

# Annual Report

2014–2015



Ambedkar University Delhi



# ANNUAL REPORT 2014–15

*“It is education which is the right weapon to cut the social slavery and it is education which will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom.”*

*Dr BR Ambedkar*



Ambedkar University Delhi



*Ambedkar University Delhi*  
*Annual Report 2014-15*

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## THE UNIVERSITY

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Ambedkar University Delhi (AUD) was established in 2007 by the Government of the National Capital Territory of Delhi (GNCTD) through an Act of Legislature and was notified in July 2008. Mandated to focus on research and teaching in the social sciences and humanities, and guided by Dr Ambedkar's vision of combining equality and justice with excellence, AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. Ambedkar University is presently functioning from its campus on Lothian Road in Kashmere Gate. It shares this campus with the Guru Gobind Singh Indraprastha University and the Indira Gandhi Delhi Technical University for Women.

Two plots of land have been allotted by the Department of Higher Education, Government of NCT of Delhi, for setting up additional campuses of AUD—one in Rohini, Sector 3, of area 7.02 hectares and the other in Dheerpur, Phase 1, of area 20 hectares. Preparations are underway to start construction on both sites.

The University has a decentralised structure with Schools and Centres as the foci for all academic activity. The envisioning of its Schools, Centres and programmes has opened up new possibilities, the typologies for which are essentially along interdisciplinary lines. The conceptualisation of Schools is that of relatively well-structured interdisciplinary spaces within which programmes are located. Centres of studies and research on the other hand, are conceived as platforms for project research, policy advocacy, training, networking and clearing-house functions and address the more fluid areas of contemporary significance.

## Vision

The University is committed to the promotion of studies, research and extension work in higher education with focus on liberal arts, humanities and the social sciences. It strives to analyse the forces contributing to social stability as well as social disequilibrium and to visualise how societal evolution can lead to a condition in which all sections of the people can achieve their full human potential.

## Philosophy

A commitment to equity, social justice and excellence forms the bedrock of the philosophy and values of Ambedkar University Delhi. As a public institution, AUD sees itself as an instrument of social transformation, focusing on social action at the interface of civil society and the State.

## Goals

The University strives for excellence in higher education in the social sciences and humanities. AUD's main goal is to create sustainable and effective linkages between access to and success in higher education. AUD is committed to creating an institutional culture characterised by humanism, non-hierarchical and collegial functioning, teamwork and nurturance of creativity.

## Objectives

The University has been entrusted with the task of evolving and imparting comprehensive higher education of excellence with focus on the liberal arts, humanities and the social sciences. It is mandated to engage in both distant and continuing education. Like any other university pursuing excellence, it is expected to organise advanced studies and promote research, to disseminate knowledge and processes by organising lectures, seminars, symposia, workshops and conferences, and to liaise with institutions of higher learning and research in India and overseas. It is expected to publish research monographs, treatises, books, reports and journals. While furthering these objectives, it is also expected to promote cultural and ethical values.

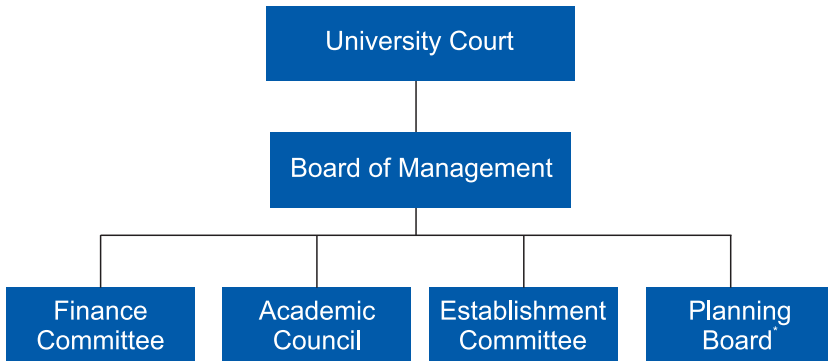
## Academic Structure

AUD has a faculty structure that allows for full-time, regular, core faculty, and for part-time, adjunct, visiting and emeritus faculty. The extended faculty also includes senior postgraduate and research students working as Teaching Assistants. The University's academic personnel policy has been designed to reflect the concerns embodied in the vision statement more effectively than the structures and processes of many Indian universities. It shall be the endeavour of the University to ensure that its functions are conducted in a transparent, orderly, fair and just manner, in order to promote a sense of shared governance among all its personnel and develop a new work culture that strengthens and sustains the University's core values and philosophy. While adhering to all constitutionally mandated provisions for reservations, it will also endeavour to ensure equal opportunities for all, and in particular, to implement a pro-active gender-sensitive policy in recruitment.



## GOVERNANCE OF THE UNIVERSITY

### Organogram of University Authorities



\* Proposed

### Members of the Court

Shri Najeeb Jung, Chancellor

Professor Shyam B Menon, Vice Chancellor

Professor SR Hashim, Nominee GNCTD

Dr Kiran Karnik, Nominee GNCTD

Professor Deepak Nayyar, Nominee GNCTD

Professor K Satchidanandan, Nominee GNCTD

Justice Leila Seth, Nominee GNCTD

Principal Secretary, Finance, GNCTD

Secretary, Higher Education and TTE, GNCTD

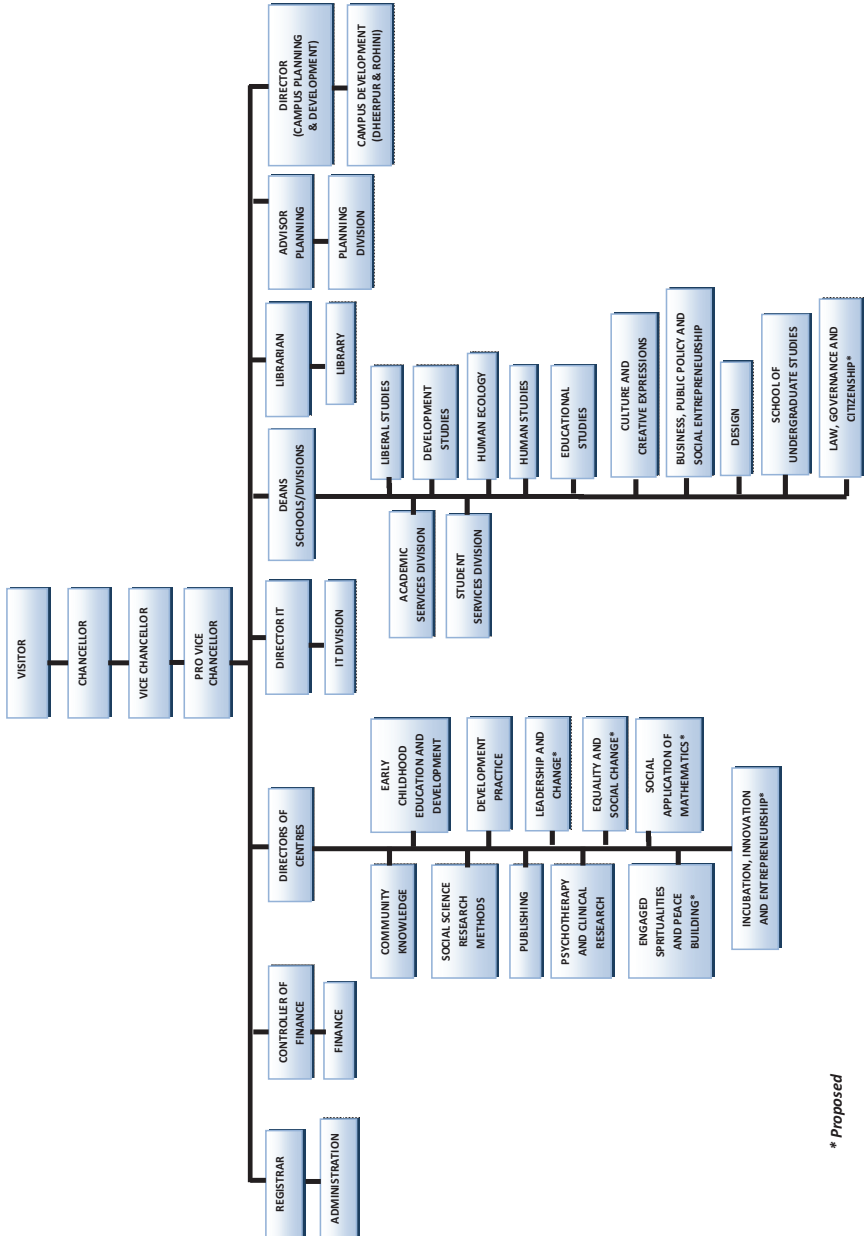
Secretary, Art and Culture, GNCTD

Professor Umesh Rai, Representative UGC

Shri Rajiv Kale, Registrar, Guru Gobind Singh Indraprastha University

Professor Jatin Bhatt, Registrar (Officiating) and Secretary, Court

## Organogram of University Officials



\* Proposed

## Members of the Board of Management

Professor Shyam B Menon, Vice Chancellor  
Professor Armaity Desai, Nominee GNCTD  
Professor NR Madhava Menon, Nominee GNCTD  
Dr Kiran Datar, Nominee GNCTD  
Professor Kuriakose Mamkoottam, Nominee of the Chancellor  
Professor Chandan Mukherjee, Nominee of the Chancellor  
Professor Ashok Nagpal, Nominee of the Chancellor  
Principal Secretary, Finance, GNCTD  
Secretary, Higher Education and TTE, GNCTD  
Professor Jatin Bhatt, Registrar (Officiating) and Secretary, BoM

## Members of the Academic Council

Professor Shyam B Menon, Vice Chancellor  
Professor Ashoke Chatterjee, Nominee GNCTD  
Professor K Ramachandran, Nominee GNCTD  
Dr Raja Mohan, Nominee GNCTD  
Dr Mathew Varghese, Nominee GNCTD  
Dr Anuradha Kapur, Nominee GNCTD  
Professor AK Sharma, Nominee UGC  
Professor Ashok Nagpal, Nominee of the VC  
Professor Denys P Leighton, Nominee of the VC  
Professor Geetha Venkataraman, Nominee of the VC  
Dean, School of Business, Public Policy and Social Entrepreneurship  
Dean, School of Culture and Creative Expressions  
Dean, School of Development Studies  
Dean, School of Design  
Dean, School of Education Studies  
Dean, School of Human Ecology  
Dean, School of Human Studies  
Dean, School of Liberal Studies  
Dean, School of Undergraduate Studies

Dr Sumangala Damodaran, Nominee of VC

Dr Praveen Singh, Nominee of VC

Professor Salil Misra, Dean, Academic Services and Coordinator, AC

Professor Jatin Bhatt, Registrar (Officiating) and Secretary, AC

## Members of the Finance Committee

Professor Shyam B Menon, Vice Chancellor

Secretary, Department of Higher Education and TTE, GNCTD

Principal Secretary, Department of Finance, GNCTD

Dr Kiran Datar, Nominee Board of Management

Professor Chandan Mukherjee, Nominee Board of Management

Controller of Finance, Ex-officio Non-Member Secretary



## Members of the Establishment Committee

Professor Shyam B Menon, Vice Chancellor

Dr Kiran Datar, Nominee Board of Management

Professor Ashok Nagpal, Nominee of the VC

Professor Chandan Mukherjee, Nominee of the VC

Professor Jatin Bhatt, Registrar (Officiating) and Secretary, EC

## Meetings of Statutory Bodies/Authorities

4 <sup>th</sup> Meeting of the Court	18.12.2014
16 <sup>th</sup> Meeting of the Board of Management	04.04.2014
17 <sup>th</sup> Meeting of the Board of Management	07.10.2014
6 <sup>th</sup> Meeting of the Academic Council	24.06.2014
11 <sup>th</sup> Meeting of the Finance Committee	21.07.2014
11 <sup>th</sup> Meeting of the Establishment Committee	04.07.2014
12 <sup>th</sup> Meeting of the Establishment Committee	15.12.2014

## Boards of Study

The University has constituted Boards of Study for the following Schools.

School of Business, Public Policy and Social Entrepreneurship

School of Culture and Creative Expressions

School of Design

School of Development Studies

School of Education Studies

School of Human Ecology

School of Human Studies

School of Liberal Studies

School of Undergraduate Studies



## SCHOOLS AND CENTRES

The University is broadly structured into Schools and Centres. It focuses on areas of knowledge and professional specialisations which are relevant to our context and yet are not being given enough emphasis by other universities in this part of the country.

AUD has at present nine schools that offer undergraduate, masters and research programmes in the social sciences, arts, humanities, mathematical sciences and liberal studies. They are:

- School of Business, Public Policy and Social Entrepreneurship
- School of Culture and Creative Expressions
- School of Design
- School of Development Studies
- School of Education Studies
- School of Human Ecology
- School of Human Studies
- School of Liberal Studies
- School of Undergraduate Studies

The University has set up a number of Centres to facilitate research and dissemination of knowledge in lesser known or neglected areas. The Centres at AUD are identified as distinct locations for project-based research, policy advocacy, capacity-building and networking with the community. At present, the following Centres are functioning at AUD:

- Centre for Community Knowledge
- Centre for Development Practice
- Centre for Early Childhood Education and Development
- Centre for Psychotherapy and Clinical Research
- Centre for Publishing
- Centre for Social Science Research Methods

The Schools and Centres offered seven undergraduate, seventeen postgraduate, two PG diploma, five MPhil and nine PhD programmes.

## *Admission Process*

Admission process for BA and MA programmes begin in May–June and for MPhil and PhD programmes in July–August.

## *Reservation of Seats*

In all admissions the reservation norms of GNCTD are followed.

## *Admission of Foreign Students*

A few seats are reserved for foreign students in every programme.

## *Fee*

The fee structure of AUD varies from programme to programme. Fees range from Rs. 1000/- to Rs. 2000/- per credit. In addition, Rs. 500/- per semester is collected towards Student Welfare Fund and a refundable caution deposit (one-time) of Rs. 5000/- is collected at the time of admission.

## *Fee Waiver and Scholarships*

The University offers full- and partial-fee waivers to students who are in need of support given their economic background. Twenty per cent of the fees collected from students is returned to the economically disadvantaged students by way of fee waivers and scholarships. This academic year, many students have been awarded fee waivers, most of these have been full-fee waivers.

## *Selection of candidates*

The eligibility criteria and the selection procedures depend upon the programme. The selection of candidates to BA programmes are based on

merit and for MA, MPhil and PhD programmes the selection is based on written examination and interview.

### *Lateral Admission Committee*

This Committee facilitated the process of lateral entry in any programme of study.

### *Student Welfare Fund*

The University has created a Student Welfare Fund with the objective of making financial assistance available for the welfare needs of students, such as emergent medical assistance, purchase of books and study material, meeting boarding and lodging expenses equivalent to the amount that is required to avail of AUD hostel facilities, and any other comparable need of students.

An amount of Rs. 500 per semester is collected from all students towards the Student Welfare Fund and an equal amount is contributed by the University. The Fund is managed and monitored by a Committee which included a nominee of the student community.

Through the fee structure as well as the exemptions offered, AUD inculcates a social sensitivity in its students—to respect what they enjoy as privileges and to serve society in their future professional capacities.

### *Hostel Facilities*

#### *Hostel for Boys*

Currently, there is no hostel facilities for the boy students of AUD.

### *Hostel for Girls*

AUD has been allotted the top floor of the East Hostel of IGDTUW for the girl students with an intake capacity of 45 students. The hostel is managed by the Warden of the IGDTUW.

During the academic year 2014–15, 44 students were admitted to the hostel. Seat allotments were made in strict accordance with the reservation policy. All eligible SC/ST and OBC students who applied for hostel were offered admission. However, when students in this category were not available, seats were transferred to the general quota. The category-wise break-up of students admitted are as under:

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<b>Category</b>	<b>Numbers</b>
General	27
SC	05
ST	10
OBC	02

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### *Anti-ragging System*

In keeping with the anti-ragging regulations drawn up by the UGC, on the directions of the Supreme Court, the University constituted an Anti-ragging Committee and an Anti-ragging Squad. The details are given below.

## Anti-ragging Committee

Name	Designation	E-mail ID
Jatin Bhatt	Registrar (Officiating), Chairperson	registrar@aud.ac.in
Honey Oberoi Vahali	Professor & Dean, SHS	honey@aud.ac.in
Salil Misra	Professor	salil@aud.ac.in
Kartik Dave	Associate Professor	kartik@aud.ac.in
Benil Biswas	Assistant Professor	benil@aud.ac.in

## Anti-Ragging Squad

Name	Designation	E-mail ID
Asmita Kabra	Dean, SHE	asmita@aud.ac.in
Suchitra Balasubrahmanyam	Associate Professor	suchitra@aud.ac.in
Gopalji Pradhan	Associate Professor	gopalji@aud.ac.in
Dhirendra Dutt Dangwal	Associate Professor	dhirendra@aud.ac.in
K Valentina	Assistant Professor	valentina@aud.ac.in
Manish Jain	Assistant Professor	manish@aud.ac.in
Mamatha Karollil	Assistant Professor	mamatha@aud.ac.in
Benil Biswas	Assistant Professor	benil@aud.ac.in
Neetu Sarin	Assistant Professor	neetu@aud.ac.in
Tanuja Kothiyal	Assistant Professor & Warden	tanuja@aud.ac.in

## Officers for RTI Information

First Appellate Authority and Public Information Officers are:

First Appellate Authority:	Jatin Bhatt, Registrar (Officiating)
Public Information Officer (PIO):	Puneet Goel, Assistant Registrar (Planning)
Liaison Officer:	Diamond Oberoi Vahali, Associate Professor, SLS

## Liaison Officer for SC/ST

For effective implementation of the reservation policy in favour of SC/ST in recruitments and admissions in the University, Diamond Oberoi Vahali, Associate Professor, SLS has been nominated as the Liaison Officer in AUD.

## Extracurricular Activities

AUD has established different student societies/clubs to enrich the cultural and extracurricular life of students on the campus. Students are actively engaged in Theatre, Sports, Debating and with the Literary Society. The Economics Society and the Society for Visual Culture are also active. There were regular talks, lectures, screenings and performances organised in the campus for students.

## Aud@city 2014

The Inter-University festival called Aud@city is being organised since 2011. Students from all over Delhi take part in competitions in theatre, rangoli, painting, dance, debate, photography, quiz, paper presentation, etc. Stalls selling multi-cuisine food add flavour to the event.

## Sports @AUD

The Sports Committee is in the process of formalising a series of sport events as annual attractions in the life of AUD. The Sports Committee works in tandem with students who actively participate in planning and organising sports events. Student members elected from different Schools of AUD are represented on the Sports Board, the general body of the Sports Committee. AUD is also empanelling an array of professional coaches for facilitating sports activities, providing training to students and selecting students for representing AUD at national events.

## Career Cell

AUD Career Cell (AUDCC) has been set up to facilitate interaction between students and the world outside. AUDCC identifies organizations interested in offering internships to students and, based on the major areas of interest of the students, liaises between students and such organizations.

## Alumni Associations

AUD is in the process of establishing a university-wide Alumni Association, though some of the Schools/programmes have initiated their own alumni associations.

## Student Activities

### *Language Cell*

While the medium of instruction at AUD is English, students from different linguistic backgrounds are encouraged to apply for admission to the various programmes at AUD. A Language Cell has been set up to help students improve their reading, writing and comprehension skills in English.



### *Mentorship and Counseling*

AUD's mission is not merely to provide access to quality higher education to students irrespective of their backgrounds, but also to ensure that all students traverse the process of higher education smoothly and successfully. The University endeavours to support every student in his/her struggle to find moorings in the university's academic and social space. A system of Mentorship and Counseling has been set up at the University to facilitate this.

### *Student Cell*

The Student Cell acts as a liaison between Student Services and the students. It helps students overcome the difficulties they face and provide assistance in every possible way.





## SCHOOLS OF THE UNIVERSITY

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### THE SCHOOL OF BUSINESS, PUBLIC POLICY AND SOCIAL ENTREPRENEURSHIP

SBPPSE has been set up to promote research and to provide professional education and training in the field of management, public policy and social entrepreneurship. SBPPSE's attempt is to develop a holistic approach to business and profit within the larger context of society and the economy. Since July 2012, the School has been offering a two-year (full-time) Masters in Business Administration (MBA) and from 2014, a two-year (full-time) MA Social Entrepreneurship (MASE) programme. The School is also the home for the one-year Postgraduate Diploma in Publishing (PGDP) programme since 2013. The School has taken initiative to set up the AUD Centre for Incubation, Innovation and Entrepreneurship (ACIIE), which is in the process of being set up as a not-for-profit company under the Companies Act (2013).

