



Jindal School of Liberal Arts & Humanities

India's First Transnational Humanities School

Academic Policies

As of 27 May 2016

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JSLH Student Learning Contract

Note: this document is presented to every student during orientation before the start of classes. All the information is carefully reviewed with them both in a large group meeting and with their mentors. They are required to sign it before the beginning of classes.

Dear Student,

Welcome to JSLH! We are excited to work with you in a partnership dedicated to the development of your personal, professional and intellectual goals under the wider aegis of our School mission. JSLH is a unique learning community with a wide menu of subjects, mentorship opportunities and service/professional development activities. We are here to support you as you navigate through these multifarious opportunities. Since we hope to preserve the uniqueness of JSLH's close-knit relationship between students and instructors, we set out the responsibilities of each student as a member of the JSLH learning community. This will enable you to make the most of the intellectual freedom which the school instantiates and progress with your studies as effectively as possible.

Classroom Etiquette

I understand that everyone is responsible for creating a good learning environment. This includes abiding by all the rules of the **student code of conduct** to be found in the JGU student handbook. I understand that all students should be prepared for class having done the readings and written assignments. Let's keep distractions to a minimum. I understand that I should not bring food into the classroom and leave my cell-phone off and my laptops open only to class assignments (not on social networks)

Punctuality

I understand that since JSLH offers an accelerated degree, I need to make use of all assigned class time. Being late detracts from the quality of the entire class. I understand that I am expected to be on time for classes and that should I arrive later than ten minutes, I will be considered absent and denied admission.

Participation

I understand that all courses have a significant assessment element for class participation. This reflects the school's belief that preparedness and oral contribution are germane to academic development alongside the life of the learning community. I understand that I must come to class prepared – both in terms of materials needed and preparation of material.

Timeliness in submitting assignments

I understand that I must follow class schedules for the submission of assessment requirements.

Plagiarism

I understand that Plagiarism – the use of another’s words/work in unacknowledged form within your own work – is an academic offence and is prohibited by the University. I understand that any student who is reported for this will be invited to a meeting and disciplinary action might be taken ranging from reporting to the disciplinary committee, parental contact or, in extreme cases, expulsion.

JGU-JSLH Attendance Requirements of Students

I understand that all classes are mandatory and that attendance, participation and course submissions or exams for assessment comprise my GPA. I understand that if I give cause for concern in matters of absence, I will be invited to a meeting with the Assistant Dean and Dean. Depending on the outcome/evidence, a disciplinary note may be placed in my file and parental contact pursued by the School/University at mid-term and finals on issues of attendance. I understand that this is automatic should I give concern in a subject (at mid-term or final). I understand that should I fail to meet significant attendance requirements, this can result in being debarred from final examination or assessment, impacting academic standing, resit and course progression.

Attendance (also see Requirements)

Legitimate absence from class includes genuine illness. This would also include accident or family emergency or other exceptional events. For all other instances, I understand that I must contact the instructor at least 48 hours in advance with clearly stated reasons for absence so that this can be evaluated and a suitable decision reached.

Medical Evidence

I understand that In case of short-term illness, I must have a notice from the campus medical office or home physician on my return to class. In the case of extraordinary family events, I will seek permission from the Dean or the Assistant Dean before departure. In case of any emergency, I will contact the Executive Officer, the Dean or the Assistant Dean. I understand that Illness of longer duration that prevents class attendance must be reported to the Dean/Assistant Dean **prior** to return to campus and within good time.

I understand that the presentation of a medical certificate must conform to the stipulations of Annex One – Medical Certificates. I understand that as per departmental regulations, **there is a limit to how much medical leave can be granted in one Semester**. Anything over a cumulative period of three weeks of absence will necessitate the withdrawal from and repeat of a course/courses and its assessment. **(Please read the student handbook regarding academic standing, resit protocols and issues of academic standing for progression of studies)**. I understand that in the case of short term illness, class time must be made up in the case of all absences. Please contact each instructor to request ways to make up the assignments.

Mentorship

I understand the expectation that I must keep appointments with my academic mentor on a weekly basis, whose goal is to support my progression in JSLH.

