on Expressions III (2 credits)
- Internship (Report and Presentation) (2 credits)

Semester Four

Objective

The objective of this semester is to map diverse contexts, global and local. This semester aims to offer students options pertaining to their areas of interest. The focus of this semester is to create clusters of two electives. The students will be expected to choose two such clusters. Although all the taught courses are worth 2 credits each, the plan of this semester is to teach them four hours a week and complete them within six weeks. After the completion of

the coursework, it is expected that students will be involved in writing their dissertation or term papers as opted by them.

Proposed Courses

- Globalization and the Emerging Social Order (2 credits)
- Elective 1 (2 credits)
- Elective 2 (2 credits)
- Elective 3 (2 credits)
- Elective 4 (2 credits)
- Dissertation (Optional)/Three Guided Term Papers (Optional) (6 credits)

Electives: A number of elective courses will be offered. A few of the following will be offered in a phased manner.

- Sociology of Religion
- Sociology of Law
- Women, Society and Changing Contexts
- Tribes in Transitions
- Family and Kinship
- Sociology of 'The Other'
- Reading Autobiographies: Interrogating Societies

Career options:

Many jobs today make use of the social insight and skills acquired through the study of Sociology. Typical employment sectors include:

- Local and National government
- Industry and Commerce
- The developmental sector including health, education, social work, micro finance
- The media
- The corporate and market research
- Management
- Publishing

For queries contact Dr. Santosh Kr. Singh at santosh@aud.ac.in.

Bharat Ratna Dr B.R. Ambedkar University, Delhi

ANTI-RAGGING REGULATIONS

(As devised by the UGC on the Directions of the SUPREME COURT)

The Ambedkar University, Delhi is a zone of Zero Tolerance towards Ragging.

Every member of the University community is a partner in preventing, curbing, reporting and taking any other action towards maintaining Zero Tolerance towards Ragging.

Students must go through the complete Regulations available on the university web site at www.aud.ac.in

The following are the Guidelines for Students of AUD issued under the Regulations.

Objectives:

To prohibit any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student, or indulging in rowdy or indisciplined activities by any student or students which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in any fresher or any other student or asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student, with or without an intent to derive sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student; and thereby, to eliminate ragging in all its forms from the University.

Clause 3 of the Regulations: What constitutes Ragging?

Ragging constitutes one or more of any of the following acts:

- a. any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student;
- b. indulging in rowdy or indisciplined activities by any student or students which causes or is likely to cause annoyance, hardship, physical or psychological harm or to raise fear or apprehension thereof in any fresher or any other student;
- c. asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or

- embarrassment so as to adversely affect the physique or psyche of such fresher or any other student;
- d. any act by a senior student that prevents, disrupts or disturbs the regular academic activity of any other student or fresher;
 - e. exploiting the services of a fresher or any other student for completing the academic tasks assigned to an individual or a group of students;
 - f. any act of financial extortion or forceful expenditure burden put on a fresher or any other student by students;
 - g. any act of physical abuse including all variants of it: sexual abuse, homosexual assaults, stripping, forcing obscene and lewd acts, gestures, causing bodily harm or any other danger to health or person;
 - h. any act or abuse by spoken words, emails, post, public insults which would also include deriving perverted pleasure, vicarious or sadistic thrill from actively or passively participating in the discomfiture to fresher or any other student;
 - i. any act that affects the mental health and self-confidence of a fresher or any other student with or without an intent to derive sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student.

A fresher or any other student, whether being victim, or witness, to any incident of ragging, is encouraged to report such occurrence, and the identity of such an informant shall be protected and shall not be subject to any adverse consequence only for the reason for having reported such incidents to any faculty member, Anti-Ragging Squad, or any authority of the University.

Information regarding members of the Anti-Ragging Committee is given on the last page of these guidelines.

Freshers are advised that they should desist from doing anything, with or against their will, even if ordered to by seniors, students or any other student, and that any attempt of ragging shall be promptly reported to the Anti-Ragging Squad or to a Dean or to the Head of the Institution, as the case may be.