#### MBA (Two-year, full-time)

The two-year (full-time) MBA programme is intended to impart professional education to future managers, to upgrade and renew the knowledge and skills of the personnel already engaged in practice and to develop knowledge and skills in the participants to launch new enterprises. The programme has its focus on wealth creation as much as on wealth management. The programme attempts to create sensitivity towards the wider socio-economic issues, awareness on the importance of enterprise creation (and employment generation), by imparting knowledge and professional skills for future/current managers to deal with issues of corporate social responsibility.

The curriculum of the two-year (full-time) MBA programme is based on an innovative course structure incorporating the latest developments in

management education. While imparting all the principles and concepts of modern management, the uniqueness of the MBA programme is its approach to business and profit within the holistic context of the wider society and economy. The curriculum is designed to bring about radical change in the way students think, act, and perceive the world around them. In addition to creating an environment of learning theoretical concepts and application skills, the programme focuses on the importance of soft skills (people skills).

During the summer break, students undergo an internship for a period of 8–10 weeks. All students are expected to submit a project report based on empirical studies they undertake on a topic under the guidance of faculty members. All students of the MBA programme learn an additional language (foreign) during the course of their study.

### MA Social Entrepreneurship (Two-year, full-time)

Following the vision of the School and realising the growing importance of social entrepreneurship, the school launched a two-year (full-time) MA Social Entrepreneurship (MASE) programme in 2014. The first year of the programme is common with the first year of the MBA programme, while the second year of the MASE programme exclusively focuses on concepts, issues and practices of social entrepreneurship and will be linked to the activities of the AUD Centre for Incubation, Innovation and Entrepreneurship.

The students of the programme are provided with core business management skills in finance, marketing, operations, human resource management and strategic management, which are essential for managing all organisations—in the public, private or development sector. At the same time, the programme attempts to develop deeper sensitivity and understanding of contemporary issues facing our society and addresses the role of small and medium enterprises, which are the backbone of our economy. Most importantly, MASE enables participants to discover specialised skills required for initiating start-up ventures, especially in the social sector by finding creative and innovative solutions. The programme is structured to build and enhance

core business skills, raise awareness about socio-political and environmental issues, and promote creative thinking, social innovation, and entrepreneurial approaches to problem-solving. Attempt is made to focus on such innovations in businesses that will maximise social impact, through both for-profit and not-for-profit organisations.

The learning pedagogy is based on a mix of reflections on readings, activities and simulations on topics related to social issues, and critical discussions of live cases of social entrepreneurs and enterprises. Emphasis is on interactive and group learning intended to promote team-skills. Theoretical components are well complemented by practicum, and students are encouraged to apply classroom learning to various real-life situations through field-based projects. Students are encouraged to create learning repositories and contribute to the existing field of research. Three courses in the first year are offered as workshop/seminar courses to familiarise students with social issues surrounding them.

### PG Diploma in Publishing (One-year)

In collaboration with the National Book Trust of India (NBT), SBPPSE launched a one-year 'PG Diploma in Publishing' in July 2013. Given the rapid changes in the publishing industry, it is important to attract newcomers to the field of publishing in the 21<sup>st</sup> century as it is to "re-train" existing publishing professionals. It may also be noted that the rapidly changing industry has propelled into prominence the importance of the "business" element in publishing. To this end, AUD program aims to create a breed of professionals who are skilled as well as entrepreneurial. It is hoped that the program will generate added value in terms of career potentials and new business opportunities in publishing.

### AUD Centre for Incubation, Innovation and Entrepreneurship (ACIIE)

Within the ambit of the larger vision of AUD, SBPPSE, in collaboration with other Schools and Centres of AUD, has taken the initiative to set up a AUD

Centre for Incubation, Innovation and Entrepreneurship (ACIIE). The Centre is visualised to complement the academic programmes of several Schools of AUD. The incubation centre aims to achieve the two-fold objective: (i) to translate theoretical and conceptual learning into socially useful practice; and (ii) to reach out to the less-privileged sections of society who may not otherwise have access to new knowledge and contemporary practices.

The Centre will invite innovative ideas from the students of AUD as well as from those outside, nurture them through a process of mentoring and organising/facilitating financial assistance from angel investors/venture capitalists to convert those ideas into real business ventures. It will provide opportunity to those with ideas for starting their own business in social entrepreneurship. It will facilitate the learning of skills required to design and set up a low-cost business model and an opportunity to develop and test new ideas. It creates the possibility to share success stories that have emerged from working with experienced mentors from various sectors/fields. The Centre will be the home for the students of the MA Social Entrepreneurship programme especially during the second year of their study.

## Collaboration

A Memorandum of Understanding has been signed between AUD and the San Francisco State University and another with Northampton University, UK, to enable exchange of faculty and students. The School is also in discussion with other universities for international collaborations.

## Research Projects

Dave, Kartik, Principal Investigator. "Service quality in restaurant industry: A study of selected states in North India". Funded by ICSSR (Rs. 500,000, ongoing).

## Events and Activities

Gupta, Anshu participated in a three-week refresher course in Basic Sciences (interdisciplinary) at UGC-Academic Staff College, Jamia Millia Islamia (12 May–2 June 2014).

Gupta, Anshu participated in the 110<sup>th</sup> four-week Orientation Programme at UGC-Academic Staff College, Jamia Millia Islamia (11 November–8 December 2014).

## Placement Support

The School has an active industry interface through its student cell and placement committee to facilitate regular interaction with the outside world and to enable students to find summer internships as well as jobs outside. The student cell and the placement committee consist of student representatives elected by the students of the programmes and assisted by faculty advisors.



## SCHOOL OF CULTURE AND CREATIVE EXPRESSIONS (SCCE)

SCCE is visualised as a location that implements a new vision of art pedagogy and practice in the country. The School provides a nurturing ground for the development of new and different art practices and theoretical insights across the areas of Visual Art, Literary Art, Performance Art and Cinematic Art.

The School offers MA programmes in: (1) Visual Art (2) Literary Art: Creative Writing (3) Performance Studies and (4) Film Studies. These programmes focus on research orientation and experimental practices while imparting historical and theoretical knowledge that entail critical reading, and practice. These programmes also impart knowledge and skills in the respective areas of creativity. In the academic year 2014–15, the School of Culture and Creative Expressions (SCCE) began offering PhD programmes in three disciplines— (1) Visual Art (2) Literary Art: Creative Writing and (3) Film Studies. The School is offering practice-led PhD programmes for the first time in India.

### Honours/Achievements

Biswas, Benil was invited as an observer by the Central Board of Secondary Education to conduct the Joint Entrance Exam (Main) 2015 (April 2015).

Sivaraman, Deepan served as a Jury member for the Devine Comedy (Boska Komedia) International Theatre Festival in Krakow, Poland (December 2014).

S, Santhosh was appointed as the honorary editor for the publication projects on art writing in regional/vernacular languages of India by Asia Art Archives (AAA), New Delhi, India.

### Presentations

Biswas, B (2014, December). *Architectonics of an archive: Preparation to performance and beyond*. Paper presented in Kalakshetra Manipur's Samnadraba Mami at "Documenting Asian Art and Performance: Embodied Knowledge, Virtuality & the Archive" Conference, University of the Arts, Helsinki.

Krishnan, R (2014, June). *Varalarrukku appal anradam: Ashokamitran azhagiyal kaattum meetchi* (Everyday beyond History: The redemptive Aesthetics of Asokamitran). Paper presented in a seminar, “Reading Ashokamitran” on the lifetime works of senior Tamil writer Ashokamitran, Chennai.

——. (2015, February). *Paris/Calcutta: The topology of modernity and enclosures of difference*. Paper presented at “Art of Dissemination: Writing Cultures” organised by Asia Art Archives & Centre for the Study of Social Sciences, Kolkata.

S, Santhosh (2014, August). *Contemporary critical theories*. Paper presented at the Dr. Bhau Daji Lad Museum, Mumbai.

——. (2015, February). *An (Indian) experiment with craft*. Paper presented at the “Art of Dissemination: Writing Cultures” organised by Asia Art Archives and the Centre for the Study of Social Sciences, Kolkata.

Sivaraman, D (2014, July). *The theatre of senses*. Paper presented in the National Theatre Seminar, “Play to Production” organised by Minerva Repertory Company in association with Bengal Cultural Ministry, Kolkata.

——. (2015, February). *Directing Peer Gynt in 21st century India*. Paper presented at the International Ibsen Conference organised by Sarojini Naidu School of Art and Communication, Hyderabad University, in association with Ibsen Award in Hyderabad.

——. (2015, February). *The theatre of scenography and post dramatic turn in Indian theatre*. Paper presented in the World Theatre Forum Breaking the borders organised by the National School of Drama, Delhi as a part of the International Theatre Festival—BRM, Delhi.

## Events and Activities

### Film Studies

Biswas, Benil, actor, musician and graphic designer, was part of the production team of *It’s Cold In Here* (August 2014) and *Cabinet of Dr. Caligari* (February 2015).

Biswas, Benil attended the “National Theatre Seminar” organised by Minerva Natyasanskriti Charchakendra, Kolkata, West Bengal (16–20 July 2014).

Biswas, Benil attended “Source of Performance Energy” (SOPE), workshop for actors, at Adishakti Laboratory for Theatre Arts and Research, Pondicherry (15–25 June 2014).

Sivaraman, Deepan designed and directed a theatre performance titled “Its Cold in Here” in association with PS Collective Delhi (August 2014).

Sivaraman, Deepan designed and directed a site-specific theatre performance titled “The Cabinet of Dr Caligari” in association with PS Collective Delhi (January 2015).

Sivaraman, Deepan with artist Vivan Sundaram conducted “409 Ramkinkars,” a collaborative theatre/visual art project with theatre director Anuradha Kapur as scenographer at IGNCA (March 2015).

S, Santhosh moderated a talk by artist Vasudha Thozur *Institutionalizing Practice and Practicing the Institution*, organised by Foundation of Indian Contemporary Art (FICA), New Delhi (6 September 2014).

Jain, Shefalee was invited as a consultant in a discussion with the students of Delhi College of Arts, New Delhi (March 2015).

## *Visual Art*

A visit to the Kiran Nadar Museum of Art to see the exhibition, *Lightning Testimonies* (8 August 2014).

Shukla, Sawant, JNU, New Delhi, delivered a talk on *The Pastoral Representation of the Landscape and the Place of Santhals: Nandalal Bose and Rabindranath Tagore* (3 September 2014).

Paolo, Favero, University of Antwerp, delivered a talk on *Beyond the Frame: Reflections on the Meaning of Images in the Age of Digital Media Practices* (12 September 2014).

Sheikh, Nilima, artist, presented her work and practice (26 September 2014).

Discussion with Puja Chauhan (sculptor, performance artist, art facilitator) for students of SCCE (October 2014).

Kumar, R Siva, Professor, History of Art, Visva-Bharati delivered a talk on *Ramkinkar Baij* (10 October 2014).

Aggarwal, Ravi, artist and activist gave an illustrated talk (17 October 2014).



A presentation by Professor Anuradha Kapoor on *Some Aspects of Promenade Theatre*, IGNC A (29 October 2014).

Chinnan conducted a workshop on Web Art and Net-based Art Practices (October–November 2014).

A talk by Rimli Bhattacharya on *Genealogies of the Utsav and Rabindranath Tagore's Choreography of Participation in Performance* (7 November 2014).

A workshop by Dr. Paolo Favero, University of Antwerp, on Audio-Visual-Sensory Ethnography of Urban Space for the students of SCCE (January 2015).

A presentation by artist Valsan Koorma Kolleri on his works and practices (28 January 2015).

A presentation by artist Ryota Kuwakubo (26 March 2015).

A talk by Gary Michael Tartakov on *An International Vision of the Dalit Situation* (27 March 2015).

A visit to the A I S Ethnomusicology archives and research centre and discussion with the Director Dr Shubha Chowdhary (11 March 2015).

The project (*409 Ramkinkars*) is performed and exhibited under the guidance of eminent artist Vivan Sundaram, IGNC A (March 2015).

A five-day workshop conducted by artist Gauri Gill on *Photography: Identity and Representation* (March 2015).

### *Literary Art*

A lecture cum poetry reading session by Ashok Vajpayee (22 August 2014).

A lecture cum poetry reading by Manglesh Dabral (5 September 2014).

A talk by Dr Manash Arya on “Paul Celan and the Future of the Poem” (19 September 2014).

A five-day workshop on poetry writing by Sudeep Sen (27 September–4 October 2014).

A lecture cum poetry reading session by Sudeep Sen (31 October 2014).

A three-day workshop on Dramatic Writing by Sabrina Dhawan (2, 4 and 9 February 2015).

A workshop (six-week) on narrative non-fiction by Urvashi Butalia (14 February–28 March 2015).

*Book, Line and Linker* (a presentation of creative writings) at Oxford Book Store, New Delhi (12 May 2015) by the final year students.

### *Performance Studies*

A play *It's Cold in Here*, was performed by students as part of SCCE orientation (4–9 August 2014).

A lecture cum book presentation by Professor Rustom Barucha, JNU, on *The Aftermath—Reflections on Terror and Performance* (24 September 2014).

A lecture by Mandeep Raikhy from the Gati Dance Forum Delhi on *Context, Choreography and Contemporary* (14 November 2014).

A lecture by Zuleikha Allana (performance maker and lighting designer) on *The Transparent Performer* (21 November 2014).

A site-specific theatre performance, *The Cabinet of Dr Caligari*, based on a German classic silent film (5–10 January 2014).

A lecture by Dr Urmimala Sarkar, Jawaharlal University, Delhi, on *Performance Sites/Signs- Framing the Dancers* (13 February 2014).



A workshop on *Experiencing Choreography* by Dr Urmimala Sarkar (14 February 2015).

A workshop on poetry performance, *Performing the Written*, by Heike Fiedler, Germany (20 February 2015).

A workshop on *Performance and Hysteria* by Anna Furse, Goldsmith College (2–9 March 2015).

## Extra-curricular Activities

Biswas, Benil as a part of the Co-curricular activities committee, organized the cultural events Aud@city (2014) and Baardeisikhla (2015).

Biswas, Benil guided the AUD Theatre Ensemble in performances of 'Electronic City' and 'The Flick'.



## SCHOOL OF DESIGN (SDes)

SDes at AUD is unique in its conception—this is the first time in India that design education has been institutionally embedded in and collaborated with the field of humanities and social sciences. The School draws from its distinct position within a humanities and social sciences University to amalgamate core attributes of design with socially complex issues, needs and sectors. By relocating the object-centred design focus to the “social”, the School of Design proposes to create better informed, sensitised, empowered and robust communities through new products, services, systems, interfaces and scenarios. This setting offers an opportunity to re-visualise design education and practice in order to creatively meet the multiple challenges offered by a rapidly changing, deeply interconnected local and global landscape. Simultaneously, the School of Design seeks to further, through design, AUD’s mandate of creating an equitable, just and sustainable society through social action.

The School sees this as an opportunity to question existing specialisations within design education and practice, examine current curricular structures and pedagogies around the world and contemplate a larger role and potential for design in the Indian context. With focus on the National Capital Region of Delhi, the School aims to prepare design students to engage in challenges of visualising new services, systems, interfaces, products and enterprises for the city of Delhi.

The SDes is visualised as both a practice and research-based School for the pursuit of design education from the UG level to MPhil/PhD. To begin with it offers an MA in Social Design. In future it intends to offer programmes in Service Design, Design Criticism, Design Theory, Design History and other related areas, followed by undergraduate programmes and eventually MPhil/PhD programmes.

### MA Social Design

The MA programme in Social Design is a two and a half year full time program, an intensive, practice and application-oriented programme with

a predominant social focus. It amalgamates unique methods, tools and approaches of design disciplines with that of social sciences to creatively address complex issues of inclusion, access, equity and opportunities through participatory and co-creation methods. The emphasis of the programme is on preparing students with entrepreneurial competencies and leadership essential to resolving socially complex issues (equity, access, participation, inclusion and opportunity) that may be embedded within communities, agencies, organisations and states.

## Collaboration

The School of Design collaborated with the Royal College of Art, London, on a project entitled “Evolving Best Practices for Postgraduate Teaching about Design, Culture and Society: Developing Curriculum, Pedagogy and Teaching Materials through Collaborative, Cross-Cultural Partnership”, supported by a British Council Knowledge Economy Grant. This year-long collaboration explored the theme “Design and Uncertainty in the Global Present” in two workshops, one in May 2014 in London and the other in September 2014 in Delhi. Participants included a team of six faculty members (three from each institution) and 13 students from Royal College of Arts and 20 from AUD.

## Research Projects

Bhatt, Jatin, Principal Investigator. “By design: Sustaining Culture in Local Environments, Learning from the Indian Handicrafts Sector”. International Partnership and Mobility Scheme—IPM 2014, British Academy, joint proposal with Dr. Eiluned Mair Edwards, Nottingham Trent University.

Balasubrahmanyam, Suchitra and Abeer Gupta (India Foundation for the Arts and National Museum, New Delhi). A year-long engagement with the National Museum (Decorative Arts Department) working with 80 pieces of brocade from the NM collection through research, curation and display.

## Presentation

Gupta, Abeer (2014, September). The Visual and Material Culture of Islam in Ladakh. Paper presented in the XII International Seminar on audiovisual anthropology for scholars and practitioners “Traditional culture in post-traditional society: questions of adaptation” in the National Research University Higher School of Economics in the scope of the Days of Ethnographic Cinema (Moscow).



## SCHOOL OF DEVELOPMENT STUDIES (SDS)

The SDS at Ambedkar University Delhi has had a mission to strengthen social science teaching and research through interdisciplinary approaches, based on the foundations provided by the disciplines of Sociology, Anthropology, Political Science and Economics. It has a special link to the overall vision of Ambedkar University Delhi, which is to promote broad-based, multidisciplinary higher education that links strongly to social needs. It is guided by the understanding that serious research in development theory, experiences of development, issues of identity and discrimination, environmental concerns and other facets of the development discourse can, in today's context, be conducted more effectively through an inter-disciplinary approach. The School aims to promote innovative and cutting-edge research in a range of political, social, cultural, economic issues, processes and realities with an emphasis on vulnerable, marginalised and deprived groups. Since 2009, it has been engaged, through its MA programme, in generating pedagogies of interdisciplinary approaches to development through its faculty and in consultation with experts from the academic world as well as the world of practice. It has introduced courses that combine theoretical and conceptual understanding with substantial field-based learning, along with a strong emphasis on dissertation writing that encompasses a research focus at the Masters level.

### Presentations

Damodaran, S (2014, May). *Articulatory deviance*. Paper presented in "Scripts of Defiance," University of Nicosia, Cyprus.

——. (2014, August). *Crisis or resilience: The Indian case*. Paper presented in the workshop "Capitalism's Crisis and Left Responses," Rosa Luxemburg Foundation and COPAC, Johannesburg, South Africa.

——. (2014, October). *The radical impulse: Music-poetry collaborations between India and South Africa*. Paper presented at Poetry Africa on Tour Workshop, University of Cape Town, South Africa.

——. (2015, January). *The radical impulse: Music and Politics of tradition of IPTA*. The second Ila Dalmia memorial lecture organised by the Foundation for Indian Contemporary Art and School of Arts and Aesthetics, JNU.

Dhar, I (2014, November). *Decentralised governance and rethinking Gandhian peace: Women as change agents*. Paper presented in an International Conference, “Gandhi, Gram Swaraj and Democratic Decentralisation,” held at Kerala Institute for Local Administration, Kerala.

Nayak, N (2015, February). *Rights, resistance and citizenship: Claiming the right to work in South West Madhya Pradesh*. Paper presented at a conference, “Marginal Ecologies: A Conference on Human Ecology,” organised by the School of Human Ecology, Ambedkar University Delhi.

——. (2015, March). *From ‘Beneficiary’ to ‘Worker’ and Back: The Varied Politics of Implementation of the National Rural Employment Guarantee Act in India*. Paper presented in a conference, “Democratizing Indian Democracy? Social Movements and the State in Contemporary India,” organised by Department of Sociology, University of Bergen, Norway.

——. (2014, November). *From ‘beneficiary’ to ‘worker’ and back: The varied politics of implementation of the National Rural Employment Guarantee Act in India*. Paper presented in the conference, “The Political Economy of Contemporary India,” IGIDR, Mumbai.