Internship

The internship is the foundation for JSLH's commitment to student professional development. Prof. Krishnaswamy and Prof. Sen coordinate this part of the programme. I understand that I am required to communicate with them in developing a suitable internship experience and abide by the protocols disseminated by the JSLH admissions coordinators.

Field-Trips

As part of the JSLH commitment to experiential learning, field-trips are an integral part of the academic course structure. I understand that all field-trips are mandatory for students of JSLH.

Assessment

I understand that there are different forms of Assessment - programmatic (core skills of year one: oral and written communication; year two: critical and creative thinking, as per the rubrics issues at the assessment workshop), mid-term and end-of-term in nature. I understand that students who give cause for concern will be invited to interview with the Dean/Assistant Dean.

Academic Standing

I understand that at the end of each assessment year, I will receive confirmation through official departmental letter of my academic standing. This is separate from exam and course results or programmatic assessment. It is a holistic representation of academic progress/status within the school. This ranges from Good Standing and Satisfactory to Warning, Probation, or in extreme cases, suspension, as delineated in the student handbook. I understand that the aim of the school is progression of my academic standing which requires my full cooperation. I understand that promotion is contingent on the diagnosis of academic standing by the school board via departmental instructors/examiners.

ANNEX ONE – Medical Certificates

A medical certificate should be filed with the Executive Officer alongside a signed declaration form. I also understand that the Medical Certificate **must** include name of student, name of physician, date of visit, diagnosis, duration of treatment, details of diagnosis, course of treatment, prognosis and any special comments. I understand that the Chief Medical Officer of Jindal might, at University discretion, hold an interview and confirm the details of treatment with the issuing physician.

I ----- have read and understood all of the above information.

Signature:

Date

As of 23 February 2016

Absences, Illnesses, and Medical Leave

Student Illness and Absence and Attendance Reminder Form

Please find below a reminder of departmental and University regulations regarding management of attendance (these were delineated by the department on arrival and are also printed in the student handbook).

Students must meet the 75% requirement for attendance as mandated by University regulation and by state law in order to qualify for examination/assessment and avoid debarring.

All students must file the attached application for medical leave with the Executive Officer, Ms. Simarjeet Kaur *prior* to departure from campus. In cases where it is filed post-departure from campus, it must reach the JSLH Office by email no later than three days after student departure.

The appended evidence (which must comprise original documents rather than scans or pdfs) is examined for verification by the Deans and JGU Medical Centre. If necessary it will be forwarded to the JGU Registrar for consultation. The granting of medical leave (both on application and retrospectively) is limited and only operates under legal/school policy and verified/communicated circumstances. Thus following the aforementioned procedures is of high importance.

The deans, academic advisors and (as the official channel for application), Ms. Simarjeet Kaur are all available for clarification.

Claim Form for Attendance Compensation
JSLH – Batches 2014 & 2015

1. Name of the Student : _____

2. JGU Roll No. : _____

3. Reason for absence : _____
 (Provide full details)

4. Classes Missed* :

Date	Time	Subject

Signature of student

Date:-

Approved

{Dean}

Note: This form need to be submitted within a week day after the joining the school with the attached medical certificate. *Use separate sheet (if required).

Assessment, Grading, and Exams

Programmatic Assessment

As part of our commitment to assessing core skills, we use the following assessment rubrics from the American Association of Colleges and Universities (A.A.C.U.) for the programmatic assessment of: year one (oral and written communication), year two (critical and creative thinking). Please see copies of the attached assessment rubrics in Annex 1.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact valued@uakron.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptions demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared rationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinary through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluations to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpaacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/125784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.



WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact valuel@aacu.org

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact valuel@uaacu.org



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The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority; looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact valued@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionaries.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.



CRITICAL THINKING VALUE RUBRIC

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Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

CREATIVE THINKING VALUE RUBRIC

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Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language

Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or imitated (quoted from www.dictionnaire.reference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.



CREATIVE THINKING VALUE RUBRIC

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Definition

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Acquiring Competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/ her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking <i>Novelty or uniqueness of idea, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact valuel@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Conclusions:** A synthesis of key findings drawn from research/evidence.
- **Limitations:** Critique of the process or evidence.
- **Implications:** How inquiry results apply to a larger context or the real world.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/ double topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ double, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and double.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.



INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact rubric@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit, but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understandings could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self-reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning from academic study; texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact rubric@aacu.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways .	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation .
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form .
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., words with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Grading

JSLH approves the use of this rubric for FINAL ASSESSMENT grading as indicated below:

O (80% and Above) [8.0]	Outstanding	Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
A+ (75%-79%) [7.5]	Excellent	Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
A (70%-74%) [7.0]	Very Good	Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing materials and originality in thinking and presentation
A- (65%-69%) [6.0]	Good	Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
B+ (60%-64%) [5.0]	Fair	Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills. Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
B (55%-59%) [4.0]	Acceptable	Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills
B- (50%-54%) [3.0]	Marginal	Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
F (50% or Below)	Fail	Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course

Re-sit / Resubmission and Examination Policy

Students fulfilling the minimum required attendance of 75% shall be allowed to take the end of the semester examinations. **Medical Leave shall be counted towards this attendance requirement.**

A student is deemed to have failed a course when s/he gets less than 50% marks in total (internal + external) out of 100 marks in any course.

Students who have failed a course shall be allowed to take re-sit examinations as per the university policy. Grades shall be listed as an "F" for those who have less than a 50% grade until they re-sit for exam or resubmit course work.

A student who does not score high enough on the re-sit, or does not receive a high enough grade on resubmitted work, and whose overall point or percentage value is subsequently computed as less than a total of 50% shall receive an "F" for the course.

Maximum **two attempts** shall be allowed for re-sit in a course.

Students that re-sit or re-submit shall have an 'R' (to indicate re-submission/re-sit) on transcript for the course in addition to whatever passing grade.

A final degree student must pass in all courses of the programme.

Advancement, Academic Probation, and Graduation

FORMAL NOTICE OF ACADEMIC PROBATION

Note: Academic Probation is imposed if a student is debarred or fails more than three subjects.

Dear Student,

Jindal School of Liberal Arts and Humanities requires students to abide by the regulations of the department. All students are aware that JSLH operates an attendance policy underpinning the work of individual academic subjects alongside programmatic assessment goals and field learning. These feed into a student's general academic standing. Where a student gives sufficient cause for concern in any/all of the aforementioned parameters, the student's academic standing is reviewed. Notice of academic probation follows from the issuing of memos of disciplinary concern which detail the department's issues with a student's progress. This is accompanied by official meetings for face-to-face communication of any problems in academic standing. This letter stands as an official final notification regarding significant concern for a student's standing. This letter imposes a period of academic probation as a prelude to the review of student performance at the end of the probation period. The result will entail one of the following options: a lifting of the probation and continuation, or withdrawal of the student's place on the course and the termination of study at JSLH.

The duties of a student under academic probation involve the formal reappraisal of the student learning contract, a meeting with each instructor on the course, a further meeting with the Dean, Assistant Dean and academic mentor and a resolution to fulfil all attendance, submission and assessment goals in current subjects and complete retroactive submission and examination for all debarred or incomplete subject/assessment goals. A copy of this letter is also sent to parents of the student concerned.

Please sign to acknowledge your understanding of the content of this letter:

STUDENT NAME: _____ STUDENT SIGNATURE: _____
DATE: _____

Yours sincerely,
Kathleen A. Modrowski
Professor and Dean, JSLH

MEMO OF CONCERN

Note: This formal letter is sent to the parents or guardians of students who have failed or been debarred for not meeting the JSLH / JGU attendance policy.

Date

Dear Sir/Madam,

As part of its wider duty to the personal and academic development of all students, JSLH operates a communication of concern policy for those within the B.A. in Liberal Arts and Humanities track at O. P. Jindal Global University. The school comprises both mid-term and final modes of assessment on a yearly basis alongside faculty mentoring/guidance. All of this functions through disseminated University and school-based regulations.

