



# वार्षिक प्रतिवेदन Annual Report

2008-09 and 2009-10

भारत रत्न डा बी.आर.  
अम्बेडकर विश्वविद्यालय, दिल्ली



Bharat Ratna Dr B.R.  
Ambedkar University, Delhi



# वार्षिक प्रतिवेदन Annual Report

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and  
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Bharat Ratna Dr B.R.

**Ambedkar University, Delhi**

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## THE UNIVERSITY

The Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya (Ambedkar University, Delhi or AUD) was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007 and was notified in July 2008. AUD has been established as a teaching University at Delhi to facilitate and promote studies, research and extension work in higher education with focus on the liberal arts, humanities and the social sciences and also to achieve excellence in higher education.

AUD is poised to be a unitary university with both postgraduate and undergraduate programmes on campus. AUD can develop into a multi-campus system with campuses spread over the National Capital Territory.

### 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.

### Vision

A commitment to equity and social justice 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.

The uniqueness of AUD is evident from its basic philosophy, policies and programmes which are spelt out and embodied in the University Act. Accordingly, the University is striving to evolve such policies and programmes of study as would be a qualitative and distinct addition to the national resource base in higher education. The University has,

therefore, been concentrating on programmes that are of relevance in the present and future times.

### **Academic Structure**

AUD has a faculty structure that allows for full-time and regular core faculty and for part-time, adjunct, visiting faculty. The extended faculty will also include senior postgraduate and research students working as Teaching Assistants.

The University's academic personnel policy has been designed to reflect the concerns stated in the vision statement more effectively than the structures and processes that obtain in many Indian universities. Almost a similar policy has been articulated for its administrative staff.

It shall be the endeavour of the University to ensure that its human affairs are conducted in a transparent, orderly, fair and just manner, in order to promote a sense of shared governance among all its personnel and to 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 recruitments.

AUD is committed to creating an institutional culture characterized by humanism, non-hierarchical and collegial functioning, teamwork and nurturance of creativity.

### **Faculty Recruitment**

The recruitment of faculty is one of the critical tasks of a new university. AUD organised this task in ways different from the norm. In a unique institutional arrangement, faculty members often teach concurrently across Schools, providing greater depth and breadth to each programme of study. The task of recruitment in AUD is considered a continuous process rather than a one-time affair. Advertisements are placed periodically in media for attracting competent faculty. In addition, a data base of all applications is proposed to be maintained. This data base is to be drawn from the applications received from academics who express their wish to associate themselves with the University. A similar data base is also proposed to be maintained for academics who wish to associate themselves as visiting, guest or adjunct faculty. In the year 2009-10 faculty for three Schools of study

was recruited. In the year 2010-11 with the availability of more space, the University plans to recruit faculty for all the Schools of study.

### **Administrative Structure**

The staff structure and staffing norms of the University is intended to be performance-oriented and driven by results rather than by hierarchies and layers of reporting lines. The organisation is to be thin and lean and its structure flat. A large part of the University's standard operational and maintenance functions are to be contracted out for greater efficiency and effective performance. 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. It is proposed that at any given time, the ratio of fixed tenure appointments to regular appointments would be 2:1.

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 to be reviewed after two years.





## Schools of the University



## SCHOOLS

The University is broadly structured into Schools and Centres. The idea is to focus on areas of knowledge and professional specialisations which are relevant to our context yet are not being given enough emphasis by other universities in this part of the country. During the period under report, the following three Schools became functional:

1. School of Development Studies
2. School of Human Ecology
3. School of Human Studies

In addition to these Schools, the Centre for Early Childhood Education and Development has started functioning.

The following other Schools of Studies are in different stages of becoming functional:

- School of Undergraduate Studies
- School of Culture and Creative Expressions
- School of Design
- School of Business, Public Policy and Social Entrepreneurship
- School of Educational Studies
- School of Law, Governance and Citizenship
- School of Liberal Studies

The Centre for Social Sciences Research Methods and the Centre for Community Knowledge are also proposed to be established.



## Campus

The University proposes to create a campus which is futuristic, and has physical and social space which is energy-efficient, ecologically-frugal, and is disabled-friendly. It is hoped that the campus will be a blend of compact human habitation and workplace in a seamless continuum with nature, a space which includes academic, residential, recreational and social facilities for students, faculty and staff. Over the next 10 years, AUD will require infrastructure facilities for the following:

Schools and Centres	:	18
Staff: Academic & non-Academic	:	400 (besides part-time/ visiting/adjunct faculty)
Students	:	5000 (1200 in residence)

In addition to creating accommodation for the academic programmes, residential and hostel complexes, the following common/support facilities will also have to be developed:

- Library
- Lecture Halls of various sizes
- Studios and Laboratory spaces
- Auditorium/Seminar Hall
- Computer Centre
- Play grounds
- Student recreational facilities
- Accommodation for visiting faculty
- Residential accommodation for faculty and staff (200)
- Accommodation for married Research Scholars
- Guest House(s)
- Health Centre
- Community Centre
- Convenience Shopping Centre

## ACADEMIC PROGRAMMES AND ADMISSIONS

In the academic session 2008-09, the University offered through its School of Development Studies, a Postgraduate Diploma in Development Studies in November 2008 in collaboration with the Council for Social Development, New Delhi. The first batch of students has successfully completed the programme in 2010.

In the academic session 2009-2010, the University launched three programmes: MA Development Studies (in the School of Development Studies), MA Environment and Development (in the School of Human Ecology) and MA Psychosocial Clinical Studies (in the School of Human Studies).

