



वार्षिक प्रतिवेदन
Annual Report
2011- 2012

अम्बेडकर विश्वविद्यालय दिल्ली



Ambedkar University Delhi

वार्षिक प्रतिवेदन Annual Report

2011 – 2012

“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



अम्बेडकर विश्वविद्यालय दिल्ली

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The University

Ambedkar University Delhi or AUD was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007 and was notified in July 2008.

Mandated to focus on research and teaching in the Social Sciences and Humanities and guided by Dr Ambedkar's vision of combining equality and social justice with excellence, AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. AUD is committed to creating an institutional culture characterised by humanism, non-hierarchical and collegial functioning, teamwork and nurturance of creativity. Ambedkar University is presently functioning from two distinct campuses.

Dwarka Campus

The Dwarka campus of AUD is located at Sector 9, Dwarka. AUD shares this campus with the Integrated Institute of Technology. This campus houses the School of Development Studies, the School of Human Ecology, the School of Business, Public Policy and Social Entrepreneurship, the School of Education Studies, the Centre for Early Childhood Education and Development and the Centre for Social Science Research Methods along with the Academic Services of the University.



Kashmere Gate Campus

The Kashmere Gate campus of AUD is located on Lothian Road. It shares this campus with the Guru Gobind Singh Indraprastha University and the Indira Gandhi Institute of Technology. The Kashmere Gate campus of AUD is still in its initial phase of development. Extensive renovation is going on to accommodate all the administrative and academic sections of the University. This campus currently houses the School of Culture and Creative Expressions, the School of Human Studies, the School of Undergraduate Studies, the School of Liberal Studies, the Centre for Community Knowledge as well as the University's MPhil and PhD programmes.

Functioning of AUD

AUD functions through its various Schools and Centres. The Schools that AUD has established so far are the School of Business Public Policy and Social Entrepreneurship, the School of Culture and Creative Expressions, the School of Development Studies, the School of Education Studies, the School of Human Ecology, the School of Human Studies, the School of Liberal Studies and the School of Undergraduate Studies. The School of Law and Governance and the School of Design are likely to come up soon. The existing Schools offer undergraduate and postgraduate programmes. MPhil and PhD programmes are also offered in select areas. The School of Undergraduate Studies is the academic home of the undergraduate programmes in the Social Sciences, Humanities, Mathematical Sciences and Liberal Studies. AUD is in the process of establishing several Centres for study and research. It has already established a Centre for Early Childhood Education and Development, a Centre for Community Knowledge and a Centre for Social Science Research Methods. Other Centres planned for the future are a Centre for Leadership & Change, a Centre for Equality & Social Justice, a Centre for Engaged Spiritualities & Peace Building, a Centre for Social Applications of Mathematics and a Centre for Publishing.

At present the postgraduate programmes offered by the University are:

- MA Development Studies (School of Development Studies)
- MA Economics (School of Liberal Studies)
- MA English (School of Liberal Studies)



- MA Environment and Development (School of Human Ecology)
- MA History (School of Liberal Studies)
- MA Psychosocial Clinical Studies (School of Human Studies)
- MA Sociology (School of Liberal Studies)

In the Academic Session 2011-12, the University offered the following undergraduate programmes:

- BA Honours with a Major in Economics
- BA Honours with a Major in English
- BA Honours with a Major in History
- BA Honours with a Major in Mathematics
- BA Honours with a Major in Psychology
- BA Honours with a Major in Sociology
- BA Honours in Social Sciences and Humanities
- BA Honours with a Dual Major

In the year 2011-12, 32 students were enrolled for MPhil programmes in Hindi, History, and Psychotherapy & Clinical Thinking and 14 students were enrolled for PhD in Hindi, History, Development Studies and Environment & Development.

Vision of Ambedkar University Delhi

The University is committed to the promotion of studies, research and extension work in higher education with focus on Liberal Arts, Humanities and Social Sciences. It will strive 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 faculty, and distinguished professors. 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 that obtain in 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 scrupulously 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.



Medium of Instruction

The medium of instruction in AUD is English. However, it is not an eligibility requirement that students should have studied in the English medium for admission to the Honours programmes at AUD. To encourage students from different backgrounds to apply to AUD, English language is not mandatory in the calculation of marks in the best four subjects. An English Language Proficiency Test is administered at the very beginning of the session to identify students requiring special help in English. A special bridge course in English and a preparatory optional course in English are offered to students who need help before they take up the compulsory credit course in English language. Teachers with special training in language teaching are employed to teach these courses.

Teaching Methods

The free associative technique in lectures integrates the quest for knowledge with the experiential via the medium of discussions, interactions and dialogue. A series of suggested readings are taken up in each course and developed extensively in class. A constant concern and effort has been to establish bridges between courses across semesters and disciplines. Different media are actively used to facilitate class experiences. These include songs, films, poetry, stories and experiential exercises.

Mentorship

Mentorship groups are a space where the students can articulate their anxieties and needs. It is a place of playfulness and relaxation, building proximity and friendships with the teachers and peers. Mentorship groups are powerful locales for peer learning and exchanges in a close, engaged and ongoing intimacy. The co-constructed nature of knowledge, and the inter-subjective sense of the self, both make themselves available in small group settings.

Administration

The administration of any institution looks after the day-to-day functioning and is the backbone of that institution. AUD follows a slim and flat pattern of administration. The staff structure and staffing norms of the University are intended to be performance oriented and driven by results rather





than by hierarchies and layers of reporting lines. Most of the personnel engaged by the University would be expected to be trained in multi-tasking and should be able to move both vertically and horizontally. The University shall endeavour to make most of its senior appointments on fixed tenures. A proportion of two-thirds by contract or on deputation and at least one-third as regular appointments at all levels is being suggested. The University's policies with regard to administrative structures and positions will ordinarily be reviewed every 3 years. However, considering the dynamic and fluid nature of the organisation in its initial phase, the administrative structures and positions are initially to be reviewed after two years. A Mid-term Review Committee is already in the process of reviewing the academic achievements and administrative processes of the University.

Finance

The finance department of AUD, headed by the Controller of Finance, is responsible for exercising general supervision over the funds of the University and advising it as regards its financial policies. It also holds and manages the properties and investments of the University and is responsible for the preparation of the Annual Accounts and the Budget of the University, and their presentation to the Board of Management after they have been considered by the Finance Committee.

Planning Division

The Planning Division of AUD focuses on the planning and development of the University. The Planning Division is currently overseeing the development of the Kashmere Gate Campus. Plans for future construction of AUD's buildings and Campus development on land to be allocated in Rohini and Dheerpur will also be its responsibility. Its functions include:

- planning the resource requirements of the University
- preparing a road map for future development taking into account the present existing infrastructure
- supervision of publications of the University.



University Bodies

The University has a number of regulatory bodies responsible for its functioning. These include the University Court, the Academic Council, the Board of Management, the Finance Committee and the Establishment Committee.

Court

The University Court is the supreme authority of the University and has to meet once a year on a date fixed by the Board of Management to consider a report on the working of the University during the previous year together with a statement of receipts and expenditure, the balance sheet as audited and the financial estimates. It has powers to review the broad policies and programmes of the University and suggest measures for the improvement and development of the University.

The members of the Court as of 31 March 2012 are :

Shri Tejendra Khanna
Chancellor of the University

Professor Shyam B Menon
Vice Chancellor of the University

Professor SR Hashim
Nominee of the Government

Dr Kiran Karnik
Nominee of the Government

Professor Deepak Nayyar
Nominee of the Government

Professor K Satchidanandan
Nominee of the Government

Justice Leila Seth
Nominee of the Government

Principal Secretary – Finance
Government of NCT of Delhi

Principal Secretary – Higher Education & TTE
Government of NCT of Delhi



Secretary – Art, Culture & Language
Government of NCT of Delhi

Professor Najeeb Jung
Nominee of the University Grants Commission

Dr BP Joshi
Registrar – Guru Gobind Singh Indraprastha University

Registrar – Secretary

Board of Management

The Board of Management (BoM) is the executive authority of the University and is in charge of the general management and administration of the University.

The members of the Board of Management as of 31 March 2012 are:

Professor Shyam B Menon
Vice Chancellor of the University

Professor Armaity Desai
Nominee of the Government

Professor NR Madhava Menon
Nominee of the Government

Dr Kiran Datar
Nominee of the Government

Principal Secretary – Higher Education & TTE
Government of NCT of Delhi

Principal Secretary – Finance
Government of NCT of Delhi

Professor Ashok Nagpal
Nominee of the Chancellor

Professor Chandan Mukherjee
Nominee of the Chancellor



Academic Council

The Academic Council is the principal academic body of the University. It controls and regulates and is responsible for the maintenance of standards of instruction, education and examination in the University.

The members of the Academic Council as of 31 March 2012 are:

Professor Shyam B Menon
Vice Chancellor of the University

Professor AK Sharma
Nominee of the University Grants Commission

Professor Ashoke Chatterjee
Nominee of the Government

Professor K Ramchandaran
Nominee of the Government

Dr Raja Mohan
Nominee of the Government

Dr Anuradha Kapur
Nominee of the Government

Dr Mathew Varghese
Nominee of the Government

Professor Venita Kaul
Nominee of the Vice Chancellor

Professor Denys Leighton
Nominee of the Vice Chancellor

Professor Honey Oberoi Vahali
Nominee of the Vice Chancellor

Professor Salil Misra
Nominee of the Vice Chancellor

Professor Geetha Venkataraman
Nominee of the Vice Chancellor

Dean – School of Business, Public Policy and Social Entrepreneurship

Dean – School of Cultural and Creative Expressions



Dean – School of Development Studies

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 the Vice Chancellor

Dr Praveen Singh

Nominee of the Vice Chancellor

Registrar – Secretary

Finance Committee

The Finance Committee is a statutory body of the University. It examines and scrutinises the annual budget of the University and makes its recommendations on financial matters to the Board of Management.

The members of the Finance Committee as of 31 March 2012 are:

Professor Shyam B Menon

Vice Chancellor of the University

Dr Kiran Datar

Nominee of the Board of Management

Principal Secretary – Finance

Government of NCT of Delhi

Principal Secretary – Higher Education & TTE

Government of NCT of Delhi

Professor Chandan Mukherjee

Nominee of the Board of Management



Controller of Finance – Secretary

Establishment Committee

The Establishment Committee of the University considers all matters relating to the creation and allocation of positions to various Schools/ Centres/ Divisions/ Units defining the roles and responsibilities of each position, the qualifications and experience required of persons to be appointed to various positions that might be filled on contract or on a regular basis.

The members of the Establishment Committee as of 31 March 2012 are:

Professor Shyam B Menon
Vice Chancellor of the University

Dr Kiran Datar
Nominee of the Board of Management

Professor Chandan Mukherjee
Nominee of the Vice Chancellor

Professor Ashok Nagpal
Nominee of the Vice Chancellor

Registrar – Member Secretary



2

Growth of the University

Growth in the number of students in AUD since 2008-09

The University launched its first Programme, a Postgraduate Diploma in Development Studies, in the academic session 2008-09 with 13 students.

In the session 2009-10, the University launched three Masters programmes admitting 100 students, which rose to 118 in 2010-11. These three programmes were:

- MA Development Studies (School of Development Studies)
- MA Environment & Development (School of Human Ecology)
- MA Psychosocial Clinical Studies (School of Human Studies)

In the academic session 2010-11, the University offered its first undergraduate programme in which 68 students were enrolled.

In 2011-12 four more Masters programmes were launched, thus enrolling a total of 306 students at the postgraduate level. The four programmes launched in year 2011-12 were:

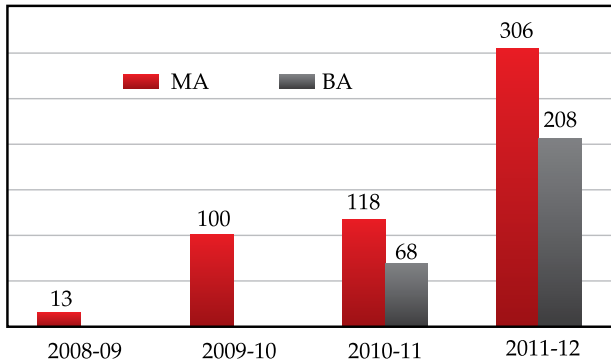
- MA Economics (School of Liberal Studies)
- MA English (School of Liberal Studies)



- MA History (School of Liberal Studies)
- MA Sociology (School of Liberal Studies)

In the academic year 2011-12, the School of Undergraduate Studies launched three more programmes, which were BA Honours with a Major in English, BA Honours with a Major in Mathematics and BA Honours with a Major in Sociology, in addition to the four existing programmes. Thus, the total number of students enrolled in undergraduate programmes in the year in 2011-12 was 208.

Growth of Students at AUD



The total numbers of students enrolled across all Schools grew from 13 in 2008-09 to 560 in 2011-12.

Faculty

Recruitment in AUD is a continuous process rather than a one-time affair. AUD's highly qualified teaching faculty has been drawn from leading academic institutions in India and abroad. They have a proven track record of teaching and research excellence, and bring an optimal combination of multi-disciplinarity and energy to the University. In a unique institutional arrangement, faculty members often teach concurrently across Schools, providing greater depth and breadth to each programme of study. Our faculty has grown rapidly to fulfil the needs of the University in the areas of teaching and research. Currently AUD has a total of 99 faculty members comprising 1 Distinguished Professor, 9 Professors, 17 Associate Professors, 51 Assistant Professors, 4 Visiting Faculty, 2 Guest/Adjunct Faculty, 9 Academic Fellows and 6 Research Assistants.



3

Schools of the University

AUD functions through its Schools and Centres. The Schools which have been established so far are:

- School of Business, Public Policy and Social Entrepreneurship (SBPPSE)
- School of Culture and Creative Expressions (SCCE)
- School of Development Studies (SDS)
- School of Education Studies (SES)
- School of Human Ecology (SHE)
- School of Human Studies (SHS)
- School of Liberal Studies (SLS)
- School of Undergraduate Studies (SUS)

The School of Business, Public Policy & Social Entrepreneurship

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 fields of management, public policy and



social entrepreneurship. The vision and objectives of the School have been developed on the basis of several rounds of consultative meetings held in 2011 involving professionals from the field of academics, NGOs, and a select group of experts from different associated disciplines. It was decided that SBPPSE should develop a holistic approach to business and profit within the larger context of society and the economy by incorporating elements of public policy and social entrepreneurship in business management.

The School will offer a two-year (full-time) Masters in Business Administration (MBA) from July 2012 while the Masters in Public Administration (MPP) and the Masters in Social Entrepreneurship (MSE) will be launched in the coming 3-5 years. The MBA programme was formally inaugurated by Smt Sheila Dikshit, Chief Minister of Delhi, on 1 November 2011 at the India Habitat Centre. During 2011-12 five faculty members have been recruited. The structure, curriculum and other details of the MBA programme have been developed.

The MBA programme is designed to impart professional education to future managers, to upgrade and renew their knowledge and skills. The aim is to develop the personnel already engaged in practice and motivate them to launch new enterprises, especially in the social sector. The programme will focus equally on wealth generators as on wealth managers by sensitising them to wider socio-economic issues and building awareness on the importance of enterprise creation and employment generation. This would be made possible by imparting professional skills and knowledge to the future and current managers to deal with issues of corporate social responsibility.

The curriculum of the two-year MBA programme is based on an innovative course structure incorporating the latest developments in management education. While maintaining the main thrust of the MBA curriculum, the uniqueness of this 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.

The programme looks beyond preparing young talent for taking on challenging jobs in the domestic and multi-national corporations; the programme will also address the issues of the micro/ small and unorganised sector of the economy.



The MBA Programme will be of two years duration. Instruction to the two-year MBA programme will be imparted in a total of six terms, with three terms each year. Each term will be of 12 weeks duration with 32 hours of classroom input per paper worth 2 credits each. In each term 9 papers will be offered amounting to 110 credits during the two years of the programme.

During the first year of the programme, the curriculum will cover topics on society, economy, the global context of business, ethics and values, personality development and leadership, basic elements of business management, public policy and social entrepreneurship. During the summer break, students will be required to undergo an internship for a period of 8-10 weeks. During the second year of the programme, students will choose electives apart from Corporate Social Responsibility, Interpersonal and Group Processes, International Business Environment and Business Policy & Strategic Analysis. All students of the MBA programme will be required to learn an additional (foreign) language during the course of their study.

The contents of the programme and its delivery (pedagogy) will ensure adequate emphasis on values and ethics while imparting state-of-the-art knowledge and skills. In addition to creating an environment of learning theoretical concepts and application skills, the programme will attempt to create an awareness of the importance of soft skills (people skills).

Management Development Programme

A two-day MDP on “Leadership Skills” was organised by SBPPSE for the senior officers of the National Book Trust on 9-10 March 2012 at the India International Centre. The programme was inaugurated by Professor Shyam B Menon, Vice Chancellor, Ambedkar University and Mr MA Sikandar, Director, NBT made the introductory remarks.

Research

SBPPSE together with the Centre for Community Knowledge is in the process of undertaking a study on the entrepreneurial ventures of the Marwari community of Chinddwara and neighbouring districts in Madhya Pradesh. The study aims to explore and understand the psycho-social profile of the migrant Marwari community and to identify the socio-economic and environmental factors that enable successful entrepreneurial ventures.



Collaboration

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

School of Culture and Creative Expressions

The School of Culture and Creative Expressions (SCCE) was officially launched on 24 February 2012 in a function held at Teen Murti House, New Delhi. To mark the occasion, a talk by Professor Susie Tharu titled "Right to aesthetics and the faculty of art" and a musical performance by Professor Madangopal Singh and his troupe were organised. The function was chaired by the Vice Chancellor, Professor Shyam B Menon.

In the academic year 2012-13, the School of Culture and Creative Expressions will offer an MA programme with four specialisations - (1) Film Studies, (2) Performance Studies, (3) Visual Art, and (4) Literary Art: Creative Writing.

MA Visual Art

The Masters programme in Visual Art would be practice oriented and focused on artistic research and experimental practices. It will include training in varied new trends of art-making that fall under diverse nomenclatures and practices such as New-Media Art, Meta-Media Art, Installation Art, Performance Art, Photography, Video Art, Public Art, and Collaborative Art, etc. Since the School will concentrate on research orientation and experimental practices, the focus of historical and theoretical studies for the students of MA in Visual Art would be on contemporary art history, world art, national art, regional and local art.