Your ward ----- has given cause for concern under the following parameters:

Key: [F – Failed]/ [D – Debarred due to attendance]

Students have to engage in academic resits for any failed courses within the wider context of JGU regulations. This must combine the appropriate participatory, study-based and productive attitudes/engagements with JSLH instructors in order to meet and pass constitutive academic requirements.

We hope that you can assist and support the school by discussing the aforementioned results with your ward. Do feel free to contact the Deans of the school should you have any further concerns.

Yours sincerely

Kathleen A. Modrowski
Dean, JSLH
(08396907251)
kamodrowski@jgu.edu.in

Andrew W. Hay
Assistant Dean, JSLH
(08930110974)
awhay@jgu.edu.in

PROMOTION POLICY FOR JSLH

Promotion will be withheld for any one or more of the following reasons:

1. Failure to clear a second Repeat Examination for a Compulsory course;
2. Failing in five or more exams (excluding re-sit exams) in an academic year

CLASSIFICATION OF ACADEMIC AWARDS FOR B.A. (HONS) IN LIBERAL ARTS AND HUMANITIES

First Class Honours	60% or above
Upper Second Class Honours	Between 55% and 60%
Lower Second Class Honours	Between 50% and 55%

TRANSFER

Transfer requests can only be arranged through initial consultation with the Dean and Assistant Dean before graduating the matter to the Admissions and Examination Departments

JSLH Credit Structure

(Variable depending on year of uptake of the B.A. in Liberal Arts and Humanities)

Batch 2014

Type of Courses	Courses	Credits
Core Required Courses	Twenty-Four (24) 3-Credit Core Courses* Two (2) 2-Credit Winter Internship One (2) 3-Credit Summer Internship Five (5) 3-Credit Course for Major One (1) 6-Credit Senior Thesis	100 Credits
Electives and Additional Internships	Up to	15 Credits
TOTALS	Minimum to Graduate	115 Credits

* Two core courses will also count as part of the major

Semester 1	Interdisciplinary Seminar 1	Semester 2	Interdisciplinary Seminar 2
	Social Science 1		History 2
	Communication Skills 1		Expressive Arts 1
	Philosophy 1		Language 1
	History 1		Economics 1
	Mathematics 1		Communications Skills 2
	Indian Literature 1		English Literature 1
Semester 3	Interdisciplinary Seminar 3	Semester 4	Political Science 2
	Social Science 2		Statistics
	Psychology 1		
	Language 2		
	Expressive Arts 2		
	Political Science 1		
	Environmental Science		
Semester 5	Thesis Seminar 1	Semester 6	Thesis Seminar 2
	Electronic Portfolio		

Batch 2015

Type of Courses	Courses	Credits
Core Required Courses	Twenty-Three (23) 3-Credit Core Courses* One (1) 2-Credit Core Course** Two (2) 2-Credit Winter Internships One (2) 3-Credit Summer Internship Five (5) 3-Credit Course for Major One (1) 6-Credit Senior Thesis	99 Credits
Electives and Additional Internships	Up to	14 Credits
TOTALS	Minimum to Graduate	115 Credits

* Two core courses will also count as part of the major

** Communication Skills 2 is worth 2-Credits

Semester 1	Interdisciplinary Seminar 1	Semester 2	Interdisciplinary Seminar 2
	Social Science 1		Political Science 1
	Communication Skills 1		Expressive Arts 1
	Philosophy 1		Language 1
	History 1		Economics 1
	Mathematics 1		Communications Skills 2
	Indian Literature 1		Environmental Science
Semester 3	Interdisciplinary Seminar 3	Semester 4	Political Science 2
	Social Science 2		Statistics
	Language 2		Psychology 1
	Expressive Arts 2		
	History 2		
	English Literature		
Semester 5	Thesis Seminar 1	Semester 6	Thesis Seminar 2
	Electronic Portfolio		

Note: The Semester 3 and Semester 4 Schedules is currently under consideration by the JSLH Curriculum Committee and is pending formal approval.