## Events and Activities

The School organised the Symposium, *Rethinking Development*, consisting of panel discussions, film screenings and cultural evenings (12–13 February 2015).

Dhar, Ivy organised a workshop on “Active Listening and Dialogue: Skills for Conflict Transformation” with an invited expert, Manjrika Sewak (17 March 2015).

Dhar, Ivy’s interview on “Women: Employed or Empowered” was broadcast on DD News (6 July 2014).

Damodaran, Sumangala was an invited panellist at the Inter-Asia Biennale Forum, Kochi-Muziris Biennale (February 2015).



Damodaran, Sumangala was discussant at a conference titled “Cross-class Alliances in India” organised by the Centre for Informal Sector and Labour Studies, JNU (March 2015).

Damodaran, Sumangala was Chairperson and discussant for Young Scholars Seminar organised by Centre for Economic Studies and Planning, JNU (March 2015).

Damodaran, Sumangala was an invited panellist to discuss the impact of the Union Budget 2015 on women at UN-Women, New Delhi (March 2015).

Saith, Ashwani, Professor Emeritus, Institute for Social Studies at The Hague, delivered special lectures on “MDGs Are Dead, Long Live The SDGs! Depoliticising and Dumbing-Down Development Discourse” (25 February 2015) and “Unconditional Grants for All: Transformative Policy or Global Panacea?” (18 March 2015).

*Lectures delivered as part of a regular seminar series:*

Pande, Amrita—Interrogating Commercial Surrogacy in India.

Dey, Nikhil—Right to Work, Fight to Live: Discussing rights-based legislation in India.

Chakarvarti, Uma—Thinking Caste, Thinking Gender: Unravelling Inequality in Indian Society.

Kumar, Madhuresh —Jal, Jungle, Zameen: From License Raj to Ordinance Raj.

Sehgal, Rakhi— Making Sense of Labour Law Changes in India.

Mander, Harsh—Inequality, Prejudice and Indifference: The Challenge of Rising Inequality in India.

The second Alumni Meet was held on 14 February 2015.

## SCHOOL OF EDUCATION STUDIES (SES)

SES was established to understand, analyse and engage with the different challenges that education as a discipline and practice presents. SES is envisioned to evolve as a community of professionals and scholars endeavouring to understand education in its historical and contemporary contexts through engaged scholarship and practice. The School aims to bridge the gap between the theory and practice of education in its multiple locations—in that it

attempts to foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators. It works towards development of a rigorous praxis-based theoretical perspective for analysis and research while engaging with teacher education, pedagogy, curriculum, policy, planning and administration.

In pursuit of its vision, SES instituted its first academic programme, MA Education, in 2012. In collaboration with the Centre for Early Childhood Education and Development (CECED), the School launched the MA Education (Early Childhood Care and Education) in 2014. In the near future it proposes to launch MPhil/PhD, pre-service teacher education, and certificate/diploma programmes in education.

## MA Education

The MA Education programme focuses on both the liberal and professional dimensions of a Master's degree in Education. Besides introduction to the foundational domains and different theoretical perspectives and debates, the programme structure allows students to take optional courses to specialise in the areas and trajectories of their choice within and outside SES. Introduction and engagement with a psychoanalytic perspective and with a practitioner is a distinct feature of this programme. Another unique feature is its interface with different sites of education that are both school and non-school. This structured exposure to the field has received praise as it has informed the template for the MEd programme approved by the National Council for Teacher Education.

The MA Education (ECCE) programme provides an in-depth understanding of early childhood care and education using multiple disciplines—child development, sociology, history, psychoanalytic frame, anthropology, critical pedagogy and management. The students can choose various professional trajectories like teacher education, research, curriculum development and social entrepreneurship in the programme. The programme aims to cater to the growing demand for curriculum developers, social entrepreneurs and teacher educators in the field of ECCE, and scholars and researchers who can contribute to the indigenous body of knowledge in ECCE.

## Honours/Achievements

Kaul, Venita was Chairperson of the Committee constituted by NCTE to examine recommendations 8 and 12 of the JVC and make recommendations for their implementation. She also led the Joint Review Mission to UP in April 2014 at the request of NCTE. She served as a member of the NCTE Council and was invited to chair the Committee constituted by NCTE to develop norms and standards for a Diploma in Pre-School Education in 2014.

Kaul, Venita, Manish Jain and Gunjan Sharma participated in the national teacher education regulations formulation constituted by the National Council of Teacher Education (NCTE).

Sharma, Gunjan served as Member Secretary of the three sub-committees constituted by NCTE. These included the sub-committee for developing a two-year MEd curriculum and a 3-year integrated BEd–MEd curriculum; the sub-committee for reviewing current teacher education programmes, 2013–14; and the Expert Group for developing norms and standards for MEd (Open Distance Learning), 2014. She was also a resource person for the documentation and collation of views of stakeholders in NCTE ‘Regional Consultations’ and State-level dissemination and orientation workshops in different states.

Jain, Manish served as Member (2014), Joint Review Mission on Teacher Education for the State of Tamil Nadu, Ministry of Human Resource Development (MHRD), New Delhi. He was also part of the NCTE’s Sub-Committee on the two year BEd syllabus, 2013–14.

Jain, Manish was also Member, Organising Committee of the 5<sup>th</sup> Annual International Conference of the Comparative Education Society of India (CESI), University of Delhi, 16–18 November.

## Research Projects

Day, M Co-Principal Investigator. “Early childhood development for the poor: Impacting at scale.” A study conducted in Orissa by Yale University and Institute of Fiscal Studies (IFS), London and funded by National Institute of Health (NIH), Washington DC.

——. Co-Principal Investigator. “Impact Evaluation of Mobile Creche.” Funded by Gran Challenge Canada.

——. Technical Assistance to West Bengal ICDS, supported by UNICEF West Bengal.

## Presentations

Jain, M (2014, April). *Caste and educational inequality in colonial India*. Lecture delivered at the Azim Premji University, Bengaluru.

—— (2014, May). *Educating the Poor Girl Child: A Feminist Perspective on Education and Gender Equality*. Symposium on Education—Equality and Justice. Lecture delivered at the Azim Premji Foundation, Puducherry and Chennai.

—— (2014, June). *Education Policies*. Invited lecture at the Summer Teacher Fellowship Programme 2014, RRCE, University of Delhi.

——. (2014, June). *History of teachers in colonial and postcolonial India*. Lecture delivered at the Summer Teacher Fellowship Programme 2014, RRCE, University of Delhi.

—— (2014, July). *Curriculum in India*. Lecture delivered at the IN-STEP programme for teacher educators going to Arizona University, MHRD, New Delhi.

——. (2014, September). *Reading education policies with focus on the Kothari Commission*. Extension Lecture delivered at the Department of Educational Studies, Faculty of Education, Jamia Millia Islamia, New Delhi.

——. (2014, September). *Dalit autobiography and education: Sociological perspective of dalit literature*. Paper presented at the National Seminar on Interrelationship of Ambedkarism and Indian Dalit Literature. Indian Institute of Dalit Studies, New Delhi.

——. (2014, November). *Conflict, violence and education in Kandhamal*. Paper presented at the annual international conference of the Comparative Education Society of India (CESI), University of Delhi.

——. (2015, February). *Perspectives on citizenship and education*. Lecture presented at the Mata Sundari College, University of Delhi.

——. (2015, March). *Schools, qualities and citizenship in Delhi*. Paper presented at the Education in Delhi: Marginalisation, Diversity and Schools Conference, Ambedkar University Delhi, India.

Kaul, V (2014, November). *EPA and its linkages with higher education*. Paper presented in the UNESCO Seminar, Lady Irwin College, New Delhi.

Mao, AK (2015, March). *Experiences and learning of the field attachment components in the MA Education programme in the School of Education Studies, AUD*. Paper presented at the UGC National Seminar on Quality Issues and Practices in Professional Development of Teachers, Department of Education, University of Allahabad, Allahabad, India.

Sharma, G (2015, March). *Childhood in a slum-space in Delhi: Negotiations, aspirations and strategies*. Paper presented at the Education in Delhi: Marginalisation, Diversity and Schools Conference, Ambedkar University Delhi, India.

## Events and Activities

A three-day National level conference on “Education in Delhi: Marginalisation, Diversity and Schools” was organised (18–20 March 2015).

SES hosted Professor Steven Hite, Professor of Educational Research Theory and Methodology at Brigham Young University, Utah, USA, during his Fulbright-Nehru fellowship tenure (January–April 2015). Professor Hite taught a module in the introductory research methods course in the second semester of the MA Education programme. Two faculty members of SES have collaborated with him for a research study “Contours of Education Scholarship in New Delhi.”

As part of the MA Education programme, students were placed with eminent NGOs namely Eklavya, Pratham, Aman Biradari and Aadharshila within and outside Delhi. Students were taken for field visits to various ECCE settings such as Pratham Balwadis and Anganwadis, Mobile Crèches, DCCW Palna, Just Kidz crèche, IIT Nursery school and Lady Irwin College Child Study Centre and also to leading schools such as DPS Dwarka, St. Mary’s School and Shikshantar to observe classroom practices in the preschool sections. They also went for visit to the Gnostic Centre, Gurgaon, as part of their self-development workshops.

Jain, Manish was a discussant on the topic “History of Education and the Question of Inequality” at the annual International Conference on Modern Transformations and the Challenges of Inequalities in Education in India, organised by Department of History, University of Delhi, Ramjas College and NMRC, Jawahar Lal Nehru University (November 2014).

Jain, Manish was a resource person in the sessions on the “Nature and Pedagogy of Social Science” in the 10th Certificate Programme in Foundations of Education, Digantar, Jaipur (29–30 November 2014).

Lectures at the weekly seminars included:

“*Shivchhatrapati*—Cultural weave of a pedagogical tool” by Kishore Darak, independent researcher.

“Humanizing Education: Arts as an enabling resource” by Dr Asha Singh, Lady Irwin College, University of Delhi.

“Examining the Construction and Articulation of Children’s Identities in the Everyday Life of a State-run School” by Dr Jyoti Dalal, Institute of Home Economics, University of Delhi.

“Configurations, Meaning and Implications of ‘Neglect’ in State schooling” by Dr Radhika Menon, Mata Sundri College, University of Delhi.

“Hand Preference and Tactile Cognition: A Developmental Perspective” by Professor Miriam Ittyerah, Institute of Communication and Cognitive Neurosciences, Kerala.

“Early Childhood 2014: Current Trends and Moving Forward” by Dr Joan Lombardi, International expert on Child Development currently ECD Advisor, Bernard Van Lwer Foundation, The Netherlands.

“Language and Education” by Professor Krishna Kumar, University of Delhi.

“Can exposure to work-contexts create opportunities for Mathematics learning?—A case of out-of-school measurement knowledge” by Dr Arindam Bose, HBCSE, Mumbai.

“Myths and facts of ECE in India: A historical analysis” by Dr Baljit Kaur.

“The Ancient Science of Child Development” by Ms Sakshi Bharadwaj, Manager and National Coordinator at Aadya Param Yog Peeth.



## SCHOOL OF HUMAN ECOLOGY (SHE)

SHE aims to develop a deep and multifaceted understanding of environmental concerns that includes perspectives from the social and the natural sciences. The School expects its students to graduate with the knowledge and skills necessary to analyse and address environmental concerns keeping in mind social equity, academic rigour and ecological sustainability. SHE promotes field-based teaching and field research, which connects theory with praxis. The flagship programmes of SHE are the MA in Environment and Development (MAED) and the PhD programme in Human Ecology. These programmes promote interdisciplinary learning about issues at the intersection of human society and the biophysical environment with perspectives grounded in the experiences of the Global South.

### MA in Environment and Development

The MA in Environment and Development (MAED) programme is unique in India in its orientation and scope. The programme is guided by the idea that ecological challenges such as atmospheric pollution, resource depletion,

and the attendant threats to ecosystems and biodiversity result from a complex interaction of socio-political and biophysical factors. The pedagogy of this programme places a strong emphasis on field-based learning, individual mentoring of students and regular assessment of curriculum based on consultation with experts and student feedback. Graduates of MA in Environment and Development have been highly successful in securing employment in government agencies, academia, non-governmental organisations, consultancy firms, civil society initiatives and the media.

## Collaborations

SHE provided affiliation from September 2014 to August 2015 to Richard Axelby, a postdoctoral researcher at the Department of Anthropology, London School of Economics for a study of agricultural development in the Chamba District of Himachal Pradesh. Focusing on the livelihood strategies pursued by farming households, his work seeks to uncover how economic opportunities are improved as part of processes of development.

On 13 October 2014, SHE hosted Alfred Gathorne-Hardy from The Oxford India Centre for Sustainable Development (OICSD), with a focus on interdisciplinary approaches to sustainable development in India.

On 14 October 2014, SHE hosted Dr Ashwini Chhatre from the Indian School of Business, Hyderabad. He shared his research on social dimensions of rainfed agriculture in India, with a view to building collaborations. This includes offering support to students and faculty in terms of access to secondary and primary data, access to sites for fieldwork, and fellowships for fieldwork.

On 1 December 2014, SHE organised an interaction with Dr Patrik Oskarsson who has previously worked as an Assistant Professor at the Azim Premji University and carried out collaborative research with civil society groups in central and southern India on the political economy of industrialisation and mining and the possibilities of marginalised groups to make their voices heard.



## Achievements/Honours/Awards

Asmita Kabra joined the Advisory Board of CSE UGNet programme to advise the Centre for Science and Environment, New Delhi, on the content of their tool kit for first year undergraduate students who have to study environment as a mandatory course.

Rohit Negi joined the Scientific Committee of the Bandung +60, a series of events in commemoration of 60 years of the Bandung Conference.

Suresh Babu joined the Executive Committee of the Indian Society for Ecological Economics (INSEE).

## Research Projects

### *Individual Projects*

Oinam Hemlata Devi. Principal Investigator. “Culture and ecology of sacred groves and temples in Manipur.” Funded by ICSSR (One year, Rs. 4 lakhs).

Suresh Babu. Principal Investigator. “Ecological restoration of degraded landscapes in Bolani iron ore mines area of SAIL: A model for sustainable development, biodiversity conservation and CO<sub>2</sub> mitigation strategy.” Funded by the Steel Authority of India Ltd. (3 years, ongoing, Rs. 75 lakhs).

### *Collaborative Projects*

Praveen Singh, Rohit Negi and Asmita Kabra. “Mapping socio-ecological vulnerability.” Funded by ICSSR (3 years, ongoing, Rs. 21.88 lakhs).

Suresh Babu, Rohit Negi and Asmita Kabra. “E-QUAL: Enhancing undergraduate education in India”, an inter-university collaborative project in partnership with the British Council, funded by the European Union (4 years, Rs. 132.6 lakhs).

## Presentations

Babu, S (2014, September). *Restoration ecology: Science and practice for future*. Lecture delivered as a part of JIGYASA organised by Mahakoshal Vigyan Parishad, Jabalpur.

———. (2015, February). *Restoring urban wetlands: Challenges and opportunities*. Talk delivered at the conference Marginal Ecologies at the Indian Institute of Public Administration.

———. (2015, March). *Pedagogical challenges in interdisciplinary teaching-learning*. Talk delivered at the workshop on “Pedagogical Challenges in Interdisciplinarity” organized at IIPA.

———. (2015, March). *Marginality, Tsunami-aid and transformation in the Nicobar Islands*. Talk delivered at the Nehru Memorial Museum and Library as a part of workshop on Ecology and Society.

Babu, S, & Sehgal, S. (2014, December). *Integrating multiple stakeholders in the ecological restoration of an iron ore mine in Odisha, India*. Paper presented at the Conference on Ecosystem Services (ACES), Washington DC, USA.

Hemlata Devi, O (2014, May). *Ethnomedicine: An insight into cultural cohesion and ethnic identity*. Paper presented at 4th National Conference on Challenges of Traditional Healing Systems and Healers in India: Socio-Cultural, Legal, Ethical, Habitat Conservation and Pharmacological Dimensions organised by Society for Indian Medical Anthropology, Mysore, Karnataka, and University of Agricultural & Horticultural Sciences, Shimoga.

———. (2014, November). *Human ecology through an anthropological lens*. Lecture in a seminar Celebrating the Spirit of Anthropology in the Department of Anthropology, University of Delhi.

———. (2015, March). *Issues and challenges of north-east India: An insider's perspective*. Lecture at CIE, Delhi University.

Kabra A (2014, November). *Power, Caste and Mobility*. Paper presented in a panel titled Studying the Rural at the Third Workshop of the Network of Rural and Agrarian Studies (NRAS) held at IIFM Bhopal.

———. (2015, March). *Displacement, power and economic mobility among resettlers: Lessons for policy*. Paper presented at the annual meeting of the Society for Applied Anthropology at Pittsburgh, USA.

——. (2015, March). *The Taking State: Involuntary displacement and the everyday politics of livelihood risks and resistance*. Invited lecture at the Geography Colloquium of the University of Indiana, Bloomington.

Negi, R (2014, May). *Copper's materiality and the making of urban space in Zambia*. Lecture at the Faculty of Social Sciences, South Asian University, New Delhi.

——. (2015, March). *Notes on contemporary political economy of India*. Lecture at the University of Turin.

Singh, P (2015, March). *Barh se anukulan ki paramparayein: Ek prarambhik vishleshan*. Lecture delivered in the Nehru Memorial Museum and Library in the series titled Society and History.

## Events and Activities

As a part of the ongoing E-QUAL Project, a day-long National Workshop was organised on 8 May 2014 to conceptualise and discuss the content of a proposed undergraduate interdisciplinary course on human ecology. E-QUAL (Enhancing Quality, Access and Governance of Undergraduate Education in India) is a 4-year inter-institutional collaborative project anchored by the British Council, New Delhi, with four Indian and two European partner universities. AUD is taking the lead in the area of Human Ecology, which has been identified as one of the four thrust areas of the project.

A conference on Marginal Ecologies was organised from 27 February to 1 March 2015 at the Indian Institute of Public Administration, New Delhi. The conference brought together scholars and practitioners working at the interface of environment and society in regions marginal to the Indian state, economy and academic knowledge production. Nitin Sethi (Associate Editor, Business Standard) delivered the plenary lecture *Energy, Environment and Poverty: Interrogating Multiple Dilemmas*.

A seminar series showcasing ongoing research by the PhD scholars in Human Ecology at SHE was held during October–November 2014. All eight PhD scholars at SHE made presentations on their ongoing research during the seminar series.

Abha Singhal Joshi, Independent Legal Advisor and ex-Director, Multiple Action Research Group delivered a lecture on *The Land Acquisition Ordinance of 2014: A critical review* (9 February 2015).

Anne Lacy, International Crane Foundation, Wisconsin, USA, delivered a lecture on *Challenges of conservation of Sandhill Cranes in Wisconsin and successful strategies for managing conflicts between farmers and conservationists* (21 October 2014).

Gopi Sunder KS, International Crane Foundation and the Nature Conservation Foundation, delivered a lecture on *Conservation challenges for the endangered sarus crane in agricultural landscapes in human dominated landscapes in India* (17 October 2014).

Julie Langenberg, International Crane Foundation, Wisconsin, USA delivered a lecture on *Cranes and Global Initiatives for Conservation* (21 November 2014).

Nitin Sekar, postdoctoral scholar, Princeton University, delivered a lecture on *Tigers, Tribes, and Bureaucrats: Persuading Adivasis to Voluntarily Relocate for Conservation* (20 February 2015).

Shashank Bharadwaj, Research Assistant, SAIL Project, SHE-AUD, delivered a lecture on *Recreating livelihoods among conservation refugees through ecological restoration* (24 February 2015).

Asmita Kabra chaired a session on “Networks and Integration” during the International Conference, Perspectives, Dialogues and Challenges: India, Japan and the Making of Modern Asia, organised by the Shiv Nadar University in collaboration with Contemporary India Area Studies (INDAS) (13–15 December 2014).

Asmita Kabra was discussant for the session on Women and Common Property Resources in the CISLS-UNWOMEN International Conference on “Labouring Women: Some Major Concerns at the Current Juncture” (31 July–1 August 2014).

Asmita Kabra represented AUD, at a national seminar on “Natural Resources, Environment and Sustainable Development” at the University of Hyderabad, Hyderabad, India for the Indo–EU project (8–9 April 2014).

Asmita Kabra organised and participated in a national seminar on “Human Ecology” at Ambedkar University Delhi for the Indo–EU collaborative E-QUAL project (8 May 2014).