MA Literary Art

The Masters programme in Literary Art would entail critical reading, practice in creative writing, and editing. Students would be introduced to the various options and would be required to specialise in any one of the forms of writing. Besides this, students would be required to do modules in Literary Appreciation and Literary Journalism.



MA Performance Studies

The MA programme in Performance Studies will impart knowledge and skill in the areas of performance history, performance theory, and performance criticism.

MA Cinematic Studies

The theory and history oriented specialisation of the Masters programme in Cinematic Studies would deal with critical history and theory of cinema and of filmmaking. The programme would include imparting knowledge and writing skills in the areas of film criticism, film theory, history of cinema, film studies and visual cultural studies. It would also initiate an in-depth study of world cinema with a special focus on experimental cinema and documentary cinema from across the world including regional cinema in the Indian context. On the one hand, the programme will engage with



the regional ethos and heterogeneity of language and culture and on the other, it will enable a more comprehensive, non-hegemonic and inclusive history of Indian cinema.

School of Development Studies

The School of Development Studies was one of the first schools to become functional at AUD. The School consists of faculty members drawn from a variety of disciplines like economics, political science, social anthropology, sociology, and statistics. Their specialisations cover a wide range of areas related to development.

The School began its academic activities in November 2008 when it offered a Postgraduate Diploma in Development Studies in collaboration with the Council for Social Development, New Delhi. Later in 2009, the School launched its MA programme in Development Studies. The first batch of 24 MA Development Studies students graduated in 2011. Currently, there are 33 students in the first year and 26 students in the second year of the MA programme. The School also launched a PhD programme in Development Studies during 2011-12. The programme has 4 students at present.

MA Development Studies

This two-year MA programme in Development Studies attempts to equip students with the ability to address the challenges of development and public policy as they affect developing societies. It includes 12 taught courses – 9 core courses of 4 credits each and 3 elective courses of 2 credits each. The programme also includes research course work, research practicum, workshops, seminars, and field based activities.

This interdisciplinary programme is based on the foundations provided by the disciplines of sociology, political science and economics. This programme introduces students to the rich theoretical foundations of the debates on development and is based on experiences from across developing countries, especially India. It is structured around a learning of development theory, an understanding of growth and development, and broad debates on the structures of political and economic arrangements epitomised by states, markets and society. Discrimination and marginalisation emerging out of gender, class, caste, and religion, and the way they affect the majority in developing societies are underlined in each of the courses.



Core courses delve into important issues including policy formulation, Indian development, environment, resource and development etc. In addition, a wide range of electives cater to individual interest and specialised learning.

The programme offers grounding in research methodology with special focus on participatory research and appraisal methods which enables students to research concrete problems faced by developing countries. Dedicated workshops on theoretical aspects as well as policy analysis by experts in the field enhance classroom and practical learning. The programme focuses on building analytical skills, and oral and written communication. The curriculum combines innovative classroom learning with seminars, group work, projects, and a compulsory internship and dissertation. More than 30% of the learning is structured outside the formal classroom process.

It is expected that graduates from this programme will be equipped to work in development organisations, government agencies, corporations and financial institutions, non-government organisations, consultancy firms, civil society initiatives, media, and academia.

School of Education Studies

The School of Education Studies (SES) at AUD 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 proposes to bridge the gap between the theory and practice of education in its multiple locations, in that it would foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators. The School would work towards development of a rigorous praxis-based theoretical perspective for analysis and research while engaging with teacher education, pedagogy, curriculum, policy, planning and administration.

SES would endeavour to locate education both as a phenomenon and an area of knowledge within the wider contexts – structures and processes of society, culture and the political economy. It would attempt to engage with the field of education through multiple disciplinary perspectives, and explore ways of structuring the area of knowledge called Education – by deepening the engagement with theory, research and critiques of the



education system. It would try to develop a sustained relationship with systems of education, in particular the public systems, and with practicing educators.

The School proposes to launch a Masters Programme in Education (MA Education/ MEd) in the academic year 2012–13, with the option of awarding either an MA or an MEd degree. Once the Masters programme takes root, the School will begin to work towards establishing its postgraduate research programme so as to be able to offer MPhil and PhD degrees in Education. Short credited courses on specialised themes, organised in a modular manner, for schoolteachers and other professionals in education, are also being envisaged towards addressing the acutely felt need for continuing professional development and learning opportunities for educators in school systems and in the development sector. There is also going to be a concerted effort towards building a partnership with the Department of Education of the Government of the NCT of Delhi to enable SES to have a sustained partnership with schools and with practicing schoolteachers in Delhi.

Since 2011 SES, in partnership with the Ahvaan Trust, has been providing academic support to and working with a group of schoolteachers, principals, academics and researchers. This group strives towards creating a meaningful dialogic forum for schoolteachers, beginning with those working in the government schools in Delhi. It seeks to be a platform where teachers articulate and voice their concerns, explore pedagogic ideas and work collectively towards excellence in the teaching-learning environment in government schools. The Ahvaan group has been meeting on a regular basis. The SES - Ahvaan partnership organised two focus group discussions with about forty teachers working in various government schools in Delhi, in the context of the challenges teachers face in their everyday work at school, their pedagogic practices and imaginations. This is a part of the School's endeavour to develop sustained relationships with systems of education, in particular with the public systems, and with practising educators, towards understanding and making critical and constructive interventions.

School of Human Ecology

The School of Human Ecology focuses on the social dimensions of environmental change and sustainable development. It aims at creating



competencies and sensitivities related to the environment and development among future policy makers, leaders of civil society initiatives, advocacy groups and administrators. The School currently runs a Masters programme in Environment and Development as well as a doctoral programme.

The aim of the two-year MA programme in Environment and Development is to foster interdisciplinary research and learning in the areas at the intersection of human society, non-human beings and the biophysical environment. The programme is guided by the idea that ecological challenges such as resource depletion, inequalities

and conflicts result from complex interactions of social and environmental factors and that meaningful intervention in these debates should be informed by knowledge and skills on a wide range of themes and subjects. This MA programme provides students with an interdisciplinary perspective based on an informed understanding of social and natural sciences, as well as insights from the lived world. It is expected that students passing out of this programme will be equipped to work in government agencies, academia, private corporations, non-government organisations, consultancy firms, civil society initiatives as well as the media. In order to continually bring in the best in the discipline, the course committee has institutionalised mechanisms by which feedback on the curriculum is provided periodically by experts in this field.

The first batch of MA Environment and Development consisting of 9 students graduated in 2011. Currently, there are 19 students in the first year and 17 students in the second year of the MA Programme. The School also launched a PhD Programme during the academic year 2011-12.



School of Human Studies

The School of Human Studies (SHS) has brought together, perhaps for the first time in the history of Indian academia, an interdisciplinary group of psychologists, social anthropologists, sociologists, philosophers and social work professionals, to address through teaching, issues related to the individual family, community, changing lifestyles, relationships, sexuality, the changing character of workplaces, 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 term 'human' recalls its liveability through states of loss of awareness in traumatic moments to states of ecstatic joyfulness. SHS 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 an MA in Psychology (Psychosocial Clinical Studies) and an MA in Gender Studies to engage with some crucial issues about human lives and life stories with a playfulness not ordinarily associated with higher education.

MA Psychology (Psychosocial Clinical Studies)

A clinical sensibility that privileges listening, never away from analytic ideals of empathy and exploration; an interdisciplinary shade that allows for critical thinking; and a process of teaching and learning grounded in fundamentals of relationality, while awaiting the arrival of dreaming and playfulness define this pioneering programme of the School.

For its takers, this programme aspires to enable a journey that combines the understanding of the inner forces of the psyche with structural and political processes that come together in the formation of human subjectivity. Thus, there is a constant emphasis in the School on a broadened vision of a psychology that locates the individual embedded in a social matrix and that keeps the social and the individual integrated. A second emphasis is on a clinical receptivity that can sensitively listen to and engage with the absent. In this 'the margins' and 'the symptoms' acquire a special meaning within the School's agenda. This cannot be complete without reaching out to the margins we create and carry first and foremost within our own selves: the un-lived, interrupted, exiled inside. The programme thus encourages entry into the intricate inner worlds that are the subtexts



to individual life stories, the continuities and ruptures, and through such explorations also locate symbols of human resilience and creativity that lend a renewed meaning to lives.

MA Gender Studies

The central concern of the MA programme in Gender Studies is to enable students to develop a sound interdisciplinary understanding that generates a capacity for theory, research and intervention with human experience. Consistent with this ideal, the programme is envisaged as an interdisciplinary course drawing upon gendered analysis from the Sciences, Social Sciences and the Humanities.

Our MA programme is one of the very few Masters programmes in gender studies currently running in the country. This situation presents us with unique challenges and opportunities to create a vibrant site of critical learning. A combination of the historical legacy of the route through with this field has evolved along with the focus of AUD, more specifically of the School of Human Studies, has shaped our programme. The University's larger ideal of social justice and learning through an active engagement with social issues has been the driving force behind this programme as well. It considers the understanding of psycho-social and subjective aspects of the gendered experience along with rights and developmental aspects to be integral. This is also one of the unique strengths of this programme.

The course seeks to combine theory, method and contemporary context to develop in students sensitivity towards the workings of gender in wide ranging domains. Alternative pedagogical devices are employed to make the learning experience enriching and enjoyable. Students equipped with the degree would be able to intervene in multiple settings that require a focus on the inequities associated with gender such as government and non-government organisations, educational settings, mental health and disability, media as well as academia.

MPhil Psychotherapy and Clinical Thinking

Since September 2011, SHS is offering an integrated MPhil and PhD Programme in Psychotherapy and Clinical Thinking. The programme acknowledges and respects the richness and plurality of different psychotherapeutic perspectives, even as it remains anchored in the



psychodynamic tradition. The first three years of the programme are devoted to rigorous clinical training at the MPhil level. A few seats are reserved for deserving candidates to obtain a PhD degree by immersing themselves into clinically oriented research for an additional two years. The major concern of the three-year long MPhil is to enable a future psychotherapist to work with a range of human states and to respond to emotional distress in a variety of ways. Drawing from some of the most deep going and rigorous traditions of training Mental Health Clinicians, the programme aims to create professionals who are sensitive and competent, open minded and flexible and who understand culture, history and politics, even as they emerge in the consultation room, i.e. the psychotherapeutic context.

Ehsaas – Psychotherapy and Counselling Clinic

Ehsaas is a new initiative of SHS committed to the training of socially sensitive mental health professionals. The therapy and counselling clinic becomes a distinctive place where one begins to form a relation with suffering to reach health. Psychoanalysis locates illness as being human and an engagement with loss as central to a move towards healing. In painful experiences the mind loses its capacity to think and feel and the psyche also works to keep out the disturbing feelings. Therapy enables the building of a relationship with the silent and the articulated pain. At the clinic along with the sliding fee structure, we provide low-cost and free counselling and psychotherapy to cater to a variety of socio-economic realities of people. The clinic comprises Adult, Child and Family Clinics and it provides psycho-diagnostic testing. There is an in-house Psychiatrist along with a referral service.

School of Liberal Studies

The School of Liberal Studies (SLS) houses all the conventional social science disciplines. In addition, it also includes disciplines that are conventionally located within the Faculty of Arts or Humanities. It includes Economics, History, Sociology, English, Hindi and Mathematics. During the academic year 2011-12, the School launched four discipline based Masters programmes in Economics, English, History and Sociology. Each programme consists of 64 credits and is completed in four semesters. Admissions to these programmes are by entrance tests followed by an interview (only in English and Economics). The total number of seats for each programme is around 42.



MA Economics

The Masters programme in Economics was conceptualised with a view to providing students with a rigorous and in-depth advanced training in economic analysis, with particular emphasis on equipping them with the ability to comprehend and think about contemporary economic issues including the challenges confronting developing countries like India. The programme draws on different theoretical perspectives and traditions within the discipline, and creative pedagogical approaches to offer a well-rounded training that would enable the student to achieve a variety of objectives. These include developing a socio-political and historical perspective on the economy; mastering the quantitative techniques that are used extensively in economic analysis; understanding and learning to analyse contemporary economic issues at the global and national level; and acquiring skills for absorbing and communicating economic ideas. The core courses include Macroeconomics, Microeconomics, Trade and Capital, Capitalism and Colonialism, case studies of the Indian economy and research methods.

MA English

The Masters programme in English proposes to dismantle the hierarchy between British literature and other literatures in English, including literatures in translation. It seeks to bring into focus the significance of literature belonging to lesser known languages and regions. A concern with social and literary margins will consistently guide the programme's overall vision, philosophy and content. It is hoped that the programme's ethical concern with linking education to the lives and struggles of individuals and communities will enable the students to form a holistic understanding of literature. It will also help them to develop deeper psychic, creative and social sensibilities. It is further envisaged that through this programme the students will develop a critical sensibility towards the larger politics of culture, society and state so that they actively and artistically interrogate and intervene within the givens of the hegemonic political and cultural order. The programme integrates interdisciplinary paradigms to facilitate a greater amalgamation between various literatures, theory and practice on the one hand, and between music, dance, theatre, cinema, literature and visual arts, on the other. Students will be offered a wide range of interdisciplinary courses. A few optional bilingual and multilingual courses will also be offered, which will be jointly taught by the English and the Hindi faculty at AUD.



MA History

The Masters programme in History is geared towards two objectives: one, it seeks to impart knowledge of historical phenomena and processes; and two, it attempts to transmit skills of historical analysis and encourage the historical imagination. Students will be expected to learn the historian's craft, to acquire competence in independently formulating ideas and judgements on the basis of historical data and through logical procedures of enquiry. The programme will also encourage students to think about historical issues in an interdisciplinary manner and seek to encourage a spirit of critical thinking about contemporary social questions.

MA Sociology

The Masters programme in Sociology has a twin focus: one, it endeavours to build a solid base in research methodology and application, writing and analysis that would ensure highly skilled and eminently employable students in different sectors, such as the developmental sectors, corporations, State and the media; and two, it seeks to build a culture of critical thinking, which would be committed to the promotion of liberal education feeding into and sustaining a democratic and inclusive society, particularly in a globalised world. The key markers of the programme would be interdisciplinarily and inter-sectoral knowledge and experience-sharing, acquiring hands-on learning, and developing analytical and writing skills.

All the Masters programmes at SLS have a system of assessment that is continuous and consists of multiple assessment situations. It includes essay writing, tutorials, written tests, oral presentations, group discussions and project work. No single assignment counts for more than 40% of the total assessment. Constant learning is an integral part of the assessment system. Evaluation and learning are expected to proceed simultaneously and feed into each other. The system ensures that students are able to monitor the growth of their learning capacities.

All the activities of SLS are geared towards certain long-term objectives:

- To create a new generation of young social scientists that will be both cognitively and methodologically trained and socially sensitive. India, since the last two or three decades, has been going through an unprecedented social transformation. This Indian experience is in great need of being codified and its intricacies unravelled.



- The School endeavours to promote and encourage an interdisciplinary vision that would, nonetheless, be rooted in specific disciplines. The School will promote a particular version and vision of Social Sciences in which specific disciplines will constitute pillars that will support the edifice of interdisciplinarity. Mathematics along with Economics, English, Hindi, History and Sociology are part of the immediate vision. Eventually, the School will start programmes in Philosophy, Politics, Punjabi and Urdu.
- The aim of SLS is to take Social Sciences out of the intellectual ivory towers of excellence and make it socially relevant and accountable. Our Social Sciences have to carry together both the major values of intellectual freedom and social accountability. The University has a mandate for maintaining an interface with civil society. The School of Liberal Studies sees itself as an active and major partner in this endeavour.

School of Undergraduate Studies (SUS)

Undergraduate Programmes

The School of Undergraduate Studies launched the following programmes in the academic year 2011-12:

Programme	Duration	Credits
BA Honours with a Major in Economics	Three Years (Six semesters)	96
BA Honours with a Major in English	Three Years (Six semesters)	96
BA Honours with a Major in History	Three Years (Six semesters)	96
BA Honours with a Major in Mathematics	Three Years (Six semesters)	96
BA Honours with a Major in Psychology	Three Years (Six semesters)	96
BA Honours with a Major in Social Sciences and Humanities	Three Years (Six semesters)	96
BA Honours with a Major in Sociology	Three Years (Six semesters)	96
BA Honours with a Major in two areas	Four years (Eight semesters)	128



The BA Honours programme at AUD has the following unique features:

- Choice of 3-year single Major or 4-year Dual Major Honours degree
- Flexibility to choose the main discipline(s) after one year of study
- Availability of courses from a number of disciplines along with the Major discipline
- Wide range of career-oriented/ special-interest courses
- Special English Language enabling courses
- Individual mentoring of students
- Continuous semester-based assessment
- Lateral admission from other Institutions into the 2nd year

Bachelor's Honours Degree Programme

The undergraduate programme of study is central to AUD. The programme offers a liberal arts education aimed at acquainting students with diverse approaches to knowledge. The programme intends to teach students to think critically and creatively, to analyse, reason and make evidence-based conclusions. They will also learn to express themselves clearly and convincingly in speech and in writing.

The aim of the undergraduate programme is to achieve a good balance between the range of subjects studied and the depth to which a subject





is studied. In the early semesters, the emphasis is on breadth of study. Students will study courses related to different areas of Humanities, Social Sciences and Mathematical Sciences. This will inculcate a general understanding and appreciation of these areas of learning. In subsequent semesters the emphasis is on the depth of study. Students will be required to take intensive courses related to various academic disciplines. The Major chosen by the student will largely determine the choice of courses. However, the student will also be expected to choose courses from a combination of disciplines other than the Major discipline.

In addition, the programme of study will encompass courses designed to promote the acquisition of certain foundational skills that students can bring to bear in a variety of learning and career professional situations.

Types of Programme

The University offers three types of BA (Honours) degrees:

1. BA Honours with a Major in a single discipline
2. BA Honours with a Major in Social Sciences and Humanities in three disciplines
3. BA Honours with a Dual Major in two areas, to be done by taking extra credits in an additional year.





Structure of the Undergraduate Programme

The duration of the programmes available at AUD, choice of streams and various courses of study are as under.