Batch 2016

Type of Courses	Courses	Credits
Core Required Courses	Twenty-Two (23) 3-Credit Core Courses* Two (2) 2-Credit Core Courses** Two (2) 2-Credit Winter Internships One (2) 3-Credit Summer Internship Five (5) 3-Credit Course for Major One (1) 6-Credit Senior Thesis	98 Credits
Electives and Additional Internships	Up to	13 Credits
TOTALS	Minimum to Graduate	115 Credits

* Two core courses will also count as part of the major

** Communication Skills 1 and Communication Skills 2 are worth 2-Credits

Semester 1	Interdisciplinary Seminar 1	Semester 2	Interdisciplinary Seminar 2
	Quantitative Skills		Economics 1
	History 1		Political Science 1
	Environmental Science		Philosophy
	Language 1		Social Science 1
	Communication Skills 1		Language 2
Semester 3		Semester 4	Communications Skills 2
	Interdisciplinary Seminar 3		Political Science 2
	Psychology		Statistics
	English Literature		Expressive Arts 2
	Social Science 2		
	History 2		
Semester 5	Expressive Arts 1	Semester 6	
	Thesis Seminar 1		Thesis Seminar 2
	Electronic Portfolio		

Note: The Batch 2016 is currently under consideration by the JSLH Curriculum Committee and is pending formal approval.

Electives and Auditing Policy for JSLH Students

In order better to facilitate the intellectual growth of all JSLH students, the following elective and auditing policy has been created. All rules are subject to instructor approval. To audit a course means to sit in on lectures and discussions with no possibility of course credit. Audited courses will not appear on your transcript and you will not receive a grade for them.

Semester II: All second semester students may audit a JSLH elective with instructor and mentor permission. A student who has demonstrated excellent academic performance may apply to take a JSLH elective with instructor and mentor permission. If a student applies for a course, they will be considered in the same pool of applicants as all other students. Approval is not guaranteed and will be based on class capacity, the will of the instructor, and the student's academic performance in the previous semester;

Semester III: All third semester students may audit a JSLH elective with instructor approval. All students may apply for one JSLH elective course with both instructor and mentor approval. If a student applies for a course, they will be considered in the same pool of applicants as all other students. Approval for auditing or electives is not guaranteed and will be based on class capacity, the will of the instructor, and the student's academic performance in the previous semesters.

Semester IV and Beyond: All fourth semester students and beyond will be able to audit a course or take additional courses beyond course requirements. Students may take courses both in JSLH and from a faculty-approved list of non-JSLH electives. Approval for auditing and electives are not guaranteed and will be based on class capacity, the will of the instructor, and the student's academic performance in the previous semesters.

Majors (for 2015-16)

A Major Consists of Twenty-Seven (27) Credits. Of those credits, six credits may be from the core course and six credits will consist of the completion of a Senior Thesis. The remaining fifteen credits consist of courses chosen by the student in consultation with their mentor and the faculty contacts for the major.

<i>Major</i>	<i>Faculty Contacts</i>
Anthropology	Kathleen Modrowski (kamodrowski@jgu.edu.in) and John Clammer (TBD)
Economics	Arun Kumar Kaushik (akkaushik@jgu.edu.in) and Yugank Goyal (ygoyal@jgu.edu.in)
English Literature	Yasodhara Rakshit (yarakshit@jgu.edu.in) and Andrew Rooney (TBD)
Environmental Studies	Mimi Roy (mroy@jgu.edu.in) and Sriroop Chaudhuri (schaudhuri@jgu.edu.in)
International Business	Yugank Goyal (ygoyal@jgu.edu.in) and TBD
History	Sucharita Sen (sucharita@jgu.edu.in) and Sean P. Bala (spbala@jgu.edu.in)
Philosophy	R. Krishnaswami (rkrishnaswamy@jgu.edu.in) and TBD
Political Science	Rahul Jayaram (rjayaram@jgu.edu.in) and Sucharita Sen (sucharita@jgu.edu.in)
Psychology	TBD and TBD
Religious Studies	Sean P. Bala (spbala@jgu.edu.in) and Thabiso Bustraana (ptbustraana@jgu.edu.in)
Sociology	Jayani Bonnerjee (jjbonnerjee@jgu.edu.in) and John Clammer (TBD)
Self-Designed	Jayani Bonnerjee (jjbonnerjee@jgu.edu.in) and Kathleen Modrowski (kamodrowski@jgu.edu.in)