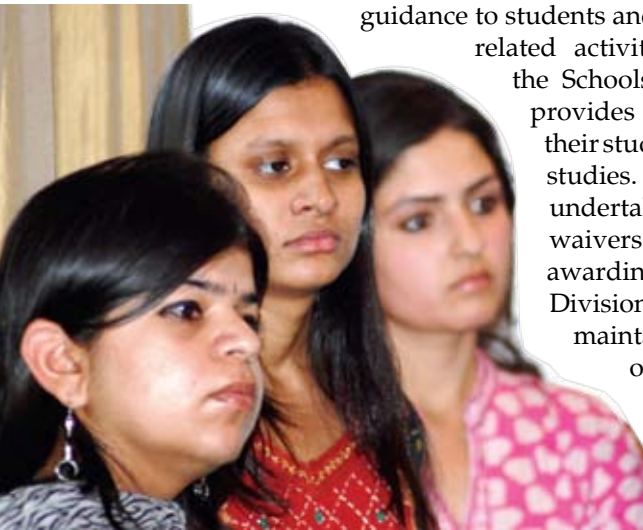
### Student Strength

The total strength of full-time students on the rolls of the University as on 31 March 2010 was 85.

### Student Services

The Division of Student Services has been created as a separate unit in the University to oversee all activities related to a student's study in the university. It has been placed under the supervision of a senior

Professor as Dean. The Division provides pre-admission guidance to students and undertakes all admission related activities in coordination with the Schools of studies. The division provides support to all students in their study as well as extracurricular studies. The Division also undertakes disbursement of fee waivers and helps the Schools in awarding merit scholarships. The Division of Student Services also maintains assessment records of students forwarded by the Schools of study. The Division issues grade cards and provides certificates to students.





The Student Services Division also supervises the various cultural activities and recreational societies formed by the student community at AUD. Some of the existing clubs are:

- AUD Vatavaran club
- SPIC MACAY society
- Photography club
- Choreography club
- Film club
- Literary club
- Theatre society

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

A summary of the anti-ragging regulations of the University are provided in the Bulletin of Information. The detailed anti-ragging regulations are available on the University website.

## LIBRARY

The AUD Library is in an expanding phase. In the year 2009-2010 it has acquired a reasonably good collection of books, journals (print and online), e-books in various disciplines in social studies and humanities as well as membership of library networks. The following are some of the highlights of the financial year 2009-2010:

- The Library has a total of 4,500 books, of which 2,620 have been purchased during this financial year while 1,880 books were purchased in the last (2008-2009) financial year. All these books have been accessioned, classified, catalogued, bar-coded and are ready for borrowing.
- The Library has subscribed to more than 75 print and online journals with JSTOR through INFLIBNET and 120 e-books from the Cambridge University Press.
- The Library software LIBSYS has been installed in the AUD library and digitised records of all books and journals in the collection are maintained so that library users are now able to track the titles from their own computer through OPAC and Web OPAC facilities.
- The Library organised visits to the 19th Delhi Book Fair and



the World Book Fair. Later it organised a Book Exhibition on AUD premises where 34 renowned Publishers, Vendors, Book Distributors like OUP, CUP, Sage, Orient BlackSwan etc. were invited to display their books.

- AUD has also become a member of DELNET (Developing Library Network) and INFLIBNET which enables resource sharing with different libraries of India.
- The total expenditure of the AUD Library was Rs. 34,84,527/-, in which Rs. 17,72,201.00 were spent on books, Rs. 5,22,672/- on e-books, Rs.66,150/- on print journals, Rs.2,65,000/- on JSTOR membership, Rs.16,500/- on DELNET membership and Rs. 8,42,004/- on subscription of e-journals.
- Currently 85 students have enrolled and are using the library facilities like Issue-Return, Reference service, e-books and periodicals.

#### **Future Plans:**

- Acquire membership of different International Library Networks, and Consortia.
- Open a Text Book Section for Undergraduates Courses.



## THE PLANNING UNIT

In the absence of a Director IT services, jointly with the Consultant IT, the Planning Unit has been looking after matters related to IT design, procurement and maintenance. It has been advising the University Library in the formulation and implementation of e-policies. Smart cards to be used as ID for students of AUD were designed by the Unit in collaboration with the Library with barcodes incorporating information such as the year of admission, programme of study, roll number, etc. These cards serve as student identity/library cards. Identity cards for the faculty have also been designed.

The Unit has helped formulate the policies and protocols related to the continuous assessment of students. It supervised the implementation of such procedures for students of the PG Diploma in Development Studies (2009).

The Planning Unit has been maintaining the University website with the help of the IT consultant Ashish Bharadwaj.

Interviews were organised for the selection of research associates and research assistants in the Schools of Development Studies, Human Ecology, Human Studies and Centre for Early Childhood Education and Development. It facilitated the interviews held to select the Director IT of the University. The Planning Unit has been facilitating a series of consultative meetings for the institution of a School of Business, Public Policy and Social Entrepreneurship and the Centre for Community Knowledge within the University. It is also helping conceptualise a School of Design with focus on social and service design.



## **SCHOOL OF DEVELOPMENT STUDIES AND SCHOOL OF HUMAN ECOLOGY**

### **School of Development Studies (SDS)**

This was the first school to be established by the University in January 2009 with a Diploma Programme in Development studies. In August 2009, the School also started a two-year MA Programme in Development Studies. This MA programme will equip students with analytical ability to address the challenges of development and public policy as they affect developing societies. It includes eleven taught courses: eight core courses and three elective courses of 4 credits each. The programme also includes research course work, research practicum, workshops, seminars and field-based activities. More than 30 per cent of the learning is structured outside the formal classroom. This inter-disciplinary programme is based on the foundations provided by the broad disciplines of sociology, political science and economics as well as history, anthropology, geography and planning, and provides the students a holistic understanding of reality and the methods used by various disciplines to address pressing concerns of development.

### **School of Human Ecology (SHE)**

Human Ecology is a multidisciplinary subject and deals not only with humans and their social organisation, well-being, and future but also humans as a species in the ecosystem and their interactions with the living and abiotic components of ecosystems. In other words, human ecology is multidimensional and its goal is to achieve sustainable human societies. To achieve this there is a need to (i) probe into the past, (ii) study the present social systems and their impacts on the ecosystems, and (iii) plan for the future. This requires a strong linkage/interface between social sciences and science and technology, particularly environmental and natural sciences. This school has also started a two-year MA Programme in Environment and Development. The programme includes research course work, research practicum, workshops, seminars and field-based activities. More than 30 per cent of the learning is structured outside the formal classroom.

