

CENTRAL UNIVERSITY OF PUNJAB, BATHINDA



PhD Ambedkar Culture and Leadership

**Course Structure and Detailed Syllabus
Batch 2025**

**School of Languages, Literature and Culture
Central University of Punjab, Bathinda**

PhD Ambedkar Culture and Leadership

A brief description

Central University of Punjab, established under the Central Universities Act of Parliament (No 25, of 2009). The University has completed a remarkable journey of 15 years. University is accredited with 'A+' grade in 2023 in second cycle of NAAC visit. The University has also secured 95th, 87th and 84th, 81st rank in the year 2019, 2020, 2021 and 2022 respectively in the University category of NIRF ranking. It is credited with the highest per capita research funding. The university has a mission of providing a wide range of instructional and research facilities across disciplines to promote innovation in teaching, learning, research to be able to establish new ideas, technologies and new world-views. Dr. Ambedkar Chair on Human Rights and Environmental values was established by Ministry of Social Justice and Empowerment, Government of India in Central University of Punjab.

Dr. Ambedkar Chair is introducing PhD Programme on Ambedkar Culture and Leadership in the Interdisciplinary Centre for Languages & Literary Studies. The culture and leadership skills are essential for all sects to efficiently manage processes, make decisions, and communicate with others. People between the age group of 18 to 30 increasingly contribute to innovative practices, social progress and inspiring political initiatives. They are agents of change, mobilising to advance the sustainable development goals to improve the lives of people and the health of the planet.

Dr. Ambedkar Chair is offering full time/part time PhD programme in Ambedkar Culture and Leadership. This programme is specifically designed for the global youth to enrich with experiences, knowledge, and skills to take up leadership roles and increase their leadership potential.

This PhD Programme is open to all disciplines and skills related to interdisciplinary/multidisciplinary courses wishing to take on leadership roles in their respective environment.

PhD in Ambedkar Culture Leadership (Course Work)

Programme Outcomes

Graduate Attributes:

- Graduates pursuing Ph.D. in **Ambedkar Culture & Leadership** will learn to develop methods and conceptual frameworks for doing research in the Humanities in the plural, multilingual society, international framework and mechanism through Dr. Ambedkar's idea and philosophy.

- The focus of the program is the plurality of Indian literary, artistic and aesthetic traditions, located within the global context, Glocal Ambedkar movement and his contribution.
- The pedagogic aim is to facilitate crafting of methods and frames to engage in areas of research spanning texts written, oral, visual and performative. To this end, the emphasis of PhD teaching will be on critical, independent thinking based on discussions and presentations.
- The student will develop through this course the ability to critically engage with, understand and appreciate the uniqueness of India's plural heritage, and communicate the same to future scholars.

S. No.	Type	Course Code	Course Title	L	T	P	Cr
1.	F	CPL.701	Research Methodology and Computer Applications	2	0	0	2
2.	F	CST.702	Computer Applications - Practical	0	0	2	1
3.	C	DAC.703	Ambedkar's Ideology: Ideologue, Ideology, Theory and Methods	4	0	0	4
4.	C	CPL. 751	Research and Publication Ethics	2	0	0	2
5.	C	CPL. 752	Teaching Assistantship	0	0	2	1
6.	C	CPL. 753	Curriculum, Pedagogy and Evaluation	1	0	0	1
7.	C	CPL. 700	Seminar	0	1	0	1
<i>Elective course (any one of the following)</i>							
8.	E	DAC.704	Dr. Ambedkar's Thought and Philosophy	4	0	0	4
9.	E	DAC.705	Indian/International Narratives about Dr. Ambedkar, Ambedkar Culture: Ambedkar's Movement, Life, Leadership, Idea of Change in society and social structure, Self, Identity, Leadership and futuristic	4	0	0	4

			approach				
			Total	13	1	4	16

Evaluation Criteria:

For courses: CPL.701, DAC 703, CPL. 751, CPL752, CPL753, DAC.704, DAC. 705,

End semester Theory exam at the end of the semester of 100 marks each with Long and short answer questions in 1:1.