Every student studying in the University and his / her parents / guardians are required to provide the specific affidavits (required under clauses (d), (e) and (g) of Regulation 6.1) at the time of admission or registration, as the case may be, during each academic year.

The University will obtain the affidavit from every student as referred to above and maintain a proper record of the same and ensure its safe upkeep thereof, including maintaining the copies of the affidavit in an electronic form, to be accessed easily when required either by the

Anti-Ragging Commission set up at the State level or any of the Councils or by the University or by any other person or organization authorized to do so (the format of Affidavits is given in the last pages).

Every student at the time of his / her registration is required to inform the University about his / her place of residence while pursuing the course of study, and in case the student has not decided his / her place of residence or intends to change the same, the details of his / her place of residence shall be provided immediately on deciding the same; and specifically in regard to a private commercially managed lodge or hostel where he / she has taken up residence.

The University shall apportion sectors to be assigned to members of the faculty, so that such member of faculty can maintain vigil and report any incident of ragging outside the campus or en- route while commuting to the University using any means of transportation of students, whether public or private.

The University shall, at the end of each academic year, send a letter to the parents / guardians of the students who are completing their first year in the Institution, informing them about these guidelines, Regulations and any law for the time being in force prohibiting ragging and the punishments thereof as well as punishments prescribed under the penal laws, and appealing to them to impress upon their wards to desist from indulging in ragging on their return to the University at the beginning of the next academic session.

It shall be the duty of the Anti-Ragging Committee to ensure compliance with the provisions of these Regulations as well as the provisions of any law for the time being in force concerning ragging; and also to monitor and oversee the performance of the Anti-Ragging Squad in prevention of ragging in the University.

The University shall obtain an undertaking from every employee of the Institution, including all teaching and non-teaching members of staff, contract labour employed in the premises either for running a canteen or as watch and ward staff or for cleaning or maintenance of the buildings / lawns and employees of service providers providing services within the Institution, that he / she would report promptly any case of ragging which comes to his / her notice.

The University has given necessary instructions to the employees of the canteens and mess, whether that of the Institution or that of a service provider providing this service, or their employers, as the case may be, to keep a strict vigil in the area of their work and to report incidents of ragging to the Head of the Institution or members of the Anti-Ragging Squad or members of the Anti-Ragging Committee or the Deans, as may be required.

Discreet random surveys shall be conducted amongst freshers every fortnight during the first three months of the academic year to verify and crosscheck whether the University is indeed free of ragging or not, and for the purpose the University may design its own methodology of conducting such surveys.

The University shall make an entry, apart from those relating to general conduct and behaviour made in the Migration/Transfer Certificate issued to a student while leaving the Institution, as to whether the student has been punished for committing or abetting an act of ragging, as also whether the student has displayed persistent violent or aggressive behaviour or any inclination to harm others, during his / her course of study in the University.

Clause 7 and Clause 9.1 of the Regulations: Punishments

The Anti-Ragging Committee may, depending on the nature and gravity of the guilt established by the Anti-Ragging Squad, award, to those found guilty, one or more of the following punishments, namely:

- i. Suspension from attending classes and academic privileges.
- ii. Withholding/ withdrawing scholarship/ fellowship and other benefits.
- iii. Debarring from appearing in any test/ examination or other evaluation process.
- iv. Withholding results.
- v. Debarring from representing the University in any regional, national or International meets tournament, youth festival, etc.
- vi. Suspension/ expulsion from the hostel.
- vii. Cancellation of admission.
- viii. Rustication from the University for Period ranging from one to four semesters.
- ix. Expulsion from the University and consequent debarring from admission to any other Institution for a specified period.

Provided that where the persons committing or abetting the act of ragging are not identified, the University shall resort to collective punishment.