## **MA Programmes**

Ambedkar University, Delhi launched two MA programmes in Development Studies and in Environment and Development in 2009. The aim of the two programmes is to equip students with the ability to address the challenges facing civil society and the State. Both the MA programmes are inter-disciplinary in nature and provide opportunities for learning within as well as outside the classroom. About 30 percent of the curriculum facilitates such learning, of which an internship is an integral part.

## **Student Profile**

The admission process for the University was initiated in June and the admission test and interviews were conducted on 25 July 2010. A total of 134 students took the admission test and interviews on that day. Of these 31 students were admitted to the School of Development Studies, and 25 were admitted to the School of Human Ecology. In addition, two foreign students (one from China and another from Afghanistan) joined the School of Development Studies. After withdrawals and migration, the current student enrolment in the School of Development Studies is 30 and there are 17 students in the School of Human Ecology. The students in these two Schools have come from diverse educational backgrounds ranging from Geography, Economics, Law, Sociology, Political Science, Marketing, Social Work, English, Philosophy, Finance, Marketing, Food Technology, Civil Engineering, Business Administration, Public Administration, Mass Communication, Forensic Science, Botany, Zoology, Chemistry, Electronics, Environmental Sciences, History, and Education.

## **Admission for 2010-2011**

The admission process for MA programmes started in March 2010. An entrance test was held on 21st March 2010 for admission to its two postgraduate courses - MA (Development Studies) and MA (Environment and Development). The examination spanned two hours and was divided in two parts – Part A was objective and part B was subjective. Students were required to answer a total of 50 questions in part A (18 questions on verbal ability, 17 on quantitative aptitude and 15 on reasoning) and 1 question from Part B. Assessment was done for a total of 200 marks (100 marks from each section). The University received a total of 218 applications for the two courses out

of which 151 applicants appeared for the entrance test. Based on their performance in the test 119 were called for interview on 9 May 2010.

### **Future Plans**

Other programmes being considered and developed include:

1. PhD programmes in Development Studies and Human Ecology.
  2. Possibilities of specialization and degree in MA/MSc Human Ecology from a common basket of courses and others being developed with greater scientific rigor.
  3. Short-term certificate courses to impart practical training skills to students, in-service personnel and NGOs.
  4. An MA in Public Policy and Politics in the School of Development Studies either on its own or in collaboration with the School of Liberal Studies.
  5. An MA in Development Practice in the School of Development Studies with a consortium of NGOs.
1. Niche thematic research areas based on the interest of the faculty and partnerships with the world of practice.

### **Fee Waivers and Scholarships**

Based on the performance in the Entrance examination, 2009 for both the programmes, MA Development Studies and MA Environment and Development, 1 student was given full fee waiver and merit scholarship, 5 were given half fee waiver and merit scholarships, and 4 students were given quarter fee waiver and scholarship based on the criteria specified in the University guidelines.

Based on their performance in the first Semester from September till December 2009 in both programmes, MA Development Studies and MA Environment and Development, a total of 12 students were given appropriate fee waivers and scholarships.

### **Students' Accomplishments**

Anindita Chatterjee from the School of Development Studies represented AUD at the first meeting of the India International Centre Youth Forum held in October 2009.

## **Internship Cell**

SDS and SHE have been involved in the process of developing their own Internship Cell, managed and coordinated by some faculty members and research associates under the guidance of the Dean of the two Schools. This Internship Cell is dedicated to providing guidance to students in choosing their areas of interest in the world of practice and the process by which they can arrive at their dissertation topics.

The Internship Programme, a two-credit course, is meant to give students an opportunity to learn about the ways in which development and environment related issues interface with state and society on the ground, and the ways in which developmental and environmental professionals and social activists engage with these issues. This could, for instance, find an immediate expression in the choice of their final semester dissertation, which accounts for as much as eight credits in the curriculum.

On the other hand, it will provide a platform to practitioners to share their expectations from potential interns as well as from the AUD faculty. AUD's vision is to build partnerships with the world of practice as an essential pillar of teaching and learning about development and environment related issues. It is envisaged that the internship programme would help facilitate this partnership.

## 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 - 'of' and 'about' lives, to her environment - 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 livability through states of loss of awareness in traumatic moments to states of ecstatic joyfulness. Thinking around it at best gives us deep experiences of insights which can bring an impersonal history into a rich potential and newly created present. The term is ever-renewable: hence the potential approaches in plural through "Studies."

SHS has thus 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 Psychosocial Clinical Studies to engage with some crucial issues about human lives and life stories with a playfulness not ordinarily associated with higher education.

### PROGRAMMES:

#### MA 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 a constant emphasis in the School is on a broadened

vision of a psychology that locates the individual embedded in a social matrix and 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 symptom' – and both can easily be missed or dismissed – 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.

### **Teaching Style**

The free associative technique in lectures integrates the quest for knowledge with the experiential quality of the psyche via the medium of discussions, interactions and dialogue. Class experience is then a co-creation, a fabric weaving together voices, pauses, silences, experiences and thoughts of both the students as well as the facilitators. The process is a play between 'feeling thoughts' and 'thinking feelings' as one reaches feeling 'states', inchoate and at times chaotic. There is an indwelling in these spaces in ways that enable thought and recovering voice.

The teaching process involved an effort to make a dent on the psyche of the students. While introducing them to trauma and marginalisation, such a process was required for the affective processes to get stimulated. The effect of such processes surfaced in statements like – "there is so much reference to loss". The impact of this had to be borne by the teacher. Subsequently this showed its presence in the mentorship and the assessments where thoughts produced by this could be found. We strive for a teaching where the sense of loss from which the students speak is recognized and does not go outside the class.