For CST.702: Practical Exam at the end of semester of 100 marks

Detailed Syllabus

Course Code: CPL. 701

Course Title: Research Methodology and Computer Applications

L	T	P	Credits
2	0	0	2

Total Hours: 30

Course Learning Outcomes

By the end of this course, students will be able to:

CLO-1 Evaluate how research is conducted.

CLO-2 Critically evaluates current research and propose possible alternate directions for further work

CLO-3 Develop hypotheses and methodology for research

CLO-4 Analyse complex research issues in order to communicate their scientific results clearly for peer review.

CLO-5 Correlate the basic statistics involved in data presentation, critical review of literature and assessing the research trends.

CLO-6 Critically analysis the basics of computer hardware and software

CLO-7 Use Word, Excel and PowerPoint on computer

CLO-8 Use computer for data searching and paper writing

CLO-9 Use computer for research in vernacular

Course Contents

Unit/Hours	Content	Mapping with course learning outcomes
Unit-I	<ul style="list-style-type: none"> General principles of research: Meaning and importance 	CLO-1

Hours 8	<p>of research, critical thinking, formulating hypothesis and development of research plan, review of literature, interpretation of results and discussion.</p> <ul style="list-style-type: none"> • Library: Classification systems, e-Library, reference management, web-based literature search engines. • Research and Academic Integrity: Copyright issues, Conduct of ethical research, Plagiarism in research. 	CLO-2
Unit-II Hours 7	<ul style="list-style-type: none"> • Mechanics of writing: Format, language and style in research publications (MLA format) • Research methods in literature/literary research: archival, personal narratives, oral history, visual methodologies, discourse analysis, ethnographic methods, textual analysis, creative writing, ICT 	CLO-3 CLO-4 CLO-5
Unit-III Hours 8	<ul style="list-style-type: none"> • Fundamentals of computers: Introduction to Computer Hardware and Software, Microsoft Windows, Number system • MS Office: Word, Excel and PowerPoint 	CLO-6 CLO-7
Unit-IV Hours 7	<ul style="list-style-type: none"> • World Wide Web: Origin and concepts, Browsers and E-mail, Searching the internet • Publishing: Formatting of research papers/dissertation, DTP and Web publishing, • Regional Languages and Computers: An overview, • Artificial Intelligence (AI) in research 	CLO08 CLO-9

Transaction Mode: Lecture; Group Discussion; Seminar, Self-learning, Text book analysis

Suggested Books

- Anderson, Jonathan and Millicent Poole, *Assignment and Thesis Writing*, New Delhi: Wiley India Pvt. Ltd.1998
- Chindhade, Shirish, and Ashok Thorat, *An Introduction to Research: The Rudiments of Literary Research*, New Delhi: Foundation Books. 2009.
- Correa, Delia Da Sousa and W.R. Owens, eds. *The Handbook to Literary Research*, Oxon: Routledge. 2009.
- Eliot, Simon and W.R. Owens, eds. *A Handbook to Literary Research*, 2nd ed. Oxon: Routledge. 1998
- Ember, Carol R., and Melvin Ember, *Cross-Cultural Research Methods*, 2nd ed. Lanham: Altamira. 2009
- Goddard, Wayne, and Stuart Melville, *Research Methodology – An Introduction*, 2nd ed. Lansdowne: JUTA. 2004.
- Griffin, Gabriele. *Research Methods in English Studies*. Edinburgh University Press,
- Harner, James L., *Literary Research Guide*, 5th ed. New York: MLA. 2008.
- Kothari, C.R., *Research Methodology: Methods and Techniques*, 2nd ed. New Delhi: New Age International (P) Ltd. Publishers. 2004.
- Seale, Clive, ed. *Social Research Methods: A Reader*. London: Routledge. 2003
- Lambert Joan and Loyce Cox, *Microsoft Word 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi. 2013.

Melton Beth et. al., *Microsoft Office Professional 2013: Step by Step*, PHI Learning Pvt. Ltd. Delhi. 2013.