An appeal against the order of punishment by the Anti-Ragging Committee shall lie, with the Vice-Chancellor of the University;

Members of the Anti-Ragging Committee and their contact details:

Name	Designation	Email ID	Contact No.
Prof. A R Khan	Dean, Student Services	arkhan@aud.ac.in	9810862711
Prof. Ashok Nagpal	Dean, SHS	ashonag@aud.ac.in	9810298462
Prof. Chandan Mukherjee	Dean, SDS	chandan@ aud.ac.in	9810795016
Prof. Geetha Venkataraman	Professor, SUS	geetha@ aud.ac.in	25074876 Ext: 248
Mr. R Vinod	Senior Warden	vinod@aud.ac.in	9911761331

Members of the Anti-Ragging Squad and their contact details:

Name	Designation	Email ID	Contact No.
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Dr Satyaketu Sankrit	Associate Prof., SUS	satyaketu@aud.ac.i n	98682626 26
Dr Gunjeet Aurora	Assistant Prof., SUS	gunjeet@aud.ac.in	99717026 06
Mr. R Vinod	Senior Warden	vinod@ aud.ac.in	99117613 31
Dr Oinam Hemlata Devi	Warden	hemlata@aud.ac.in	99110037 26
Dr Rachna Chaudhary	Assistant Prof., SHS	rachnachaudhary@ aud.ac.in	98104834 11

Mr. Akha Kaihrii Mao	Asstt. Professor, SES	akha@aud.ac.in	98916829 79

ANNEXURE I
AFFIDAVIT BY THE STUDENT

1) I, _____
_____ (full name of student with admission /registration /enrolment number)

s /o / d /o Mr /Mrs /Ms _____,
having been admitted to the Bharat Ratna Dr B.R. Ambedkar University, Delhi, have received a copy of the Anti-Ragging Regulations of the University, carefully read and fully understood the provisions contained in the said Regulations of the UGC on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the “Regulations”).

2) I have, in particular, perused clause 3 of the Regulations and am aware as to what constitutes ragging.

3) I have also, in particular, perused clause 7 and clause 9.1 of the Regulations and am fully aware of the penal and administrative action that is liable to be taken against me in case I am found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.

4) I hereby solemnly aver and undertake that

a) I will not indulge in any behaviour or act that may be constituted as ragging under clause 3 of the Regulations.

b) I will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under clause 3 of the Regulations.

5) I hereby affirm that, if found guilty of ragging, I am liable for punishment according to clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against me under any penal law or any law for the time being in force.

6) I hereby declare that I have not been expelled or debarred from admission in any Institution in the country on account of being found guilty of, abetting or being part of a conspiracy to promote, ragging; and further affirm that, in case the declaration is found to be untrue, I am aware that my admission is liable to be cancelled.

Declared this (day) of (month) of (year).

Signature of deponent

Name:

VERIFICATION

Verified that the contents of this affidavit are true to the best of my knowledge and no part of the affidavit is false and nothing has been concealed or misstated therein.

Verified at _____ (place) on this the _____ (day) of _____ (month), _____ (year).

Signature of deponent

Solemnly affirmed and signed in my presence on this the _____ (day) of _____ (month), _____ (year) after reading the contents of this affidavit.

OATH COMMISSIONER

ANNEXURE II

AFFIDAVIT BY PARENT/GUARDIAN

1) I, Mr/Mrs/Ms _____ (full name of parent/guardian) father/mother/guardian of,

_____ (full name of student with admission/registration/enrolment number), having been admitted to the Bharat Ratna Dr B.R. Ambedkar University, Delhi, have received a copy of the Anti-Ragging Regulations of the University, carefully read and fully understood the provisions contained in the said UGC Regulations on Curbing the Menace of Ragging in Higher Educational Institutions, 2009, (hereinafter called the "Regulations").

2) I have, in particular, perused clause 3 of the Regulations and am aware as to what constitutes ragging.

3) I have also, in particular, perused clause 7 and clause 9.1 of the Regulations and am fully aware of the penal and administrative action that is liable to be taken against my ward in case he/she is found guilty of or abetting ragging, actively or passively, or being part of a conspiracy to promote ragging.

4) I hereby solemnly aver and undertake that

a) My ward will not indulge in any behaviour or act that may be constituted as ragging under clause 3 of the Regulations.

b) My ward will not participate in or abet or propagate through any act of commission or omission that may be constituted as ragging under clause 3 of the Regulations.