The workshop modules of classes are intended to bridge the gap between the 'personal' and the 'social'. With a consolidation of individual identities, cognitive and psychic spaces emerge ever more 'mindful' of the social and how it can be contributed to.

A series of minimal readings were taken up per course and developed extensively in class. A constant concern and effort has been made to establish bridges between courses across semesters and disciplines.

Different media were actively made use of to facilitate class experience. These included: songs, films, poetry, stories and experiential exercises.

De-mystifying plagiarism: Efforts have been made in classes to take students closer to understanding why one plagiarizes, why one chooses certain materials over others?

## **Mentorship**

The mentorship was a space where the students could articulate their anxieties and felt held. Such an experience is vital for a young clinician to develop a psychoanalytic and critical clinical receptivity where what is said does not get lost and can be re-engaged with in a space in one's mind. It was often described by the students as a place of playfulness and relaxation, building proximity and friendships with the teacher and the peers.

Some of the activities taken up were storytelling sessions, dream diary discussion, clinical case supervision, personalized feedback and reflection on assessment and grades, sharing and hand holding in a safe and intimate place.

Mentorship groups are powerful locales for peer learning and exchanges in a close engaged ongoing intimacy. The co-constructed nature of knowledge, and the inter-subjective sense of the self, both make themselves available in a small group setting. This aspect, though, is yet to be fully actualised (or captured) by us.

## **Relations with the Field**

The purpose of field work is to create a space in the students' mind about the idea of work and working through. Since students are expected to engage themselves meaningfully in the field for a period of 30 days, preparations for clinical work were undertaken in a formalised manner through a workshop based course Preparing for Clinical Work (Semester II).

Extensive efforts were made to orient the students for the field work through interactive workshops by guest faculty, a large majority of them being clinical practitioners.

Students were enabled to extend the holding environment through the process of supervision by the mentors, peer interactions and interactive workshops with senior clinicians.

The first of the series of Consultative meetings with young clinicians working in the city was organised in January 2010, providing us with the much needed network between AUD and fields outside. Engagements and talks are currently in process with organisations like CSCS (Bangalore), Antarnad (Ahemdabad), VIMHANS, IHBAS, Fortis, Max Hospitals, Muskaan, Salaam Balak Trust, etc.

A subtext informs that these endeavors are mobilizing a PEER GROUP that lends itself to critical and creative ways of working at Psychology and Mental Health in India.

### **Future Course and Directions**

The following programmes and other initiatives are to be undertaken during the next few years:

- Postgraduate programme in Gender Studies in the academic year 2010.
- MPhil/PsyD course which adds another tier and a fuller form to the MA Psychosocial Clinical Studies programme currently on offer.
- A Clinic as a shared space for psychotherapeutic work that is dynamically inclined, play-therapeutic work for children and that goes 'beyond clinic' by its outreach endeavours.
- A Joint Project "Working with Waywardness in Urban Youth and Criminal Enactment" between AUD and Delhi Police.
- A research project on "Life at the Margins" with Professor Neil Altman (Associate Clinical Professor, Post-Doctoral Programme in Psychotherapy and Psychoanalysis, New York University).
- Interdisciplinary engagements in dialogical spaces as well as the formulation of a course on research methods with Professor Veena Das (Krieger-Eisenhower Professor of Anthropology, Johns Hopkins University) who may join AUD as a Scholar in Residence in the next session.
- Postgraduate programme in Disability Studies.



## SCHOOL OF UNDERGRADUATE STUDIES

This is the academic home for AUD's undergraduate programmes which will have a discipline-based orientation focusing on the Social Sciences, Humanities, Liberal Studies and Mathematical Sciences. The undergraduate programmes will have a flexible structure with multiple exit possibilities enabling students to graduate after three years with a single major or after four years with a dual major. There will be a common module for foundational skills comprising language, writing skills, communication skills, analytical reasoning and basic computing, and a core module in social sciences. A mixed / multi / split mode of delivery which makes use of a continuum of instructional modes (ranging from large classroom based instruction to tutorials to on-line and self-learning modules) is envisaged.

- The School has organised a number of consultative meetings to chalk out its plans. As a follow up, the School has proposed a draft curriculum for the Bachelors Degree Programme. The salient features of the proposed BA Programme are:
- A three-year BA Honours with a major in a single discipline area or BA Honours Social Sciences/Humanities in three discipline areas with 16 credits or more of elective courses in each of the three disciplines. A four-year BA Honours with a double major in 2 discipline areas with 48 credits or more in each is also being planned.
- The BA Programme requires 96 credits for a 3-year degree and 128 credits for a 4-year dual degree programme.
- The BA Programme will follow a semester system.
- The BA Programme has four type of courses:
  - a) Foundation Courses (24 Credits)
  - b) Discipline based/Interdisciplinary elective courses (56 to 64 credits)
  - c) Applied/Vocational Courses
  - d) Culture and Art Related Courses in [(c) and (d) 8 to 16 Credits]

It is proposed that to the first BA batch only a limited number of discipline areas will be offered. Gradually we will add more disciplines of study over the next 5 years. It is proposed that the programme be launched from the session August 2010 with an intake of around 120 students.

## CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT



The Centre for Early Childhood Education and Development (CECED) has started functioning from October 2009. CECED's mission is to contribute to the national goals of social justice and equity by advocating and promoting every child's right to a sound foundation for life, through developmentally and contextually appropriate and inclusive ECED and to raise ECED to the forefront of policy formulation and effective programme implementation.

CECED's working is overseen by an Advisory Committee comprising distinguished academics and experts in the area of ECED and senior representatives of government and national institutions.

### Research, Evaluation and Documentation

- Research project with the Aga Khan Foundation (AKF), titled "Situational Analysis of Early Childhood Care and Development Initiatives in Nizammudin Basti". The first draft of the report has been submitted to AKF.
- Research project in collaboration with NCTE, Indus World School of Educational Research (IWSER) and ICF International, titled

“Review of Teacher Training Provisions in Early Childhood Education and Development”.