Norton, Peter. *Introduction to Computers*, 7th Ed. McGraw Hill Edu. Pvt. Ltd., New Delhi. 2017.

Parekh, Ranjan. *Principles of Multimedia*, Tata McGraw Hill Edu. Pvt. Ltd., New Delhi. 2012

Course Code: CST. 702

Course Title: Computer Applications (Practical)

L	T	P	Credits
0	0	2	1

Total Hours:30

Course Learning Outcomes

By the end of this course, students will be able to:

CLO-1 Use computer for searching data of their research

CLO-2 Use computer for Typing in English and Hindi

CLO-3 Use computer for developing hypotheses and methodology for research

CLO-4 Use computer for Email, MS word, Excel and Power point

CLO-5 Use Internet for Literary research

Course Contents

Unit/Hours	Content	Mapping with course learning outcomes
Unit-I Hours 30	<p>The following is an indicative list of practical's, and more can be added as per requirement:</p> <ul style="list-style-type: none"> • Using library and its various facilities • Parts of Computer • Basics of Microsoft Windows and Microsoft Office • Detailed study of MS-Word, Excel and PowerPoint • Creating table of contents, index, citations • Using internet for literary research • Introduction to font systems and typing in concerned language(s) 	<p>CLO-1 CLO-2 CLO-3 CLO-4 CLO-5</p>

Course Code: DAC. 703

Course Title: Ambedkar's Ideology: Ideologue, Ideology, Theory and Methods

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Learning Outcomes:

After completion of this paper students will be able:

CLO-1 To locate Ambedkar Culture and Leadership as a research methodology for studies in the Human being and Humanities

CLO-2 To understand the relevance of Ambedkar Culture practice in Leadership

CLO-3 To utilize the comparative methods as conceptual tools in the study of literature, the arts and media

CLO-4 To engage with cultural and social plurality through a comparative approach.

Course Contents:

Unit/Hours	Content	Mapping with course learning outcomes
Unit-I 15 Hours	Leadership Theory and Practice, Comparative Study of leadership As a discipline in the Leadership; Humanism and Critical Humanism and Culture.	CLO-1
Unit-II 15 Hours	Ambedkar: As a man in history Ambedkar beyond the religious and social structure Discussion on horizon: caste, class, self, identity	CLO-2
Unit-III 15 Hours	Ambedkar's World Views on India and Indian Cultural ethos, Ambedkar in Constitutional Assembly Debates	CLO-3
Unit-IV 15 Hours	Ambedkar's practices in Lok Ambedkar's vision on Constitution and languages Ambedkar's views on partition	CLO-4

Transaction Mode: Lecture; Group Discussion; Class Presentations, Seminar, Self-learning, Text book analysis

Compulsory

Ambedkar Writings, Reading and overviews about Ambedkar

Dr. Ambedkar's Writing in 40 volume source: Ministry of External Affairs, New Delhi

Suggested Reading

Constitutional Assembly Debates, 12 Vols,
<https://www.constitutionofindia.net/constitution-assembly-debates/#:~:text=Ambedkar%20presented%20the%20Draft%20Constitution,and%20delivered%20a%20landmark%20speech.&text=This%20Volume%20contains%2023%20sittings%20from%20May%20and%20June%201949.&text=This%20Volume%20contains%2038%20sittings,between%20July%20and%20September%201949.>

Martinus Nijhoff, Positive Peace in Theory and Practice: Strengthening the United Nations's Pre-Conflict Prevention Role, 2015

Peter G. Northouse, **Leadership Theory and Practice**, Western Michigan University, USA, 2015

The UN Leadership Model, 1 Endorsed by United Nations Development Group (UNDG) on 11th October 2016 Doc

Global Definitions of Leadership and Theories of Leadership Development: Literature Review, University of Cambridge Institute for Sustainability Leadership, (final_leadership_literature_review.pdf (britishcouncil.org)

Prof. Devid Gurr, **A think-piece on leadership and education**, Background paper prepared for the 2024/5 Global Education Monitoring Report 'Leadership and education', 2023