Duration and Credits

1. BA Honours programmes will comprise 96 credits for a 3-year degree and 128 credits for a 4-year degree programme amounting to an average credit load of 16 credits per semester.
2. The BA Honours programmes will follow a semester system. Each semester would ordinarily be of 16 weeks of academic work.
3. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field work per week for 16 weeks. Thus, a 4-credit course entails four hours of regular teaching per week or as much as eight hours of other programme activities. For a student, a semester would typically have courses worth 16 credits.

Streams of BA Honours

The following options were offered in session 2011-12:

BA Honours with a Major in Economics

The BA Honours programme with a Major in Economics is designed to provide students with a basic but rigorous training in the analysis of the economy, with particular emphasis on equipping them with the wherewithal to understand the specific issues confronting developing economies like India.

To be eligible to apply for admission to a BA Honours in Economics, the student must have studied Mathematics as a subject at the 10 + 2 level. Further, the marks obtained in Mathematics in the XII Board Examination must be included in the calculation of the aggregate of the 'Best Four Subjects'.

Of the 96 credits required to earn a BA Honours degree, a student would be required to obtain a minimum of 48 credits from specified Economics courses (equivalent to 12 courses) in order to major in Economics. Most of the courses making up these minimum 48 credits would be compulsory



(core courses). An additional 16 credits (equivalent to 4 courses) can be obtained from Economics courses that would be optional. The structure of the BA Honours programme at AUD also offers the student the possibility of taking some papers in other disciplines of Social Sciences, Humanities or Mathematical Sciences even while majoring in Economics. In addition, a student can take an extra year and earn a Dual Honours degree, for example, in Economics and Mathematics or Economics and History.

The course content of the Economics Major is an appropriate mix of economic theory, economic history, and quantitative techniques. Through these, students would be exposed to different perspectives within the discipline and also be familiarised with the social and political dimensions of economics.

Assessment of students in the Economics courses will be based on tests, assignments and presentations which will be spread over the semester. The teaching methods will include lectures, interactive sessions, field studies, etc. The emphasis would be on encouraging students to develop their analytical faculties rather than promoting learning by rote or through uncritical acceptance of received wisdom. Assessment will follow a corresponding approach.

A student graduating with an Economics Major could pursue a variety of careers in the corporate sector, the Government and non-government sectors, and in journalism. A student would also be eligible to pursue further studies, including the Masters programmes at AUD like the Masters in Economics or Development Studies.

BA Honours with a Major in English

The BA Honours programme with a Major in English will introduce students to all aspects of the study of literature. Along with English literature, the course will have a strong component of translations into English of Indian literature and of all significant literatures across the world. Of the 96 credits required to get a BA Honours degree with a Major in English, a student has to acquire a minimum of 48 credits (equivalent to 12 courses) in English. These will consist of compulsory as well as optional courses.

The core courses may comprise a detailed study of the major genres of literature in English such as epic, drama, poetry, novel, novella, short



story, non-fiction, song, lyric and film. The programme will also introduce students to the study of literary theory and applied criticism. The optional courses are designed to familiarise students with the diverse linguistic and literary expressions existing in our society. Along with many other optional courses in the areas of culture studies, film appreciation, folklore, children's literature, the programme proposes to offer a few courses that would be bilingual or multilingual.

The teaching methods in each course will involve lectures and classroom discussions, presentations and group discussions by students, film-screenings and regular workshops and seminars. A continuous evaluation method comprising assignments, tests, class presentations and term papers will be followed.

As the programme is interdisciplinary, it is hoped that students majoring in English will develop a holistic perspective not only of literature but also of other related disciplines such as Gender Studies, History, Psychology and Sociology. The student may opt for a Dual Major in English and any other discipline being offered at AUD.

The unique strength of this programme lies in its internship component which will give students opportunities to develop skills in areas such as advertising, editing, journalism, teaching, technical writing, creative writing, theatre, art appreciation, and photography. The skills acquired by the students in these diverse courses can be taken up further in their chosen careers. Students can also choose to pursue a postgraduate degree in English at AUD. Keeping in view AUD's larger objectives of engaged scholarship and concern with the margins, this programme aims to deepen the interaction of students with the larger issues of our times and society.

BA Honours with a Major in History

The BA Honours programme with a Major in History is designed to stimulate the student's interest in India's varied pasts in relation to wider global trends. It introduces students to different ways of accessing the past. This makes the study of History exciting and rewarding. Through a combination of innovative courses that are thematic and chronological, the student will be equipped to understand historical sources and evidence, analyse them, ask new questions and debate stereotypes and interpretations. The structure of the courses is interdisciplinary with several options that will enable students to explore new frontiers of



knowledge. Special attention is paid to aspects of equity, marginality, gender, environment and cultural diversity. In short, the student is expected to train, think and practise like a historian.

Of the 96 credits required to get a BA Honours degree with a Major in History, a student has to acquire a minimum of 48 credits (equivalent to 12 courses) in History. These will comprise compulsory as well as optional courses.

A compulsory course devoted to historical methods and historiography explores the evolution of history as a discipline and the different traditions of history writing. The course examines History in relation to other ways of constructing the past, for example, epics, chronicles, myths and tales. A second set of courses deals with India from the earliest times to the contemporary period. Indian History is studied in conjunction with a number of courses that cover world History.

Another group of courses is offered on specific themes like History of Cities, Art, Architecture, Material Culture, Imperialism and Colonialism, Socialism, Labour, Migration and Diasporas, Science and Technology, etc. There will also be comparative courses on different societies, empires and nations, e.g. China, Japan, and Africa.

In addition, a separate course on the History of Delhi is offered. This course explores the past of Delhi and its environs through archaeological, imperial, architectural, literary and other dimensions. The formation of the capital city is viewed through the prism of myth and memory, the cultural remains of the many previous cities contained within Delhi and the continuous role of settlements, migrations, displacements and violence in Delhi's emergence as a centre of power and authority.

All courses are taught in an interactive and participatory manner in order to encourage a spirit of critical enquiry and enhance intellectual rigour in students. Assessments will be based on tests, written assignments and presentations. Peer assessment of work may be a part of the learning process. Students are encouraged to participate in field trips and excursions. They will explore cinema and visual culture and undertake projects that enhance critical thinking and develop analytical skills. Learning and assessment will be continuous and will complement each other. Every student pursuing BA Honours with a Major in History will be assigned an advisor from the faculty to assist the student at every stage to discover and enhance her/his potential.



The History Major can also be enriched by specific courses open to students dealing with, for example, gender, environmental issues, urbanism, literary culture, and so on. The History Honours Major can be combined with an Honours Major in another subject area for a Double Major upon an additional year of study.

The programme prepares students to pursue higher studies in History or to choose careers in diverse fields such as administration, law, media, heritage management, conservation and social/development sectors. MA History and further opportunities for historical study as well as other Masters programmes in related disciplines are available at AUD itself.

BA Honours with a Major in Mathematics

An Honours degree in Mathematics at the undergraduate level is one of the most versatile degrees in terms of skills, knowledge base and career options. The courses in Mathematics are designed to allow students to analyse problems on the basis of logical reasoning. The rigour needed for writing and presenting Mathematics inculcates the skills of concentration, hard work and discipline. To be able to question, reason, analyse, infer and communicate are essential abilities for a student to possess. The courses in Mathematics are very well placed to develop and enhance these in a student.

To be eligible to apply for admission to a BA Honours in Mathematics, the student must have studied Mathematics as a subject at the 10 + 2 level. The student should have obtained a minimum of 60% in Mathematics. Further, the marks obtained in Mathematics in the XII Board Examination must be included in the calculation of the aggregate of the 'Best Four Subjects' of the XII Board Examination.

Of the 96 credits required to earn a BA Honours degree at AUD, a student will have to earn a minimum of 48 credits in Mathematics (equivalent to 12 courses) in order to major in Mathematics. It is also possible for a student to take more courses in Mathematics than the necessary minimum of 12 and earn an additional 16 credits (equivalent to 4 courses) in Mathematics.

The method of teaching will be interactive and learner-centric. Learning processes will be enhanced through visualisation of Mathematics, wherever possible. Computational skills and programming skills will be built in via practicals. Through movies, talks, presentations and books, students will also be exposed to the history of Mathematics and the interaction





of Mathematics with society and nature. One to one mentorship, field trips and summer programmes will help to offer a multifaceted view of Mathematics.

Assessment will take place through components of varying weightage. These may be from continuous evaluation, Mid-Semester and End-Semester examinations, labwork, book and movie reviews, projects and presentations.

The flexible framework of the credit based semester system at AUD provides the perfect opportunity to develop a good foundation in modern Mathematics and to combine this with a broad base by taking courses in a variety of disciplines like Economics, English and Hindi literature, Psychology, History and Sociology, among others. There is also the possibility of spending an extra year and earning a Dual Honours degree, for example, in Mathematics and Economics.

Graduates of Mathematics Honours from AUD would have the opportunity to develop a sound base in Mathematics, a good understanding of the society we live in as well as computational and communication skills. They will be in a position to choose an academic career in Mathematics or an allied discipline. They can also pursue careers in finance or management, banking or insurance, software development or consultancy, Government, the non-government or corporate sectors, media and publishing, among many others.

BA Honours with a Major in Psychology

The BA Honours with a Major in Psychology is designed to provide a comprehensive overview of the subject to its students. It is an interesting combination of papers from different fields of Psychology coupled with a sound exposure to hands-on experience through special practicum planned with various theory papers. Overall, this programme aims at giving deep theoretical and applied understanding of the discipline intertwined with a rigorous training in research skills.

Of the 96 credits required to get a BA Honours degree with a Major in Psychology, a student has to acquire a minimum of 48 credits (equivalent to 12 courses) in Psychology. It is also possible for a student to earn an additional 8 credits (equivalent to 2 courses) in Psychology. There will normally be 14 courses in Psychology comprising core and optional courses.



The core courses aim at providing students with adequate competence at par with the standard undergraduate courses of Psychology across Indian Universities. The second semester Psychology courses include Cognition, where student learn to appreciate the cognitive facet of human behaviour and Understanding Personality, where they understand the individual with his/her uniqueness.

The third semester courses are aimed at looking into the importance of context (Social Psychology). There will be a course titled History of Psychology, which will take students through a brief journey on the developments of the systematic approaches to the study of psychology (from its inception to contemporary times). In the course titled Statistics, students will learn how to analyse data quantitatively.

In the fourth semester, the focus shifts from context to the child (who is embedded in the context), hence a paper on Contextualising Child Development. A course on Methods in Psychology is also offered, where students would innovatively reflect on the tools employed for research in Psychology through classic research studies in the discipline. This semester also includes a course involving practical work using experiments from various fields of Psychology.

The fifth semester courses are designed to enable students in knowing the physiological basis of behaviour. The topics in the paper Neuropsychology will ground the complex psychological experiences and expressions of the human in the processes of the brain and the neural network. A linked course on Understanding Abnormality will help students understand pathology and normalcy, mental illness and distress. This semester will also have the course titled Special Practicum. The study of the unique individual forms one of the bedrocks of contemporary psychology. This course will help students learn the processes of psychological measurement, interviewing, observation and case study taking.

The sixth semester gives students the option of choosing two out of the three courses — Counselling, Organisational Psychology and Psychology for India. The course on Counselling will teach aspects of the counselling process beginning with the first contact with a client to the point of termination of the counselling relationship. The course on Organisational Behaviour introduces students to how individuals, groups, and organisational structure have influence on behaviour within organisations. Psychology for India is a paper which will critically examine



the assumption of universality and consider the possibility of a culturally located psychology.

The salient feature in teaching of Psychology at AUD is the interactive mode where students are encouraged to understand the subject by exploring links with their self. Teaching will also use films and popular narratives to highlight and illustrate significant contexts of the course.

Varied forms of assessments will be adopted for evaluating students. A combination of presentations, book reviews, written and oral examinations will be used. Assignments, practical and dissertation work will be based on the on-going work/courses. These will be followed by an oral examination.

Students doing a Major in Psychology will be encouraged to take courses from other disciplines such as English, Hindi or Sociology. It is also possible for a student to spend an extra year of study and earn a Dual Major degree, for example, a Dual Honours Major in Psychology and Sociology.

Students doing a Major in Psychology from AUD would be eligible for a Masters in Psychology or Gender Studies or Masters in other allied areas. Some of the Masters programmes are already available at AUD. The course would also be a good facilitator in some applied areas like, mass media, advertising, education, child development, counselling and organisational psychology. It would enable students to work in varied fields where they are required to engage with human beings in different contexts.

BA Honours with a Major in Sociology

The study of Sociology at the undergraduate level can be one of the most exciting experiences for a student. The advantage of studying family, marriage, education, religion, caste, economy, politics or development is that everyone has some ideas about these institutions and phenomena. Two of the main lessons for students at the undergraduate level at AUD are that Sociology is distinct from mere commonsense and that they need to question many commonly accepted premises about society.

Of the 96 credits required to get a BA Honours degree with a Major in Sociology, a student has to acquire a minimum of 48 credits (equivalent



to 12 courses) in Sociology. These will include compulsory as well as optional courses.

Teaching will take place in an interactive manner. Discussions and questions will be encouraged during lectures. Film screenings will be organised and the students will be required to review films by connecting them to sociological issues. Experts from academia, civil society, performing arts and media will be invited for regular panel discussions or lectures. Finally, some field visits will be conducted to provide direct experience of social reality. The evaluation system will be a combination of writing projects, poster making, presentations, mid-semester and end-semester examinations.

While pursuing a Major in Sociology, a student will also be able to choose a number of courses from other disciplines such as Economics, English, Hindi, History and Psychology. This will expose the student to interdisciplinary studies at the undergraduate level itself.

As an extension of this, a student, in fact, may want to pursue a Dual Major in Sociology and History or Sociology and Psychology. This would mean a fourth year of study, but with the benefit of graduating with two disciplines.

After doing a BA (Hons) with a Major in Sociology, a student would be well placed to pursue Masters programmes in Sociology as well as in related areas like Gender Studies or Development Studies at any University. These Masters programmes are also available at AUD. A student not wishing to pursue higher academics will be equipped for a career in non-government organisations, media and Government.

BA Honours with a Major in Social Science and Humanities (SSH)

This programme allows students to explore three disciplines within the School in some depth over the course of three years while obtaining the wider benefits of a liberal arts education. Faculty and staff of the School shall help students opting for the SSH Major in constructing a meaningful sequence of courses from the courses offered in the School.

Students opting for SSH must complete the Foundation Courses and fulfil other general requirements of the BA Honours degree. In addition, they



must also complete 16 or more credits in each of the three disciplines of their choice, which fall in the domain of the Humanities, Social Sciences and Mathematical Sciences. There may be special additional classes, seminars, workshops and activities for SSH students.

Students completing the SSH Major will be eligible to apply for MA programmes at AUD and other institutions. Many of the same employment opportunities available to single-subject BA Honours graduates would be available to them as well. SSH students converting their degrees to BA Honours with Dual Major will have a complete Honours degree with an unusually strong subsidiary component that would make them attractive candidates for postgraduate/professional study programmes and for employment opportunities.

BA Honours with a Dual Major

In the third year of study, students can exercise the option of pursuing a BA Honours with a Dual Major. However, they should begin planning for this from the third semester onwards particularly in the choice of courses counting towards discipline credits. There will be special counselling available for students who wish to avail the opportunity to do BA Honours with a Dual Major.

Students who wish to pursue the Dual Major degree programme will have to take additional courses worth 32 credits in the fourth year. To graduate with a Dual Major in two disciplines, a student would have to complete the minimum prescribed 48 credits in each discipline out of a total of 128 credits.

Students may also extend the SSH Major to a Dual Major degree by completing, in addition to SSH Major requirements, all requirements of a single-subject Major (i.e. the prescribed 48 credits in that subject). BA Honours students in SSH would thereby receive a degree entitled BA Honours with Dual Major: (Single-subject X) with Social Science and Humanities. SSH students intending to enrol in a fourth year of study shall receive special counselling from SUS faculty and staff during their second and third years of study.



Centres of the University

AUD proposes to set up Centres for research, documentation and training.

These Centres will work in areas of contemporary importance and will be linked with the University's vision of its academic and research programmes. There are plans to set up a Centre for Leadership and Change, a Centre for Equality and Social Justice, a Centre for Engaged Spiritualities and Peace Building, and a Centre for Social Applications of Mathematics. A Centre for Publishing is also being planned. Three Centres are currently operational.

Centre for Early Childhood Education and Development

The Centre for Early Childhood Education and Development (CECED) was established on 6 June 2009. It was formally launched on 12 October 2009. CECED is a unit within the organisational structure of AUD with close links with AUD Schools. The primary objective of establishing the Centre was to bring together research, policy and practice in a coherent and a holistic frame. The Centre works closely with different Schools in AUD.



CECED Activities and Achievements

The Centre has been engaged in the following activities with major focus on research and advocacy in 2011-12.

A. Research

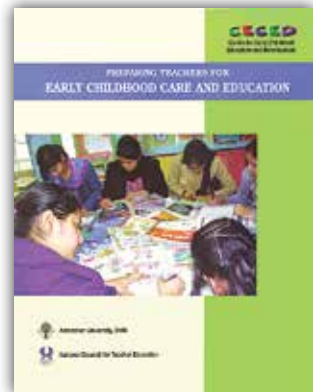
Completed Research Projects

Survey of teacher education institutions in India: A survey was conducted in collaboration with NCTE of 95 institutions across eight states. The research team visited 39 of these institutions for direct observation. The survey was conducted in partnership with Vidya Bhavan Society, Udaipur, Andhra Mahila Sabha, Andhra Pradesh and Learning Imprints, Gujarat. The report titled “Preparing Teachers for Early Childhood Education” was released on 29 March 2012.

Linked for learning - an Action Research in Bihar in partnership with CARE India: The vision of the project “Linked for Learning” was to ensure that the marginalised children in the age group of birth to 8 years, have a smooth transition from home to formal schools in selected locations of Bihar. It intended to bring together home, pre-school and primary/ elementary school as a continuum of three environments that are child-centred and child-friendly and to ensure smooth transition from one to another, and promote early learning.