- Research project titled “Exploring impact of Early Learning, Socialization and School Readiness experiences in pre-school settings on educational and behavioral outcomes along the primary stage”. The project is supported by UNICEF and UNESCO. The pilot is to start in September at Pratham centres in Delhi or Mumbai.
- Project titled ‘First three years of life’, supported by Plan International is in the pipeline. FCRA clearance is awaited.

### **Future Goals**

- CECED is in the process of developing a web portal for ECCE.
- Since CECED is offering a single window approach to ECCE, it is working towards setting up a resource centre.
- Talks are on with the IIT Nursery school to have it as the laboratory school for the Centre.
- A day care unit
- CECED is working towards developing a modular course in ECCD and is collaborating with Pratham for a similar course.
- A course in leadership and management in education.

APPENDIX A

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**OFFICERS OF THE UNIVERSITY**

(As on 31 March 2010)

Professor Shyam B. Menon	Vice Chancellor
Dr Achal Kumar Malik	Registrar

**Deans of Schools of Studies**

Professor Ahmed Raza Khan	Dean, School of Undergraduate Studies
Professor Satyajit Singh	Dean, School of Development Studies
Professor Ashok Nagpal	Dean, School of Human Studies
Professor Satyajit Singh	Dean (Officiating), School of Human Ecology
Professor Ahmed Raza Khan	Dean, Student/Academic Services

**Chairperson of Centres of Studies**

Professor Venita Kaul	Centre for Early Childhood Education and Development
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**Other Officers of the University**

Professor Vijaya S. Varma	Advisor Planning
Mr C.M. Sharma	Advisor Finance

## APPENDIX B

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### 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 and the Finance Committee.

#### **University Court**

The University Court is the supreme authority of the University and has to meet once in 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 University Court is yet to be constituted.

#### **Board of Management**

The Board of Management is the executive body of the University and is in charge of the general management and administration of the University. During the period under report the BoM met three times on 9 June 2009, 16 July 2009 and 12 December 2009. The BoM deliberated upon various administrative and academic matters and took many important decisions. The BoM also considered and approved the action taken by the Vice Chancellor on matters of an urgent nature. The BoM approved the recommendations of various Selection Committees for the appointment of faculty members and Officers of the University.

### **Academic Council**

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

### **Finance Committee**

The Finance Committee is a statutory body of the University. It examines and scrutinizes the annual budget of the University and makes its recommendations on financial matters to the Board of Management. During the year under report the Finance Committee met on 13 October 2009 and 29 April 2010.

APPENDIX C

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**ADMISSION PROCESS**

Since the University is in a formative stage and the Academic Council has not yet been constituted because of limited faculty strength, admission to various programmes of study is regulated by policies and procedures approved by the Board of Management of the University.

For the Academic Session 2009-10 the Student Services Division organised entrance tests and interviews for admission to the three MA programmes of the University and completed the admission process. In the year 2009-10 a total of 24 fee waivers were given and 21 merit scholarships were awarded.

**Reservation of Seats**

Admissions is 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 Notice**

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

**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.

**Eligibility for MA Programmes**

The eligibility criterion for all courses is a Bachelor's degree in any discipline with 55% marks (or an equivalent grade) from a recognized

university. Relaxation of 5% for candidates belonging to SC, ST and Physically Disabled (PD) categories will be given.

### **Fee Waivers and Scholarships**

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

### **Selection of Candidates**

The selection of candidates for admission to various programmes of study is made after written test and interview. Only candidates shortlisted on the basis of the written test are invited for 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 as per 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.



## APPENDIX D

## ACADEMIC ACTIVITIES AND FACULTY ACCOMPLISHMENTS

(2009-2010)

### Planning Unit

#### *Seminar Organised*

Lecture "Social Institutions in Development Interventions – the Indian Experience", Vijay Padaki, 19 February 2010.

#### *Workshops Conducted*

- Workshop on "Curriculum Studies and Critical Thinking", Professor Michael Apple, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin, Madison, 19-23 October 2009.
- Writing Workshop for Young Scholars in Social Sciences, Professor T.S. Saraswathi and Dr Jyotsana Jha, 14-19 December 2009.

### Faculty Accomplishments

#### *Books Published*

**Varma, T.L. and Varma, V.S.** (Eds), Proceedings of the International Seminar on Science Education. Vidya Bhawan Education Resource Centre, Udaipur. ISBN 978-81-8465-010-5 (Hindi translation ISBN 978-83-908114-13)

#### *Articles*

**Varma, Vijaya S.** "How should Physics be taught for understanding?", Sandarbha No.5, 49, 2008.

#### *Papers presented at Conferences*

- **Mao, Akha Kaihrii**, "Morung: The Traditional Educational System of the Nagas", Spring Workshop on Psychology and Education, 7-9 April 2010, Bangalore.
- **Varma, Vijaya S.** "Some reflections on Education and Hind Swaraj", Hind Swaraj Centenary International Seminar, Council

for Social Development, Delhi, February 2009.

- **Varma, Vijaya S.** "On Al Kitab fi Ash Shu'at of Al Kindi", Second People's Education Congress: Science Education in India, Homi Bhabha Centre for Science Education, Mumbai, October 2009.