Evaluation of the Leadership and Change Management Training

Programme (LCMP), Dorian LaGuardia Third Reef Solutions, Ltd February 2008

Lewis J. Edinger, The Comparative Analysis of Political Leadership, *Comparative Politics*, Vol. 7, No. 2 (Jan., 1975), pp. 253-269

Lewis J. Edinger, Approaches to the Comparative Analysis of Political Leadership, *The Review of Politics*, Vol. 52, No. 4 (Autumn, 1990), pp. 509-523

Riggio, R.E. (2011). Is leadership studies a discipline? In M. Harvey & R.E. Riggio (Eds.), *The dialogue of disciplines: Research companion to leadership studies*. (pp. 9-19). Cheltenham, U.K.: Edward Elgar.

Andrew Copson, What Is Humanism?, John Wiley & Sons, Ltd. Published 2015 by John Wiley & Sons, Ltd. 2015

Constituent Assembly Debates

M. N. Roy, Navmanavvad (Hindi), Vagdevi Prakashan Bikaner, 2007

Oliver Kozlarek, From the humanism of critical theory to critical humanism, Volume 24, Issue 2, online September 29, 2020

HUMANISM & CRITICAL THINKING, website for further information and materials on critical thinking is <http://www.criticalthinking.org>.

Oliver Kozlarek University of Vechta, Germany, From the humanism of critical theory to critical humanism, *European Journal of Social Theory* XX(X), 2020

D. R. JATAVA, The Ideas of Humanist Culture, NATIONAL PUBLISHING HOUSE, 2000

Meera Panigrahi Humanism and Culture: Lionel Trilling and the Critical Tradition, Concept Publishing Co, 2001

Annette Barnabas, Paul Sundararajan Clifford, **Mahatma Ghandi – An Indian Model of Servant Leadership**, *International Journal of Leadership Studies*, **Issue: 2, Volume: 7, Year: 2012**

Kanta Kataria, DR. B.R. AMBEDKAR AS A NATION-BUILDER, *The Indian Journal of Political Science*, Vol. 73, No. 4 (Oct. - December 2012), pp. 601-614 (14 pages)

Dr. Babasaheb Ambedkar Writings & Speeches Vol. 5, Ministry of Social Justice, Gove of India, 2020

Chaman Lal, Dr Ambedkar : An Ambassador of Humanity, Mainstream, Vol. XLVI, No 18, 22 April 2008

Harwood L. Childs, The Art of Leadership. By Ordway Tead. (New York: Whittlesey House. 1935. Pp. xi, 308 Published online by Cambridge University Press: 02 September 2013

Professor Alison Richard, Values, Leadership and Change, Senate House, Cambridge Speech, Oct 2013

Dunn, John, 1990. P.38 in **Interpreting Political Responsibility**. Cambridge: Polity Press

David V. Day, The Oxford Handbook of Leadership and Organizations, Oxford University Press, 2014

Rita A. Gardiner Ph.D, Caring Leadership as Collective Responsibility, https://ir.lib.uwo.ca/edupub/?utm_source=ir.lib.uwo.ca%2Fedupub%2F202&utm_medium=PDF&utm_campaign=PDFCoverPages

Recommendation on the Ethics of Artificial Intelligence, <https://en.unesco.org/about-us/legal-affairs/recommendation-ethics-artificial-intelligence>

"Leadership and Ethics" by Jacqueline Boaks, 19865085, BA (Hons) Philosophy, UWA, 2009, This thesis is presented for the degree of Doctor of Philosophy of The University of Western Australia, School of Humanities (Philosophy), 2016

Ethical Leadership as a Mode-of-Being: A Heideggerian Perspective, Alice McCance Gibson, Bachelor of Arts with Honours Monash University, Bachelor of Business (Management) Monash University, Masters of Arts (Applied Ethics) Utrecht University, A thesis submitted for the degree of Doctor of Philosophy in Management Monash University Department of Management Faculty of Business and Economics 2022

Shashi Tharoor, Ambedkar: A Life, Aleph Book Company, 2022

Shashi Tharoor, B. R. Ambedkar: The man who gave hope to India's dispossessed, Manchester University Press, 2025