CECED provided technical support for the study, which concluded on 30 January 2012. In this context CECEd contributed the following:

- Preparation of the Baseline study framework for monitoring and evaluation.
- Training of Community Resource Persons for collection of baseline data.
- Analysis of data and report preparation which highlighted major needs of the system and made specific recommendations for interventions.





- Preparation of monitoring formats aligned with the baseline framework for use by Community Resource persons, AWWs and Program officers.
- Preparation and field testing of an illustrated Infant Stimulation package in Hindi for children from birth to three years, which has been published by CARE India. This includes guidebooks and a calendar of activities for AWWs for their monthly meetings.
- Conduct of rapid end line survey/ review and preparation of a report.
- Preparation of a thematic activity bank for AWWs/ preschool teachers for 3 to 6 year old children which has also been published by CARE India.

On-going Research Projects

CECED is currently conducting a longitudinal study titled “Exploring impact of early learning, socialisation and school readiness experiences along the primary stage”. The objective of this study is to explore and empirically identify essential and non-negotiable quality elements for any ECE programme in the Indian context, across public, private and voluntary sectors, which will ensure sustained impact on elementary education goals and contribute to the overall development of the child. The study is attempting to answer the following questions:

- How well are children prepared for primary school in terms of school readiness and personal social development?
- How do we define quality in Early Childhood Education?
- What are the key elements of an ECE programme, in terms of both content and process, which have an impact on children’s early learning, socialisation and school readiness?
- To what extent do the gains made by children at the ECE stage in terms of early learning, socialisation and school readiness have a sustained impact at the primary stage of education in terms of their psycho-social, behavioural and educational outcomes?
- Can there be a uniform operational definition and specification of quality in ECE across the country, given India’s socio-cultural diversities?
- What would be the costs involved in ensuring essential quality elements in an ECE programme?



Under this study the following activities have been undertaken:

- (a) Pilot study conducted in two phases - one each in Rajasthan and Andhra Pradesh and the other in all three states, i.e. AP, Assam and Rajasthan. Based on findings of the pilot study a paper was prepared titled "Where are the 3-5 years olds?" This paper was presented in a seminar organised by CECED and subsequently as a poster in an international conference in Chandigarh in October 2011.
- (b) A Research Advisory Committee meeting was organised in July 2011 to share the pilot study report and seek guidance for the main study, given the challenges that were identified during the pilot.
- (c) Pre-test data collection has now been completed on 2,766 four-year olds and 298 ECE centres across public, private and NGO sectors in all three states. The data is being computerised.
- (d) Quarterly tracking of the cohort was done prior to post-testing and was completed in Rajasthan and Andhra Pradesh on 1,507 four year-olds and 153 ECE centres. In Assam, 80% of the tracking has been done and is expected to be completed by April 2012.
- (e) Case Studies: Strand C of the study includes preparation of eight case studies of good practices in ECCE, following a qualitative research methodology. To finalise this methodology a Research Advisory Committee Meeting was held in July 2011 during which a community of researchers refined the methodology and selected eight programmes for the case study. This was followed by two workshops held in December 2011 and February 2012 with the group of researchers engaged in their investigation. The field visits for the case studies were started in March 2012.

B. Advocacy

Quarterly Lectures/Seminars

- **"Early Childhood Care and Education Scenario: Feedback from the Grassroots"**: This was the first seminar of the year (2011-2012) and was jointly organised by CECED, and Galli Galli Sim Sim (GGSS). It was chaired by Dr Shreeranjana, Joint Secretary, Ministry of Women & Child Development.



- **Early Literacy: Transition from Home to School Language:** This was organised as a panel discussion on 12 August 2011 at the India International Centre. The panel discussion was chaired by Professor R Govinda, Vice Chancellor, NUEPA and the panellists included Shri Dhir Jhingran, Dr Shobha Sinha and Professor Minati Panda.
- Professor Arnorld Summeroff and Professor Suzan delivered lectures on 20 October 2011 on “The Limits of Resilience, Constraints on Development” and “Fostering High Risk Family Resilience for Young Children” respectively. The session was chaired by Professor Rachna Johri from the School of Human Studies, AUD.
- **Early Learning - Challenges and Prospects:** This was designed as a conversation between Professor AK Jalaluddin and Dr Rukmini Banerjee. It took place on 4 November 2011 at the India Islamic Cultural Centre, New Delhi.
- **Preparing Teachers for Early Childhood Education – Multiple Perspectives:** CECED along with CARE, India organised a panel discussion followed by a report release on “Preparing Teachers for Early Childhood Education Care and Development”. The discussion was organised on 29 March 2012 at the India Habitat Centre.

C. Website Launch

The CECED website was successfully launched in January 2012. It provides an overview of the vision, functions, activities and products of CECED and keeps the viewers updated on new events or initiatives planned in the coming months.



D. Quality Promotion, Capacity Building and Policy Level Support

A number of CECED members shared their expertise with other organisations to promote best practices in the field of Early Childhood Education and Development.



ISSBD Workshop - Aparajita Bhargarh, Academic Fellow and Swati Bawa, Project Associate conducted poster presentations on "Availability and Utilisation of Early Childhood Provision in Rajasthan and Andhra Pradesh" and "Situational Analysis of 3-6 Years olds in the Samastipur District of Bihar" respectively in a regional workshop organised by The International Society for the Study of Behavioural Development (ISSBD) from 13 to 15 October 2011 at Chandigarh, on "Risk, Protection, and Resilience among Children at-risk: Research and Action".

Venita Kaul, Director, CECED and Adarsh Sharma, Visiting Professor participated in the preparation of National Policy on ECCE in the Ministry of Women and Child Development and in several other high level committees.

Centre for Community Knowledge (CCK)

The Centre for Community Knowledge (CCK) was formally approved by the Board of Management in its meeting on 24 June 2011. However, activities were started in the course of the year, even before this approval, as mentioned below.

A collaborative field project from May-June 2011 titled "Documentation of Konyak Community Cultural Resources" is underway in partnership with the Anthropological Survey of India, Kolkata, and the Walo Organisation, Mon, Nagaland. The project will digitally record, in a community led process, traditional knowledge of a wide range of skills, work processes and oral knowledge in and around the district of Mon, Nagaland. The digital data will be shared with AUD for oral knowledge research and documentation. It will also be available at the community digital archive at the Tribal Heritage Centre for Development and Education in Mon town. The project is currently being financially supported by the Anthropological Survey of India through field trips and field workshops in Mon. Besides, CCK has also been asked, by the Anthropological Survey of India on behalf of the National Mission on Intangible Cultural Heritage, for training and support to the National Oral Knowledge Repository.

A Delhi Citizen Memory Project was initiated in July 2011 by engaging faculty and students of SLS to promote research to uncover and document citizen's stories, private and individual oral histories and collections that would complement archival records. As part of this project, CCK



is planning to develop a history of the Kashmere Gate campus as an education and knowledge incubator in the City from the time of the Dara Shikoh Library. CCK will also involve other Schools of AUD to develop a multi-disciplinary oral archive of the City of Delhi.

CCK in collaboration with the Archives on Contemporary History, Jawaharlal Nehru University, organised an Oral History Workshop Series over alternate weekends from January to March 2012 for postgraduate and doctoral students of the two universities. These included lectures by historians who have used oral sources in their work, together with a mixture of reading-based discussions and introduction to insightful ways of conducting interviews, including technical sessions on audio-visual recordings. Eight presentations by student research groups at the conclusion looked at Histories of the Official Left, Labour Histories by Workers and Leadership from the Delhi region, and Post-2000 Political Movements.

Under an agreement with the National Innovation Foundation, the AUD-NIF Field Fellowship Programme was initiated in January 2012 for selecting community members for supporting academic research by coordinating community-led field documentation of community knowledge and grassroots innovations in traditional knowledge. Funded by NIF, the programme is administered by CCK which has selected two Field Documentation Fellows to begin work from May 2012.

CCK conducted a Workshop in March 2012 at the culmination of seven Research Projects on Community Knowledge by faculty members of the multi-disciplinary North East Forum in AUD. This first series of annual research projects for the year 2011-2012 looked at "Material Culture, Creation and Use: Perspectives from Inside the Community". This series of workshops and symposia will disseminate the outcomes of the research studies, to a range of audiences, from material culture scholars and museum curators to members of the community. Addressing cultural 'disembodiment' of objects, these studies into material culture reposition them as dynamic articulations of rich social lexicons, and look at an artefact as more than just a static object disconnected from the society that produced it.

CCK is collaborating with AUD's IT Division to implement the AUD Digital Multimedia Repository, including the Institutional Memory



Repository. The hardware requirements for this have been identified, software and operating systems are being installed on a demonstration basis to train core IT services staff, to develop, build, host, maintain and manage a digital multimedia repository at the University level which will be accessible to researchers and the general public.

CCK was represented by Surajit Sarkar, Consultant, at the Smithsonian Institute, Washington, USA in the Panel on Digital Repatriation of Indigenous Knowledge in January 2012. Other International partnerships being explored are with FMSH, Paris; American University, Paris; Yale University, South Asia Studies Council and the Department of Geography and Museum of Anthropology & Archaeology of the University of Cambridge.

Within India, CCK is in discussion with the Institute of North East Studies, Guwahati University, for collaboration in projects on community knowledge from the North East region of the country. Discussions are underway with Sahapedia, the online encyclopaedia on Indian Art and Culture, on a student internship programme for 2012-13. Currently, consultations are on with the Indira Gandhi Rashtriya Manav Sanghralaya, Bhopal; the Indian Council of Historical Research, New Delhi; the Ministry of Culture, New Delhi; the National Institute of Oceanography, Goa and other Government and private agencies.

Centre for Social Science Research Methods

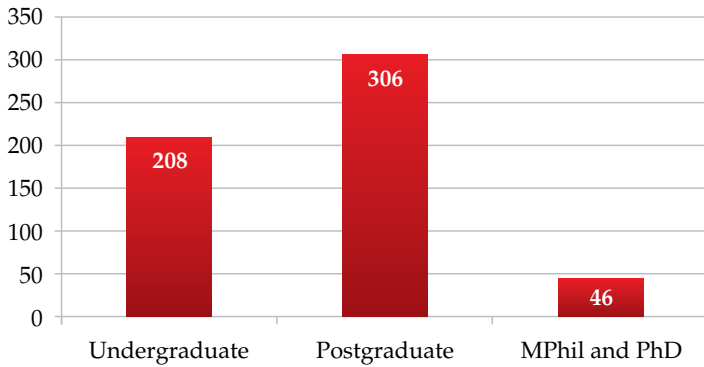
As a new University with a mandate to do research and teaching in the Social Sciences and the Humanities, Ambedkar University set up the Centre for Social Science Research Methods in 2010-11.

It is envisaged that the Centre will design and offer innovative programmes (stand-alone and plug-in courses and workshops) in social science research methods for university students and faculty members from within and outside AUD, provide support in research methods to the University's on-going academic and research programmes, document the teaching and transaction of research methods courses and workshops, provide consultancy services for designing small and large research studies and facilitate collaboration and networking among scholars associated with programmes in research methods in other universities and research institutions in India and abroad.



Students of the University

Student Enrolment at AUD: 2011-12





Enrolment of Students in Undergraduate Programmes

Programme Name	Total No. of Students	Male	Female	SC	ST	OBC	PD	CWAP/ Defence	Foreign Student	General
BA Economics	72	38	34	03	01	08	--	--	01	59
BA English	32	06	26	--	05	05	--	01	--	21
BA History	16	10	06	02	03	02	--	--	--	09
BA Mathematics	10	05	05	--	--	01	--	--	--	09
BA Sociology	11	06	05	--	01	01	--	01	--	08
BA Psychology	32	08	24	02	02	--	--	--	01	27
BA Social Sciences & Humanities	35	22	13	01	03	03	--	--	--	28
TOTAL (BA)	208	95	113	08	15	20	--	02	02	161

Enrolment of Students in Postgraduate Programmes

Programme Name	Total No. of Students	Male	Female	SC	ST	OBC	PD	CWAP/ Defence	Foreign Student	General
School of Development Studies										
MA Development Studies	59	25	34	02	05	02	01	--	03	46
School of Human Ecology										
MA Environment & Development	36	10	26	01	04	03	--	--	--	28
School of Liberal Studies										
MA English	29	02	27	01	04	04	--	--	--	20
MA Economics	42	11	31	02	01	03	--	--	--	36
MA History	18	05	13	01	06	02	--	--	--	09
MA Sociology	30	04	26	01	08	--	--	--	--	21
School of Human Studies										
MA Psychology	70	02	68	01	01	01	01	01	--	65
MA Gender Studies	22	--	22	--	--	01	--	--	01	20
TOTAL (MA)	306	59	247	09	29	16	02	01	04	245



Some of the reserved category students got admission in the general category due to the high percentage they achieved in the qualifying examination.

Enrolment of Students in MPhil Programmes

Programme Name	Total No. of Students	Male	Female	SC	ST	OBC	PD	CWAP/ Defence	Foreign Student	General
Psychotherapy & Clinical Thinking	17	02	15	01	-	-	-	-	-	16
Hindi	08	04	04	02	-	03	-	-	-	03
History	07	03	04	-	-	01	-	-	-	06
TOTAL (MPhil)	32	09	23	03	-	04	-	-	-	25

Enrolment of Students in PhD Programmes

Programme Name	Total No. of Students	Male	Female	SC	ST	OBC	PD	CWAP/ Defence	Foreign Student	General
Hindi	03	-	03	01	-	-	-	-	-	02
History	03	-	03	-	-	-	-	-	01	02
Development Studies	04	03	01	01	01	-	-	-	-	02
Human Ecology	04	02	02	-	-	-	-	-	-	04
TOTAL (PhD)	14	05	09	02	01	-	-	-	01	10
Grand Total	560	168	392	22	45	40	02	03	07	441

The degrees of MPhil and PhD may be granted by any School of the University, except for the School of Undergraduate Studies. All academic matters relating to the MPhil and PhD degrees shall be overseen at the University level by the Standing Committee (Research) of the Academic Council (SCR). Until the Academic Council constitutes the SCR, the Vice Chancellor shall appoint an interim SCR which shall perform all functions of the SCR.



All academic matters relating to the MPhil and PhD degrees are overseen at the School level by the Research Studies Committees (RSCs). RSCs are sub-committees of the Boards of Studies of Schools. Each RSC regulates MPhil and PhD programmes of the research subjects/ fields/ areas within the domain of the respective School. There may be more than one RSC per School. The composition of the RSCs will be determined by the Academic Council. In the interim, each RSC shall have the following composition:

- The Dean of the School (Chairperson)
- Four members of the School who are eligible to be recognised as doctoral supervisors and are appointed or concurrently appointed to the School, to be nominated by the Board
- One member from outside the School to be nominated by the Vice Chancellor.

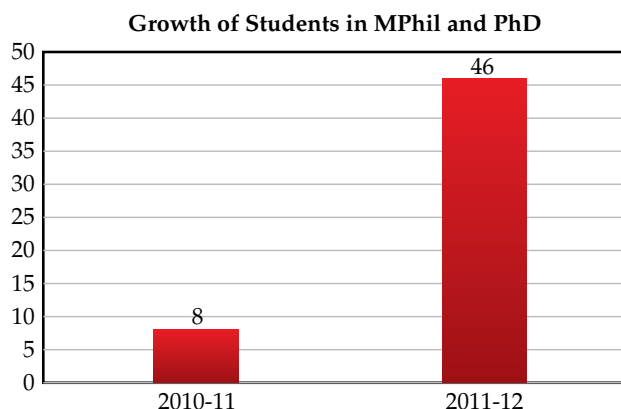
Criteria for Admission

- Admissions to MPhil and to PhD for those who do not have an MPhil degree shall occur once in each year, in June-July.
- PhD admissions for those who have an MPhil shall occur throughout the year.
- The number of seats for MPhil in each School shall be determined by the SCR on the recommendation of the RSC and shall be announced/ advertised prior to the commencement of admission procedures.
- The number of seats available in the PhD programme in each School may vary from year to year depending on the number of recognised supervisors in the faculty and the maximum number of doctoral students that they are allowed to supervise at a given point of time.
- This number shall be determined by the RSC and announced periodically round the year.



MPhil and PhD Students Enrolled for the Academic Year 2011-2012

A total of 8 students were enrolled in MPhil and PhD programmes in the academic session of 2010-11, whereas in session 2011-12 this number went up to 46. The School of Development Studies, the School of Human Ecology, the School of Human Studies and the School of Liberal Studies are currently offering MPhil and PhD degrees.



A total of 46 students are enrolled for research programmes out of which 14 students are in PhD and 32 students are in MPhil programme.





Physical Assets of the University

Library

The AUD Library is growing gradually. In the year 2011-2012, the AUD library has augmented its collection of books, journals (print and online), online database and membership of library networks.

- At present the Library has a total of 11,417 books of which 3,742 have been purchased during this financial year. All the books are accessioned, classified, catalogued, bar-coded and ready for users.
- The AUD library has been functioning from two campuses since July 2011.
- This year a separate Text Book Section for undergraduate students was set up.
- The Library has renewed the subscription of those out of the 100 print journals whose online subscriptions are not available.
- Library software LIBSYS has been installed in both campuses and is functioning properly.



- The AUD Library has renewed all 6 subscribed e-resources via INFLIBNET for the year 2011-2012:
 1. JSTOR (1046 journals from vol 1, issue 1)
 2. Cambridge University Press (197 Journals since 1997)
 3. Oxford University Press (202 journals)
 4. Springer (over 1200 journals)
 5. Nature-Weekly access since 1997 onwards
 6. MathSciNet: contains over 2 million items and over 700,000 direct links to original articles. Over 80,000 new items are added each year, most of them classified according to the Mathematics Subject Classification.
- The AUD Library has subscribed to other e-resources such as:
 1. Project Muse (523 Journals)
 2. AAAS (1 Database)
 3. EBSCO-Academic Search Complete (8500 full text Journals)
 4. EBSCO host-Business Source Complete (1300 Journals)
 5. Emerald Management (200 Journals)
 6. Capitaline.com (1 Database)
 7. Sage Research Methods Online (SRMO)
 8. Science Direct (2 Journals)
 9. Wiley (4 Journals)
 10. Toronto University Press (1 Journal)
- The total expenditure of the AUD Library was Rs. 1,06,80,143.34 out of which Rs. 52,27,243.00 was spent on books and Rs.54,52,900.34 on National and International Print and Electronic Resources.
- Currently more than 700 users are using the library facilities like Issue-Return, reference service, e-resource access and periodicals.
- AUD Library organised jointly with the Institute of Economic Growth and Society for Library Professionals a two-day international conference "Library and Information Professionals Summit (LIPS) 2012" on "Leadership, Ethics, Accountability and Professionalism in Library Services", on 16-17 March 2012, New Delhi, with support from the Ministry of Culture, ICSSR, DRDO and CSIR.