Asmita Kabra conducted a workshop on “Researching environmental issues with human subjects: An introduction to mixed methods approaches” at the Student Conference on Conservation Science, Bangalore (25–28 September 2014).

Asmita Kabra organised and chaired a panel in a conference titled *Marginal Ecologies* at the Indian Institute of Public Administration (27 February–1 March 2015).

Asmita Kabra chaired a panel on “State, market and agrarian transitions in Central India” at a conference on Marginal Ecologies at the School of Human Ecology, AUD (27 February–1 March 2015).

Asmita Kabra chaired a panel discussion on “*Shahar aur Paryavaran*” (Cities and the Environment) at the Nehru Memorial Museum and Library, Teen Murti (5 June 2014).

Asmita Kabra reviewed manuscripts for the Oxford University Press, New Delhi (April 2014), *Conservation and Society* (April 2014), *Development in Practice* (February 2015) and *Current Science* (February 2015).

Oinam Hemlata Devi attended a training Programme on “Development of Particularly Vulnerable Tribal Groups (PVTGs)” (22–26 September).

Oinam Hemlata Devi attended the IGRMS workshop on “Anthropology and Museums” for Teachers of Anthropology (7–9 January 2015).

Pulak Das attended “Enabling Pedagogies in Higher Education in India”, An E-QUAL Project Conference, Shiv Nadar University, UP (26–27 March 2015).

Pulak Das attended “The Climate Reality Project, Climate Reality Leadership Corps training,” New Delhi (22–24 February 2015).

Pulak Das organised and chaired a panel in a conference titled Marginal Ecologies at the Indian Institute of Public Administration (27 February–1 March 2015).

Pulak Das reviewed a manuscript for the Springer Journal *Environmental Monitoring and Assessment* (January 2015).

Pulak Das assisted in development of course outline on Environment, Natural Resources and Sustainable development for University of Hyderabad (February 2015).

Rohit Negi participated in the conference on Africa–Asia Entanglements in Past and Present, Doshisha University, Kyoto, Japan (26–27 July 2014).

Rohit Negi participated in the Urban Knowledge Network Asia Seminar, Delft University of Technology, The Netherlands (5 June 2014).

Rohit Negi participated in the Seminar on Urban Uncertainty, LSE-Cities, New Delhi (9 November 2014).

Rohit Negi participated in the All Partners' Meeting on "Enhancing Quality, Access and Governance of Undergraduate Education in India", University of Bologna, Italy (21–23 May 2014).

Rohit Negi participated in the Indo-European Collaboration coordinated by British Council Workshop on 'Urban Democracy: Informality, Precarity, Modes of Survival', under the E-QUAL Project, Mellon Foundation, Columbia University, IAS, Mumbai (10–11 December 2014).

Rohit Negi organised and chaired a panel in a conference titled Marginal Ecologies at the Indian Institute of Public Administration (27 February–1 March 2015).

Rohit Negi was referee for *Antipode*, *Zambia Social Science Journal*, *Pacific Affairs* and member of jury for Fulbright–Nehru Fellowships 2014.

Suresh Babu participated in the All Partners' Meeting on "Enhancing Quality, Access and Governance of Undergraduate Education in India", University of Bologna, Italy, under the EQUAL Project, Indo-European Collaboration Coordinated by British Council (21–23 May 2014).

Suresh Babu represented AUD, at a national seminar on 'Natural Resources, Environment and Sustainable Development' at the University of Hyderabad, Hyderabad, India (8–9 April 2014).

Suresh Babu organised and participated in a national workshop on "Human Ecology" at Ambedkar University Delhi as part of the Indo-EU collaborative E-QUAL project (8 May 2014).

Suresh Babu reviewed manuscripts for the journals *Human Ecology* (2 Nos.), *Current Science* (3 Nos.) and *Conservation and Society*.

## Extra-curricular Activities

SHE organised a series of student field-visits and guest-lectures during the year. They are:

Field visit to Timli Reserve Forest, Uttarakhand to train students on ecology and ecological methods (2–7 December 2014).

Field visit to Sirmaur, Himachal Pradesh to research on Restoration Ecology (2–6 March 2015).

Field-trip to Sanjay Van, New Delhi, to study Delhi's urban ecology (November 2014).

Field-trip to Village Khayala Industrial Area, Delhi for the elective course on Environment and Health (October/November 2014).

## SCHOOL OF HUMAN STUDIES (SHS)

SHS has brought together, perhaps for the first time in the history of Indian academia, an inter-disciplinary group of psychologists, social anthropologists, sociologists, political scientists, feminist scholars, philosophers and to address, through teaching, issues related to the individual—'of' and 'about' lives, to her environment—family, community, changing lifestyles, relationships, sexuality, the changing character of workplaces, the stages of life (particularly old age), etc. SHS seeks to foster deliberate and critical engagement with particular realities that belong to our times even as it preserves and privileges human experience, thinking and dreaming. The School has been envisioned on a set of conceptual axes and associated practices which inform the thrust of its programmes as well as the processes of teaching, mentorship, assessment, research and engagement with the fields of practice in society. Currently, the school offers MA Psychology (Psychosocial Clinical Studies), MPhil Psychotherapy and Clinical Thinking, MA Gender Studies, MPhil Development Practice, MPhil/PhD Women's and Gender Studies and PhD Psychology to engage with some crucial issues about human lives and life stories with a playfulness not ordinarily associated with higher education. In addition, SHS is associated with the Centre for Development Practice, Centre of Psychotherapy and Clinical Research and Ehsaas, a psychotherapy and counselling Clinic.

### MPhil/PhD Women's and Gender Studies Programme

The MPhil/PhD in Women's and Gender Studies were launched on 27 August 2012. These programmes are a unique effort borne out of collaboration

between AUD and the Centre for Women's Development Studies (CWDS). This collaboration is premised on the coming together of a research space, CWDS, and a primarily teaching space, AUD, experimenting with new kinds of courses and pedagogies. The programme draws on the pioneering and rich work produced by Women's Studies programmes across the country. The uniqueness of this MPhil/PhD programme is also marked by it being housed within SHS with its own focus on the complexity of the (gendered) subject in its intra-psychic and inter-subjective dimension. The programme assimilates analytical understandings of the significance of gender (relations) as an object of inquiry, and the necessity of studying conduits and configurations of power, in addition to the causes, contexts and consequences of women's subordination. Because the research programme is linked to the already existing MA Gender Studies at AUD, the MPhil and PhD programmes benefit from having an internal source of applicants for the research degree as well as an institutional infrastructure with existing faculty and administrative support. Furthermore, the MA programmes also serve as a bridge for those incoming research students who feel that they require some refresher courses in the field. As AUD expands its Women's and Gender Studies perspective into undergraduate and postgraduate curricula, it will be uniquely positioned to develop the field and to train practitioners at the broadest levels—from the undergraduate to the postgraduate.

### **MPhil Psychotherapy and Clinical Thinking**

This is a three-year programme that trains psychodynamic therapists and clinical researchers. Its major thrust is to create a mental health professional who is sensitive, competent and open-minded, and who understands culture, history and politics, even as they emerge in the consultation room. Through relating symptoms to the life history of an individual or family, the emphasis is to understand the vicissitudes of human conflicts and struggles from an empathic position. With rigorous training in theory, supervised clinical work, personal therapy of the aspiring clinician and clinical research work, it hopes to strengthen the capacity to think clinically, which involves identification, articulation and shared expression of mental states. An engagement and



reflection on this rhythmic process enables a movement towards healing, and subsequently research. The MPhil programme is vertically integrated with a PhD programme in Psychotherapy and Clinical Thinking, for which there are a limited number of seats.

## PhD Psychology

The programme hopes to strengthen a self-critical version of psychological enquiry. Guided by an inter-disciplinary thrust and a self-reflexive perspective, this psychosocial framework of research, seeks to constantly question both knowledge and power and thereby aspires to reclaim a psychological human science that is culturally sensitive, decolonised and socio-politically aware. It attempts to foreground an inter-subjective research sensibility within which conscious and unconscious currents, feelings and the phenomenological flow of life are given salience. Serving life and its struggles and focusing on qualitative work wherein sustained engagement is valued and the transformative potentials in the self of the researcher and the researched are opened up, the course lays the foundations for a future researcher to undertake psychodynamically inclined, critical, participatory and dialogically oriented work.

## Presentations

Bindu KC (2015, March). *University as a gendered space*. Lecture presented on International Women's Day 2015, IIT, Guwahati.

— (2015, February). *Culture and colonialism: Methodological issues in understanding the gendered politics of labour and exchange*. Paper presented at the conference on Figurations of India's Northeast: Cultures, Histories, Worldviews, at The Nehru Memorial Museum and Library, Delhi.

Sachdev, D (2014, May). *Intellectual property rights: Whose research is it?* Paper presented in the British Council's South Asia Education Dialogue series on "Research and Relevance—Research networks, Talent management and the quest for international relevance" held at Lahore, Pakistan.

Sahai, V (2014, October). *Doing law differently*. Paper presented followed by a panel discussion on Freedom, Productivity, and the Market from the Gender Studies Group, University of Delhi at 'Left in the Dark' Conference at Global Jindal Law School.

——. (2015, March). *Who is the Subject of Queer Politics?* Paper presented at the Centre for Health Law, Ethics and Technology at Jindal Global Law School.

Soibam, H (2014, November). *Agitating women, disrobed mothers: An inquiry into the women groups' in Manipur.* Paper presented in the Seminar on Politics of Location with Special Reference to North East India, Sazolie College, Jotsoma, Nagaland.

——. (2015, March). *Women poets and the poetry of protest.* Lecture presented on International Women's Day 2015, IIT, Guwahati.

Vahali, H O (2014, April). *Exile, alienation and restorative capacities in uprooted communities.* Paper presented at the Tibet Submit, JNU, Delhi.

Vahali, H O (2014, September). *Could I become human by engaging with your un(der)stated life? Struggles form a psychoanalytical perspective on listening to the psychological world of historical survivors—the poor, homeless and the mentally ill.* Paper presented at the National Conference on Psychology and Social Exclusion, Allahabad University.

## Events and Activities

Jimo, Lovitoli was the organising secretary of the International Conference on “Rethinking the Nagas in the Contemporary”, organised by the Naga Scholar Association (NSA) and The Hao Research Initiative (THRI), Jawaharlal Nehru University, New Delhi (20–21 March 2015).

Nagalia, Shubhra participated in a two-day International Conference on “Rethinking the Nagas in the Contemporary” organised by Naga Scholars Association (NSA) and The Hao Research Initiative (THRI), Convention Centre, JNU (20–21 March 2015).

Sahai, V conducted a workshop on heterosexuality at National Law University, Delhi (17 November 2014).

Sahai, V presented a paper *Who's the subject of queer politics?* at Shiv Nadar University (August 2014), and at the Centre for Women Studies, JNU (September 2014).

Vahali, Honey O was a panellist at the National Conference on “Psychology and Social Exclusion”, Allahabad University (21–22 September 2014).

Vahali, Honey O gave the keynote address at the National Seminar on Psychology at the Edges, Lady Shri Ram College for Women (24 January 2015). Celebrated “*Awaaz*”—World Mental Health Day (October 2014).

## SCHOOL OF LIBERAL STUDIES (SLS)

SLS offers a range of interdisciplinary and overlapping programmes that support, encourage and redefine liberal arts education through cutting-edge interdisciplinary courses, interactive pedagogy and learning that goes beyond classroom spaces.

### Achievements/honours/awards

Malik, Saroj Bala was member Board of Studies, BPS Mahila Vishwavidalya, Khan Pur Sonapat (2014).

Malik, Saroj Bala was invited as Moderator for Algebra courses in MSc Mathematics, IGNOU, Delhi (2014).



Malik, Saroj Bala is referee for the journals: (a) Linear Algebra and Multi-linear Algebra (b) Applied Mathematics and Computations (c) Electronic Journal of Linear Algebra.

Venkataraman, Geetha became a member of the Editorial Board of *Resonance—Journal of Science Education*, Indian Academy of Sciences and Springer (2015–2017).

Venkataraman, Geetha became a reviewer for *Mathematical Reviews* of the American Mathematical Society (from April 2014).

Venkataraman, Geetha is a member of the Editorial Board of *Little Mathematical Treasures*, Ramanujan Mathematical Society (2012–2015).

Venkataraman, Geetha is a member of the Zonal Committee, North Zone, Project titled “Indian Women and Mathematics” awarded by the National Board of Higher Mathematics, DAE, Govt. of India (2013–2018).

Venkataraman, Geetha was member of the selection committee for Assistant Professor in Mathematics, St. Stephen’s College, University of Delhi (March 2015).

Venkataraman, Geetha was member of the interview board of *Kishore Vygyanik Protsahan Yojana*, Government of India (January 2015).

Venkataraman, Geetha was member of Advisory Committee for Technology Vision 2035—Education Sector (TIFAC, Govt. of India) (2012–2014).

## Research Projects

Rasaily, Rinju “Vulnerables in the small tea grower sector: Locating ethnicity and gender interface in the STGs value chain in North Bengal.” Funded by NRPPD, Centre for Development Studies, Trivandrum.

## Presentations

Chakravartty, DN (2014, June). *Abors of NEFA: A Historical Perspective*. Paper presented at the Institute of Chinese Studies (ICS) and IIAS, Shimla Conference.

— (2015, February). *Collection of Narratives and Community Knowledge System*. Paper presented at the Workshop on Community Level Culture Resource Centres, organised by the Anthropological Survey of India, Guwahati.

Goswami, P (2014, December). *Extensions of some generalized conditions for starlikeness and convexity*. Paper presented at the International Conference on Mathematics and Applications at the University College of Engineering and Technology, Villupuram.

Mir, U (2014, November). *Health and well-being: Recent developments and challenges*. Paper presented in a seminar held at the Department of Psychology, Jamia Millia Islamia, New Delhi.

— (2014, June). *Role of higher education in disaster management with special reference to the 12th Plan*. Lecture presented at a Seminar in the Department of Anthropology, University of Delhi.

Nite, DK (2014, March). *Appropriation of labour? The mineworkers in South African gold and coal mines, 1951–2011*. Paper presented at the International Conference on “Labour History: Return to Politics?” Delhi (Noida).

— (2014, July). *Wo/men mineworkers and family-oriented labour: Indian Colliers 1895–1948*. Paper presented at the International Mining History Congress, Charters Tower, Australia.

— (2014, July). *Revisiting the labour economy: The mineworker in South African minefields, 1951–2011*. Paper presented at the Symposium on Politics of Social Change and Social Change in Politics, Johannesburg.

Rasaily, R (2014, August). *Whether contractualisation adds to health hazards? A study of select manufacturing units in Delhi*. Paper presented at the XXth World Congress on Safety and Health at Work, Frankfurt, Germany.

— (2014, December). *Contours of women’s labour: Lived realities in the North Bengal tea plantations of India*. Paper presented in a National Seminar on Tea for David (in honour of Prof. David Washbrook), IIT Madras.

— (2015, January). *Health and medicine in colonial Darjeeling tea plantations*. Paper presented at the International Conference on Historical Trends and Contemporary Challenges in the Practice of Medicine in India, IIT Madras.

Sen, R (2014, July). *From naming to voicing identities and relationships: Capturing plural sexualities in Kolkata*. Paper presented in the European Conference on South Asian Studies at University of Zurich, Switzerland.

——. (2014, October). *Violation or violence: Understanding 'Criminality' within juridical spaces*. Paper presented in the international conference on "Left" in the dark? Postcolonial conversations on law, neoliberalism and queer-feminist futures at the Jindal Global Law School, Sonapat.

——. (2014, October). *Breaking the silence on the 'unfamiliar': Law and intimate relationships*. Paper presented in the Seminar on Unfamiliar Margins in the Social, at the Department of Sociology, University of Hyderabad.

——. (2014, September). *From sites to sources: Reflections on research methodologies in sociology and law*. Paper presented at the Centre for Study of Law and Governance, JNU.

——. (2014, September). *'No' means 'Yes', 'Yes' is 'May be', 'No' means 'No': Interpreting consent in intimate relations*. Paper presented at the Centre for Women's Studies, JNU.

——. (2014, September). *Journeys in the gendered social: Public sociology and feminist activism through teaching and learning*. Paper presented at the Conference, "Sociologists and Sociology: Autobiographies and Biographies," organised by the Department of Sociology, Savitribhai Phule Pune University.

——. (2014, November). *Locating the 'Self' in the gendered 'Social': Interactions between sociological practice(s) and feminist pedagogy*. Paper presented at the Indian Sociological Society 40th All India Sociological Conference, "Development, Diversity and Democracy," at the Department of Sociology, Mahatma Gandhi Kashi Vidyapith, Varanasi.

——. (2014, December). *Studying sociology in Kolkata or studying Kolkata in sociology*. Paper presented at the Conference, "Sociological Perspectives: Old and New," at the Department of Sociology, Presidency University.

——. (2015, March). *Men in feminism or feminizing masculine politics: Reformers, radicals or friends?* Paper presented at the conference, "Interrogating Masculinities," organised by Centre for Gender, Culture and Social Processes, St Stephen's College, University of Delhi.

——. (2015, April). *Practice in the 'Field': Dialogues, dilemmas and discourses*, Paper presented at a symposium, Research and Education for Rural Development and Food Security to Build Resilient Environments: Australian and Indian perspectives, organised by PRADAN, Centre for Development Practice AUD and Stuart University Australia.

Venkataraman, G (2014, May). *Exploring symmetry*. Lecture delivered to

middle school teachers in a workshop at Sanskriti School Delhi, organised jointly by Azim Premji University and Ramanujan Mathematics Society.

— (2014, May). *Quadratic, quartic and cubic equations: A history and more*. Lecture delivered to middle school teachers in a workshop at Sanskriti School Delhi, organised jointly by Azim Premji University and Ramanujan Mathematics Society.

— (2014, August). *Logic and reasoning*. Paper presented at E-QUAL—workshop on critical thinking in undergraduate education organised by Shiv Nadar University.

— (2015, January). *The Königsberg bridges problem and graph theory*. Lecture delivered in the inaugural Professor Mathur Memorial Lecture Series 2015 at St. Stephen's College, University of Delhi.

— (2015, February). *Marie-Sophie Germain 1776–1831*. Lecture delivered at the Conference on Women in Mathematics with special reference to Lilavati conducted by the Department of Mathematics, Maris Stella College, Vijayawada.

— (2015, February). *Mathematics and cryptography: The enigma of Alan Mathison Turing*. Lecture delivered at Lady Sri Ram College, University of Delhi.

— (2015, March). *Marie-Sophie Germain: The revolutionary mathematician*. Lecture delivered in the seminar-cum-workshop, “Innovative practices to enliven mathematics classroom,” organised by the Department of Education (CIE), University of Delhi.

## Events and Activities

An international seminar on Cross Cultural Knowledge Exchange in Antiquity: Greece, Iran, India and China, was organised in association with the Center for Community Knowledge (7–9 January 2015).

Bose, Arindam of Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research, delivered a lecture based on his work with Street Children on their innovative use of mathematics and interacted with the Mathematics Faculty of SLS (9–10 March 2015).

Venkataraman, Geetha was a panellist for a discussion titled “Encouraging women in science will enrich science” in a seminar on Women in Science, organised by the Deen Dayal Upadhyay College, University of Delhi, under the aegis of Women in Science panel of The Indian Academy of Sciences, Bengaluru (October 2014).

Lectures by Dr Irfan Ahmad, Professor Sasanka Perera, and Dr Padmanabh Samarendra were organised in the Sociology Seminar Series (January to March).

The Mathematics Faculty of the School of Liberal Studies organised a one-day consultative workshop to discuss a proposal for University programmes in MPhil and PhD Mathematics (10 January 2015).

Discussions were held on possible areas of collaboration in the field of Mathematics Education. Work began on creating syllabi for two possible elective courses related to Mathematics education, which may be offered to undergraduate students at AUD. This was organised by the Mathematics Society of AUD.

### Extra Curricular activities

Sharma, Sanjay organised an educational trip for MA History students to Begum Samru’s estate in Sardhana, Meerut, as part of the MA course ‘The State in Indian History’ in November 2014. As the Director of Community Knowledge (CCK), he also led a team of six researchers to participate in an international conference organised by the Oral History Association of India, held in Mumbai (19–20 January 2015).