Dhananjay Keer, Dr. Ambedkar: Life and Mission, Bombay Popular Prakashan, Bombay, 1954

Vasant Moon, Dr. Babasaheb Ambedkar, Nation Book Trust, New Delhi, 1991
B.R. Ambedkar, Riddles in Hinduism: an Exposition to Enlighten the Masses, Navayana Publishing, New Delhi, 2016

Chandra Bhushan Misra, Ambedkar : a Critic of Hindu Religion, Centrum Press, New Delhi, 2015

सर्वपल्ली राधाकृष्णन, भारतीय संस्कृति कुछ विचार, राजपाल प्रकाशन, लखनऊ 2005

सर्वपल्ली राधाकृष्णन, धर्म और समाज, राजपाल प्रकाशन, लखनऊ 2019

N. R. Narayana Murthy, A Better India, a Better World, Penguin Books India, 2009

Michael Bamberg, Who am I? Narration and its contribution to self and identity, Theory & Psychology, Sage, 2010

Andrew Glynn, Horizons of Identity: Self, Self-Identity and the Erotic Horizon, Independently Published, 2017

CONCEPT' OF SELF IN I NDIAN THOUGHT by Father T. R. Jacob A Thesis submitted to the Faculty of the Graduate School, Marquette University, in Partial Fulfillment of the Requirements for the Degree of Master of Arts Milwaukee, Wisconsin May, 1975

Dr. Ambedkar, Thought on Pakistan, Bombay Thacker and Company Limited, Bombay, 1941

Champak Chatterjee, Values in the Indian Ethos: An Overview,
<https://doi.org/10.1177/097168589500100102>

GAIL OMVEDT Ambedkar Towards an Enlightened India, PENGUIN BOOKS, 2008

Sampurna Vangmaya Khand 38 page 507-532

Course Code: CPL. 751

Course Title: Research and Publication Ethics

L	T	P	Credits
2	0	0	2

Total Hours:30

Course Learning Outcomes

By the end of this course, students will be able to:

CLO-1 Analyse the basics of philosophy of science and ethics, research integrity, publication ethics

CLO-2 Identify research misconduct and predatory publications

CLO-3 Correlate Indexing and citation databases, open access publications, research metrics (citations, h-index, Impact Factor, etc.) and plagiarism tools

Course Contents

RPE 01: PHILOSOPHY AND ETHICS (3 hrs.)

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgements and reactions

RPE 02: SCIENTIFIC CONDUCT (5hrs.)

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing
5. Selective reporting and misrepresentation of data

RPE 03: PUBLICATION ETHICS (7 hrs.)

1. Publication ethics: definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. Publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals

PRACTICE

RPE 04: OPEN ACCESS PUBLISHING (4 hrs.)

1. Open access publications and initiatives
2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies
3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer journalSuggester, etc.

RPE 05: PUBLICATION MISCONDUCT (4hrs.)

A. Group Discussions (2 hrs.)

1. Subject specific ethical issues, FFP, authorship
2. Conflicts of interest
3. Complaints and appeals: examples and fraud from India and abroad

- B. Software tools (2 hrs.)
Use of plagiarism software like Turnitin, Urkund and other open source software tools
- RPE 06: DATABASES AND RESEARCH METRICS (7hrs.)
 - A. Databases (4 hrs.)
 1. Indexing databases
 2. Citation databases: Web of Science, Scopus, etc.
 - B. Research Metrics (3 hrs.)
 1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
 2. Metrics: h-index, g index, HO index, altmetrics

Modes of Transaction

- Class room teaching, guest lectures, group discussions, and practical sessions

L	T	P	Credit
0	0	2	1

Course Title: TEACHING ASSISTANTSHIP

Course Code: CPL. 752

Total Hours: 30

Learning Outcome:

At the end of this skill development course, the scholars shall be able to

- (1) familiarize themselves with the pedagogical practices of effective classroom delivery and knowledge evaluation system
- (2) manage large and small classes using appropriate pedagogical techniques for different types of content