IT Services

IT Services has been serving as the backbone for all IT related activities on both campuses at Kashmere Gate and Dwarka. There has been a continuous endeavour to upgrade it to assimilate new trends in the Information Technology revolution. Information is at the very heart of the University's core mission, which is the creation, preservation, dissemination and application of knowledge. The University has about 500+ network connections (Wired & Wireless) covering the Dwarka and the Kashmere Gate Campuses.

Functions:

- IT Policy, Network Design, Capacity Planning and Management for multi-campus access.
- IT Hardware Infrastructure procurement, installation, managing all IT Services.
- IT Services division has been given the responsibility of running the University's Intranet, Internet and Virtual Private Network Services.
- IT Services is also running the Firewall Security, Proxy, DHCP, VPN, email, and managing the network of the University from two locations.
- IT Services is also maintaining Tally ERP9 and Libsys Software. Both are available to users on VPN.

Responsibilities:

- Implementation of the Windows 2008 Active Directory Secured Authentication.
- Providing secure VPN based e-Journal and Intranet access for Faculty outside the AUD Network.
- Global Naming and IP Addressing.
- Providing Net Access IDs and email Accounts.
- Maintenance of Computer Hardware and Peripherals.
- AUD has acquired high speed Internet connections of 1 Gbps from NKN (National Knowledge Network) and 8 Mbps from ERNET as a backup on the Kashmere Gate campus.



- The Dwarka Campus has a 4 Mbps ERNET leased line link with 2 Mbps MTNL Broadband as backup.
- Virtual Private Network (VPN) between the Dwarka and the Kashmere Gate campus.
- Centralised Intranet facility for the transfer of information between the campuses.
- Campus-wide Wired and Wireless Network (Wi-Fi) systems have been part of the University LAN & WAN systems which are on very high speed network access.
- Server virtualisation has been done on both campuses which allows for better operational control, lowering of operating costs, and better scaling.
- Unified Threat Management (UTM) appliances installed on both the campuses to simplify management of the University's security strategy. Also from one single centralised console, all security solutions can be monitored and configured.

AUD has platform independent infrastructure. Thus faculty, students, researchers and other staff can easily connect to the AUD network system irrespective of different operating systems on their laptops and desktops.

Server resources are virtualised for better operational control resulting in common access to the office automation applications and other online resources on 24X7 basis.

The IT Services of AUD are maintaining a repository system on DSpace to manage and distribute digitised information to different academic communities. It provides 25 GB e-mail facility in Google apps to each AUD faculty, staff and students.





AUD has its own IT Policy that lays down guidelines for using the University's computing facilities. While creating these policies, every effort has been made to have a careful balance between security and the ability to conduct rightful functions by the users.

In addition to 250 desktops (Core-2, i3, i5 etc), AUD has provided 100 laptops of Dell, Lenovo, HP Compaq and Apple (Mac) to the faculty for their use. The Computer Centres at the Dwarka and KG campuses are equipped with 250 computers of Dell, Lenovo and HP make. Uninterrupted power supply is assured at the campuses and 69 nos. of 1 KVA, 5 KVA and 10 KVA offline UPS and 3 nos. of 20 KVA online UPS systems have been deployed on both the campuses.

Future: In its continuous endeavour to improve, AUD IT Services Division is proceeding with the deployment of new facilities like:

1. Video and Audio Conferencing systems for live information exchange.
2. ERP (Enterprise Resource and Planning) software will be deployed for University wide automation.
3. 24x7 basis manless computer centre access to students and staff.

IT Equipment in AUD

Kashmere Gate and Dwarka Campuses

S.No.	Equipments	Kashmere Gate	Dwarka
1	Desktop	98	125
2	Laptop	44	24
3	Printer	16	29
4	Data Card	06	03
5	Router	19	17
6	UPS	29	42
7	Projector	15	12
8	Switch	38 (CISCO L3-1, L2-30) + 7 DLINK	03
9	UTM	01	01



Hostel Accommodation

Hostel accommodation for students is available at the Dwarka Campus. AUD is managing the hostel for the students of IIT, CBPGEC and AUD. AUD is also in the process of arranging hostel accommodation for girl students at the Kashmere Gate Campus. All reserved category of students of AUD who had applied for hostel accommodation have been accommodated during the academic year 2011-12.

Category-wise enrolment

Boys Hostel

	General	SC	ST	OBC	TOTAL
AUD	13	3	5	-	21

Girls Hostel

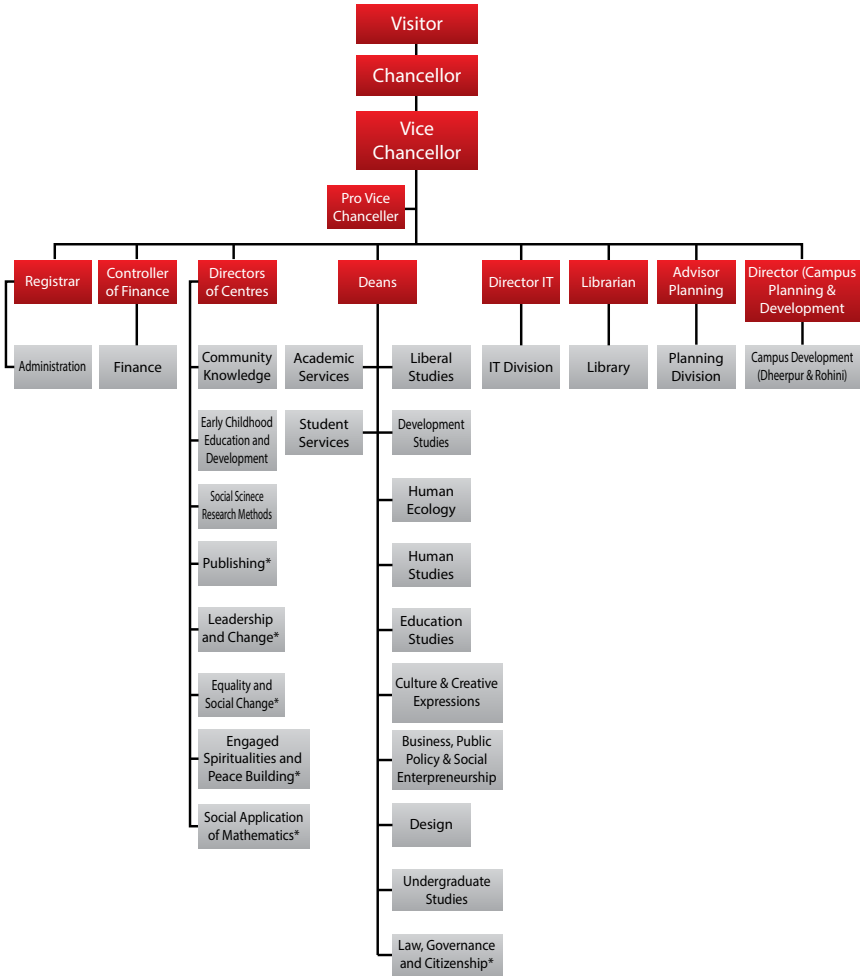
	General	SC	ST	OBC	TOTAL
AUD	17	-	7	-	24



Organogram of the University



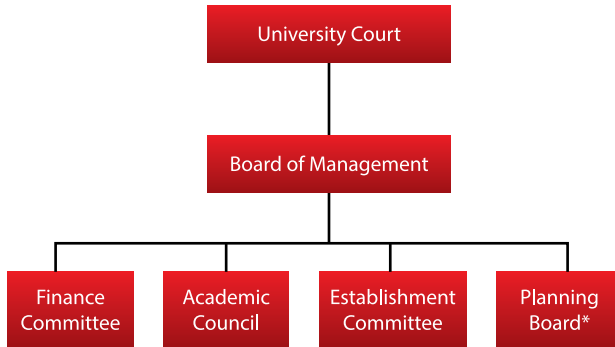
Organogram of Universtiy Officials



* Proposed



Organogram of Universtiy Authorities



* Proposed

भारत रत्न डॉ. अ. आर. अंबेडकर विश्वविद्यालय, दिल्ली





Appendices



APPENDIX A

Admission Process

Admission Notice

Admissions are notified through advertisements in selected leading newspapers and the University website.

For the Academic Session 2011-12 various entrance tests and interviews for admission to the BA, MA, MPhil and PhD programmes were conducted and students were admitted according to the prescribed Rules and Regulations of the University. Only candidates short-listed on the basis of written tests are invited for interview.

Reservation of Seats

Admissions are made in accordance with the reservation policies of the Government of the National Capital Territory of Delhi in respect of various social groups and other categories, as applicable to institutions of higher education.

Admission to Foreign Students

A few seats in every programme have been kept aside for foreign students. Overseas candidates are admitted through a procedure decided by the respective Schools of study. Eligibility in terms of academic qualifications for foreign students is the same as for Indian students. However, foreign students must produce evidence of proficiency in English.

Fee Waivers and Scholarships

A large number of partial and full fee waivers and scholarships are available. The University ensures that no deserving prospective students, as far as possible, is denied the opportunity of studying at AUD just because of his/ her inability to pay the fees.





Selection of Candidates

The selection of candidates for admission to the different postgraduate programmes of study is made after written test and interview.

Eligibility Requirements for Appearing in the Entrance Test

The eligibility criteria (for both general and reserved category candidates) for appearing in the entrance examination are formulated in accordance with the guidelines laid down by the University in this regard. Candidates who are appearing in their respective qualifying examination are also permitted to appear in the entrance examination. In the event of selection, however, their admission is subject to their passing and securing the prescribed percentage of marks in the qualifying examination and submission of all documents, including the final mark-sheet of the qualifying examination at the time of admission.

Registration

Candidates who are selected for admission are required to complete all registration formalities within the time schedule drawn up by the University.

Eligibility for BA Programmes

Class12 with a minimum of 50% marks from a recognised Board. Relaxation of 5% is given to candidates belonging to SC, ST and Physically Disabled (PD) categories. For students from Boards of Examination where only grades are assigned, a suitable procedure for calculating the equivalent percentage on the basis of the grade point average is worked out. Students who wish to pursue an Economics or Mathematics major must have studied Mathematics as a subject at the10+2 level.

Eligibility for MA Programmes

The minimum eligibility criterion for all courses is a Bachelors degree in any discipline with at least 55% marks (or an equivalent grade) from a recognised University.





APPENDIX B

Officers of the University

(As on 31 March 2012)

Professor Shyam B Menon	Vice Chancellor
Professor Chandan Mukherjee	Registrar (Officiating)
Ms Asha R Rungta	Controller of Finance

Deans of Schools

Professor Kuriakose Mamkoottam	Dean, School of Business, Public Policy and Social Entrepreneurship
Professor Salil Misra	Dean, School of Liberal Studies
Professor Chandan Mukherjee	Dean, School of Development Studies and School of Human Ecology
Professor Ashok Nagpal	Dean, School of Human Studies
Professor Shivaji K Panikkar	Dean, School of Culture and Creative Expression
Professor Geetha Venkataraman	Dean, School of Undergraduate Studies

Chairpersons of Centres

Professor Venita Kaul	Director, Centre for Early Childhood Education and Development
Professor Sanjay Sharma	Director, Centre for Community Knowledge
Professor Chandan Mukherjee	Director, Centre for Social Science Research Methods

Other Officers of the University

Professor Vijaya S Varma	Advisor (Planning)
Dr Debal C Kar	Librarian
Dr K Srinivas	Director, IT (Services)



APPENDIX C

Meeting of the Governing Bodies

The first meeting of the University Court was convened on 23 November 2011 at Raj Niwas.

Members Present

- | | |
|--|-------------|
| 1. Shri Tejendra Khanna, Chancellor
Lt Governor, Delhi | President |
| 2. Professor Shyam B Menon
Vice Chancellor, AUD | Chairperson |
| 3. Dr Kiran Karnik
Former President, NASSCOM | Member |
| 4. Professor SR Hashim
Former Member Secretary, Planning Commission | Member |
| 5. Professor K Satchidanandan
Former Secretary, Sahitya Academy | Member |
| 6. Dr Kiran Datar
Member, Board of Management, AUD | Member |
| 7. Justice Leila Seth
Former Chief Justice, Himachal Pradesh | Member |
| 8. Ms Asha R Rungta
Controller of Finance, AUD | Member |
| 9. Shri Anand Prakash
Principal Secretary, Higher Education | Member |
| 10. Dr BP Joshi
Registrar, GGSIP University | Member |
| 11. Professor Chandan Mukherjee
Registrar, AUD | Secretary |
| 12. Professor Ashok Nagpal
Dean (SHS), AUD | Member |



Board of Management

The eleventh meeting of the Board of Management was held on 14 November 2011.

Members Present

- | | | |
|----|---|------------------|
| 1. | Professor Shyam B Menon
Vice Chancellor | Chairperson |
| 2. | Professor NR Madhava Menon | Member |
| 3. | Dr Kiran Datar | Member |
| 4. | Shri Anand Prakash
Principal Secretary, (Higher Education)
Government of NCT of Delhi | Member |
| 5. | Shri DM Spolia
Principal Secretary (Finance)
Government of NCT of Delhi | Member |
| 6. | Professor Ashok Nagpal | Member |
| 7. | Professor Chandan Mukherjee | Member Secretary |
| 8. | Ms Asha R Rungta
Controller of Finance | Special Invitee |





Academic Council

The first meeting of the Academic Council of the University was held on 17 August 2011.

Members Present

1. Professor Shyam B Menon, Vice Chancellor	Chairman
2. Professor AK Sharma, UGC Nominee	Member
3. Professor Ashok Nagpal, Dean, SHS	Member
4. Professor Salil Misra, Dean, SLS	Member
5. Professor Geetha Venkataraman, Dean, SUS	Member
6. Professor Shivaji K Panikkar, Dean, SCCE	Member
7. Professor Honey Oberoi Vahali, SHS	Member
8. Professor Venita Kaul, Director CECED	Member
9. Professor Denys Leighton, SLS/SUS	Member
10. Dr Sumangala Damodaran, SDS	Member
11. Dr Praveen Singh, SHE	Member
12. Professor Kuriakose Mamkoottam, SBPPSE	Special Invitee



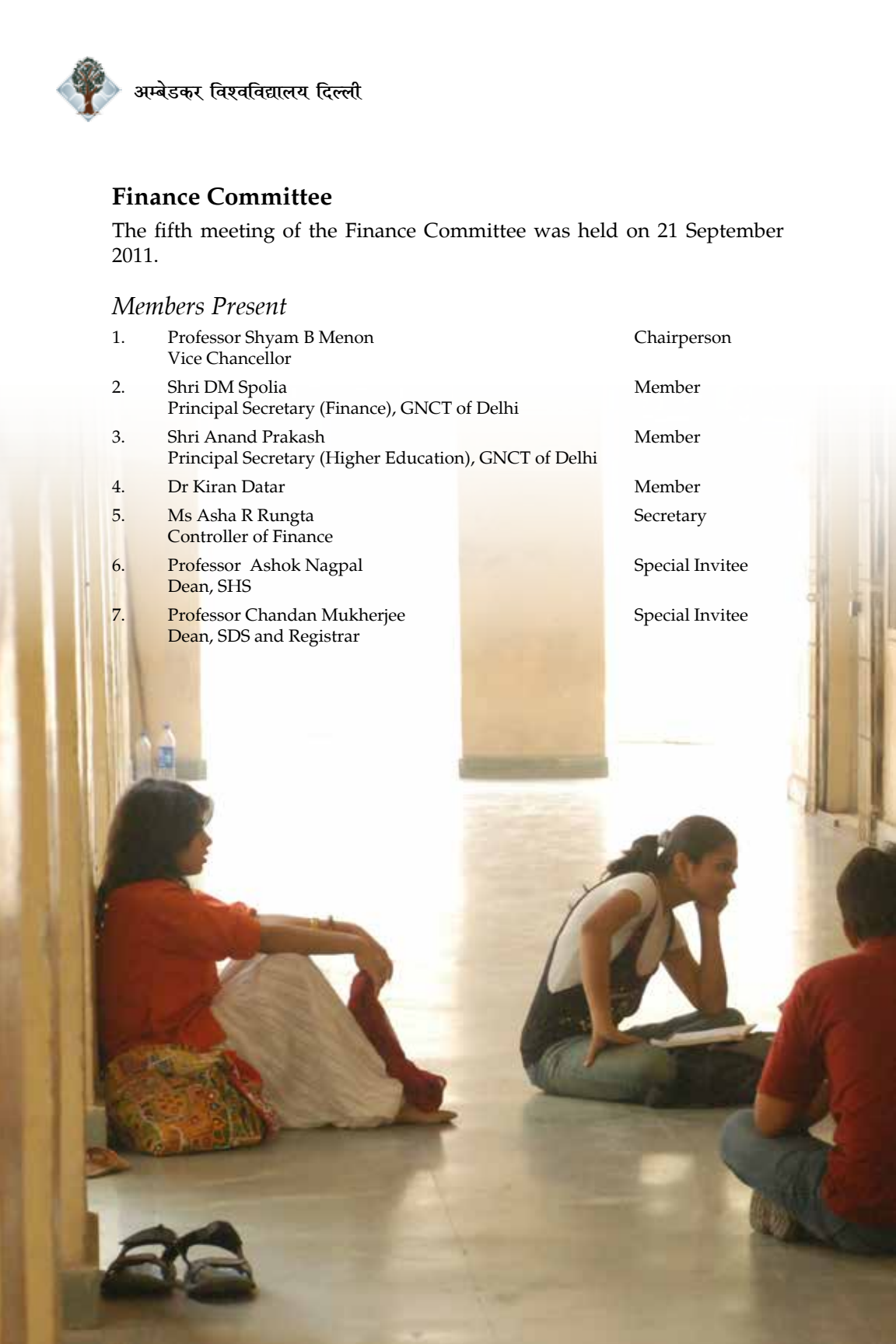


Finance Committee

The fifth meeting of the Finance Committee was held on 21 September 2011.