#### *Seminars attended*

- **Mao, Akha Kaihrii**, Research Methodology Workshop, NUEPA, 23-27 November 2009.
- **Mao, Akha Kaihrii**, Writing Workshop for Young Scholars in Social Sciences, AUD, New Delhi, 14-19 December 2009.
- **Mao, Akha Kaihrii**, Spring Workshop on Psychology and Education, NIAS, Bangalore, 7-9 April 2010.
- **Thapliyal, Manasi**, Research Methodology Workshop, NUEPA, 23-27 November 2009.
- **Thapliyal, Manasi**, Writing Workshop for Young Scholars in Social Sciences, AUD, New Delhi, 14-19 December 2009.
- **Thapliyal, Manasi**, Philosophy of Education Study Group Meeting organised by the Tata Institute of Social Sciences at Vidya Bhawan Society, Udaipur, 21-25 February 2010.
- **Thomas, Sanju**, Writing Workshop for Young Scholars in Social Sciences, AUD, New Delhi, 14-19 December 2009.
- **Thomas, Sanju**, Workshop on Translation and Nation-building in South Asia: 1947-1977 organised by the International Network on Postcolonial Translation, JNU, New Delhi, 8-11 January 2010.
- **Thomas, Sanju**, International seminar on Indian and Cross-Cultural Approaches to Marginality, JNU, New Delhi, 22-24 March 2010.
- **Varma, Vijaya S.**, International Conference on School Libraries and Reading, Vidya Bhawan Society, Udaipur, October 2008.
- **Varma, Vijaya S.**, Workshop on Kabir in Education, The Kabir Project, Srishti, Bangalore, January 2010.
- **Varma, Vijaya S.**, International Seminar on Language, Mathematics, Music and Society, Vidya Bhawan Society, Udaipur, February 2010.

## School of Development Studies and School of Human Ecology

### *Seminars Organised*

As part of their programme, the two Schools hold regular weekly seminars to which senior scholars and practitioners are invited. The following lectures were organised during the year 2009-2010:

1. An Introduction to Human Development- Concepts and Issues, Professor K. Ramachandran, 5 January 2010.
2. Thinking about the State in Rural Zambia, Dr Rohit Negi, 8 January 2010.
3. Game Theory, Professor P. Dubey, 15 January 2010.
4. Where is the Environmental Movement Heading?, Dunu Roy, 12 February 2010.
5. Human Dignity and Freedom, Professor William Sweet, 17 February 2010.
6. Worlds Within & Without: Theatre of the Self, Arka Mukhopadhyay, 24 February 2010.
7. The Children of Ephraim? – A case study of ex-untouchables experiencing upward social mobility in coastal Andhra, Dr Shahid Perwez, 26 February 2010.
8. Not too Far: Looking at the Margins, Parthiv Shah, 5 March 2010.
9. India, Pakistan and Democracy: Solving the Puzzle of Divergent Paths, Professor Philip Oldenburg, 8 March 2010.
10. Mithila Painters and Madhubani Arts, Dr Mani Shekhar Singh, 10 March 2010.
11. Demonstration and Performance of Folk Music, Madan Gopal Singh, 17 March 2010.
12. Social Capital and Business Venture: Entrepreneurship in ICT Industry, Dr Anirban Sengupta, 31 March 2010.
13. Labour and Social Movements in a Globalising World: Alternatives or Grand Adjustments of the South?, Professor Ari Sitas, 5 April 2010.

### *Others activities*

Film Screening of "I wonder..." and Discussion with the Film Director, Anupama Srinivasan, 6 January 2010.

## **Faculty Accomplishments**

### *Fellowship to the Faculty*

**Dr Preeti Mann** has been awarded a post-doctoral fellowship by the University of Oxford and has been granted leave of absence till the end of this year.

### *Books*

- **Shahabuddin, G.** Conservation at the Crossroads: Science, Society and the Future of India's Wildlife. Permanent Black, India, 2010. (ISBN 81-7824-264-8).
- **Singh, Praveen,** Ghose, N., Chaudhary, N., Hansda, R. Local Responses to Too Much and Too Little Water in the Greater Himalayan Region, ICIMOD, Kathmandu, 2009. (ISBN# 978-92-9115-131-8).

### *Chapters in Books*

- **Singh, Praveen,** Ghose, N., Chaudhary, N., Hansda, R. "Life in the Shadow of Embankments: Turning Lost Lands into Assets in the Kosi Basin of Bihar, India", in Local Responses to Too Much and Too Little Water in the Greater Himalayan Region, ICIMOD, Kathmandu, 2009, (33-42). (ISBN# 978-92-9115-128-8)
- **Singh, Praveen,** "Adapting to Water Stress and Hazard: The Case of Kosi River Basin in Bihar, India", in S. Opitz-Stapleton et al. (eds.), Shifting the Response Terrain, ISET & ISET-N, Kathmandu, 2009, (47-52). (ISBN#978-9937-9021-6-8)
- **Singh, Praveen,** "The Kosi Floods: Embankment Failure, Climate Change and Tipping Points" in S. Opitz-Stapleton et al. (eds), Shifting the Response Terrain, ISET & ISET-N, Kathmandu, 2009, (53-58). (ISBN#978-9937-9021-6-8)
- **Singh, Praveen,** D. Kull, S. Chopde & S. Wajih, "Quantitative Cost-Benefit Assessment of Flood Mitigation Options: Uttar Pradesh, India" in The Risk to Resilience (RtR) Team, Catalysing Climate and Disaster Resilience: Processes for Identifying Tangible and Economically Robust Strategies, ISET & ISET-N, Kathmandu, 2009, (169-222). (ISBN# 978-9937-2-12748)

- R. Mechler, S. Hochrainer, **Praveen Singh** et al., "Combining Innovative Strategies for Effective Drought Risk Management: Costs and Benefits of Insurance and Irrigation in Uttar Pradesh, India" in RtR Team, *Catalysing Climate and Disaster Resilience: Processes for Identifying Tangible and Economically Robust Strategies*, ISET & ISET-N, Kathmandu, 2009, (223-51). (ISBN# 978-9937-2-12748)

#### *Research Papers*

- **Singh, Satyajit** & D. Basandorj, *Improving Local Service Delivery for the Millennium Development Goals: Rural Water Supply and Sanitation in Mongolia*, UNICEF, UNDP & Government of Mongolia, Ulaanbaatar, 2009.
- **Singh, Satyajit** 'State, Planning & Politics of Irrigation Development: A Critique of Large Dams in India', in Rajeev Bharghav and Achin Vanaik (eds), *Politics in Contemporary India*, Orient Longman, Hyderabad, 2010.