5) I hereby affirm that, if found guilty of ragging, my ward is liable for punishment according to clause 9.1 of the Regulations, without prejudice to any other criminal action that may be taken against my ward under any penal law or any law for the time being in force.

6) I hereby declare that my ward has not been expelled or debarred from admission in any Institution in the country on account of being found guilty of abetting or being part of a conspiracy to promote ragging; and further affirm that, in case the declaration is found to be untrue, the admission of my ward is liable to be cancelled.

Declared this (day) of (month) of (year).

Signature of deponent

Name:

Address:

Telephone/ Mobile No:

VERIFICATION

Verified that the contents of this affidavit are true to the best of my knowledge and no part of the affidavit is false and nothing has been concealed or misstated therein.

Verified at _____ (place) on this the _____ (day) of _____ (month), _____ (year).

Signature of deponent

Solemnly affirmed and signed in my presence on this the _____ (day) of _____ (month), _____ (year) after reading the contents of this affidavit.

OATH COMMISSIONER

COMMISSIONER

Ambedkar University, Delhi

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LIST OF THE AUD FACULTY AND ACADEMIC STAFF

S.No.	Name	Position	Discipline/Specialization
1	Gunjeet Aurora, PhD (JNU)	Asst. Prof.	Eng.
2	Arindam Banerjee, PhD (JNU)	Asst. Prof.	Eco.
3	Minaketan Behera, PhD (Allahabad)	Asst. Prof.	Eco.
4	Ishita Bharadwaj, MA (BHU)	Asst. Prof.	Psy.
5	Divya Bhambri, MA (DU)	Res. Asso.	Math.
6	Tokchom Bibinaz Devi, MA (DU)	Asst. Prof.	Psy.
7	Rachna Chaudhary, PhD (DU)	Asst. Prof.	Gender St., Pol. Sc.
8	Kopal Chaube, MPhil (DU)	Res. Asso.	Pol. Sc.
9	Shyamolima Ghosh Choudhury, MA (DU)	Res. Asst.	Psy.
10	Mukulika Dadhich, MA (Jodhpur)	Res. Asst.	Psy.
11	Sumangala Damodaran, PhD (JNU)	Asso. Prof.	Dev. St., Eco.
12	Dhirendra Datt Dangwal, PhD (JNU)	Asso. Prof.	His.
13	Kasturi Datta, MPhil (DU)	Res. Asso.	Pol. Sc., Dev. St.
14	Oinam Hemlata Devi, PhD (DU)	Asst. Prof.	Hum. Ecology, Soc. Anthrop.
15	Anup Kumar Dhar, PhD (Jadavpur)	Asso. Prof.	Psy., Gender St., Phil.
16	Ivy Dhar, PhD (JNU)	Asst. Prof.	Dev. St., Pol. Sc.
17	Radhika Govinda, PhD (Cambridge)	Asst. Prof.	Gender St., Dev. St, Pol.Sc.
18	Shifa Haq, MA (DU)	Res. Asst.	Psy.
19	Manish Jain, PhD (DU)	Asst. Prof.	Edu. St.
20	Lovitoli Jimo, MA (JNU)	Asst. Prof.	Gender St., Soc.
21	Rachna Johri, PhD (DU)	Asso. Prof.	Psy., Gender St.
22	Asmita Kabra, PhD (JNU)	Asso. Prof.	Hum. Ecology, Eco.
23	Gangmumei Kamei, MA (DU)	Asst. Prof.	Psy.
24	Mamatha Karollil, PhD (TISS)	Asst. Prof.	Psy.
25	Venita Kaul, PhD (IIT, Del.)	Visiting Prof.	Early Childhood Edu. & Dev.
26	Ahmed Raza Khan, PhD (AMU)	Prof., Dean	His.
27	Tanuja Kothiyal, PhD (JNU)	Asst. Prof.	His.
28	Denys Leighton, PhD (Washington)	Visiting Prof.	His.
29	Subrata Kumar Mandal, PhD (JNU)	Asso. Prof.	Dev. St., Eco.
30	Preeti Mann, PhD (Oxford)	Asst. Prof.	Dev. St., Soc. Anthrop.
31	Akha Kaihrii Mao, MPhil (DU)	Asst. Prof.	Edu. St.
32	Surajit Mazumdar, PhD (JNU)	Asso. Prof.	Eco.
33	Zehra Mehdi, MA (DU)	Res. Asst.	Psy.
34	Bhoomika Meiling, MPhil (JNU)	Asst. Prof.	Eng.
35	Shailaja Menon, PhD (JNU)	Asst. Prof.	His.
36	Shyam Menon, PhD (Baroda)	Vice Chancellor	Edu. St.
37	Salil Misra, PhD (JNU)	Prof.	His.
38	Wrick Mitra, MPhil (DU)	Asst. Prof.	Psy., Soc.
39	Aruna Kumar Monditoka, PhD (Hyderabad)	Asst. Prof.	Dev. St., Pol. Sc.
40	Usha Mudiganti, PhD (IIT, Del.)	Asst. Prof.	Eng.
41	Chandan Mukherjee, PhD (ISI,	Prof., Dean	Eco., Dev. St.