Members Present

- | | | |
|----|---|-----------------|
| 1. | Professor Shyam B Menon
Vice Chancellor | Chairperson |
| 2. | Shri DM Spolia
Principal Secretary (Finance), GNCT of Delhi | Member |
| 3. | Shri Anand Prakash
Principal Secretary (Higher Education), GNCT of Delhi | Member |
| 4. | Dr Kiran Datar | Member |
| 5. | Ms Asha R Rungta
Controller of Finance | Secretary |
| 6. | Professor Ashok Nagpal
Dean, SHS | Special Invitee |
| 7. | Professor Chandan Mukherjee
Dean, SDS and Registrar | Special Invitee |



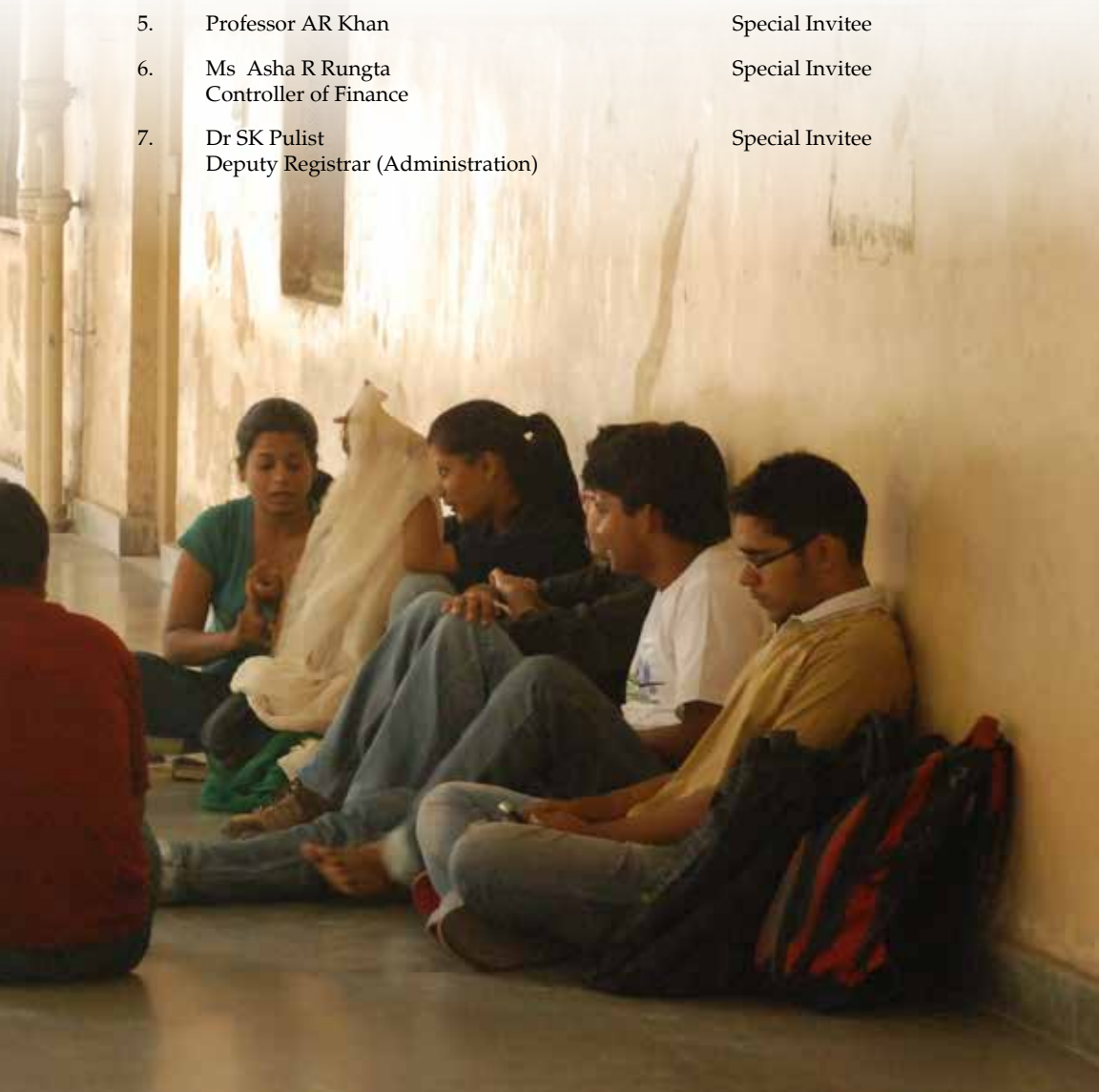


Establishment Committee

The sixth meeting of the Establishment Committee was held on 9 November 2011.

Members Present

- | | | |
|----|---|------------------|
| 1. | Professor Shyam B Menon
Vice Chancellor | Chairperson |
| 2. | Dr Kiran Datar | Member |
| 3. | Professor Ashok Nagpal | Member |
| 4. | Professor Chandan Mukherjee
Registrar | Member Secretary |
| 5. | Professor AR Khan | Special Invitee |
| 6. | Ms Asha R Rungta
Controller of Finance | Special Invitee |
| 7. | Dr SK Pulist
Deputy Registrar (Administration) | Special Invitee |





APPENDIX D

Boards of Study

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

1. The School of Business, Public Policy and Social Entrepreneurship
2. The School of Development Studies
3. The School of Education Studies
4. The School of Human Ecology
5. The School of Human Studies
6. The School of Liberal Studies
7. The School of Undergraduate Studies

The Boards of Study for the following Schools have yet to be constituted:

1. The School of Culture and Creative Expressions
2. The School of Design





APPENDIX E

RTI Act

In compliance with the requirements under Section 4(1) (b) of the RTI Act 2005, Ambedkar University Delhi has prepared the following 17 manuals which are available on its website: www.aud.ac.in.

Manuals

1. The particulars of AUD's organisation, functions and duties.
2. The powers and duties of its officers and employees.
3. The procedure followed in decision making including channels of supervision and accountability.
4. The norms set by it for the discharge of its functions.
5. The rules regulations, instructions, manuals and records, held by it or under its control or used by its employees for discharging its functions.
6. A statement of the categories of documents that are held by it or are under its control.
7. The particulars of any arrangement that exists for consultation with, or representation by, the members of the public in relation to the formulation of its policy or implementation thereof.
8. A statement of the advisory boards, councils, committees and other bodies consisting of two or more persons constituted on its part or for the purpose of its advice, and as to whether meetings of those boards, councils, committees and other bodies are open to the public, or the Minutes of such meetings are accessible to the public.
9. The directory of its officers and employees.
10. The monthly remuneration received by each of its officers and employees, including the system of compensation as provided in its regulations.
11. The budget allocated to each of its agencies, indicating the particulars of all plans, proposed expenditures and reports on disbursements made.
12. The manner of execution of subsidy programmes, including the amounts allocated and the details of beneficiaries of such programmes.
13. Particulars of recipients of concessions, permits or authorisations granted by it.
14. Details in respect of the information, available to or held by it, reduced in an electronic form.
15. The particulars of facilities available to citizens for obtaining information, including the working hours of the library or reading room, if maintained for public use.



16. The names, designations and other particulars of the Public Information Officers.
17. Such other information as may be prescribed; and thereafter updates of these publications every year.

Officers for RTI

First Appellate Authority and Public Information Officers

S.No.		Name	Designation
1	First Appellate Authority	Professor Chandan Mukherjee	Registrar
2	Public Information Officer (PIO)	Shri PK Katarmal	Deputy Registrar
3	Nodal Officer	Shri Sucha Singh	Assistant Registrar (Administration)

Assistant Public Information Officers

S.No.	Name	Designation	Responsibilities
1	Shri Sucha Singh	Assistant Registrar	All information related to Administration Division
2	Shri Santhanam Iyengar	Assistant Registrar	All information related to Academic Services
3	Dr RD Sharma	Assistant Registrar	All information related to Finance Division
4	Shri Narendra Mishra	Assistant Registrar	All information related to IT Services
5	Ms Archana Sharma	Assistant Registrar	All information related to Planning Division
6	Shri Rajeev Kumar	Assistant Registrar	All information related to Student Services



Liaison Officers for SC/ ST

For effective implementation of reservation policy in favour of SC/ ST in recruitments and admissions in the University, Dr Aruna K Mondikota, Assistant Professor, School of Development Studies, has been nominated as the Liaison Officer in AUD.

The duties of the Liaison Officer are as under:

1. to ensure due compliance by the University with the reservation orders and other benefits admissible to SC/ ST,
2. to scrutinise and ensure prompt submission of the prescribed annual statements by the appointing authority to the Ministry/ Department and consolidation of the annual statement and sending such consolidated statements to the DoPT,
3. to scrutinise all proposals properly for de-reservation and to certify after due satisfaction that such de-reservations are inevitable and that all steps prescribed in this regard have been faithfully taken,
4. to liaise between the Ministries/ Departments for supply of required information, answering queries and clearing doubts,
5. to conduct annual inspection of the rosters maintained, keeping a record of such inspection, and
6. to extend necessary assistance to the Commission for SC/ ST in discharging its duties and functions.





APPENDIX F

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, Registrar	Chairperson
Professor AR Khan, IGNOU	
Shri CR Pillai	
Professor Kuriakose Mamkoottam	
Ms Asha R Rungta	Controller of Finance

Committee for Framing Service Conditions and Recruitment Rules for Staff

This Committee will take into consideration various resolutions passed by the Board of Management from time to time and frame appropriate rules.

Registrar	Chairperson
Controller of Finance or nominee	
Dr Debal C Kar, Librarian	
Shri R Thyagarajan, Ex-Deputy Registrar, IGNOU	
Dr Praveen Singh, Assistant Professor, SHE	
Deputy Registrar (Administration)	Member Secretary

Standing Committee (Academic Programmes)

This Committee will monitor and guide the development of different academic programmes through different phases as envisaged by the Boards of Study of the Schools.

Vice Chancellor or his nominee	Chairperson
Professor Chandan Mukherjee	
Professor Ashok Nagpal	
Professor Shivaji K Panikkar	
Professor Geetha Venkataraman	
Professor Salil Misra	Member Secretary



Standing Committee (Student Services)

The Committee will be responsible for looking into all matters related to Student Services

Professor K Mamkoottam, Director, SBPPSE	Chairperson
Professor Venita Kaul, Director, CECED	
Professor Honey Oberoi Vahali, SHS	
Dr Sumangala Damodaran, SDS	
Dr Praveen Singh, SHE	
Dr Abha Vermani, Deputy Registrar (Student Services)	Member Secretary

Liaison Officer for SC and ST

Dr Aruna K Monditoka, Assistant Professor, SDS, who will look into reservations and concessions for SCs and STs in the implementation of policy in the University.

Advisory Committee for Academic Services

Vice Chancellor/Dean (Academic Services)	Chairperson
Professor AR Khan, IGNOU	Member
Professor Kuriakose Mamkoottam, Director, SBPPSE	Member
Deputy Registrar, (Academic Services)	Member Secretary

Task Group for AUD

Dr Asmita Kabra	Chairperson and Convener
Dr Radhika Govinda	
Dr Tanuja Kothiyal	
Dr Preeti Mann	
Dr Usha Mudiganti	
Dr Rohit Negi	
Ms Sanju Thomas	

Anti-Ragging Committee and Anti-Ragging Squad

Registrar	Chairperson
Professor Salil Misra, Dean (SLS)	
Professor Ashok Nagpal, Dean (SHS)	
Dr Surajit Majumdar, Associate Professor	
Shri Vinod R, Senior Warden	



अम्बेडकर विश्वविद्यालय दिल्ली

Anti-Ragging Squad

Professor Honey Oberoi Vahali
Dr Suresh Babu, Assistant Professor
Dr Abhijeet S Bardapurkar, Assistant Professor
Dr Radhika Govinda, Assistant Professor
Dr Anshu Gupta, Assistant Professor
Mr Wrick Mitra, Assistant Professor
Dr Aruna Kumar Monditoka, Assistant Professor
Ms Gunjan Sharma, Assistant Professor
Dr Yogesh Snehi, Assistant Professor
Mr Vikram Singh Thakur, Assistant Professor
Mr Vinod R Senior Warden
Dr Oinam Hemlata Devi, Warden





APPENDIX G

Activities of the University

Tagore on Protest

A cultural-academic programme to celebrate the 150th birth anniversary of Rabindranath Tagore was held on 15 December 2011 at Ambedkar University Delhi. This was a programme to capture how Tagore had, through his writings, protested against many of the political, cultural and social norms of his times. A very direct protest by Tagore was to relinquish the Knighthood conferred on him by the British government in protest against the Jallianwala Bagh massacre in May 1919.

Highlights of the Programme:

- The programme started with the reading out of the letter that he had written in this context protesting against the violence meted out by the so-called civilised government.
- There were songs sung by Kasturi Dutta, Academic Fellow, School of Development Studies like *Jodi Tor Dak Shune Keu Na Ashe* (If no one responds to your call) and *Banglar Mati Banglar Jol* (The soil and the water of Bengal) which was written as a protest against the partition of Bengal under Lord Curzon in 1905.
- Anshumita Pandey, Assistant Professor, School of Human Studies read out the *Parrot's Tale*, a short story which highlighted the poet's anger against the education system which inculcates rote learning in children and completely destroys their creative imagination.
- Satyaketu Sankrit, Associate Professor, School of Liberal Studies spoke on the relationship between the poet and the Mahatma – their areas of congruence and conflicts.
- There was a screening of the documentary *Rabindranath Tagore* by Satyajit Ray. Gopalji Pradhan, Associate Professor, School of Liberal Studies read out poems of Tagore that have been translated into Hindi.
- There was a dance performance by Rukmini Sen, Assistant Professor, School of Liberal Studies, showing excerpts from the dance drama *Chandalika*, which was Tagore's protest against untouchability, his explorations into women's suppressed sexual desires and also Buddhist spirituality.
- Anup Dhar, Associate Professor, School of Human Studies spoke on some of the novels of Tagore where protest comes implicitly and explicitly - *Gora* and *Ghare Baire* (The Home and Outside). The programme ended with a reading from 'The Wife's Letter' where a wife of a conservative feudal Bengali family found her identity by coming out of the closed quarters of the home and liberating herself.



History Walk

On 19 February 2012 a 'history walk' was conducted in the Northern Ridge area that is dotted with historical monuments. On that pleasant sunny day AUD members accompanied by their families and friends gathered at the Mutiny Memorial in the morning.

This Gothic style Memorial was erected by the British in memory of those killed, missing in action or wounded while fighting on the side of the British. This Memorial was erected in 1863 after the suppression of the Revolt of 1857 on the spot that was frequently attacked by the rebels.

From there everyone walked to the Ashoka Pillar that is around 2,300 years old. This was brought to Delhi by Firoz Shah Tughlaq and has an inscription on it written in the Brahmi script. After that the group entered the Bara Hindu Rao hospital that houses an old stepwell (baoli) and a 14th century astronomical observatory that is now known as Pir Ghayab. Legend has it that a saint (pir) disappeared here mysteriously. The next monument we visited was the Chauburja which is a mosque built in the 14th century. In the shade of its trees everyone settled down for drinks and snacks. The walk then proceeded on the path lined on both sides by thorny bushes and trees that are now an integral part of the Northern Ridge. Parts of this area were cleared by the British as a lot of rebel activity took place here during the summer of 1857. The Flagstaff Tower is located on the highest part of the Ridge close to the main gate of the University of Delhi. When the freedom fighters attacked Delhi in May 1857 this monument gave shelter to some British families before they escaped to Karnal. Selections from William Dalrymple's book 'The Last Mughal' were read out to give a flavour of those times. The walk ended with everyone relaxing on the lush lawns in front of the office of the Vice Chancellor of Delhi University. The walk combined a journey through time with bird and animal watching, the smell of trees and flowers and some enjoyable moments captured in some beautiful photographs.

School of Education Studies

Much of the activities of the School during the initial months of 2011-12 were by way of faculty induction and collective reflections and brainstorming to arrive at a concept note, a vision statement and a set of objectives for the School. In the subsequent months the focus of the School was on the development of the MA/MEd curriculum and courses. For this, the School had continuous in-house deliberations and a series of consultative workshops involving experts from other institutions.



Sl. No.	Date	Experts/participants affiliation
1.	28 February 2012	Professors AK Sharma, Amman Madan, Avinash Kr Singh, Farida Khan, Nandini Manjerekar and Rama Mathew.
2.	5 March 2012	Professors Padma Sarangapani, Jayshree Mathur, Sarada Balagopalan and Farida Khan.
3.	22 & 23 March 2012	Professors AK Sharma, R Govinda, K Ramachandran, Sheshadri and Jayshree Mathur.
4.	The SES faculty also had a series of consultations with Professors Jalaluddin and Farida Khan and also met Professors Krishna Kumar and Vimala Ramachandran on the structure of the Masters in Education programme.	

Research Projects at AUD

School of Human Studies

- A day-long workshop on basic research skills for MA Gender Studies final year students, conducted by Radhika Govinda, Assistant Professor, School of Human Studies in January 2012.

School of Educational Studies

- Jain, Manish with Padma Sarangapani and Rahul Mukhopadhyay “Comparative Inquiry into the Post RTE School Scenario in India: Survey of Schools (Institutional Quality, Teachers and Parents)”, supported by MHRD (2011-12).

School of Development Studies

- Dhar, Ivy, Assistant Professor, School of Development Studies conducted a workshop on “Weaving the Jainsem Dhara: Exploring the cross-cultural creation of Khasi attires in Assam - Meghalaya” in collaboration with faculty working on Material Culture, Creation and Use: Perspectives from Inside the Community, supported by the North East Forum, Centre for Community Knowledge, AUD, 2011-12.

School of Liberal Studies

- Venkataraman, Geetha was awarded a book-writing project by Ambedkar University Delhi in April 2011 for textbook / reading material for basic Mathematics courses for Liberal Arts students. Amber Habib (Shiv Nadar University) and Shobha Bagai (University of Delhi) are co-authors in the project.