#### *Articles in Journal*

- **Govinda, Radhika**, 'In the Name of 'Poor and Marginalised'? Politics of NGO Activism with Dalit Women in Rural North India', *Journal of South Asian Development*, 4 (1), 2009.
- **Govinda, Radhika**, Book review of Handy et al.'s *Grassroots NGOs by Women for Women: The Driving Force of Development in India*, (Sage, New Delhi: 2006), *Contemporary South Asia Journal*, 17 (2), 2009.

#### *Research Projects*

- **Govinda, Radhika**, 'Cartographies of Empowerment', Research Project led by Education Resource Unit (ERU), with funding from Ratan Tata Trust, April to September, 2009.
- **Singh, Satyajit**, 'Rural Water Supply and Sanitation in Cambodia: Understanding Functional Reassignment for Improving Local Service Delivery', in *Improving Local Service Delivery for the MDGs in Asia*, UNICEF, UNDP & UNCDF, Bangkok.
- **Singh, Satyajit**, *Gender and Participatory Development: Evaluation Concerns*, Research Project led by Institute of Social Science Trust (ISST), with funding from International Development Research Centre (IDRC), January to December, 2010.

*Participation in National/International Conference / Meetings / Workshops*

- **Govinda, Radhika**, 'In the Name of Capturing Political Power: Dalit Women, NGO Activism and Panchayati Raj' at the Centre for South Asian and Middle Eastern Studies, Brown Bag Lecture Series, University of Illinois at Urbana-Champaign, April, 2009.
- **Govinda, Radhika**, 'New Perspectives on Women's Empowerment and Grassroots Democracy in India', at the Mid-West Political Science Association (MPSA) Annual Conference, Chicago, USA, April, 2009.
- **Shahabuddin, G.** 'The 'Tiger Crisis' and the Response: Reclaiming the Wilderness in Sariska Tiger Reserve', Rajasthan. International Conference on 'Terrestrial Environments and their Histories in Modern India', School of Forestry and Environmental Studies, 30 April-2 May 2009, Yale University, New Haven, USA.
- Kumar, R., A. Kumar & **G. Shahabuddin**, 'Missing the Forest for the Trees? Woodpecker Communities in Managed Landscapes'. 23rd Annual Meeting of the Society for Conservation Biology, 11-16 July 2009, Beijing, China.
- **Singh, Praveen**, 'Making of the Flood Control Policy and Interest Groups in North Bihar' in a Seminar on Disasters, Development, and People: A critical review of experiences from India organised by Centre for Regional Studies, University of Hyderabad, 31 March 2010.
- **Singh, Praveen**, Resource Person in the inception workshop for the 2nd Phase of the Seminar, 'Too Little Water, Too Much Water' organised by ICIMOD, Kathmandu, 3-5 March 2010.
- **Singh, Praveen**, Resource person for the USAID consultations at the Asia Regional Center of Excellence on Climate Change and Development, New Delhi, 17-18 February 2010.
- **Singh, Praveen**, Presented a paper 'Performance of DRR Strategies in Changing Climate: A case study of eastern UP' in the thematic session 'Climate Change' at the 2nd India Disaster Management Congress organised by NIDM at New Delhi, 4-6 November 2009.
- **Singh, Praveen**, 'Adapting to Water Stress and Hazards: The Case of the Kosi River Basin in Bihar, India' in The Scientific and Technical Conference on Adapting to Climate Change in Asia: Exploring Linkages between Adaptation and Development organised by ISET and IDRC, Kathmandu, 29-30 August 2009.

- **Singh, Praveen**, 'Evaluating Costs and Benefits of Drought Risk Reduction under changing climate in UP, India' in a workshop organised by UPAAM, GEAG and WII, Lucknow, 25 February 2009.
- **Singh, Praveen**, 'Evaluating Costs and Benefits of Flood Risk Reduction under changing climate conditions: A Case of the Rohini River Basin, India' at an international workshop on Risk to Resilience: Strategic Tools for Disaster Risk Management organised by NIDM, ISET and WII, New Delhi, 3-4 February 2009.
- **Singh, Satyajit**, 'Poverty, Social Development and Rural Drinking Water Reforms' at an International Seminar on Governing the Asian Giants: The Search for Good Governance and Sustainable Development in India and China, Hong Kong University and Journal of Asian Public Policy, Hong Kong, 29-30 March 2010.
- **Singh, Satyajit**, 'Rural Water Supply and Sanitation in Cambodia: Understanding Functional Reassignment for Improving Local Service Delivery', at the UNICEF Seminar on MDGs and Local Governments, August 2009, Phnom Penh, Cambodia.

#### *Memberships of Boards/Committees (Outside AUD)*

- **Damodaran, Sumangala**, Deputy Director for the African Programme on Rethinking Development Economics (APORDE) organised by the Department of Trade and Industry, South Africa and the French Institute of South Africa, held in South Africa, September 2009.
- **Singh, Satyajit**, Expert for a Ford Foundation Study on Urban Governance conducted by IIM, Ahmedabad, December 2009.

#### *Lectures Delivered Outside AUD*

- **Shahabuddin, G.**, Lectures in a 3-credit course 'Tropical Ecology and Conservation' at American University, Washington DC, USA, 15 January-15 May 2009.
- **Shahabuddin, G.**, Slide-talk on 'The Biology of Community-Conserved Areas - A Contextual Review from India', 14 October 2009, Jawaharlal Nehru University, Delhi.