Additional Majors Currently in Development

Geography	Jayani Bonnerjee (jjbonnerjee@jgu.edu.in) and Sriroop Chaudhuri (schaudhuri@jgu.edu.in)
Urban Studies	Jayani Bonnerjee (jjbonnerjee@jgu.edu.in), John Clammer (TBD), and Mimi Roy (mroy@jgu.edu.in)

Students are periodically surveyed on their choice of majors and degree program throughout the first and second semester using the form on Pages 32 and 33. They are required to make a formal decision by the end of September of Semester 3. They must firmly commit to their chosen degree track by the end of Semester 4 by filing out the form on Page 34.

Majors Descriptions

Major: Anthropology

Anthropology is a social science that consists of the study of humankind and what it means to be human. The anthropologists studies the variations of human existence in the present as well as from a historical perspective. The anthropologist works within a holistic framework so that human interactions are examined as those within human society but also the human interaction with animals, plants the planet and the diverse systems of belief that guide actions of the individual and society. One of the distinguishing features of anthropology is field work in which the researcher studies a given problem at the place where the phenomenon occurs. Anthropology is divided into four major subfields: physical anthropology, archaeology, linguistic anthropology and cultural anthropology or ethnology. Each of these subsets is divided into areas of specialization. For example, physical anthropology includes subfields such as forensic anthropology, primatology and human ecology. Among the specializations within archaeology are historical archaeology, maritime archaeology urban archaeology. Linguistic anthropology includes, phonology, sociolinguistics and structural linguistics. Cultural anthropology embraces economic anthropology, visual anthropology and medical anthropology. The lists just cited are just a few examples of the specializations within the field.

Major Name: Economics

Lionel Robbins (1932) defined Economics as follows: *“Economics is the science which studies human behaviour as a relationship between ends and scarce means which have alternative uses.”* Perhaps the study of economics can be best explained by understanding the reason for “anything” to have a price. The reason for anything to have a price is scarcity (demand is higher than supply). For instance, we do not have a price for air because of its abundance. The biggest reason why economics as a subject exists is that the economic resources are scarce, and they can have alternative uses. If we did not have scarcity, there was no need to study it. Similarly, if there is only one possible use of a resource, we have nothing to study. It is this deadly combination which gives us a reason to study economics. Thus, in the broadest sense possible, the objective of economics is to satisfy our objectives (ends) in the best possible way, given the scarcity of resources. Most economic analysis is thus concerned with optimisation.

Major Name: Environmental Studies

A major in Environmental Studies will train students to become effective advocates of the environment. This major will focus on various interdisciplinary courses and experiential learning to prepare our students for exciting careers in the environmental field. This will critically analyse human interaction with the environment and how to best develop and manage our resources in a sustainable manner. This major, being interdisciplinary in nature, will encompass basic principles of environmental science, as well as associated subjects like geography, environmental ethics, ecology, environmental policy, environmental law, environmental sociology, environmental justice, and natural resource management. We will critically examine the various domains of our existence like air, water, soil, land and focus on issues like water distribution and availability, pollution, energy management, sustainability, climate change and global warming.

This major will enable students to understand our environment and compare, contrast, implement, and manage short and long term solutions to environmental problems.

Major Name: English Literature

Languages, translations and artistic forms feed into the social, historical and intellectual creation of how, where and why we read literature. This includes a need to develop the intellectual infrastructure for coherent reading in sync with analyzing representation, linguistic shape and emotion. The study of literature (which often depends upon languages, locations and other literatures cross-pollinating with each other) lends itself to noticing those recurrent genres/themes (heroism, tragedy, comedy, realism, surrealism, epic, parody, satire, war, romance, protest etc.) and techniques/forms (dramatic, poetic, prose, verse-drama, prose-poem, irony). This includes those times when now very familiar literary forms were only *beginning* to be recognized – (e.g., the novel).