## SCHOOL OF UNDERGRADUATE STUDIES (SUS)

SUS at AUD is home to seven honours programmes—Economics, English, History, Mathematics, Psychology, Sociology and Social Sciences and Humanities (SSH). The three-year Honours programmes seek to equip students with foundational skills, disciplinary and interdisciplinary knowledge via a large variety of courses. The undergraduate programme at AUD offers students a unique liberal arts education that acquaints young people with diverse approaches to knowledge.

In the academic year 2014–2015, the programme committees took several steps for the improvement of the programmes. The Programme Coordinators and Joint Coordinators under the chairpersonship of Dean SUS worked with the Academic Coordination Committee (ACC) of the SUS. During the academic year 2014–15, Dharitri Narzray, Assistant Professor, SUS/SLS and Dr Urfat Anjem Mir, Assistant Professor, SUS/SLS were also appointed as Deputy Dean, SUS in addition to Dr Satyaketu Sankrit, Associate Professor, SLS/SUS who was working as Deputy Dean, SUS. This has helped to further streamline administrative and academic activities.

233 students were admitted to SUS in the academic year 2014–2015. The current strength of SUS is around 554 students. 165 students of the 2012–2015 batch have now entered their final year.

Students were welcomed to the University with an orientation. Here they were familiarised with the structure of SUS at AUD. They were also informed about the university's policies against sexual harassment and ragging and the relevant committees they could turn to in case of such events. Members from Ehsaas, the psychological clinic also introduced themselves to the students. The orientation provided the new students with an understanding of both the responsibilities expected from them and the facilities provided to them.

In the monsoon and winter semesters of academic year 2014–2015, there were 63 and 68 courses respectively for undergraduate students to choose from. With such a large number of courses on offer and faculty members drawn from all across AUD teaching these courses, coordination is a huge challenge. The ACC and the Programme Committees, through regular meetings, tried to meet these challenges. In order to make decision-making participative and informed, the channels of communication between the Programme Committees and ACC are kept open. The minutes of the ACC meetings are shared with AUD faculty at large.

The SUS Evaluation and Attendance Committee (EAC) chaired by Rukmini Sen certified the moderated results of the monsoon semester 2014–15. Further the EAC also created the academic calendar for SUS, announced the list of candidates eligible for partial repetition in each semester, prepared the examination timetables for mid- and end-semester exams and discussed and decided several issues related to evaluation and attendance.

A small committee convened by Dharitri Narzary oversaw the elections of the student members to the seven programme level Student Faculty Committees (SFCs) of the SUS. Regular meetings of the SFCs, School level SFCs, mentoring of students ensured that quality academic programmes are available in SUS for both students and teachers to participate in.

## Presentations

Pradhan, G (2014, September). *Remembering Nabaru*. Lecture presented at AUDFA, AUD, Delhi.

——. (2014, September). *Lokpriya Sanskriti ki Avadharana* (Concept of Popular Culture). Lecture presented in Hindi refresher course at the Academic Staff College, JMI .

——. (2014, September). *Alochana mein Sahmati-Asahmati*. Lecture presented on a book by Manager Pande in a seminar, “*Manager Pande ka Alochanatmak Sangarsh*,” at Lucknow University.

——. (2015, March). *Aupaniveshik Jnan Mimansa aur Ramvilas Sharma*. Lecture presented in a seminar organised by the School.

——. (2015, March). *Amarkant ka Upanyas Inhi Hathiyaron se aur Upaniveshavad-virod*. Paper presented in a Seminar, “*Samkaleen Hindi Upanyas: Sah-chintan*,” organised by CIL, JNU.

——. (2015, March). *Interrogating manuscript traditions*. Presided over a session in a seminar organised by Centre for Community Knowledge and SLS (English), AUD.

## Events and Activities

A panel discussion on career opportunities for students pursuing a degree in Mathematics and other disciplines was organised on 20 September 2014. The panellists included Mr Aashik Jain of Max Life Insurance Company Limited, New Delhi, Dr Gaurav Bhatnagar the Senior Vice-President of Digital Products and Solutions, Educomp Solutions Limited and our former students Ms Pragya Kushwaha (Aon Hewitt Consulting India) and Mr Abhinav Bhatia (Barclays Bank PLC).

Balasundaram, Krishna of Athreya College of Liberal Arts and Sciences, Iowa State University, Ames, Iowa, presented a lecture on Some Interesting Mathematical Problems (January 2015).

Bose, Arindam of Homi Bhabha Centre for Science Education, Tata Institute

of Fundamental Research delivered a talk on Exploring out-of-school measurement knowledge: Implications for School Mathematics Learning in March 2015. Discussions with faculty were held on the possible areas of collaboration in the field of Mathematics Education. Work began on creating syllabi for two possible elective courses related to Mathematics education, which may be offered to undergraduate students at AUD.

Joshi, PC of the Department of Anthropology, Delhi University delivered a lecture on PRA techniques (31 March 2015).

Pradhan, Goplaji delivered two lectures as Resource Person during the Subject Refresher Course in Hindi organised by the UGC Academic Staff College, AMU, Aligarh. (February 2015).

Pradhan, Goplaji participated as subject expert in the workshop “Samkaleen Hindi Kavita mein Stree: ek Vichar-vimarsh” at Dr KC Baghel Government PG College, Durg (March 2015).

Pradhan, Goplaji delivered the keynote lecture at the Martyrdom day function of Bhagat Singh at Haryana Central University. (March 2015).

Samuel, Nupur conducted a workshop on Writing in the English classroom at Vidyagyan School, Sitapur, Lucknow, on 30 August 2014. This workshop was sponsored by RELO (Regional English Language Office), American Center, New Delhi.

Samuel, Nupur participated in a national-level E-Teacher Alumni Workshop, sponsored by RELO, American Center, on the Topic, Training and Networking organised at EFLU Hyderabad (December 2014).

Samuel, Nupur received a scholarship from the US Embassy for a 10-week online course—Methodology for TESOL under E-Teacher Scholarship Program, University of Maryland, Baltimore County, USA (August–October 2014).

Sharma, Vibha (Aligarh Muslim University, Aligarh) and Nupur Samuel (Ambedkar University Delhi) conducted a workshop on English language teaching for Pre-service English language teachers on 22 August 2014, with support from RELO (Regional English Language Office), American Center, New Delhi.

Tilburgh, Jackie Van (Ohio Northern University) conducted a Workshop on Presentation skills on 15 October 2014. She also held writing conferences with students.



# CENTRES OF THE UNIVERSITY

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## CENTRE FOR COMMUNITY KNOWLEDGE (CCK)

### 1. Delhi Citizens Memory Programme

As part of this long-term project to collect and disseminate lived experiences and oral narratives from Delhi, the following activities were carried out:

*Dilli ki Yaadein* A series of talks, for which the following people—Dhruvo Chaudhuri (April 2014, Ankit Chadha (Dastangoi performance on the banks of the Yamuna, April 2014), and Yousuf Saeed (October 2014) came to the AUD campus. Lala Narain Prasad conducted a Q&A session (September 2014) with students at the exhibition of rare photographs of city life in Delhi at the galleries at Rabindra Bhavan, Mandi House, New Delhi.

*Kashmere Gate—History and Memory* An exhibition of both written records and oral narratives was organised on campus during September–October 2014. A catalogue of this exhibition is being published.

*Dar-e-Shikoh* The Dara Shikoh Festival of lesser known narratives from Delhi, was held from 27 March–6 April 2015, at the Dara Shikoh Library Building at the AUD campus in Kashmere Gate. In the first of the series, the festival had a focus on Lothian Road, Kashmere Gate and the surrounding environs, since this space has had recurring significance in many historical narratives of the old city. Another objective of these activities is to initiate a public connection between AUD, with the historical and cultural heritage of the city.

Activities conducted under this programme were:

1. A sound and light installation at the Dara Shikoh Building and parts of the heritage.
2. Dastangoi performances on Dara Shikoh.

3. Heritage theatre performances on location at the Dara Shikoh building, Kashmere Gate.
4. Musical arts of Delhi from the 17th and 18th centuries: a listening session.

*Delhi Oralities Project* An ICSSR-funded project, called the Delhi Oralities Project, began in September 2014 and has so far collected 30 in-depth life histories from the city. The objective is to collect 100 detailed oral narratives in the form of lived histories over two years. These will also be published, and discussions are underway with publishers.

*Spirit of Delhi* The project funded by the Lalit Kala Akademi has enabled more community engagement programmes in the city. The following activities have been undertaken or are underway:

1) Delhi Photo Memory: Exhibition at Rabindra Bhawan, Mandi House, in September and October 2014, followed by an exhibition at AUD in January and February 2015.

2) A collection of narratives and stories on childhood in Delhi is being created in the form of illustrated stories/graphic novels called *Dilli ki Kahaani*, *Bacchon ki Zubaani*. This process is currently underway with students and faculty of SCCE and SDes, with support from external consultants.

3) Hum Sab Nizamuddin: The Neighbourhood Museums programme continued this year with local history documentation, exhibitions and events at Nizamuddin. Community-based research, oral narrative collection and visual history documentation started in October 2014. The resulting neighbourhood exhibition is scheduled to begin from 18 April 2015.

## 2. North East Region

*Documentation of Konyak Community Cultural Resources* After a slow start, the project to house this tangible and intangible collection at a Konyak Heritage Centre in Mon, Nagaland, is being supported by the Anthropological Survey of India. CCK and the North East Forum will play the role of mentors and organise training workshops for collection and documentation, besides supporting data analysis and design of local and wider outreach programmes. In this connection, a mentoring workshop was held at Guwahati in February 2015, with CCK and the faculty of the North East Forum as presenters/mentors.

The first North East Forum research project series, “Material Culture, Creation and Use: Perspectives from Inside the Community,” has led to a peer-reviewed research Publication—*Objects, Identities, Meanings*—that is currently at the design and printing stage. A follow-up research series on insider perspectives on transformations in material culture as a result of wider socio-cultural changes is being planned by the North East Forum.

### 3. Repository and Digital Archiving programmes

The Ambedkar University Digital Archive (AUDA) is being designed as the collection of various digital archives that are being created at the University. The present collection includes the following:

*AUD Institutional Memory Project* This AUD-funded project is engaged in (a) developing intra-University capacity for continuous documentation of events and activities, and (b) creating an online archive of collected data (through texts and AV recordings of events and interviews), mostly open access and some with restricted access.

University events are already shared and can be viewed online in a Youtube channel. Texts and interviews will follow in the AUD Digital Archive being built in consultation with technical consultant and IT services. Currently offline, the archive is already showing its usefulness for University constituents.

*The Lotika Varadarajan Ethnological Archive* The contents of this archive contain information on Weaving and Seafaring traditions of various communities across India, and covers a period from 1960 to 2010. Donated by Lotika Varadarajan, a grant was received from the Ministry of Culture in 2013–14. In response to the scope of the work, a follow-up grant has been received in 2014–15 from the Vasant J Sheth Foundation, Mumbai. Digitisation work of the materials for the archive is almost complete, and the process of curation and creation of the online archive is to begin.

*The Social Science Research Archive* CCK is partnering with the School of Liberal Studies (SLS) to create the Social Science Research Archive, with technical support from the AUD Digital Archive. As mentioned earlier, the first two collections of the eminent literary figures, Sajjad Zaheer and Amritlal Nagar, are under consideration. The work is being funded on a case by case basis, with AUD funding the Amritlal Nagar digitisation, with the University of Texas (Austin) showing interest in creating an MoU with AUD to fund the digitisation of Sajjad Zaheer and other future SSRA collections.

*The Delhi Archive of Everyday Life* It comprises photographs and public images obtained from residents of Delhi, which describe everyday life in the city. Much of the content of this has been collected as part of the various Delhi city-based programmes, and individual amateur photographers like Lala Narain Prasad. Currently, the archives comprise about 500 digitised photographic images of the city of Delhi from approximately 1930 to 1980. While the photographs are being exhibited in various ways, like exhibiting in photo galleries at DMRC metro stations, beginning with the ITO metro station, an online archive of these photographs will form part of the AUD Digital Archive.

In order to explore how the above forthcoming public archives can be used to contribute to knowledge creation, CCK is exploring innovative archival uses in academia with different schools and other agencies like the Oxford Museums Group, which includes Oxford City Museum and the Pitt Rivers Museum at University of Oxford, and the University of Texas, Austin library system.

It is hoped that the AUD Online Digital Archive will be publicly visible by summer 2015.

## Presentations

Mathews, A, Yameen, F, and S Sarkar (2015, January). *Narratives—History, memory and pedagogy in a university setting*. Paper presented at the second annual conference of the Oral History Association of India (OHAI), Mumbai.

Sarkar, S (2014, July). *The city as a creative resource*. Paper presented at the Urban Knowledge Network Asia panel on Creative Communities versus Urban Regeneration at the AAS-in-Asia conference on heritage and transformation at the National University of Singapore.

Sarkar, S (2014, November). *Crossroads for agriculture traditions in India*. Paper presented at the 17<sup>th</sup> Congress (CIMA 17) of the International Association of Agricultural Museums at the Museum of European and Mediterranean Civilizations, Marseilles, France.

Sarkar, S (2014, November). *Decoding material culture—Arriving at the provenance of the 'Tapis moghol'*. Paper presented on kalamkari textile at the Safarnama exhibition.



## Events and Activities

CCK conducted University workshops for students of different schools on pre-field initiation including field work practices and audio visual documentation.

A number of students, have been trained in digitisation and documentation and metadata-annotating tasks that assist in the creation of the Institutional Memory and the Ethnographic Archive.

Jain, Sameera screened student films on spaces in Delhi (November 2014).

Lange, Diana made a presentation on Tibetan Cultural Heritage (August 2014).

Manian, Ranjani made a presentation on cultural entrepreneur (May 2014).

Ned Bertz, Lotika Varadarajan and Vijaya Varma gave talks at the Cartographic exhibition at AUD (April 2014).

Sarkar, Surajit and Anoushka Mathews conducted a Special Interest Course on Audio Visual Methods in Field Work, called Digital storytelling from the field (VI Semester Elective of SUS). It was developed in collaboration with eminent oral historian, Professor Suroopa Mukherjee of Hindu College, Delhi University.

Sutherland, Patrick presented the photographic narratives from Spiti since 1993 (December 2014).

International Conference on Cross Cultural Knowledge Exchange in Antiquity, organised by CCK in collaboration with the National Museum, Indian National Science Academy (INSA), ICHR and ICCR. A parallel photo exhibition of images from Kashmir to Khotan along the Silk Road was held at multiple venues (5–7 January 2015).

An international society for the study of knowledge exchange in antiquity, with biannual conference in participating countries is being planned.

Mathews, Anoushka and Surajit Sarkar conducted a day-long workshop on the process of collection and documentation of intangible cultural material at the INTACH ICH Documentation Workshop at Madurai (February 2015).

A discussion is underway with IIAS, Leiden, on the possibility of having an international workshop/round table on “Building City Museums” in Asia in 2016.

Discussions are underway with the ICAR to develop a research project that will review the present status of traditional knowledge application in agriculture initially through a literature survey of ICAR and other institutions. INTACH has initiated discussion on an exhibition on traditional practices in agriculture—present status and possibilities in food security, proposed for 2015–16.

## CENTRE FOR DEVELOPMENT PRACTICE (CDP)

CDP is envisioned as a site for research, documentation, capacity-building and reflection on the part of development sector agents in this country. The Center also runs the MPhil programme in Development Practice (co-hosted by AUD and PRADAN, a reputed development sector agent, through an examination of the unexamined “underdevelopment of the rural” and the equally unexamined “royal roads to development”, and through the setting up of a relationship with the rural communities through ten-month long immersion-based-learning in rural contexts, wishes to create a cohort of Development Sector professionals who would have the capacity to initiate transformative social action in rural India.

### MPhil Development Practice

In the year 2014–15, 21 seats (9 male students and 12 female students) were filled up and 4 seats in the reserved category could not be filled. The Centre has also initiated a mid-term review of the MPhil program in Development Practice. The review process has been undertaken to give a realistic sense about the sustainability of the program, and to gauge the extent to which the program is fulfilling its objectives.

## Placement

In 2014–15, the first cohort (i.e., the 2012–13 batch) of MPhil Development Practice students graduated. The placement of these students in the Developmental Sector was an important achievement of the Centre for Development Practice and reached out to Developmental Sector organisations/institutions. The Centre also kept in mind that they get an opportunity to work at the grassroots, with the community. In total, 43 offers were made to the MPhil students by various organisations and out of 21 students, 15 joined the developmental sector.

## Collaborations

The Centre is also building linkages and collaborations with different institutions, to enrich and build the discipline of Development Practice with a global identity and has hence initiated a project, “Advancing Mutual Understanding and Cooperation for Rural Development: Virtual Center that brings together farmers, development practitioners, physical scientists and social scientists from Australia and India” in partnership with Charles Sturt University, Wagga, University of Western Sydney, PRADAN, IIT-Delhi.

## Research Projects

“Caste and class: Need for a theoretical and empirical re-examination.” Sponsored by ICSSR (Rs. 25 lakhs). This study would perhaps be the first of its kind in the country where surplus labour focused understandings and nosologies of class would be brought to dialogue with the question of extant caste nosologies and caste hierarchies (one could call it the ‘archaeology of caste’). It would involve intersection of economic theories, cultural studies, political philosophy and psychoanalysis.

## Events and Activities

The Summer School (four 7-day courses) for Development Sector Practitioners was conducted and 19 development professionals participated.

Basu, Pranab Kanti, Professor of Economics and Politics, Visva-Bharathi, Shantiniketan gave a lecture on *Globalisation: An anti text—a local view*.

Choudhury, Soumyabrata gave a lecture on *Beyond protective discoloration: Ambedkar on conversion* (November 2014).

Choudhury, Soumyabrata gave a lecture on *Ambedkar's words: Elements of a sentence-to-come* (November 2014).

Mander, Harsh delivered a lecture on *Engaging with unequal India* at Rohini Ghadiok Memorial Oration (April 2014).

Manickam, Nadarajah delivered a lecture on *Meditations on culture, cosmology and sustainability in Asia* (October 2014).

## CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

CECED is envisaged as an institution that brings together research, policy and practice in the area of Early Childhood Education and Development (ECED) within a coherent and holistic conceptual frame. CECED's vision is to promote systemic understanding of developmentally and contextually appropriate and inclusive ECED with a focus on early learning. The Centre's mission is to contribute to the national goals of social justice and equity by advocating and promoting every child's right to a strong foundation for life through ECED. The Centre aims towards evidence-based quality promotion in ECED through research, capacity building and advocacy.

Since 2009, CECED has actively procured funding from several national and international agencies for its projects related to research and evaluation; quality promotion and capacity building; and advocacy and networking in the area of ECED. Among its several research projects which have been initiated and completed, its flagship research is the ongoing longitudinal study, which has explored the impact of quality of early childhood education on school

readiness in children. At the Centre, capacity building has included providing technical support to states and the launching of an MA in Early Childhood Care and Education (ECCE) in collaboration with School of Education Studies. The Centre's Web portal, ECED Policy Brief Series, seminars and conferences serve as a medium for evidence-based advocacy.

## RESEARCH AND EVALUATION

### The Indian Early Childhood Education Impact (IECEI) Study

It is a longitudinal research initiated in 2010 in three states—Rajasthan, Telengana (erstwhile Andhra Pradesh) and Assam—which is studying the immediate and medium-term impact of Early Childhood Education on school readiness levels and subsequently on children's participation and performance in school. The study completed the preschool phase in the previous year and has now advanced in 2014 to the second phase of the research. The study is tracking a cohort of 2323 young children who at the beginning of the research were between the ages of 3½ to 4½ and are currently in the age range of 6½ to 7½ years. The study is being conducted collaboratively by CECED, Ambedkar University Delhi, and ASER Center, India, with state partners, Andhra Mahila Sabha and NIPCCD, Guwahati. This is a landmark study and the first of its kind in the South Asian region on such a large scale. Its findings therefore, will have significant implications for policy implementation and curriculum development in India in ECCE. The Study will continue till 2016 following the cohort of children into the primary grades to assess medium-term impact. It has been funded by UNICEF, Children's Investment Fund Foundation, the World Bank, Bernard van Leer Foundation, CARE India, SERP, Ministry of Human Resource Development, and UNESCO.

### NIH Study on Early Childhood Development for the Poor: Impacting at Scale

CECED has been providing technical assistance to Yale University for this study being conducted in the state of Orissa. The research is designed to document how early stimulation offered through different modalities (individual support

to caregivers and group support to caregivers) can affect child development outcomes. This is a large-scale intervention using randomised trial control. CECED has adapted the Individual Infant stimulation package from the original Jamaican curriculum developed by Dr. Sally McGregor Grantham. This maintains a key focus on improving the quality of parent–child interactions. This study has been envisioned in two phases. A pilot study was conducted on 200 children in Cuttack. The main research study, a two-year intervention for 2000 children in three rural districts of Odisha (Balaysore, Bolangir and Salepur) will be launched this year.