Activities and Evaluation:

- The scholars shall attend Master degree classes of his/her supervisor to observe the various transaction modes that the supervisor follows in the classroom delivery or transaction process one period per week.
- The scholars shall be assigned one period per week under the direct supervision of his/her supervisor to teach the Master degree students adopting appropriate teaching strategy(s).
- The scholars shall be involved in the examination and evaluation system of the Master degree students such as preparation of questions, conduct of examination and preparation of results under the direction of the supervisor.
- At the end of the semester, the supervisor shall conduct an examination of teaching skills learned by the scholar as per the following **evaluation criteria**:
 - The scholars shall be given a topic relevant to the Master degree course of the current semester as his/her specialization to prepare lessons and deliver in the classroom before the master degree students for one hour (45 minutes teaching + 15 minutes interaction).
 - The scholars shall be evaluated for a total of 50 marks comprising *content knowledge* (10 marks), *explanation and demonstration skills* (10 marks),

communication skills (10 marks), *teaching techniques employed* (10 marks), and *classroom interactions* (10).

Course Title: CURRICULUM, PEDAGOGY AND EVALUATION

L	T	P	Credit
1	0	0	1

Course Code: UNI. 753

Course Learning Outcomes: Total Hours: 15

After completion of the course, scholars shall be able to:

- CLO-1 Analyze the principles and bases of curriculum design and development
- CLO-2 Examine the processes involved in curriculum development
- CLO-3 Develop the skills of adopting innovative pedagogies and conducting students' assessment
- CLO-4 Develop curriculum of a specific course/programme

Course Content

Unit/Hours	Content	Mapping with Course Learning Outcome
Unit-I 4 hours	Bases and Principles of Curriculum 1. Curriculum: Concept and Principles of curriculum development, Foundations of Curriculum Development. 2. Types of Curriculum Designs- Subject centered, learner centered, experience centered and core curriculum. Designing local, national, regional and global specific curriculum. Choice Based Credit System and its implementation.	CLO-1
Unit-II 4 hours	Curriculum Development 1. Process of Curriculum Development: Formulation of graduate attributes, course/learning outcomes, content selection, organization of content and learning experiences, transaction process. 2. Comparison among Interdisciplinary, multidisciplinary and trans-disciplinary approaches to curriculum.	CLO-2
Unit-	Curriculum and Pedagogy	CLO-3

III hours	3	<ol style="list-style-type: none"> 1. Conceptual understanding of Pedagogy. 2. Pedagogies: Peeragogy, Cybergogy and Heutagogy with special emphasis on Blended learning, Flipped learning, Dialogue, cooperative and collaborative learning 3. Three e- techniques: Moodle, Edmodo, Google classroom 	
Unit-IV hours	4	<p>Learners' Assessment</p> <ol style="list-style-type: none"> 1. Assessment Preparation: Concept, purpose, and principles of preparing objective and subjective questions. 2. Conducting Assessment: Modes of conducting assessment – offline and online; use of ICT in conducting assessments. 3. Evaluation: Formative and Summative assessments, Outcome based assessment, and scoring criteria. 	CLO-4

Transaction Mode

Lecture, dialogue, peer group discussion, workshop

Evaluation criteria

There shall be an end term evaluation of the course for 50 marks for a duration of 2 hours. The course coordinator shall conduct the evaluation.

Suggested Readings

- Allyn, B., Beane, J. A., Conrad, E. P., & Samuel J. A., (1986). *Curriculum Planning and Development*. Boston: Allyn & Bacon.
- Brady, L. (1995). *Curriculum Development*. Prentice Hall: Delhi. National Council of Educational Research and Training.
- Deng, Z. (2007). Knowing the subject matter of science curriculum, *Journal of Curriculum Studies*, 39(5), 503-535. <https://doi.org/10.1080/00220270701305362>
- Gronlund, N. E. & Linn, R. L. (2003). *Measurement and Assessment in teaching*. Singapore: Pearson Education
- McNeil, J. D. (1990). *Curriculum: A Comprehensive Introduction*, London: Scott, Foreman/Little
- Nehru, R. S. S. (2015). *Principles of Curriculum*. New Delhi: APH Publishing Corporation.
- Oliva, P. F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman
- Stein, J. and Graham, C. (2014). *Essentials for Blended Learning: A Standards-Based Guide*. New York, NY: Routledge.