Major Name: History

History is one of the most intellectually rewarding disciplines that allow a student to gain a nuanced and multi-disciplinary perspective on complex socio-historical characters and events. A Major in History reflects this rich diversity where History I (Indian History) and History II (World History) provide the foundation for in-depth academic research and investigation into any period or aspect of history that the student wishes to undertake. Students will be expected to critically engage in the study of chronologically based events that have had historical, political and social significance with a keen focus on India. Issues of caste, class, colonial and post-colonial movements that are relevant to the Indian context will be studied. The course will also focus on India's role in South Asia and its relationship with its neighbours. Other courses will include a study of global history, including European and American. Ideas of nationhood, religion, communities, government, citizenship, traditional and modern trade, globalization etc. will be studied through the multiple prisms of intellectual, social, political, economic and cultural history. A History major will equip the student with research skills including archival work. At the same time, it will also offer very specific skills in engaging with primary and secondary material in the course of writing the final thesis.

Major Name: International Business

The International Business major while it has a business focus goes beyond the narrower parameters of the business degree. It has an interdisciplinary perspective that combines study of liberal arts courses with a strong emphasis on the knowledge and skills needed to conduct business in the global arena. There is a strong emphasis on intercultural communication and cross-cultural sensitivity both at home and abroad. An international internship is a requirement as well as competency in a second language.

Major Name: Philosophy

A philosophy major will consist of three elements. 1. History of Western Philosophy, 2. Political philosophy and 3. Two or three main modern philosophers. Out of studying these three elements, the students can hope to get a grasp at the main ideas that have moved the western world. By discussing the history of western philosophy, they will also get a grip not only on

important philosophical movements but also on the underlying social or historical movements that made them possible. An understanding in political philosophy will enable them to master some of the main influences that have governed modern political movements, be it liberalism or communism or any social or political movement. By attempting to tackle two or three modern philosophers, they will learn in depth about what it is to follow an argument and how one should connect a thinker's problem to the wider concern of philosophy.

Major Name: **Political Science**

The Political Science major will take a comprehensive view of the discipline and build on the starts we have made with Political Science I and Political Science II. We will critically examine, in much greater depth, the concepts and theories on the evolution of the State; the development of notions of freedom, justice, sovereignty, individual and human rights, and citizenship; the complex mechanism of government formation and functioning including electoral processes, Constitutional imperatives, division of powers within branches of government; the influence of various kinds of interest groups and political movements that underscore limitations of prevailing governments and effect either a contestation of the State or a change in its character. While we maintain a strong and clear focus on the independent Indian state as our object of study, many areas and themes will demand a comparative assessment with non-Indian states, government systems or movements.

Major Name: **Psychology**

When one hears that a person is a “psychologist,” the most common imagined roles are of a professor, a researcher or a therapist: someone who provides mental health treatment. However several might be surprised to learn that psychologists create driving simulations to keep the roads safe; develop technology that helps people track weight loss and simply help people improve their lives. Psychology is a tremendously varied field. Psychologists conduct both basic and applied research, serve as consultants to communities and organizations, diagnose and treat people, and teach future psychologists and those who will pursue other disciplines. Psychologists may also work independently as well as team up with other professionals — for example, with other scientists, physicians, lawyers, school personnel, computer experts, engineers, policymakers and managers — to contribute to every area of society.

Major: **Religious Studies**

Religious studies is an interdisciplinary field that attempts to examine religions, a complex and ever-changing phenomenon that touches so many aspects of our lives, cultures, and societies. Though many twentieth-century commentators announced “the death of religion,” it is undeniable that religion has not only continued to flourish but is an ever-present force in human affairs. One cannot look at the news or popular culture without seeing the influence of religious ideas and conflicts. This fact is especially true in a nation like India, the home and source of many of the world's great religious systems. How do we live in a diverse, pluralistic society? How do people define themselves and the world around them? How do they create community and meaning? How does religion bring people together and create conflict? These are some of the questions that religious studies seeks to engage with.

Major Name: Sociology

Sociology is the study of how societies function. It encompasses a wide array of topics that range from learning about how individuals act as social beings to the study of global social processes. It helps develop a 'sociological way of thinking' that offers us an insight into our own lives. Sociology is both a theoretical, as well as an empirical discipline. It provides us with knowledge of a variety of theoretical lenses, which in turn are used to study how people actually live in different social and cultural settings. Sociology also helps develop an understanding of how societies have developed historically along with an awareness of contemporary social issues. Sociology has an applied side to it too, where sociological concepts are used to address wider issues and problems in societies and to develop relevant policies.