### Impact Evaluation of ‘I Love Reading Campaign’ in MCD Schools in Delhi by Katha

CECED was invited to conduct an impact evaluation of ‘I Love Reading Campaign’ (ILR) in Primary Schools of Municipal Corporation of Delhi (MCD) run by Katha. Katha began its ILR campaign in 2008 to transform MCD schools into a fun and interactive learning place for children and improve reading and numeracy skills among students from classes 1–5. The evaluation was conducted in two parts. In the first part (baseline), the objective was to assess the achievement levels of students in Hindi and Maths and analyse the influence of classroom quality on them. A total of 800 students of class 2 and 4 in 40 schools were assessed. In the second part, the objective was to assess students’ attitudes towards reading, access to books, activities they do in the *Katha* intervention class and the regular class and lastly, the preparation and perception of the *Katha* and the MCD educators. The endline for the study will be conducted in 2015.

### Position Paper on Emergent and Early Literacy (Start Early: Read in Time Project)

In India, language and literacy development has emerged as a critical issue, considering the fact that a large number of children are not able to read even after completion of primary grades. Over the last decade, India has made significant strides in enrolment of children in schools. However children’s retention is impacted by the education system’s inability to understand and cater to their needs and potential. In order to address this issue,

CECED in collaboration with CARE India as a part of its “Start Early: Read in Time” project, has formed a Technical Core Group (TCG) consisting of experts with interest in language and literacy. The purpose is to help in crafting an early grade strategy and approaches that can be implemented as a part of the public schooling system. A part of this group is also involved in writing a Position Paper on Early Language and Literacy whose purpose is to enable policy makers and educators (practitioners and academicians) to develop a set of informed actions in the area of language and literacy development in children from ages 3–8, build a shared understanding or perspectives on core principles and articulate implications for teaching practices and professional development, community engagement, policy development and advocacy.

### Developing Early Learning and Development Standards (ELDS) for children from Birth to Eight years

CECED is conducting a project on “Developing Validated Early Learning and Development Standards (ELDS) for children from Birth to Eight years” with support from UNICEF and CARE India. This is being undertaken in the context of the National Policy on ECCE (2013) and its emphasis on upgradation and standardisation of quality of provisions for young children keeping in mind the National Curriculum Framework.

### Impact Evaluation of the project titled ‘Saving Brains; Changing Mindsets’

CECED is conducting impact evaluation of the project titled “Saving Brains; Changing Mindsets” for Mobile Creches. This study is trying to investigate the impact of the services offered by Mobile Crèches in their day care centres at construction sites for young children and their families and to document the process of scaling up and its effects on the quality of early childhood programs developed by NGOs. The project began in January 2015 and will end in December 2016.

## CAPACITY BUILDING AND QUALITY PROMOTION

### MA Early Childhood Care and Education (ECCE)

The MA Early Childhood Care and Education (ECCE) programme offered in collaboration with SES is the first such postgraduate two-year Masters programme in India. It has been conceptualised in a dual mode with an exit option after first year for students who want to get only a diploma. This programme is being offered in response to the demand for ECE professionals in the government and private sectors and also with international agencies. This programme has been funded by Sir Ratan Tata Trust.

### Feasibility Assessment for Developing Strategies for the Implementation of National Policy for Early Childhood Care and Development

CECED and UNICEF India have jointly initiated a feasibility assessment for development of a strategic plan for implementation of the National Early Childhood Care Education Policy in two states namely Rajasthan and Maharashtra. The project began in December 2014 and will continue till 2016.

### Technical Assistance to West Bengal for Early Childhood Care and Education

Since 2010, CECED has been working in partnership with UNICEF, West Bengal, in providing technical assistance on ECE to the Department of Women and Child Development and Social Welfare to build capacity of key stakeholders in ECE and to incorporate learnings from research studies into policy and practice. This process has involved (a) formation of a State Level Core Committee on ECE with CECED as its member (b) review of curriculum and gap analysis in the context of the National Curriculum Framework and (c) focus on curriculum design, design of Anganwadi Worker's handbook and development of an implementation strategy. This project is being funded by UNICEF, West Bengal. In order to sustain and share the learnings from West Bengal project and subsequently from other projects, CECED has introduced



a web page for Trainers in Early Scope web portal which is an ECCE Portal (<http://eceptportal.in>).

## ADVOCACY AND NETWORKING

CECED has been conducting research activities in partnership with other organisations in order to create a momentum for developmentally appropriate child care and early learning.

Apart from organising lectures and events, the CECED Clearing House also serves as a vehicle for dissemination of current research from the Centre and around the world with the help of its *Web Portal* (<http://eceptportal.in>). CECED has also been consistently updating the content on its website ([www.ceced.net](http://www.ceced.net)) related to its research and advocacy outputs, capacity building initiatives and news/events happening from time to time. Lastly, CECED has built its presence in the social media. Followers get regular updates about latest CECED publications, quarterly events, and national and international conferences.

## Honours/Achievements

Venita Kaul, member of the Global Forum for Investing in the Young Child constituted by the Institute of Medicine, National Institute of Health, Washington DC, Steering Committee of Asian Region Network for Early Childhood (ARNEC) and Member of General Council in State ECCE Council of Tamil Nadu.

CECED was invited by South Delhi Municipal Corporation (SDMC) to conduct training for their nursery teachers. 36 teachers participated in the training programme which was carried out between 23 and 27 March 2015.

## Presentations

Bhargarh, A (2014, July). *Quality variations in ECE provisions and its impact on school readiness levels glimpses from three states in India*. Poster presented at the symposium “International Efforts for Early Childhood” in the Head Start’s 12<sup>th</sup> National Research Conference on Early Childhood (HSRC12) at the Grand Hyatt Washington in Washington, DC.

——. (2014, August). *Does quality of ECE matter*. Poster presented in the conference Investing in Young Children Globally at the Board on Children, Youth, and Families of the Institute of Medicine (IOM) and National Research Council (NRC) of the US National Academy of Sciences, in collaboration with CECED New Delhi.

——. (2014, September). *Early childhood education quality assessment scale (ECEQAS) tool*. Paper presented at ISSA (International Step by Step Association), with UNICEF and UNESCO serving as co-hosts, and funded by Bernard van Leer Foundation.

Sharma, S (2014, September). *Readiness for school: Impact of ECE quality*. Paper presented at E & LD and the Reform Support Unit (RSU) Government of Sindh in collaboration with Idara-e-Taleem-o-Aagahi (ITA) in Karachi, Pakistan.

Singh, S (2014, December). *Developmentally Appropriate Practices for Early Childhood Curriculum*. Workshop for DPS Dwarka teachers (20 December 2014).

## Collaborations

In the current academic year, the Centre has collaborated with the following institutions.

1. Agha Khan Foundation (AKF), New Delhi
2. CARE India Solutions for Sustainable Development (CISSD), New Delhi
3. Children's Investment Fund Foundation (CIFF), London
4. Ministry of Human Resource Development (MHRD), New Delhi
5. Mobile Crèches, New Delhi
6. Sir Ratan Tata Trust (SRTT), Mumbai
7. The World Bank, New Delhi
8. United Nations International Children's Emergency Fund (UNICEF), New Delhi
9. Andhra Mahila Sabha (AMS), Hyderabad
10. ASER Centre, New Delhi

11. Yale University, New Haven, Connecticut, US
12. IOM International Conference, Washington DC
13. Regional Center: National institute of Public Co-operation and Child Development (NIPCCD), Guwahati
14. Katha, New Delhi

## Research Projects

1. Impact evaluation of I love reading in MCD schools in Delhi.
2. Early Childhood Development for the poor—Impact at scale—NIH Study in Odisha
3. Saving Brains; Changing Mindsets in Delhi.
4. Indian Early Childhood Education Impact Study(IECEI)—Longitudinal Research Study in Rajasthan, Assam and Telengana.
5. Comprehensive National Nutrition Survey, in Delhi.
6. Evaluation of project on “Read for Children ”in Bhariach, UP.
7. System approach for better education Results (SABER) in Early Childhood Development (ECE) in 13 States.
8. Case Studies of good practices in ECCE in 8 States.
9. Developing and launching of Academic Programmes on ECCE—Master’s Programme in ECCE.
10. Start Early: Read in time project.
11. Feasibility Assessment for Rolling out Policy in Early Childhood Care and Education—Rajasthan and Maharashtra.
12. Development of Early Learning and Development Standards for children.
13. Technical assistance by CECED to UNICEF, West Bengal.
14. Education for All Global Monitoring Report: India Case study prepared by CECED.
15. Film on School Readiness.

## Events and Activities

A contest on Google Plus Hangout was organised for young parents to join together and share their experiences of good parenting (7 October 2014).

A Live Media Campaign was organised from 13 July 2014 to 12 October 2014. Around 700 screens were used to stream First Year First (FYF) clips in places where parents and children visit frequently, such as restaurants and hospital waiting rooms. The objective was to evaluate the impact of 'Captive Audience Network' in communicating messages regarding good parenting practices.

Joan Lombardi delivered a lecture on "Early childhood 2014: Current trends and moving forward" (August 2014).

A workshop was organized by CECED for developing the framework of Early Learning and Development Standards (21–22 October 2014).

On the occasion of completion of five years of CECED, the team celebrated its fifth anniversary and had a two day retreat at Aamod Resort, Manesar (4–5 November 2014).

CECED participated and displayed its publications in the New Delhi World Book Fair 2015 (14–22 February 2015).

A Campus Photography Contest was organised from 3 to 11 February 2015, on the theme "Childhood through the LENS: Diverse Settings."

A panel discussion on "Reservation for economically weaker section in RTE: Socio-emotional challenges and mitigating measures" was organised at the India International Centre (26 February 2015).

## CENTRE OF PSYCHOTHERAPY AND CLINICAL RESEARCH (CPCR)

CPCR came into formal existence in July 2013. The Centre is founded on a psychoanalytic clinical orientation which believes in the unconscious, in an experiential lens, a value for caring relationships and an ethic of cultivating compassion. The aims and objectives of CPCR are to develop and provide quality psychological services with a low fee ethic as well as rethink psychotherapeutic practice in the Indian context and to train psychoanalytic and socially sensitive psychotherapists, through an intensive MPhil Programme in Psychotherapy and Clinical Thinking.

CPCR has initiated a project to engage with the psycho-social and emotional life of certain marginalised communities (Safai karamcharis and Class IV employees) within the University. The objective is to provide them a platform to voice their inner experiences and feelings, to document these narratives and to cull out relevant themes for research purposes.

### *Ehsaas*—Psychotherapy and Counselling Clinic

*Ehsaas*—Psychotherapy and Counseling Clinic was set up in 2011 by the SHS. In 2013, the Centre of Psychotherapy and Clinical Research (CPCR) came into existence. Along with a sliding fee structure, *Ehsaas* provides minimal-fee and free counseling and psychotherapy to cater to a variety of socio-economic realities of people. *Ehsaas* comprises Adult, Adolescent, Child and Family Clinics.

In the near future, *Ehsaas* hopes to provide psycho-diagnostic and psychological testing services. It is proposed to have an in-house psychiatrist along with a referral service. *Ehsaas* has received more than 300 persons in states of emotional distress. *Ehsaas* has also worked with children with issues at home such as feeling unloved, unwanted and lonely. Children have also come with issues related to adjustment in the classroom, difficulty in academic work and relational problems with peers and teachers.

The *Ehsaas* team works with a variety of therapeutic models: long-term psychoanalytic psychotherapy, crisis intervention, brief psychodynamic psychotherapy and sessions on demand for patients from remote locations in the city of Delhi or neighbouring areas, who do not have access to psychotherapy on a weekly basis.

*Ehsaas* has developed links with institutions such as the Indian Psychoanalytic Society, Lady Harding Medical College, Tulasi Foundation, the Psychoanalytic Unit of the Mental Health and Behavioral Sciences Department (Fortis), the

National Institute of Public Cooperation and Child Development (NIPCCD), the Centre for Equity Studies, Aman Biradari, the Society for Multiple Sclerosis, the Delhi United Christian School and the Udayan Care Foundation among others. The students of MPhil in Psychotherapy and Clinical Thinking obtain training in patient care and work alongside psychiatrists, psychologists, social workers and child-care specialists at these sites.

## Achievements/Honours/Awards

Paivam Nupur Dhingra was awarded the Sudhir Kakar Prize for her paper, “Keeping Father in Mind,” presented at the Second Annual Sudhir Kakar Conference (2015)—The Paternal in Culture and Psychoanalysis, organised by Fortis Hospital, Gurgaon.

Haq, Shifa received the Best Paper award at the 24th Annual Convention of the National Academy of Psychology (NAOP), India.

## Presentations

Haq, S (2014). *Mourning the ‘disappeared’ in Kashmir—Surviving trauma through the dialectics between loss and absence*. Paper presented at the 24<sup>th</sup> Annual Convention of the National Academy of Psychology (NAOP), NITTR, Bhopal, India.

——. (2014). *Representing absence—Survivor art in Kashmir through works of Masood Husain*. Paper presented in the Indian Art History Congress, National Museum Institute.

——. (2015). *Sita through the time warp—Revising the ticklish relation between renunciation and moral narcissism in the lives of Indian women*.

Masih, S (2015). *The Seriously Mad and Strangely Divine in Shamans and Seekers—Reflections on Psychotherapy and Exorcism*.

Roy, A (2015). *Illustrating shades of the negative identity in intimate Hindu-Muslim relationships through the works of Sudhir Kakar and Erik Erikson*.

The three papers listed above were Presented in the Symposium, “Hisses, Misses and Lonelier Tones—Musings on Indian Womanhood through Kakar’s

Work” at Seminar on “Culture and Psyche: Sudhir Kakar’s Contributions to Indian Cultural Psychology and Psychoanalysis,” organised by Department of Psychology, Christ University, Bengaluru.

Singh, R (2015). *The journey from School to the University: Some reflections on the work in a University clinic*. Paper presented at the 4<sup>th</sup> European Conference on Child and Adolescent Mental Health in Educational Settings, Lausanne, Switzerland.

## Events and Activities

First Sigmund Freud Memorial Lecture—“Freud—A Relational Guru” by Professor Ashok Nagpal (May 2014).

Gurmeet Kanwal, Interpersonal Psychoanalyst, William Alanson White Institute, New York conducted *Clinical Workshops and Supervision—Interpersonal Analysis* (August 2014).

Talk and Discussion—“Couples Therapy” by Dr. Bari Kanwal (August 2014).

Clinical Workshops with Professor Sudhir Kakar for psychoanalytic psychotherapists (September 2014).

First Indo-German Clinical Conference (Collaboration between CPR, AUD & the Association for Psychoanalysis and Psychotherapy, Berlin) (October 2014).

Film Analysis of *Chokher Bali* By Dr Jhuma Basak (January 2015).

Talk on *Psychic Pain, Bilingualism and Poetry* by Dr Salman Akhtar, (2015, January).

Film screening and discussion on the life and thoughts of Wilfred Bion: *A Memoir of the Future* by Kumar Shahani, Meg Harris Williams and Salman Akhtar (January 2015).

Clinical Workshop and Supervision by Professor Sudhir Kakar for psychoanalytic therapists from Delhi and Iran (February 2015).

Film Analysis of *The Namesake* by Dr Diamond Alidina (February 2015).

Second Annual Psychoanalytical Conference, “Paternal in Psychoanalysis” was organised by Fortis Hospital and CPR (February 2015).

“Awaaz”—World Mental Health Day celebrated by CPR and SHS (October 2014).

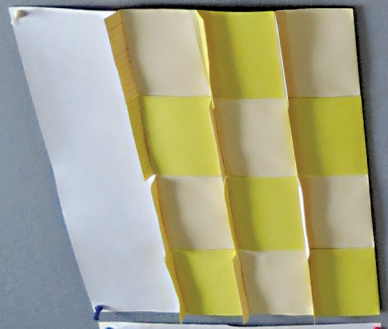
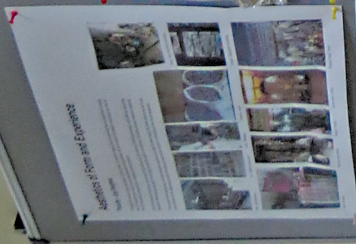
## CENTRE FOR PUBLISHING (CfP)

The establishment of CfP has been part of AUD's initial planning goals. In the process of exploring possibilities, seeking ideas and opinions there have been several informal consultative meetings within AUD and formal consultative meetings in which professionals from the field of publishing participated. A study was commissioned by an experienced professional to assess and advise the need and potential for establishing a Centre for Publishing at AUD in 2012. CfP was activated in AUD in 2013 with the two-fold objective, (i) to engage in publishing activities and (ii) to offer academic programmes in publishing.

CfP hopes to engage in the planned acquisition and dissemination of scholarly and creative information and knowledge delivered by the best, while adhering to the best practices and ethical values. This would facilitate and assist AUD in publishing academic literature including occasional papers, conference proceedings, monographs, edited volumes, course readings and reference books. As a first step, an Editorial Committee has been set up within AUD with members of the teaching faculty and Mr C. Sajeesh Kumar, CfP, as its member secretary.

Looking at the need for developing professionals for the publishing industry, AUD in collaboration with the National Book Trust (NBT) launched a one-year Postgraduate Diploma in Publishing in 2013, aimed to train well-rounded professionals who aspire to make a career in publishing. Apart from imparting inputs in the core areas of publishing, the PGDP also introduces students to issues relating to the management of publishing as an enterprise, legal and ethical issues, etc. Given the objective of imparting managerial and administrative aspects and viewing publishing as an enterprise, the programme has been located in SBPPSE. CfP also plans to offer short-duration training and development programmes to update the knowledge and skills of working publishing professionals.







## INTERNATIONAL ASSOCIATIONS/ PARTNERSHIPS

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International Partnerships and the Public Relations Division manages existing academic collaborations with foreign institutions, develops new proposals, provides administrative facilitation for visiting international academics, convenes meetings with relevant faculty, provides assistance to foreign students/faculty with FRRO registration and Exit Permits prior to departure besides convening periodic meeting of the Advisory Committee on International Partnerships (ACIP). It also oversees follow-up actions recommended by the Committee.

In addition, exploring funding opportunities for students and faculty to pursue their academic interests and posting relevant information onto the AUD website, vetting sponsored research projects, creating visibility of AUD's programmes and activities by sending reports to the media before and after major events, serving as the Media Office, facilitating interaction of AUD faculty with the Media for press coverage of various programmes as well as serving as the convenor of Website Taskforce convening meetings and managing content of the AUD website are some of the other duties of this Division.

### MoUs signed with International organisations/associations

*Member of Urban Knowledge Network Asia (UKNA) Consortium* Inter-university collaborative exchange: sharing of research through short-term faculty exchanges among member institutions.

*San Francisco State University* Collaboration on research projects of mutual interest; sharing of expertise on curricula and pedagogy; organizing symposia, seminars, conferences for joint projects; mutual exchange of resources to further joint collaborative projects; exchange of undergraduate and graduate students; exchange of faculty; development of joint education programmes.

*The American India Foundation Trust* Enhance educational processes for faculty to develop courses, teach and conduct research and UHM SAC to offer University-based Study Abroad Partnership Program with AUD.

*University of Northampton (UK)* To promote academic exchanges and faculty collaboration in teaching/research; student exchanges; design and implementation of academic programmes.

*Bank Street College of Education (USA)* Collaboration on research projects of mutual interest and benefit; sharing of expertise on curricula and pedagogy, organising symposia, seminars, conferences, and joint projects; mutual exchange of resource for joint collaborative projects; exchange of students and faculty, development of joint educational programmes.

*Erasmus University Rotterdam (The Netherlands)* Foster academic and educational cooperation by dual-degree programs (AUD -- ISS Master's Program and Special Certificate course); exchange of Faculty and/or research fellows.

*Norwegian Institute of International Affairs (NUPI)* Implementation of the project, "The State, Globalization and Industrial Development in India: The Political Economy of Regulation and Deregulation."

*Yale University* "Early Childhood Development for the Poor: Impacting at Scale (NIH Study)" 1) To Investigate alternative service provision modes, their scalability and effectiveness relative to previous smaller-scale interventions; 2) To identify mechanisms that determine impact of ECD interventions on child development.