Web Resources

- https://www.westernsydney.edu.au/data/assets/pdf_file/0004/467095/Fundamentals_of_Blended_Learning.pdf

- <https://www.uhd.edu/academics/university-college/centers-offices/teaching-learning-excellence/Pages/Principles-of-a-Flipped-Classroom.aspx>
- <http://leerwegdialoog.nl/wp-content/uploads/2018/06/180621-Article-The-Basic-Principles-of-Dialogue-by-Renate-van-der-Veen-and-Olga-Plokhooij.pdf>

Course Code: DAC. 704

Course Title: Ambedkar's Leadership Culture and Literary discourses

L	T	P	Credits
4	0	0	4

Total Hours: 60

Learning Outcomes: By the end of this course, students will be able:

CLO-1. To understand literary aesthetics

CLO-2. To contextualize important literary theories in the history of their formation and trace their philosophical basis

CLO-3. To apply theories to the reading of literary texts

CLO-4. To construct a conceptual framework from the different theories for conducting research in the field of literature

Course Contents:

Unit/Hours	Content	Mapping with course learning outcomes
Unit-I 15 Hours	Leadership: Taking a Broader Stakeholder Perspective Heroic Leadership, confusion, Empowerment Ambedkar Strategy in Mass Movement: Kalaram Madir, Mahar Satyagrah and other movement	CLO-1
Unit-II 15 Hours	Ambedkar's Buddhist approach, Sanatan Leadership and Ambedkar's ideology	CLO-2
Unit-III 15 Hours	Social Reform, Globalization, liberal ideology, Nation & Nationality, Hindu Myth and reality	CLO-3
Unit-IV 15 Hours	World views about Ambedkar, Comparative Study in Ambedkar's leadership and other Indian leaders.	CLO-4

Modes of Transaction

Lecture, discussion, presentations by students, assignments, library research on topics or problems, term paper, open text-book study, use of audio-visual aids etc.

Compulsory

Ambedkar Writings, Reading and overviews about Ambedkar

Dr. Ambedkar's Writing in 40 volume source: Ministry of External Affairs, New Delhi

Suggested Readings-

G. James Lemoine, Nathan Eva, Jeremy D. Meuser, Patricia Falotico, Organizational performance with a broader focus: The case for a stakeholder approach to leadership, Organizational performance with a broader focus: The case for a stakeholder approach to leadership (hbr.org)

Thomas Maak/Nicola M. Pless, Responsible Leadership in a Stakeholder Society– A Relational Perspective, Journal of Business Ethics (2006), Springer

David A. Waldman and Günter K. Stahl, Defining the Socially Responsible Leader: Revisiting Issues in Responsible Leadership, <https://doi.org/10.1177/15480518198722>

Kaptan Singh, The life of Dr. B. R. Ambedkar : Legacy of Leadership: Dr. B.R. Ambedkar's Impact on Political Movements, Asian, Kindle Etioion, 2023

Scott T. Allison, George R. Goethals, Roderick M. Kramer, Handbook of Heroism and Heroic Leadership (Edited), Routledge, New York, 2016

Joan Danelo Barbour and Gill Robinson Hickman, Leadership for Transformation Jossey-Bass/Wiley, San Francisco, 2011

Michael Fletcher, Empowering Leadership: How a Leadership Development Culture Builds Better Leaders Faster, Thomas Nelson Publishers, 2017

Peter F. Drucker, Daniel Goleman, Bill George, On Leadership, Harvard Business Review Press, 2011

Bruce E. Petree, Obscurity, Confusion and Leadership, Staff Department, The Infantry School, 1956

Bass, Bernard M., Riggio, Ronald E., Transformational leadership, Psychology Press, 2005