	Calcutta)		
42	Shubhra Nagalia, PhD (JNU)	Asst. Prof.	Gender St., Pol. Sc.
43	Ashok Nagpal, PhD (DU)	Prof., Dean	Psy.
44	Dharitri Narzary, PhD (DU)	Asst. Prof.	His.
45	Rohit Negi, PhD (Ohio State)	Asst. Prof.	Hum. Ecology, Geo.
46	Anshumita Pandey, MA (DU)	Asst. Prof.	Psy.
47	Anil Persaud, PhD (JNU)	Asst. Prof.	His.
48	Gopalji Pradhan, PhD (JNU)	Asso. Prof.	Hindi
49	Vinod R. , MPhil (DU)	Asst. Prof.	Psy., Edu. St.
50	Juhi Rituparna, Mphil (DU)	Res. Asso.	Eng.
51	Ashis Roy, MA (DU)	Res. Asso.	Psy.
52	Deepti Sachdeva, MSc (Oxford)	Asst. Prof.	Psy., Soc. Anthropol.
53	Shubhi Sachdeva, MSc (DU)	Res. Asso.	Early Childhood Edu. & Dev.
54	Satyaketu Sankrit, PhD (Patna)	Asso. Prof.	Hindi
55	Neetu Sarin, MA (DU)	Asst. Prof.	Psy.
56	Anand Saurabh, MPhil (DU)	Res. Asso.	Pol. Sc.
57	Rukmini Sen, PhD (Calcutta)	Asst. Prof.	Soc., Gender St.
58	Anirban Sengupta, PhD (TISS)	Asst. Prof.	Dev. St., Soc.
59	Ghazala Shahabuddin, PhD (Duke)	Asso. Prof.	Hum. Ecology, Ecology
60	Sanjay Kumar Sharma, PhD (London)	Asso. Prof.	His.
61	Praveen Singh, PhD (JNU)	Asst. Prof.	Hum. Ecology, His.
62	Rajinder Singh, MA (DU)	Res. Asso.	Psy.
63	Santosh Kumar Singh, PhD (JNU)	Asst. Prof.	Soc.
64	Yogesh Snehi, PhD (Panjab)	Asst. Prof.	His.
65	Parul Taneja, MSc (DU)	Res. Asso.	Home Sc., Child Dev.
66	Manasi Thapliyal, MPhil (DU)	Asst. Prof.	Edu. St.
67	Sanju Thomas, MA (Kerala)	Asst. Prof.	Eng.
68	Diamond Oberoi Vahahi, PhD (JNU)	Asso. Prof.	Eng.
69	Honey Oberoi Vahali, PhD (DU)	Prof.	Psy.
70	Vijaya S. Varma, PhD (London)	Adv. Planning	Physics
71	Geetha Venkataraman, PhD (Oxford)	Prof.	Math.