*Royal College of Art* Evolving Best Practices for postgraduate teaching and learning about Design, Culture and Society: Developing curriculum, pedagogy and teaching materials through collaborative, cross-cultural partnership.

*European Union (King's College London; University of Bologna)* Enhancing quality, access and governance of undergraduate education in India (E-QUAL).

*British Academy* British Academy International Partnership and Mobility Scheme 2014–2017.

## Meetings with Foreign Delegations

*Yunnan University* Professor Xiao Xian, Mr Andy Wang & others (25 April 2014).

*American Embassy* Ms Katherine A Caro, Cultural Attaché for Education and Exchanges at American Embassy, New Delhi (14 July 2014).

*Indiana University* Professors Michael McRobbie, David Zaret, Shawn Reynolds and Michael S Dodson (31 October 2014).

*Government of Burundi* Emmanuel Tungamwese, Steve de Cliff, Ida Musoda, Florida Tuyishemeze, Emery Landry (12 November 2014).

*University of Virginia (UVA)* Dr Jeffrey Legro, Vice Provost for Global Affairs (14 November 2014).

*Indiana University Munirpallam* Venkataramanan, Professors Martin McCrory and Michael S. Dodson (11 December 2014).

*Seneca College, Toronto Canada* Professor David Agnew, President (7 January 2015).

*University of Edinburgh* Professors Charlie Jeffery, Roger Jeffery and Ms Amrita Sadarangani (26 February 2015).

*Vlirous University* Vlirous University Development Cooperation of Inter-University Council of Belgium responsible for management of funds allocated for university cooperation for development by the Belgian Development Cooperation. Christophe Goossens, VLIR-UOS Programme Officer South and Desk Officer for India, Mr Neil Butcher, International Higher Education expert and Mohan Das Consultant VLIR OUS, Belgium (20 March 2015).



## PUBLICATIONS

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### School of Business, Public Policy and Social Entrepreneurship

Aggarwal, S, **A Gupta**, K Govindan, PC Jha and I Meidute, (2014). Effect of repeat purchase and dynamic market size on diffusion of an innovative technological consumer product in a segmented market. *Technological and Economic Development of Economy*, 20(1), 97–115.

Aggarwal S, **A Kaul**, A Gupta and PC Jha (2014). Multi Period Advertising Media Selection in a Segmented Market, *Advances in Intelligent Systems and Computing series*, Bansal JC, Singh P, Deep K, M Pant and AK Nagar (Eds.), Proceedings of the Third International Conference on Soft Computing for Problem Solving (SocProS 2013), Springer India, December 26–28, 259:905–928

**Dave, K**, G Atwal, and D Bryson (2014). The luxury landscape in India: Consequences for the wine Sector. In *Luxury Brands in Emerging Markets* (p. 85). *Palgrave*.

**Dave, K**, and G Dhamija (2014). Miraaya: The trendy women's wear brand. *Emerging Markets Case Studies*, 4(3), 1–17 Emerald.

Gaiha R, R Jha, V Kulkarni and **N Kaicker** (2015). Diets, Nutrition and Poverty in India. In Herring R. (ed), *Oxford Handbook of Food, Politics and Society*, Oxford University Press, New York.

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# STUDENTS OF THE UNIVERSITY

Programme-wise distribution of students as on 30.09.2014

Programme	Total no. of Students	Female	Male	SC	ST	OBC	PD	Defence/ CWAP	Foreign Student	General
<b>School of Undergraduate Studies</b>										
BA Economics	105	38	67	09	01	17	-	-	01	77
BA English	114	80	34	15	05	20	-	-	01	73
BA History	93	30	63	16	02	17	01	-	-	57
BA Mathematics	69	23	46	04	-	08	-	-	-	57
BA Psychology	90	48	42	11	03	11	01	-	-	64
BA Social Sciences & Humanities	94	44	50	09	-	14	01	-	05	65
BA Sociology	85	41	44	11	02	16	-	-	-	56
<b>Total (BA)</b>	<b>650</b>	<b>304</b>	<b>346</b>	<b>75</b>	<b>13</b>	<b>103</b>	<b>03</b>	<b>-</b>	<b>07</b>	<b>449</b>
<b>School of Business, Public Policy and Social Entrepreneurship</b>										
Masters' in Business Administration	74	41	33	15	02	19	01	-	-	37
MA in Social Entrepreneurship	04	03	01	-	-	-	01	-	-	03
PG Diploma Publishing	04	03	01	-	-	-	-	-	-	04
<b>School of Culture and Creative Expressions</b>										
MA Film Studies	20	07	13	03	-	06	-	-	-	11
MA Literary Art	14	10	04	01	01	-	-	-	-	12
MA Performance Studies	21	10	11	01	-	01	-	-	-	19
MA Visual Art	18	11	07	01	-	-	-	-	-	17
<b>School of Design</b>										
MA Social Design	22	20	02	-	02	01	-	-	-	19
<b>School of Development Studies</b>										
MA Development Studies	92	63	29	07	10	19	-	-	-	56

**School of Education**

MA Education	45	40	05	06	06	03	-	-	-	30
MA in Early Childhood	21	20	01	-	02	-	-	-	-	19
PG Diploma in Early Childhood Care & Education	01	01	00	-	-	-	-	-	-	01

**School of Human Ecology**

MA Environment & Development	59	43	16	06	08	11	-	-	-	34
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**School of Human Studies**

MA Gender Studies	61	60	01	01	07	05	-	-	-	48
MA Psychology	90	80	10	05	10	12	-	-	01	62

**School of Liberal Studies**

MA Economics	74	46	28	09	04	20	-	-	-	41
MA English	88	69	19	11	09	24	-	-	-	44
MA History	80	55	25	05	16	06	-	-	-	53
MA Sociology	97	81	16	05	24	11	01	-	-	56
<b>Total (MA)</b>	<b>885</b>	<b>663</b>	<b>222</b>	<b>76</b>	<b>101</b>	<b>138</b>	<b>03</b>		<b>01</b>	<b>566</b>

**MPhil**

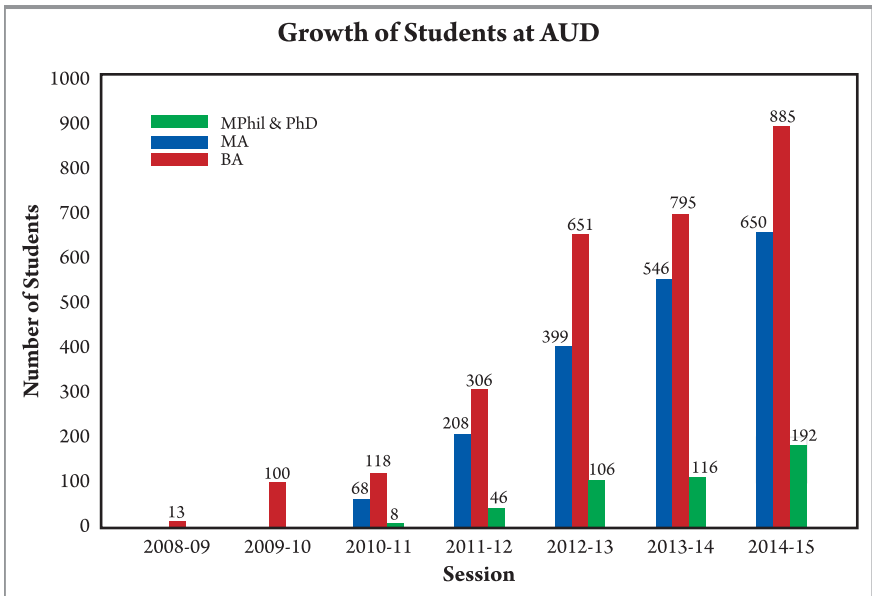
Development Practice	60	34	26	06	09	04	-	-	01	40
Hindi	08	04	04	02	-	01	-	-	-	05
History	20	11	09	02	01	03	-	-	-	14
Psychotherapy & Clinical Thinking	11	09	02	01	-	-	-	-	-	10
Women's & Gender Studies	36	34	02	04	04	06	-	-	-	22
<b>Total ( MPhil)</b>	<b>135</b>	<b>92</b>	<b>43</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>-</b>	<b>-</b>	<b>01</b>	<b>91</b>

**PhD**

Development Studies	09	04	05	02	01	01	-	-	-	05
Environment & Development	08	03	05	01	-	-	-	-	-	07
Film Studies	02	01	01	-	-	-	-	-	-	02
Hindi	12	08	04	03	-	02	-	-	-	07
History	05	03	02	-	-	-	-	-	-	05
Literary Art	02	01	01	01	-	-	-	-	-	01
Psychology	13	09	04	02	01	02	-	-	-	08
Visual Art	03	01	02	-	-	01	-	-	-	02
Women & Gender Studies	03	02	01	-	-	01	-	-	-	02
<b>Total (PhD)</b>	<b>57</b>	<b>32</b>	<b>25</b>	<b>09</b>	<b>02</b>	<b>07</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>39</b>

**Total Number of Students as on 30.09.2014**

Programme	Total no. of Students	Female	Male	SC	ST	OBC	PD	Defence/ CWAP	Foreign Student	General
BA	650	304	346	75	13	103	03	-	07	449
MA	885	663	222	76	101	138	03	-	01	566
MPhil	135	92	43	15	14	14	-	-	01	91
PhD	57	32	25	09	02	07	-	-	-	39
<b>Grand Total</b>	<b>1727</b>	<b>1091</b>	<b>636</b>	<b>175</b>	<b>130</b>	<b>262</b>	<b>06</b>	<b>-</b>	<b>09</b>	<b>1145</b>









# ASSETS OF THE UNIVERSITY

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## LIBRARY

The AUD has a modern and well-equipped library. It is the hub of all academic activities of the University. The reading halls and stack area are air-conditioned. Most of the operations of the library have been computerised and the rest of the operations are in the process of computerisation. The library remains open from 8.00 AM to 8.00 PM throughout the year except on the three national holidays.

The Library Committee consists of 23 members from different disciplines. Professor Geetha Venkataraman is the Chairperson of the committee. Two assistant librarians have been selected against regular posts for the AUD Library.

## Readers' Services

Approximately 1900 students, faculty members, scholars and university staff used the library facilities during the year. The total footfall in the library is 43,080 and 15,098 titles are issued this year.

## Resource Sharing

The AUD library is a member of the Developing Library Network (DELNET), Information and Library Network Centre (INFLIBNET). The library also provides inter-library loan services to the members.

## Library Resources

The library acquired 5175 books during the year. The total library collection was at 32,922 volumes in which 3582 were gifted books at the end of the year under report. The total expenditure of the library was Rs. 28,295,014 in which

expenditure on books procurement was Rs. 15,686,814 while Rs.12,741,837 was spent on subscription and renewal of print and online journals.

The AUD library has renewed the subscription of 23 databases of leading publishers (more than 20,000 journals) including five free databases from the UGC InfoNet Digital Library Consortium and 72 print journals (43 new and 29 renewed) along with 55 online individual titles (16 renewed and 39 new). It procured 41 e-books. The library is subscribing to nine magazines and leading newspapers in both Hindi and English languages.

## Library Services

The Library is providing the following services:

1. Issue and return, reference service and inter-library loan.
2. Personalised information service, e-mail alerts to faculty members, etc. on new information.
3. Online access to e-resources, downloading of articles, sending attachments to e-articles, etc.
4. OPAC & Web OPAC.
5. Users' orientation programmes.

## Events and Activities

1. Alka Rai participated in a three-week refresher course in Jamia Millia Islamia from 10 February 2015 to 3 March 2015. She enrolled in Jiwaji University Gwalior for a PhD course in Library and Information Science.
2. Debal C Kar attended the 4th Library and Information Professional Summit-2015 (LIPS-2015) on Transforming Dimensions of IPR: Challenges for the New Age Libraries and Chaired the 3<sup>rd</sup> technical session on Internet and Challenges for Intellectual Property Right at National Law University, Delhi, 23-24 January 2015.

3. Dinesh Kumar Kaushik attended a 3-day National Workshop on Library Automation using open source ILMS KOHA organised by the University for Petroleum and Energy Study, Dehradun, 6–8 November 2014.
4. Manju has attended a five day training programme on Design and Development of Digital Libraries using DSpace-Advance organised by NISCAIR, New Delhi, 02–06 February 2015.

## IT SERVICES

The IT Services Division has been the backbone for all IT-related activities of the University. It provides easily accessible and excellent computational facilities to the faculty, staff and students with over 500 high-end computers catering to their academic and research requirements. It is the central computing facility of the University and manages its IT infrastructure and services. Both on-campus internet and off-campus VPN Access are available for faculty and students round the clock. AUD is a part of the NKN system with 1 Gbps connectivity. As a backup, a 20 Mbps connectivity through ERNET India is also in place for uninterrupted internet access in the University.

As part of the plan, 15 new Wi-Fi routers have been installed to cover locations where Wi-Fi connectivity was not accessible earlier. High-speed server and high graphics multimedia computers were also deployed for the Cinematic Art Studio in SCCE, the Apple Lab in SDes and the CCK. Moodle, a learning management system is being implemented to allow powerful, flexible, and engaging online learning experiences.

IT Services Division has supported the following technologies:

1. Directory-based authentication
2. Mail, messaging and collaboration (cloud based for faculty/staff/students)
3. Web content filtering and caching 96 AUD Self-Study Report, 2014 - Volume I Gateway security and anti-spam and endpoint enterprise antivirus

4. Application servers on Linux and Windows
5. Library management services and online web catalogue
6. NAS (Network Attached Storage) for centralised backup for the faculty, schools and the administrative and finance divisions
7. Database services, IP surveillance, backup and data repository, and network security
8. Key management services; and DNS; DHCP and RADIUS protocols
9. Wi-Fi campus on 802.11n with fault tolerance and load balancing
10. Open source Learning Management System (Moodle) and Cloud-based ERP system

Some of the University-wide applications are running on a virtualised, cloud platform.

The new technologies proposed are:

1. Cloud-based services that provide a vast scalable pool of customisable, configurable computing resources to students and staff.
2. Improved bandwidth management to ensure bandwidth availability to respective user groups.
3. Redundant unified threat management device and firewall.
4. Network Access Protection that checks OS legality and patch levels prior to letting endpoint join the network.
5. Improved auditing of object access and internet access.

## Software

The IT lab has access to the software like Mathematica, ARC View, GIS Adobe Master Collection CS6, ATLAS TI, SPSS 20.0 Version, SPSS Amos, Stata, EVIEWS Software, Autodesk License, Microsoft Windows office Suite for Mac, Adobe Creative Suite 6 Master Collection, Adobe Design CS6 and Open source LMS — Moodle.

## PURCHASES

The equipment (of the order of Rs.1,00,000 or more) purchased during the financial year 2014-2015 are listed below:

SNo.	Equipment	Amount
1	IT hardware and networking	4,98,147
2	HP Laserjet pro 500, canon pixma APC back UPS, mini Display adaptor	1,56,900
3	Magic mouse, iac 27' quad core i4-3.4 ghz	3,92,200
4	Sony LED KDL -50W800B	99,800
5	Sony Camroder, Canon Camera only body lens	4,15,185
6	MMPI, Varvena SPM with India norms, visc IV India complete, amplifier, speakers, connectors	3,76,048 1,11,000
7	Cuudeback Attack Ir Camera with Indian with all stand	
8	Sony Camera Battery memory card light kit	10,22,940
9	Hitachiu Multimedia Projector	1,10,813
10	Vibrating Wire Piezometer Cable Digital Read Out Unit	74,771
11	Soil & Water Testing Equipment	2,43,000
12	Beds, Study Chairs and Tables	3,27,020
13	Locker storage cabinets, Office Chair, Soft Board, White Writing Board, Multi Utility Table	5,07,505
14	Furniture for Workshop, Library, Hostel, Clinic, etc.	4,99,126
	<b>Total</b>	<b>48,34,455</b>

## ESTATE DIVISION

### Details of Infrastructure

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Rooms (Administration)	27
Rooms (Faculty)	47
Class room	35
Large class rooms	2
Committee rooms	3
Tutorials	5
Seminar room	1
Pantry	3
Labs	4
Ecology Lab	1
Workshops	4
Studio	2
Student recreation room	1
Canteen	1
Photocopy shop	2
Dispensary	1
Clinic—Ehsaas	5`
Security room	1
Sanitation room	2
Driver room	2
Horticulture room	1
Girls hostel	22 rooms (Beds: 45 )

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### Dispensary

The University dispensary is located in close proximity to the administrative building, classrooms, workshops and hostel. The dispensary is equipped with all basic amenities to provide first-aid and general medical treatment.

## Maintenance

The maintenance of all the physical facilities including the buildings, roads, lawns, electrical equipment, water supply, telephone, generators etc. is carried out by the Estate Division through the Public Works Department (PWD) and various other government and private agencies. The division also manages security, cleaning, sanitation, canteen services, transportation etc. through external agencies.

## Events and Activities

The major events and activities conducted by the estate division are listed below.

- Developed an Android application named Ambedkar University Delhi.
- Launch of monthly circular Sansaadhan.
- Fumigation for mosquito-free campus.
- Tree plantation and cleaning drive (12 August 2014).
- Blood donation camp (14 August 2014).
- Essay writing competition for staff (14 August 2014).
- Gandhi Jayanti celebration (2 October 2014).
- Retreat at Damdama lake (6 September 2014).
- Sardar Patel's birth anniversary (National Unity Day) celebration (31 October 2014).
- Swachhta Abhiyan (25 September 2014–31 October 2014).
- Lecture by Professor Salil Misra during Swachh Bharat Abhiyan (30 October 2014).
- Sanitation drive on Lothian road (12 March 2015) and on Kela Ghat Road (16 March 2015).



## APPENDICES

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### APPENDIX I LIST OF COMMITTEES

#### Task Group

The following Task Group has been set up to formulate the regulations to govern various institutional processes of the University viz, academic regulations, financial regulations, and service regulations.