Major Name: Self-Designed Major

Making a diverse terrain of knowledge your own can be a constitutively creative and inventive act. Thus the school welcomes proposals from students drawn up with the assistance of academic advisors on combining diverse areas of knowledge in a unique structure for academic major. The main issues will be about the goals and infrastructure of the proposed combination and its inclusion of the mandatory core, elective, research, project/field, credit and learning goals. It will also be relevant to examine personal and intellectual motivations in seeking to combine and develop a unique and personal configuration in the shape of a self-designed major. Issues to keep in mind when thinking of this option would include: engagement with subjects, motivations for linking, faculty referees and expertise, personal, professional and academic goal development and the inclusion of study intention within the national and international study options in JSLH.

MAJOR AND MINOR DECLARATION FORM

From the List of Majors and Minors, please select a majors and a minors that you are considering in your third year at JSLH or at Rollins College. NOTE – This does not constitute a final declaration of majors and is primarily for informational and advisory purposes.

NAME _____ DATE _____

MAJORS	Choices	How Certain Are You of This Choice?			Why are you interested in this Major?
		Very Certain	Certain	Uncertain	
#1					
#2					

Degree Track	As of today, which degree track are you interested in pursuing? Please Circle Below				
	Rollins-Jindal (A Joint-Degree Program Resulting in a B.A. in Liberal Arts from JSLH and a B.A. in a Major from Rollins College Florida) – 2 Years in India, 2 Years in the United State		Jindal (A B.A. (Hons.) in Liberal Arts or a Major done entirely at JSLH) – 3 Years		Unsure
	How Certain Are You of This Choice? (Circle One)		Why does this degree track interest you? (Or, if you select unsure, what are some of your thoughts around your choice?)		
	Very Certain	Certain	Uncertain		

Jindal School of Liberal Arts and Humanities

[Anthropology](#)
[Economics](#)
[Environmental Studies](#)
[Expressive Arts](#)
[Geography](#)
[History \[Indian/European/American\]](#)
[International Business](#)
[Literature](#)
[Philosophy](#)
[Religious Studies](#)
[Political Science](#)
[Psychology](#)
[Sociology](#)

Self-Designed Major

ROLLINS COLLEGE***College of Arts and Sciences Majors and Minors***

[American Studies](#)
[Anthropology](#)
[Art & Art History](#)
[Asian Studies](#)
[Biochemistry/Molecular Biology](#)
[Biology](#)
[Chemistry](#)
[Classical Studies](#)
[Computer Science](#)
[Critical Media and Cultural Studies](#)
[Economics](#)
[English](#)
[Environmental Studies](#)
[History](#)

[International Business](#)
[International Relations](#)
[Latin American and Caribbean Studies](#)
[Marine Biology](#)
[Mathematics](#)
[Modern Languages & Literatures](#)
[Music](#)
[Philosophy & Religion](#)
[Physics](#)
[Political Science](#)
[Public Policy & Political Economy](#)
[Psychology](#)
[Sociology](#)
[Theatre Arts & Dance](#)

College of Arts and Sciences Minors Only

[African/African-American Studies](#)
[Archaeology](#)
[Australian Studies](#)
[Communication Studies](#)
[Dance](#)
[Film Studies](#)
[German](#)
[Global Health](#)
[Jewish Studies](#)
[Middle Eastern and North African Studies \(MENA\)](#)
[Neuroscience](#)
[Russian Studies](#)
[Secondary Education](#)
[Sustainable Development and the Environment](#)
[Women's Studies](#)
[Writing](#)

Degree Track Declaration Form

Note: This form is the official declaration all second years must sign declaring their choice of major

DATE: _____

I, _____ (Batch _____) declare
that I will pursue the Rollins / Jindal (circle one) degree track. I intend on
pursuing _____ as a major. I have attached a
statement regarding my interest in this major.

Student Signature _____

Mentor Signature _____