Literary Society

The Literary Society at AUD was established in the Monsoon Semester of the academic session 2011-12. Subsequently, two student members were elected Joint Secretaries to the Literary Society. The Literary Society calendar was inaugurated on 18 November with an event with the poet and English professor Hoshang Merchant. He read excerpts from his autobiography 'The Man who would be Queen' to a packed audience. This was followed by a lively session of discussions. Professor Ari Sitas, University of Cape Town gave a talk on "Performance and Social Movements in South Africa 1970-1990" on 25 November. The society also organised a tribute to Rabindranath Tagore on his sesquicentennial birth anniversary, with a talk-and-performance collage titled "In Search of Tagore: An Inner Journey" by Professor Alok Bhalla and Avereer Chaurey. On 18 January the Literary Society hosted two public lectures by Professor Bhalla, (SLS, AUD) "Lost in a Forest of Symbols: Can Some Animal, Bird, Tree or Djinn help us Understand Myth and Folklore?" and "Crisis in Ayodhya: A Reading of One Miniature Painting from the Chamba Ramayana Folio" on 21 and 28 March respectively. "Spring in the Colony" a film directed by Moinak Biswas, Associate Professor of Film Studies at Jadavpur University, Calcutta, was also screened by the Society, with the director being present for discussions.

Seminar Series around Topics in Economics

The Discipline Group for Economics in the School of Liberal Studies instituted a series of occasional presentations in order to familiarise the AUD community with the work of their colleagues as well as engage with different issues of research. The series had presentations by both internal faculty and external experts. The following seminars were held as part of this series:

Internal

- 'Exploring India's High Growth in the Current Century' by Surajit Mazumdar on 7 September 2011
- 'Grain-based Ethanol and New Implications for Global Food Security: Heading towards Disaster?' by Arindam Banerjee on 27 October 2011
- 'Price Setting in the Indian Economy' by Jyotirmoy Bhattacharya on 13 January 2012
- 'Development of Primitive Tribes in Odisha' by Minaketan Behera on 16 February 2012

External

- 'Land Acquisition Problem - The Antinomy of Property Rights on Lands in Development' by Dr Hajime Sato, Senior Associate Research Fellow, Institute of Developing Economies (IDE-JETRO), Japan on 23 November 2011



Lecture Series on 'Simple Dynamics Models with Applications: Convergence, Cycles and Chaos'

A three-lecture series was organised primarily for Masters students on simple dynamic models. These lectures were delivered by Professor Anjan Mukherji, who retired as the Reserve Bank of India Professor of Economic Theory at the Centre for Economic Studies and Planning, JNU and is currently a JNU Fellow, associated with the National Institute of Public Finance and Policy in New Delhi and also the present Country Director, International Growth Centre (IGC), Bihar programme. As part of this series, the following lectures were held at the Kashmere Gate Campus:

Lecture I: Introduction, 28 February 2012

Lecture II: Continuous models on the plane, 7 March 2012

Lecture III: Discrete models, 13 March 2012

Special lecture in the MA Course 'Capitalism, Colonialism and Development'

A special lecture was organised as part of the MA Course 'Capitalism, Colonialism and Development' by Professor Utsa Patnaik, retired Professor of Economics at the Centre for Economic Studies and Planning, JNU, New Delhi. A lecture on 'Economic Relationship between India and Great Britain during the Colonial Period' was held on 6 March 2012.

Special Lecture Series on 'India and the Global Economy'

A special lecture series by eminent scholars on 'India in the Global Economy' was organised for the MA Economics Programme. The series consisted of three lectures of two-hour duration each. The first in the series was 'Economic Crisis', by Professor CP Chandrasekhar, Jawaharlal Nehru University, New Delhi, held on March 30, 2012.

Subsequently two other Lectures are to be held in April 2012

PUBLICATIONS:

1. School of Business, Public Policy and Social Entrepreneurship

Articles

- Anil, K, A Misra and D Singh (2011): "Micro Credit a Tool for Creating Employment for the Physically Challenged Citizens: A case of BPA's Swayamsidhha Program in Gujarat" in Nirmala, S and S Poomima (eds.) *Impact of Micro Finance in Enhancing Competitiveness and Growth of Rural Markets in India*, Macmillian, India.



- Gupta, Anshu, PK Kapur, H Pham and PC Jha (2011): Software Reliability Assessment with OR Applications in *Springer Series in Reliability Engineering Series*, Springer-Verlag, London.
- Kaicker, Nidhi, Simrit Kaur and Prem Vashishtha (2011): "Agriculture Pathways to Prosperity in Asia and the Pacific region", Report published by International Fund for Agricultural Development, Rome.
- Kaicker, Nidhi and Raghav Gaiha (2011): "Does Food Price Inflation Hurt the Poor?" in *The Economic Times*, 7 July.
- ---- (2012): "Have the Poor become more Undernourished?" in *The Economic Times*, 18 February.
- ---- (2012): "Calorie Thresholds and Undernutrition in India, 1993- 2004", *Journal of Policy Modelling*. <http://dx.doi.org/10.1016/j.jpolmod.2012.04.002>.
- Rai, A and K Anil (2011): "Financial Performance of Microfinance Institutions, Bank Vs NBFC", *International Journal of Management & Strategy (IJMS)*, II.
- ---- (2011): "Financial Performance of Microfinance Institutions", in Ojha, S and KN Bandani (eds.) *Financial Innovations for Survival and Growth*, Global Alliance Publisher, Ghaziabad.

2. School of Development Studies

Papers Presented

- Mandal, Subrata (2011): "Global Oil Economy", Academic Staff College, Jawaharlal Nehru University, New Delhi.
- ---- (2011): "Emission Trading and Trade in Embodied Emissions", seminar on 'Trade and Sustainable Development: Issues for Developing Countries', Tata Energy Research Institute, New Delhi.
- ---- (2012): "Savings in Health Cost due to Fuel Switching to CNG in India", conference on 'Health-Environment Linkage', Jamia Millia Islamia, New Delhi.
- ---- (2012): "Optimisation of Land and Energy Use in Mountain Ecosystems, Case Study from the Himalayas", Vishwa Bharati University, Shantiniketan, Bolpur.
- ---- (2012): "Valuation Techniques for Modelling Ecology and Economy", Indian Institute of Forest Management, Bhopal.

Chapters in Books

- Dhar, Ivy (2011): "Assam Through the Prism of Reorganisation Experience" in Pai, Sudha and Asha Sarangi (eds.) *Interrogating States Reorganisation: Culture, Identity and Politics in Contemporary India*, Routledge, New Delhi.



3. School of Education Studies

Papers Presented

- Banerjee, Rakhi (2011): "Curriculum and Pedagogy at Middle and Secondary School Level", National Initiative in Mathematics Education: Northern Region Conference, Delhi.
- ---- (2012): "Mathematics Education Research in India Issues and Challenges", National Initiative in Mathematics Education, National Conference, Mumbai.
- Jain, Manish (2011): "Introducing a Textbook: Policies and Contestations in Nineteenth Century Colonial India", Annual International Conference of the Comparative Education Society of India, University of Hyderabad.
- ---- (2012): "Emerging Trends in Education in Contemporary India, A Human Rights Perspective", UGC sponsored workshop on Human Rights and Ethics Education, Jamia Millia Islamia University, Delhi.
- Mathew R, Manasi Thapliyal, (2012): *et al.* "Diary Writing as a Tool for Professional Development", Second International Conference for English Language Teacher Educators, Hyderabad.
- Sharma, Gunjan (2011): "Experiencing Caste in a Metropolis", Conference on South Asia in Transition, Department of Sociology and Oxford Poverty and Human Development Initiative, University of Oxford.
- Thapliyal, Manasi (2011): "Reflective Practice and Engaged Pedagogies: Signposts from Teachers' Lives in Schools", International ELTAI Conference, Delhi.

Chapters in Books

- Mao, Akha K (2012): "Context and Issues of Education in Mao Society" in Kaisii and A Francis (eds.) *Tribal Philosophy and Culture Mao-Naga of North East*, Mittal Publication, New Delhi.
- Sharma, Gunjan (2012): contributed 5 modules to the Diploma in Primary Education Programme, IGNOU:
 - (i) Child and Childhood: An Introduction
 - (ii) Understanding Child Development
 - (iii) Cognitive Development
 - (iv) Understanding the Developing Child: Concluding Thoughts and Teacher's Experiences
 - (v) Introduction to Research

Articles

- Jain, Manish (2011): "Kaksha Mein Uthe Sawal", *Samayik Varta*, 34(5-6): 43-43.



4. School of Human Ecology

Papers Presented

- Devi, Oinam Hemlata (2011): "Phoomdis and its Impact: A Socio-cultural System of the Karang Fishermen of Manipur", Inter-Congress in Anthropology, ASI, Kolkata.
- ---- (2012): "A Glance at Tipaimukh Dam and People's Movement", International Seminar on 'Resources, Tribes and State', RGU, Arunachal Pradesh.
- ---- (2012): "Migration Issues and Challenges (A case study)", Inter-Congress in Anthropology, Lucknow University.
- Shahabuddin, Ghazala, Pankhuri Chaudhury and Rajesh Thadani (2012): "Biodiversity-Livelihood Trade-offs in the Van Panchayats of Central Himalayas", Conference on 'Biodiversity, Ecosystems and Resilience in the Context of Global Change, Charting the Way Forward', The Energy and Resources Institute, New Delhi and University of Oxford.
- Shahabuddin, Ghazala (2012): "Science and Governance in Conservation", Workshop on 'Environmental Issues in India', Institute of Life-long Learning, Department of History and Indraprastha College, Delhi.
- Shahabuddin, Ghazala and Raman Kumar (2011): "Assessing the Status and Distribution of the Great Slaty Woodpecker (*Mulleripicus pulverulentus*) in sub-Himalayan Uttarakhand", International Conference of Indian Ornithology, Salim Ali Centre for Ornithology and Natural Resources (SACON), Coimbatore.
- Shahabuddin, Ghazala (2012): "When People Work for Forests: Re-examining Community Forestry with a Biological Lens in the Central Himalayas, India", Conference on 'Environments and Histories', Nehru Memorial Museum and Library, New Delhi.

Chapters in Books

- Devi, Oinam Hemlata (2011): contributed 8 units in PG Diploma Sustainability Science, IGNOU.
 - i) Introduction to Society and Culture
 - ii) Human Ecology
 - iii) Sustainability in Society and Culture
 - iv) Environment and Human Relationship
 - v) The Equity Principle
 - vi) Human Rights and Responsibilities
 - vii) Community Participation
 - viii) Responsibility of *Homo Sapiens* towards other Living Creatures.



- Devi, Oinam Hemlata (2011-12): contributed 5 modules to the UGC-CEC e-content programme, EMMRC Manipur University, National Mission Programme of e-Packaging.
 - i) Module 43: Concept and Scope of Social and Cultural Anthropology
 - ii) Module 44: Relationship of Social and Cultural Anthropology with History, Economics, and Psychology
 - iii) Module 45: Relationship of Social and Cultural Anthropology with Political Science, Linguistics and Sociology
 - iv) Module 49: Society and Culture
 - v) Module 168: Footnotes, Reference, Bibliography and Appendix.
- Negi, R (2011): "Mining Boom, Capital and Chiefs in the New Copperbelt", in Fraser, A and M Larmer (eds.) *Zambia, Mining and Neoliberalism: Boom and Bust on the Globalized Copperbelt*, Palgrave-McMillan, New York.
- Singh, Praveen (2011): "Flood Control in North Bihar, An Environmental History from the 'Ground-Level' (1850-1954)" in Kumar, Deepak, V Damodaran and Rohan D'Souza (eds.) *The British Empire and the Natural World: Environmental Encounters in South Asia*, Oxford University Press, New Delhi.

Articles

- Kamei RG, DS Mauro, DJ Gower, I Van Bocslaer, E Sherratt, A Thomas, S Babu, F Bossuyt, M Wilkinson and SD Biju (2012): "Discovery of a New Family of Amphibians from Northeast India with Ancient Links to Africa", *Philosophical Transactions of the Royal Society B* (early version published online on 22 February, 2012); DOI:10.1098/rspb.2012.0150.



- Kumar, Raman, Ghazala Shahabuddin and Ajith Kumar (2011): "How Good are Managed Forests at Conserving Native Woodpecker Communities? A Study in Sub-Himalayan Dipterocarp Forests of Northwest India", *Biological Conservation* 144(6): 1876-1884.
- Negi, R (2011): "Understanding Somali Piracy: Globalisation, Sovereignty, and Justice", *Economic and Political Weekly*, June 18-24: 35-37.
- ---- (2011): "The Micropolitics of Mining and Development in Zambia: Insights from the Northwestern Province", *African Studies Quarterly*, 12 (2): 27-44.

5. School of Human Studies

Papers Presented

- Chaudhary, Rachna (2012): "Engendering Violence and Sexuality in Contemporary Hindi Cinema", International Conference on 'Brave New World: The Gendered Political Economy of Terrorism and Fundamentalism', St. Stephen's College, University of Delhi.
- Govinda, Radhika (2011): "Resisting Violence, Experiencing Empowerment? Exploring Personal and Professional Struggles of Women's NGO Activists in Uttar Pradesh", International Seminar on 'Gender, Violence, and Development', Jamia Millia Islamia University, Delhi.
- Jimo, Lovitoli and Akha K Mao (2012): "Meanings and Significance of Traditional Shawls among the Naga Tribes (Mao & Sumi)", Workshop on 'Material Culture: Contemporary Creation and Use', organised by the North-East Forum, Ambedkar University Delhi.
- Karolil, Mamata (2012): "Love in the Times of Choice - A Cross-Cultural Life-Story Study", 40th World Congress of the International Institute of Sociology 'After Western Hegemony: Social Science and its Publics', New Delhi.
- ---- (2011): "The Slave/Submissive and the Master Within Them: Autonomy, Consent and the Feminist Discourse", XIII IAWS National Conference on Women's Studies, 'Resisting Marginalizations, Challenging Hegemonies: Revisioning Gender Politics', Wardha.

Books / Chapters in Books

- Dhar, A (2011): "Cultural Studies as Labor of Negotiation in Higher Education", *Journal of Cultural Studies* (ed. Grossberg, Lawrence), 25 (1), Routledge. New York and London.
- ---- (2012): *World of the Third and Global Capitalism* (co-authored), Worldview Press, New Delhi.
- ---- (2012): "The Educated Subject" in Samaddar, Ranabir and Suhit K Sen (eds.) *New Subjects and New Governance in India*, 329-375, Routledge, London, New York and New Delhi.



- ---- (2012): "Gravel in the Shoe: Nationalism and World of the Third, Rethinking Marxism", *A Journal of Economics, Culture and Society*, 24(1), Routledge, New York and London.
- ---- (2012): "The Temple and the Asylum" (co-authored), *Asylum: The Magazine for Democratic Psychology*, 19(1), (<http://www.asylumonline.net/>).
- Nagpal, Ashok (2011): "A Hindu Reading of Freud's Beyond the Pleasure Principle" in Akhtar, Salman and Mary Kay O'Neil (eds.) *On Freud's Beyond the Pleasure Principle*, Karnac Books, London.
- Oberoi, H (2012): "From Wild Grasslands to Nurtured Gardens: The Inward Journey in Buddhism, Psychoanalysis and Engaged Social Activism" in the Volume of Culture and Psychoanalysis, Indian Council of Philosophical Research.

Articles

- Nagalia, Shubhra (2011): Book Review of Prem Chowdhry's "*Political Economy of Production and Reproduction. Caste, Custom, and Community in North India*", *South Asian History and Culture*, Volume 2, Issue 3, July, 440-442, Routledge, UK.

6. School of Liberal Studies

Papers Presented

- Sen, Rukmini (2011): "Narratives: Tracing Gendered Voices of Exclusion and Entitlements", Conference on Human Rights and Social Inclusion: Contemporary Concerns organised by the Department of Political Science, Jamia Milia Islamia, New Delhi.
- Venkataraman, Geetha (2011): "Women and Mathematics – a Perspective", *Frontiers of History Series*, India International Centre, Delhi.
- ---- (2011): "Training of Teachers", Conference on Mathematics Education – Trends and Challenges, University of Hyderabad.
- ---- (2012): "New Institutions: Opportunities and Challenges", Conference on Indian Women in Mathematics, The Institute of Mathematical Sciences, Chennai.
- ---- (2012): "Undergraduate Mathematics Education", National Initiative on Mathematics Education – National Conference, HBCSE Mumbai.
- ---- (2012): "Groups and Symmetry", *Ganitam*, Shaheed Bhagat Singh College, Delhi.

Books / Chapters in Books

- Banerjee, Arindam and K N Nair (2011): "Structural Changes in Land Distribution and Its Implications for Improving Access to Land" in Narayana, D and Raman Mahadevan (eds.) *Shaping India: Land, Population, Institutions and State in Historical Perspective*, Routledge, New Delhi.



- ---- (2011): "Reviewing the Global Food Crisis: Magnitude, Causes, Impact and Policy Options" in Ghosh, BN (ed.) *Global Food Crisis: Genesis, Magnitude, Impact and Policy Option*, Wisdom Books, UK.
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Articles

- Banerjee, Taposik (2012): "Revisiting the Midnapore Model after Ten Years of Total Sanitation Campaign in India", *Journal of Water, Sanitation and Hygiene for Development*.
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- --- (2011): "Changing Indebtedness and Saving Pattern of Dongria Kandha: A Primitive Tribe of Rayagada District of Orissa", *The Indian Journal of Economics*, No-363, Part-IV, Vol.XIC.
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- Bhagowalia, Priya, SE Chen and GE Shively (2011): "Input Choices in Agriculture: Is there a Gender Bias?" *World Development*, Volume 39, No. 4.
- Bhagowalia, Priya, D Headey and S Kadiyala (2012): "Agriculture, Income and Nutrition Linkages in India: Insights from a Nationally Representative Survey", Selected paper under the LDC grant competition, Agricultural and Applied Economics Association, USA.
- Bhagowalia, Priya, SA Block and WA Masters (2011): "Does Child Undernutrition Persist Despite Poverty Reduction in Developing Countries?" *Quantile Regression Results*, *Journal of Development Studies*.
- Gupta, Chirashree Das (2011): "Growth and Public Finance in Bihar", Discussion Paper No 331, Institute of Developing Economy, JETRO Japan, http://ir.ide.go.jp/dspace/bitstream/2344/1128/1/ARRIDE_Discussion_No.331_das.pdf
- Gupta, Chirashree Das, KPN Haridas (2011): "Role of ICT in Improving the Quality of School Education In Bihar", Working Paper, International Growth Centre (IGC), Patna.
- Kapadia, Aparna (2011): "Kachchh: More Sindh than Gujarat?", Book Review of Ibrahim, Farhana, *Settlers, Saints and Sovereigns: An Ethnography of State Formation in Western India* (New Delhi, 2009), *The Economic and Political Weekly*, Vol. 46, no. 13.