Professor Chandan Mukherjee	Chairperson
Professor AR Khan, IGNOU	
Shri CR Pillai	
Controller of Finance, AUD	
Professor Kuriakose Mamkoottam	
Registrar, AUD	

#### Task Force for Website (TWF)

Shri Surajit Sarkar, CCK	Chairperson
Shri Benil Biswas, SCCE	Member
Shri Abeer Gupta, SDes	Member
Shri Ashish Roy, SHS	Member
Ms Sunita Tyagi, AR	Member
Shri Deepak Bishla, Jr. System Administrator	Member
Ms. Sarmistha Roy, DR	Convenor

#### Gender Issues Committee

Professor Venita Kaul, SES	Chairperson
Dr Rachna Chaudhary, SHS	



Dr Mamta Karollil, SHS  
 Dr Shubhra Nagalia, SHS  
 Ms Sanju Thomas, SUS/SLS

### Steering Committee for Campus Development

Vice Chancellor	Chairperson
Pro Vice Chancellor	Member
Dean, Planning	Member
Dean, School of Design	Member
Professor CR Babu	Member
Shri Santosh Auluck	Member
Registrar	Member
Controller of Finance	Member
Director (Planning & Administration) Campus Development	Member

### Advisory Committee for Campus Development

Vice Chancellor	Chairperson
Pro Vice Chancellor	Member
Secretary (Higher Education), Government of NCT of Delhi	Member
Dean of any one School (Nominated by Vice Chancellor)	Member
Dean, Planning	Member
Registrar	Member
Controller of Finance	Member
One of the government nominees on the board of management	Member
A former Chief Secretary, GNCTD or a former Secretary to the GoI or equivalent	Member
Professor C R Babu, Distinguished Professor of Environment and Ecology	Member
Shri Ashok Kumar Nigam, Former Vice Chairperson, DDA	Member

Professor K T Ravindran, Former Chairperson, Urban Arts Commission	Member
Shri V Suresh, Former Chairman and Managing Director, HUDCO	Member
Director (Planning & Administration) Campus Development	Member

### Standing Local Purchase Committee

Shri Sat Pal, Assistant Registrar (HR Division)	Member
Shri Harsh Kapoor, Assitant Registrar (SUS/SLS)	Member
Shri Harish Gurnani, Assitant Registrar (Finance)	Member

### Sports Committee

Dr Dharitri Narzary, SUS/SLS	Convenor
Dr Kartik Dave, SBPPSE	Member
Dr Pulak Das, SHE	Member
Dr Anil Persaud, SUS/SLS	Member
Mr Amit Singh, SUS/SLS	Member
Mr Ashish Patidar, Assitant Registrar (Finance)	Member

### Works Advisory Committee

Professor Jatin Bhatt, Registrar (Officiating)	Chairperson
Professor Vijaya S Varma, Director, Campus Development	Special Invitee
Professor Jatin Bhatt, SDes	Special Invitee
Shri Rajan Krishnan, SCCE	Special Invitee
Shri Santosh Auluck, Consultant, Architect	Member
Shri SK Sharma, AE, Electrical, PWD	Member
Shri VK Gupta, AE, Civil, PWD	Member
Shri Yogesh Kumar, JE, Electrical, PWD	Member
Ms UK Dhanya, JE, Civil, PWD	Member

Shri P Mani, Senior Consultant	Member
Shri Yudhistar, JE, Electrical, AUD	Member

### **Equivalence Committee**

Pro Vice Chancellor	Chair
Dean, Student Services	Member
Dean, School of Liberal Studies	Member
Dr Satyaketu Sankrit, Associate Professor, SUS/SLS	Member
Dr Praveen Singh, Assistant Professor, SHE	Member

## APPENDIX II SENIOR OFFICERS OF AUD

No.	Name of Officer	Designation
1	Professor Shyam B Menon	Vice Chancellor
2	Professor Chandan Mukherjee	Pro Vice Chancellor & Controller of Finance (Officiating)
3	Professor Vijaya S Varma	Advisor Planning
4	Professor Jatin Bhatt	Registrar (Officiating)
5	Professor Salil Misra	Dean Academic Services
6	Professor Kuriakose Mamkoottam	Dean Student Services



## APPENDIX III FACULTY OF THE UNIVERSITY

No.	Professor	Subject	School
1	Jatin Bhatt	Design	SDes
2	Venita Kaul	Education	SES
3	Denys P Leighton	History	SUS/SLS
4	Kuriakose Mamkoottam	Management	SBPPSE
5	Salil Misra	History	SLS
6	Chandan Mukherjee	Economics	SUS/SLS
7	Ashok Nagpal	Psychology	SHS
8	Shivaji K Panikkar	Visual Arts	SCCE
9	Honey Oberoi Vahali	Psychology	SHS
10	Geetha Venkataraman	Mathematics	SUS/SLS

No.	Associate Professor	Subject	School
1	Suchitra Balasubrahmanyam	Design	SDes
2	Sumangala Damodaran	Economics	SDS
3	Dhirendra Datt Dangwal	History	SUS/SLS
4	Chirashree Dasgupta	Economics	SUS/SLS
5	Kartik Dave	Management	SBPPSE
6	Anup Kumar Dhar	Psychology	SHS
7	Mohd. Sharique Farooqi	Design	SDes
8	Rachana Johri	Psychology	SHS
9	Asmita Kabra	Economics, E & D*	SHE
10	Sajeesh Kumar	Publishing	CP
11	Subrata Kumar Mandal	Economics	SDS
12	Surajit Mazumdar	Economics	SUS/SLS
13	Gopalji Pradhan	Hindi	SUS/SLS
14	Satyaketu Sankrit	Hindi	SUS/SLS
15	Rukmini Sen	Sociology	SUS/SLS
16	Ghazala Shahabuddin	Ecology	SHE
17	Deepan Sivaraman	Performing Art	SCCE
18	Sanjay Kumar Sharma	History	SUS/SLS
19	Diamond Oberoi Vahali	English	SUS/SLS
20	Milind Wakankar	Literary Art	SCCE

<b>No.</b>	<b>Distinguished Professor</b>	<b>School</b>
1	Babu CR	SHE

<b>No.</b>	<b>Assistant Professor</b>	<b>Subject</b>	<b>School</b>
1	Kanwal Anil	Management	SBPPSE
2	Gunjeet Aurora	English	SUS/SLS
3	Suresh Babu	Ecology	SHE
4	Arindam Banerjee	Economics	SUS/SLS
5	Taposik Banerjee	Economics	SLS
6	Minaketan Behera	Economics	SUS/SLS
7	Jyotirmay Bhattacharya	Economics	SUS/SLS
8	Benil Biswas	Literary Art	SCCE
9	Dharitri Chakravartty	History	SUS/SLS
10	Rachna Chaudhary	Gender Studies	SHS
11	Sayandeb Chowdhury	English	SUS/SLS
12	Bindu K Covilakam	Gender Studies	SHS
13	Pulak Das	Ecology	SHE
14	Bidhan Chandra Dash	Sociology	SUS/SLS
15	Oinam Hemlata Devi	Anthropology, E & D*	SHE
16	Thokchom Bibinaz Devi	Psychology	SHS
17	Ivy Dhar	Political Science	SDS
18	Pranay Goswami	Mathematics	SUS/SLS
19	Abeer Gupta	Design	SDes
20	Anshu Gupta	Management	SBPPSE
21	Manish Jain	Education	SES
22	Shefalee Jain	Visual Art	SCCE
23	Lovitoli Jimo	Gender Studies	SHS
24	Nidhi Kaicker	Management	SBPPSE
25	Gangmumei Kamei	Psychology	SHS
26	Moushumi Kandali	Visual Art	SCCE
27	Aparna Kapadia	History	SUS/SLS
28	Mamatha Karollil	Psychology	SHS
29	Ramneek Khassa	Mathematics	SUS/SLS
30	Tanuja Kothiyal	History	SUS/SLS
31	Rajan Krishnan	Cinematic Art	SCCE

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32	Kranti Kumar	Mathematics	SUS/SLS
33	Venugopal Maddipati	Design	SDes
34	Preeti Mann	Anthropology	SDS
35	Akha Kaihrii Mao	Education	SES
36	Bhoomika Meiling	English	SUS/SLS
37	Shailaja Menon	History	SUS/SLS
38	Urfat Anjem Mir	Sociology	SUS/SLS
39	Wrick Mitra	Psychology	SHS
40	Aruna Kumar Monditoka	Political Science	SDS
41	Usha Mudiganti	English	SUS/SLS
42	Tuheena Mukherjee	Management	SBPPSE
43	Shubhra Nagalia	Gender Studies	SHS
44	Manasi Thapliyal Navani	Education	SES
45	Nandini Nayak	Development Studies	SDS
46	Rohit Negi	Geography, E & D*	SHE
47	Dhiraj Kumar Nite	History	SUS/SLS
48	Debabrata Pal	Economics	SUS/SLS
49	Anshumita Pandey	Psychology	SHS
50	Balchand Prajapati	Mathematics	SUS/SLS
51	Anil Persaud	History	SUS/SLS
52	Vinod R	Psychology	SHS
53	Rinju Rasaily	Sociology	SUS/SLS
54	Santhosh S	Visual Art	SCCE
55	Santosh Kumar Singh	Sociology	SUS/SLS
56	Deepti Sachdev	Psychology	SHS
57	Neetu Sarin	Psychology	SHS
58	Anirban Sengupta	Sociology	SDS
59	Gunjan Sharma	Education	SES
60	Praveen Singh	History, E & D*	SHE
61	Yogesh Snehi	History	SUS/SLS
62	Vikram Singh Thakur	English	SUS/SLS
63	Sanju Thomas	English	SUS/SLS
64	Kancharla Valentina	Management	SBPPSE

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<b>No.</b>	<b>Temporary/ Visiting Faculty</b>	<b>School</b>
1	Imran Amin	SHS
2	Saikat Banerjee	SUS/SLS
3	Debabrata Baral	SUS/SLS
4	Ashish Kumar Das	SUS/SLS
5	Monimalika Day	SES
6	Shalini Grover	SUS/SLS
7	Shifa Haq	SHS
8	Soibam Haripriya	SHS
9	Anuradha Kapur	SCCE
10	Shiv Kumar	SUS/SLS
11	Banojyotsna Lahiri	SUS/SLS
12	Kritika Mathur	SBPPSE
13	Saroj B Malik	SUS/SLS
14	Rachna Mehra	SUS/SLS
15	Ishita Mehrotra	SDS
16	Shad Naved	SHS
17	Nandan Nawn	SUS/SLS
18	Nandini Nayak	SDS
19	Jogi Panghaal	SDes
20	Shantanu De Roy	SUS/SLS
21	Vikramditya Sahai	SHS
22	Saranika Sarkar	SUS/SLS
23	Surajit Sarkar	CCK
24	Amit Singh	SUS/SLS
25	Amit Kr Singh	SUS/SLS
26	Sunita Singh	CECED
27	Ravindran Sriramachandran	SUS/SLS
28	Vineet Thakur	SUS/SLS
29	Samia Vasa	SHS
30	Swati Venkat	SDes
31	Neha Wadhawan	SDS
32	Garima Yadav	SUS/SLS

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\* Environment and Development (E &D)



<b>No.</b>	<b>Academic Fellows</b>	<b>School</b>
1	Aparajita Bhargarh	CECED
2	Kopal Chaube	SHE
3	Monishita Hajra Pande	SUS
4	Juhi Rituparna	SUS
5	Anand Saurabh	SLS
6	Nupur Samuel	SUS



**APPENDIX IV NON-TEACHING STAFF**

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**Vice Chancellor's Office**

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1	Bodapatla Mallesha*	Assistant Registrar
2	Mamta Aswal	Assistant
3	Rudresh Singh Negi	Office Attendant
4	Sandeep	Office Attendant

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**Pro Vice Chancellor's Office**

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5	Sarmistha Roy	Deputy Registrar
6	Sunita Tyagi	Assistant Registrar

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**Registrar's Office**

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7	Neelima Ghildiyal	Assistant (PR)
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**HR Division**

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8	Sat Pal	Assistant Registrar
9	Mahesh Kumar	Assistant
10	Bhupender Singh	Assistant
11	Neeru Sharma	Assistant
12	Tejeshwar Singh	Assistant
13	Sushila Devi	Office Attendant

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**Administration**

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14	Manish Kumar	Deputy Registrar
15	Narendra Mishra	Assistant Registrar
16	MR Kapoor	Consultant
17	Subhash*	Junior Executive
18	Ritika Kattarmal	Assistant
19	Saurabh	Assistant
20	Naveen Kumar	Office Attendant

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**Campus Development Division**


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21	NK Verma	Co-Director (Technical)
22	P Mani	Assistant Registrar
23	K Yudhistar	Junior Engineer
24	Bhupender Singh Chauhan	Assistant

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**Estate Division**


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25	Rajeev Kumar	Assistant Registrar
26	Sita Ram Sharma	Caretaker
27	Yatinder Singh	Caretaker
28	Deepak	Electrician
29	Mewa Lal	Electrician
30	Daya Chand	Garden Supervisor
31	Raj Kumar Maurya	Mali
32	Rizwan	Mali
33	Ranjit Bhuimali	Mali
34	Fida Hussain	Mali
35	Naresh Kumar	Mali

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**Finance Division**


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36	Arun Kumar Ahuja	Deputy Registrar
37	Ashish Patidar	Assistant Registrar
38	Harish Gurnani	Assistant Registrar
39	Ajay Kumar Thakur*	Junior Executive
40	Sana Khan	Junior Executive
41	Mohan Singh Yadav	Junior Executive
42	Prabhat Kumar	Junior Executive
43	Brajesh Kumar Gupta*	Assistant
44	Mohit Jagota	Assistant
45	Anjna Kumari	Assistant
46	Suman Negi	Assistant
47	Keshav Thakur	Office Attendant

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**IT Division**

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48	Deepak Bishla	Jr. System Administrator
49	Mukesh Singh Dangi	Tech. Assistant
50	Ramiz Kazmi	Tech. Assistant
51	Manas Ranjan Dakua	Tech. Assistant
52	Shambhu Sharan Singh	Tech. Assistant
53	Ashu Mann	Office Attendant
54	Ajay Kumar	Office Attendant
55	Ajay Singh Dangi	Office Attendant

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**Library**

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56	Debal C Kar	Librarian
57	Alka Rai	Assistant Librarian
58	Dinesh Kumar	Assistant Librarian
59	Ravinder Rawat	Professional Assistant
60	Manju	Professional Assistant
61	Om Prakash Mishra	Library Trainee
62	Meenakshi	Library Trainee
63	Sanjay Singh Rawat	Office Attendant
64	Nekson	Office Attendant
65	Pinky	Office Attendant

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**Planning Division**

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66	Puneet Goel	Assistant Registrar
67	Sameer Khan	Junior Executive
68	Shiv Charan	Office Attendant

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**Academic Services**

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69	PK Katarmal	Deputy Registrar
70	CP Singh	Assistant Registrar
71	Yusuf Raza Naqvi	Assistant
72	Ashok Kumar-I	Office Attendant

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**Student Services**


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73	Bindu Nair	Assistant Registrar
74	Manmohan Aswal	Assistant
75	Arunima Shukla	Assistant
76	Nitin Chaudhary	Assistant
77	Sumit Solanki	Office Attendant

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**Schools and Centres**


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**School of Undergraduate Studies**


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78	Harsh Kapoor*	Assistant Registrar
79	Priyanka Alagh	Jr. Executive
80	Asha Devi D	Assistant
81	Sandeep Kumar - II	Office Attendant

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**School of Liberal Studies**


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82	Poonam Petwal	Assistant
81	Ashok Kumar-II	Office Attendant

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**School of Human Studies**


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82	Santosh Thomas	Junior Executive
83	Minakshi Singh Jugran	Assistant
84	Sandeep Kumar - I	Office Attendant

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**School of Development Studies**


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85	Sangeeta	Assistant
86	Shafique Ahmad	Office Attendant

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**School of Human Ecology**


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87	Raj Kumar	Assistant
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**School of Business Public Policy and Social Entrepreneurship**

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88	Deepak Kumar	Assistant
89	Shivam Kaushik	Assistant

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**School of Culture and Creative Expressions**

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90	Ramanjeet Kaur*	Junior Executive
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**School of Education**

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91	Geeta Chopra*	Assistant
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**School of Design**

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92	Nishant Massey	Assistant
93	Rudra Pal	Office Attendant

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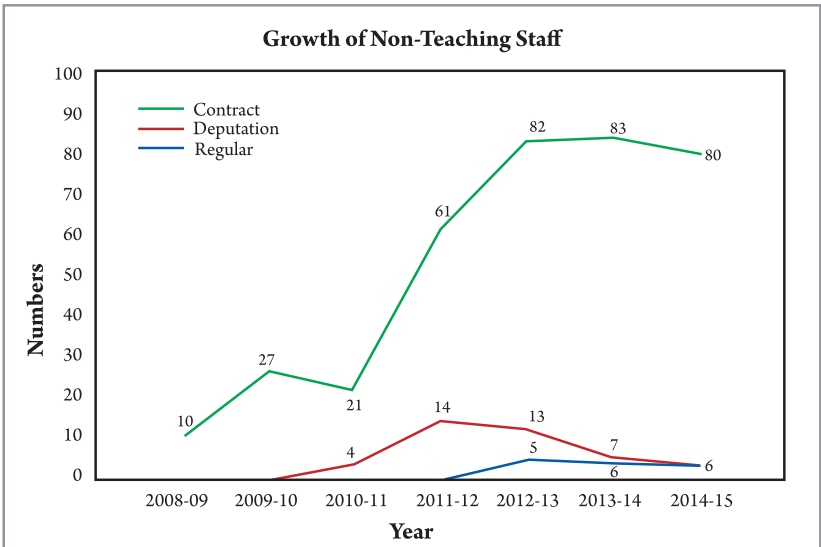
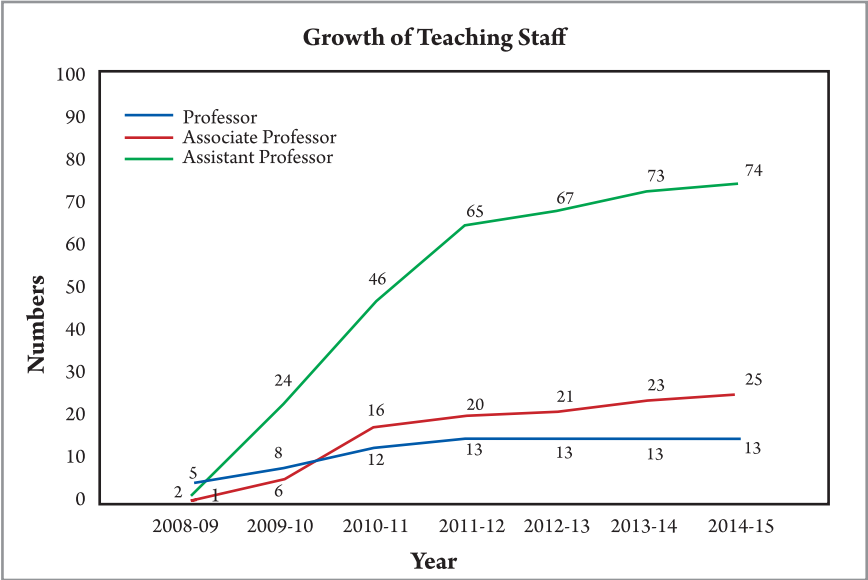
**Centre for Early Childhood Education and Development**

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94	Anil Singh Rawat	Assistant
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\*on Deputation



## APPENDIX V INCOME AND EXPENDITURE ACCOUNT

<b>Income</b>	<b>Schedule</b>	<b>Current Year</b>	<b>Previous year (Amount in Rs.)</b>
Income from Fee	8	40,259,414	45,131,835
Grants—State	9	388,566,090	250,000,000
Grant—UGC		-	28,000,000
Development Fund*			
Income from investments (Income on investment. From earmarked/endow. Funds transferred to Funds*	-	493,768	
Other Income	10	4,545,245	5,520,113
Interest income:			
Saving bank account		2,736,301	2,246,013
FDR		7,327,623	3,603,937
<b>Total (A)</b>		<b>443,434,673</b>	<b>334,995,666</b>
<b>Expenditure</b>			
Academic expenses	11	20,818,020	17,343,800
Administrative expenses	12	52,964,513	71,837,119
Salary to staff		161,789,542	143,965,184
Expenditure on grants, subsidies etc. UGC*		-	8,445,161
Fixed assets			
GIA		22,550,554	11,526,078
UGC development fund		-	3,533,753
<b>Total (B)</b>		<b>258,122,629</b>	<b>256,651,095</b>



Balance being excess of income over expenditure (A-B)	185,312,045	78,344,571
Transfer to special reserve (Specify each) Transfer to/from general reserve	-	-
Opening balance brought forward	-	80,244,504
<b>Balance being (surplus/deficit) carried to corpus/capital fund</b>	<b>185,312,045</b>	<b>158,589,075</b>

Significant accounting policies 13

\*Separate project account for UGC has been maintained from current year and shown in separate schedule no. 3

**For Ambedkar University Delhi**

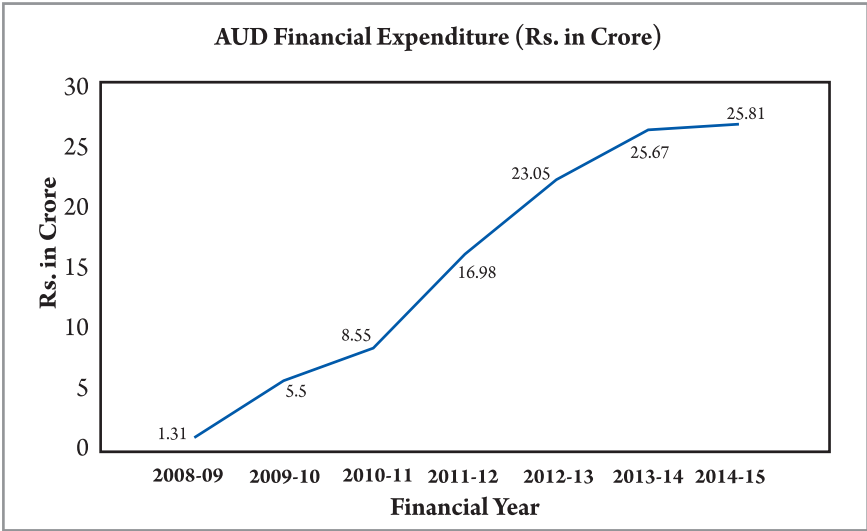
**For Kailash Chand Jain & Co.  
Chartered Accountants**

**Chandan Mukherjee  
(Pro Vice-Chancellor &  
Controller of Finance)**

**Abhishek Jain  
Partner**

**Date: 04/07/2015**

**Place: Delhi**











Ambedkar University Delhi

Lothian Road, Kashmere Gate, Delhi-110006

[www.aud.ac.in](http://www.aud.ac.in)