Cardon, Alain, Leadership de transition, Eyrolles Group, France, 2004

Kouzes, James M., Posner, Barry Z., The Leadership challenge, John Wiley & Sons, UK 2012

Eleanor Zelliot, Ambedkar's World : The Making of Babasaheb and the Dalit Movement, Navayana Publishing Pvt Ltd, New Delhi 1, 2012

Zelliot, Elenor :Untouchables to Dalit : Essay of Dr. Ambedkar Movement, Manohar Publishers, Delhi, 2001

Rajshekhar, V. T. :Dalits - The Black Untouchables of India, Clarity Press, Atlanta, U.S.A.

Ibrahim K. Sundiata, Caste, The Origins of Our Discontents: A Historical Reflection on Two Cultures, <https://www.jstor.org/stable/48643382>

Haiman, Franklyn S, Group leadership and democratic action, Houghton Mifflin, 1951

Bhartiya Dalit Andolan Ka Itihas, Mohandas Nemisray, Radhakrishna, New Delhi, 2017

Bishop J. Waskom Pickett's Rethinking on 1930s Missions in India, International Journal of Frontier Missions, Art McPhee, 2002

Vroom, Victor H., Yetton, Philip W., Leadership and decision making, University of Pittsburgh Press, 2010

Fawcett, Richard, Bennett, David, **School leadership: national and international perspectives**, Routledge, 2013

Anand Teltumbde, Suraj Milind Yengde, The Radical in Ambedkar: Critical Reflections, Penguin, 2018

The Buddha and His Dhamma by Dr. B. R. Ambedkar, **Siddhartha College Publications, Mumbai, 1957**

*Richard Gombrich, **Buddhist Aesthetics?**, Journal of the Oxford Centre for Buddhist Studies*, Oxford,

Malalasekera, George Peiris, Jayatilleke, Kulatissa Nanda, Buddhism and the race question, Unesco, 1958

SANATANA DHARMA: AN ADVANCED TEXT BOOK OF HINDU RELIGION AND ETHICS, THE BOARD OF TRUSTEES, CENTRAL HINDU COLLEGE, BENARES. 1904.

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Course Code: DAC. 705

Course Title: Indian Narratives : Comparative Frameworks

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this paper students will be able:

CLO-1 To understand the plurality of narrative traditions in Indian discourses

CLO-2 To use the critical tools and frameworks provided by comparative tools to understand “difference”, “relation” and “similarity” that characterises

CLO-3 To enable the student, through intensive classroom exercise and presentation, to apply the tools and critical frameworks referred to above.

CLO-4 To prepare the student for independent research in the narrative traditions of contemporary Indian languages.

Course Contents:

Unit/Hours	Content	Mapping with course learning outcomes
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Unit-I 15 Hours	<ul style="list-style-type: none"> • Culture, Cultural narratives • The idea of Indian knowledge system through Ambedkar's philosophy • Relation of structural discourses with new narratives: Feminist and gender approach and its Narrative, Marxist Narratives, Green-leadership narratives, • Genocides, Violence, hate and dignity 	CLO-1
Unit-II 15 Hours	Comparative Study of Literature on Buddha, Gandhi and Dr. Ambedkar	CLO-2
Unit-III 15 Hours	Indian narratives about happiness and leadership, Reflecting new components and dimensions in leadership like Zero tolerance, Equality and brotherhood	CLO-3
Unit-IV 15 Hours	Contemporary Discourses in Leadership through Ambedkar View: Panchayat Nyay, Peace and Nature Voice without untouchability, life with Happiness Existence of Multilateral leadership in Ambedkar vision	CLO-4

Transaction Mode: Lecture; Group Discussion; Seminar, Self-learning, Text book analysis

Compulsory

Ambedkar Writings, Reading and overviews about Ambedkar

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Susan David, How Happy Is Your Organization?, Harvard Business Review, March 20, 2013

Framing What's Blue, The Art of Leadership in the United Nations, Dag Hammarskjöld Foundation, The Art of Leadership in the United Nation, 2020

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