- Lal, Jayati, Abigail Stewart and Kristin McGuire (2011): "Expanding the Archives of Global Feminisms: Narratives of Feminism and Activism", *Signs*, 36, no. 4.
- Lal, Jayati (2011): "(Un)becoming Women: Indian Factory Women's Counternarratives of Gender", *Sociological Review, Special Issue on 'The Politics of Imagination'*, 59:3.
- Menon, Shailaja (2011): Book Review of Banerji, Rita, *Sex and Power: Defining History, Shaping Societies*, *Indian Journal of Gender Studies*, Vol. 18 (2).
- Mukhopadhyay, Amites (2011): "In Aila-struck Sundarbans", *Economic and Political Weekly*, 46 (40).
- Pradhan, Gopalji (2011): "*Bharatiya Sahitya aur Pragatisheel Andolan ki Virasat*", *Samakalin Janmat*, Allahabad.
- --- (October 2011): "*Nagarjun ki Alochana*", *Janpath*, Delhi.
- Sankrit, Satyaketu (2012): "*Aaj Ka Yuva Kavi*", *Samsamyik Srijan Journal*, New Delhi.
- --- (2011): "*Humne Smritiyon Ke Deep Jalaye*", *Pustak Varta*, Journal of the Mahatama Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha.
- --- (2012): "*Dinkar Ko Dekhne Ka Naya Nazariya*", *Samiksha Journal*, Samayik Prakashan, New Delhi.
- --- (2012): "*Harishankar Parsai Ka Sach*", *Vyangya Yatra*, New Delhi.
- Sen, Rukmini (2012): Book Review of Marshall, David (ed.) *Understanding Children as Consumers*, *Contemporary Education Dialogue*, 9, 1 105-130.

7. IT Services

Papers Presented

- Srinivas, K (2011): "Semantic Search Engine Architecture for Information Retrieval for ODL", 25th AAOU Annual International, Wawasan Open University, Penang, Malaysia.
- --- (2012): "Semantic Search Information Retrieval", National Conference on Frontiers of Research and Development in Computational Sciences, Mahatma Gandhi Kasi Vidyapeeth, Varanasi.

8. Library

Paper Presented

- Kar, Debal C (2012): Ambedkar University Delhi Library: ETD Policy, Panelist at the National Seminar on Managing Electronic Theses and Dissertations, JNU, New Delhi.



Books

- Kar, Debal C (2011) (ed.): Extending Benefits of Modern Technology to Public, Academic and Special Libraries, Proceedings of the International Conference on Digital Library Management (ICDLM 2011) Kolkata, P. 500. 2011, TERI and RRRLF, New Delhi
- Jain, PK, S Ganguly, T Ashraf, Debal C Kar (2012): Leadership, Ethics, Accountability and Professionalism in Library Service, Proceedings of the Library and Information Professionals Summit (LIPS) 2012, Bookwell Publication, New Delhi.

SEMINARS / CONFERENCES/WORKSHOPS/TALKS ORGANISED IN AUD

1. School of Business, Public Policy and Social Entrepreneurship Workshops:

- Mamkootam, Kuriakose (2011): participated in the Forum on “Socially Responsible Restructuring Worldwide” organised by the European Commission, Brussels.
- Valentina, K (2012): conducted a one day workshop for Action-Aid field staff of Lucknow branch on Dalit Feminism.

2. School of Education Studies

- Banerjee, Rakhi (2012): “Video Conferencing Programme in Mathematics at Primary Stage of NCERT”, Delhi.
- Jain, Manish (2011): “Nature and Pedagogy of Civics”. Capability building programme for University Resource Centre (URC). Workshop organised by Azim Premji University, Bangalore and Digantar, Jaipur.
- ---- (2012): “Nature and Pedagogy of Social Science”. VIIth Certificate Programme in Foundations of Education. Workshop organised by Digantar, Jaipur.
- Mao, Akha K and Gunjan Sharma (2011): “First Focus Group Discussion with Government School Teachers in Delhi: The Challenges Teacher’s Face and the Context of Quality of Schooling”. Ahvaan Trust and School of Education Studies, Ambedkar University Delhi.
- ---- (2011): “Second Focus Group Discussion with Government School Teachers in Delhi: Pedagogic Practices and Visions of Teachers”. Ahvaan Trust and School of Education Studies, Ambedkar University Delhi.
- Sharma, Gunjan (2011): “Workshop for Development of Teacher Training Design for the Teachers”, SCERT and Sarva Shiksha Abhiyan, Goa.
- ---- (2011): “Right to Education Act, 2009 – Developing Guidelines on the Implementation of Continuous and Comprehensive Evaluation workshop”, SCERT, Hyderabad.



3. School of Human Ecology

Organised a National Seminar on 'Ambedkar and Contemporary Indian Politics', April 2011.

4. School of Human Studies

- Lecture by C Sathyamala on 'Women and Health Care', 30 July 2011.
- Lecture by Radhika Chopra on 'Masculinities', 18 August 2011.
- Lecture by Patricia Uberoi on 'Androgyny', 19 August 2011.
- Lecture by Winston Wilde, licensed psychotherapist, on 'Reclaiming the Eros: The Psychopathologization of Sexuality', 8 December 2011.
- Lecture by Monisha Akhtar, Child Analyst on 'Child Psychoanalysis and its Differences from Adult Work', 12 December 2011.
- Lecture by Monisha Akhtar, Child Analyst on 'Trauma in Children', 13 December 2011.
- Lecture by Swapna Gupta, Psychotherapist on 'Health Psychology', 14 December 2011.
- Workshop on Clinical Supervision and its New Echoes by Salman Akhtar, Psychoanalyst, Poet, Writer and Professor, Jefferson Medical College, Philadelphia, 30 January 2012.
- Day-long clinical workshop by David Tuckett, editor of New Library of Psychoanalysis and International Journal of Psychoanalysis, 13 February 2012.
- Presentation by Stephanie Tawa Lama-Rewal, CNRS, Centre for South Asian Studies, Paris.
- Presentation on 'The Institutionalisation of Gender Studies in France: A Subjective Appraisal', 7 March 2012.
- Lecture by Fritsch Richard, Psychoanalyst and Director, Washington Psychoanalytic Institute on 'Working with Adolescents', 9 March 2012.
- Reading of *Twice Written* by K Sridhar, 19 March 2012.
- Six-weeks Seminar by Neil Altman on 'Relational Perspectives in Psychoanalysis', August 2011.
- Special lectures by N Nita on 'Conceptual Approaches to Work', 2, 4, 9, April 2012.

5. School of Liberal Studies

- Screening of the film "*Rabba Hun Ki Kariye*" by Ajay Bharadwaj, independent film maker, on India's Partition, 21 October 2011.
- A two-day academic interaction with Cathy Gallagher and Martin Jay, University of California, 10 January 2012. There was an open session with Cathy Gallagher. Martin Jay gave a talk on "Photography and the Event", 11 January 2012.







- A panel discussion on the controversy surrounding the essay, 'Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation' by AK Ramanujan. The discussion was followed by the screening of a film "*Anek Ramayanas*" by Shikha Sen, independent film maker, 18 January 2012.
- Lecture by Tapati Guha Thakurta, Centre for Studies in Social Sciences, Kolkata, on "The Age of the Theme *Pujas*: A Micro-History of a Contemporary Kolkata Festival", 6 February 2012.
- Discussion on the book "Prisoner No. 100: An Account of My Nights and Days in an Indian Prison". The discussion was initiated by the author, Anjum Zamarrud Habib, and the translator, Sahba Husain, 8 February 2012.
- Two-day national seminar on "Ambedkar and *Dalit Sahitya*", 14 -15 March 2012.
- Lecture by Badri Narayan, GB Pant Institute of Social Sciences, Allahabad, on "History Produces Politics: A Narrative of Nara-Maveshi Movement in Uttar Pradesh", 26 March 2012.
- A Conference, 'National Initiative on Mathematics Education – Northern Region Conference', India International Centre, was organised in November 2011 with Geetha Venkataraman as the chairperson, and Rakhi Banerjee of the Local Organising Committee. This was co-hosted by Shiv Nadar University, and was sponsored by The Indian National Science Academy, The National Board of Higher Mathematics, Texas Instruments and DPS Society.



APPENDIX H

TEACHERS OF THE UNIVERSITY

(As on 31 March 2012)

Distinguished Professor	Subject	School
CR Babu	Ecology	SHE

Professor	Subject	School
Alok Bhalla	English	SUS/SLS
Kuriakose Mamkootam	Management	SBPPSE
Shyam B Menon	Education	SES
Salil Misra	History	SLS
Chandan Mukherjee	Economics	SDS/SHE
Ashok Nagpal	Psychology	SHS
Shivaji K Panikkar	Visual Arts	SCCE
Honey Oberoi Vahali	Psychology	SHS
Geetha Venkataraman	Mathematics	SLS

Associate Professor	Subject	School
Priya Bhagowalia	Economics	SUS/SLS
Kiranmayi Bhushi	Sociology	SUS/SLS
Sumangala Damodaran	Economics	SDS
Dhirendra Datt Dangwal	History	SUS/SLS
Chirashree Dasgupta	Economics	SUS/SLS
Anup Kumar Dhar	Psychology	SHS
Rachna Johri	Psychology	SHS
Asmita Kabra	Economics	SHE
Jayati Lal	Sociology	SUS/SLS
Subrata Kumar Mandal	Economics	SDS
Surajit Mazumdar	Economics	SUS/SLS
Amites Mukhopadhyay	Sociology	SUS/SLS
Gopal ji Pradhan	Hindi	SUS/SLS
Satyaketu Sankrit	Hindi	SUS/SLS



Ghazala Shahabuddin	Ecology	SHE
Sanjay Kumar Sharma	History	SUS/SLS
Diamond Oberoi Vahali	English	SUS/SLS

Assistant Professor	Subject	School
Kanwal Anil	Management	SBPPSE
Gunjeet Aurora	English	SUS/SLS
Suresh Babu	Ecology	SHE
Arindam Banerjee	Economics	SUS/SLS
Rakhi Banerjee	Education	SES
Taposik Banerjee	Economics	SLS
Abhijeet S Bardapurkar	Education	SES
Minaketan Behera	Economics	SUS/SLS
Jyotirmay Bhattacharya	Economics	SLS
Dharitri Chakravartty	History	SLS
Rachna Chaudhary	Psychology	SHS
Syandeb Chowdhury	English	SUS/SLS
Bidhan Chandra Dash	Sociology	SUS/SLS
Oinam Hemlata Devi	Psychology	SHS
Thokchom Bibinaz Devi	Psychology	SHS
Ivy Dhar	Political Science	SDS
Radhika Govinda	Psychology	SHS
Anshu Gupta	Management	SBPPSE
Manish Jain	Education	SES
Lovitoli Jimo	Sociology SHS	SHS
Gangmumei Kamei	Psychology	SHS
Aparna Kapadia	History	SUS/SLS
Mamatha Karollil	Psychology	SHS
Tanuja Kothiyal	History	SUS/SLS
Preeti Mann	Anthropology	SDS
Akha Kaihrii Mao	Education	SES
Bhoomika Meiling	English	SUS/SLS



Shailaja Menon	History	SUS/SLS
Urfat Anjem Mir	Sociology	SUS/SLS
Wrick Mitra	Psychology	SHS
Aruna Kumar Monditoka	Political Science	SDS
Usha Mudiganti	English	SUS/SLS
Tuheena Mukherjee	Management	SBPPSE
Shubhra Nagalia	Psychology	SHS
Manasi Thapliyal Navani	Education	SES
Rohit Negi	Geography	SHE
Dhiraj Kumar Nite	History	SUS/SLS
Anshumita Pandey	Psychology	SHS
Anil Persaud	History	SUS/SLS
Vinod R	Psychology	SHS
Deepti Sachdev	Psychology	SHS
Neetu Sarin	Psychology	SHS
Rukmini Sen	Sociology	SUS/SLS
Anirban Sengupta	Sociology	SDS
Gunjan Sharma	Education	SES
Praveen Singh	History	SHE
Santosh Kumar Singh	Sociology	SUS/SLS
Yogesh Snehi	History	SUS/SLS
Vikram Singh Thakur	English	SUS/SLS
Sanju Thomas	English	SUS/SLS
Kancharia Valentina	Management	SBPPSE

Visiting Faculty	School
Venita Kaul	CECED
Denys P Leighton	SUS/SLS
Simona Sawhney	SLS
Adarsh Sharma	CECED



Guest/Adunct Faculty	School
Monimalika Day	CECED
Abhinav Verma	SUS

Academic Fellow	School
Divya Bhambri	SUS
Aparajita Bhargarh	CECED
Kopal Chaube Dutta	SHE
Kasturi Datta	SDS
M Murali Krishna	SUS
Santhosh S	SCCE
Nupur Samual	SUS
Anand Saurabh	SLS
Parul Taneja	CECED

Research Assistant	School
Shyamolima G Choudhury	SUS
Shifa Haq	SHS
Punita Mathur	CECED
Radhika Raturi	SHS
Ashis Roy	SHS
Rajinder Singh	SHS





APPENDIX I

STAFF IN ADMINISTRATION

(As on 31 March 2012)

Research Assistant	
Bindu Nair	Secretary
Raj Kumar	Assistant
Ajay Singh Dangi	Office Attendant
Rudresh Singh Negi	Office Attendant
Registrar's Office	
Pankaj Agrawal	Deputy Registrar
Sucha Singh	Assistant Registrar
BB Kaul	Senior Consultant
P Mani	Senior Consultant
Dr. Mita Sinha	Senior Consultant
SK Nagpal	Consultant
Neelima Ghildiyal	Assistant
BK Gupta	Assistant
Mahesh Kumar	Assistant
Minakshi Singh Jugran	Assistant
Sita Ram	Caretaker
Yatinder Singh	Caretaker
Rajendra Prasad	Assistant Caretaker
Ashok Kumar	Office Attendant
Ranjit Bhuimali	Mali
Raj Kumar Maurya	Mali
Yogesh Kumar	Mali
Rizwan	Mali
Deepak	Electrician
Mewa Lal	Electrician (Part time)
Mahiender Kumar Swain	Plumber (Part time)



Office of the Controller of Finance	
Dr RD Sharma	Assistant Registrar
BK Somayajulu	Assistant Registrar
Akhtar Hassan	Consultant
KK Talwar	Consultant
Laxmi Kant	Junior Executive
Sanjeev Singh Chauhan	Assistant
Mohit Jagota	Assistant
Naresh Kumar Samariya	Office Attendant

IT Services	
Narendra Kumar	Assistant Registrar
Priyanka Papreja	Junior Executive
Sunita Tyagi	Technical Assistant
Ranjan Dakua	Technical Assistant
Mukesh Singh Dangi	Technical Assistant
Ramiz Kazmi	Technical Assistant
Shabhu Sharan Singh	Technical Assistant
Ajay Kumar	Office Attendant
Naveen Kumar	Office Attendant
Ashu Mann	Office Attendant
Rudar Pal	Office Attendant

Library	
Alka Rai	Assistant Librarian
Manju	Professional Assistant
Ravender Rawat	Professional Assistant
Nekson	Office Attendant
Pinki	Office Attendant
Sanjay Singh Rawat	Office Attendant


Planning Division

Archana Sharma	Assistant Registrar
Anita Rawat	Assistant
Shiv Charan	Attendant

School of Business, Public Policy and Social Entrepreneurship

Deepak	Assistant
--------	-----------

Dean's Office - Academic Services

PK Katarmal	Deputy Registrar
Santhanam Iyengar	Assistant Registrar
Geeta Chopra	Assistant
Yusuf Raza Naqvi	Assistant

Dean's Office - Student Services

Dr Abha Vermani	Deputy Registrar
Rajeev Kumar	Assistant Registrar
MR Kapoor	Consultant
Manmohan Singh Aswal	Assistant
Arunima Shukla	Assistant
Ajay Talwar	Assistant
Sandeep Kumar	Office Attendant
Sumit Solanki	Office Attendant

Dean's Office - School of Development Studies

Sangeeta	Assistant
Shafiq Ahmed	Office Attendant



Dean's Office - School of Human Ecology

Suman Negi	Assistant
Shafiq Ahmed	Office Attendant

Dean's Office - School of Human Studies

Sameena Qamar	Assistant
Lokesh Sapra	Assistant
Sandeep Kumar	Office Attendant

Dean's Office - School of Liberal Studies

Poonam Khanduri	Assistant
Ashok Kumar-II	Office Attendant

Dean's School of Undergraduate Studies

Asha Devi D	Assistant
Sandeep Kumar	Office Attendant

Centre for Early Childhood Education and Development

Anil Singh Rawat	Assistant
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APPENDIX J

Income and Expenditure Account for the Year Ending 31.03.2012

Expenditure	Schedule	Amount (in Rs.)	Income	Amount (in Rs.)
Fixed Assets	II	40,965,837	Undisbursed Grant c/o from previous year	39,947,929
Administration Cost	IV (A)	123,764,293	Grant received	182,123,975
Academic Cost	IV(B)	5,105,939	Sale of forms/ Publication/ Tender Document etc.	685,570
Undisbursed Grant c/o to Balance Sheet		72,570,177	AUD overhead receipts	727,789
			Course Fees	17,262,315
			Hostel fees	743,910
			Entrance fees	76,035
			Miscellaneous Fees	97,229
			Bank Interest	6,641
			Interest on fixed Deposit	734,853
			Interest on saving account	
TOTAL		242,406,246	TOTAL	242,406,246





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