## School of Human Studies

### *Seminars Organised*

- Workshop, 'Group work and Psychoanalysis' Professor Sudhir Kakar, 4 - 5 August 2009.
- Talk, 'Motherhood and Expert Advice – A Feminist Analysis', Professor Rima Apple, 19 October 2009.
- Workshop, 'Culture and Development, Professor. T.S. Saraswathi, 10 December 2009.
- Workshop, 'Psychoanalytic Couples Therapy', Dr Ken Reich, 9 December 2009.
- Seminar, 'History of Psychiatry in India and the Way Forward', Dr Amit Basu.
- Seminar 'Reflections on Psychoanalytically informed Clinical work in Hospital Settings', Dr Anup Dhar, 16 February 2010.
- Lecture, 'Psychoanalytic Dream Research after Freud', Professor Stephan Hau, 11 March 2010.
- Workshop, 'What happens when a child's mother dies?', Dr Monisha Akhtar, 22 March 2010.
- Lecture, 'Forgiveness: Personal and Social Dimensions', Professor Salman Akhtar, 23 March 2010.
- Lecture, 'Psychoanalysis, Diagnosis and Poetry', Professor Salman Akhtar, 26 March 2010.

### *Other Activities*

Visit to the Osian film festival for MA Psychosocial Clinical Studies students, 28th October 2009.

### *Visitors to the School*

**Professor (Retd.) T.S. Saraswathi**, Maharaja Sayajirao University of Baroda.

**Professor Sudhir Kakar**, Author.

**Professor Salman Akhtar**, Jefferson Medical College, Philadelphia.

**Dr Stephan Hau**, University of Linkoping, Sweden.

**Dr Anup Dhar**, Centre for the Study of Culture and Society (CSCS), Bangalore.

**Dr Amit Ranjan Basu**, AIDIAS.



**Professor Rima Apple**, Professor Emeritus, University of Wisconsin, Madison.

**Dr Ken Reich**, Outreach to Families of All Reservists (a pilot program to provide pro bono therapy to families of the National Guard and Reserve deployed to Iraq and Afghanistan) and a Supervisory Analyst, Institute for Practical Psychology, Moscow, Russia.

#### *Students' Accomplishments*

- Ekta Oza participated in Youth Forum, India International Centre, Delhi, September 2009.
- Tanisha Chaddha's abstract titled "Transgender: Voices from beyond the binaries" (based on her undergraduate research) was selected for a poster presentation for the X Biennial Conference of Indian Association for Child & Adolescent Mental Health at the All India Institute of Medical Sciences, New Delhi, 23-25 November 2009.

#### **Faculty Achievements**

##### *Conference/Seminar Papers*

- **Sachdev, Deepti**, Yashoda, Kaushalya, Kunti, Sunayana: Remembering the forgotten mother of daughters in the Hindu family. Paper presented at MAMSIE conference on 'M(o)ther trouble', organised by University of London, 1 May 2009.
- **Singh, Rajinder**, The Human in the "Terrorist": A Psycho-Social Study Exploring the Dynamics of Violent Activism. Paper presented at Young Researchers Workshop 2010 organised by the Centre for the Study of Culture and Society, 2010.

##### *Participation in National/International Conference/Meetings/Workshops*

- **Nagpal, Ashok**, Keynote address on "Observational Studies and Child Psychotherapy" at Christ University, Bangalore (organised by the Psychoanalytic Therapy and Research Centre Mumbai in collaboration with CUSP at the Centre for the Study of Culture and Society, Bangalore and Christ University, Bangalore), 28 August 2009.
- **Nagpal, Ashok**, "Client's Perspective in Mental Health" organised by the Higher Education Cell, CSCS, Psychoanalytic Therapy and Research Centre, Mumbai and Christ University, Bangalore, 30 August 2009.

- **Pandey, Anshumita**, "Observational Studies and Child Psychotherapy", organised by the Psychoanalytic Therapy and Research Centre Mumbai in collaboration with CUSP at Centre for the Study of Culture and Society, Bangalore and Christ University, Bangalore, 28-29 August 2009.
- **Pandey, Anshumita**, "Client's Perspective in Mental Health" organised by the Higher Education Cell, CSCS, Psychoanalytic Therapy and Research Centre, Mumbai and Christ University, Bangalore, 30 August 2009.
- **Pandey, Anshumita**, "Group work and Psychoanalysis", Workshop with Professor Sudhir Kakar, 4-5 August 2009.
- **Pandey, Anshumita**, "Psychoanalytic Couples Therapy", Workshop with Dr Ken Reich, 9 December 2009.
- **Pandey, Anshumita**, "Psychoanalytic Dream Research after Freud" Workshop by Professor Stephan Hau, 11 March 2010.
- **Pandey, Anshumita**, "What happens when a child's mother dies?" Workshop with Dr Monisha Akhtar, 22 March 2010.
- **Roy, Ashis**, "Group work and Psychoanalysis", Workshop with Professor Sudhir Kakar, 4-5 August 2009.
- **Roy, Ashis**, "Psychoanalytic Couples Therapy", Workshop with Dr Ken Reich, 9 December 2009.
- **Roy, Ashis**, "Psychoanalytic Dream Research after Freud", Workshop by Professor Stephan Hau, 11 March 2010.
- **Roy, Ashis**, "What happens when a child's mother dies?" Workshop with Dr Monisha Akhtar, 22 March 2010.
- **Sachdev, Deepti**, "Group work and Psychoanalysis", Workshop with Professor Sudhir Kakar, 4-5 August 2009.
- **Sachdev, Deepti**, "Psychoanalytic Couples Therapy", Workshop with Dr Ken Reich, 9 December 2009.
- **Sachdev, Deepti**, "Psychoanalytic Dream Research after Freud", Workshop by Professor Stephan Hau, 11 March 2010.
- **Sachdev, Deepti**, "What happens when a child's mother dies?" Workshop with Dr Monisha Akhtar, 22 March 2010.
- **Sarin, Neetu**, "Group work and Psychoanalysis", Workshop with Professor Sudhir Kakar, 4-5 August 2009.
- **Sarin, Neetu**, "Psychoanalytic Couples Therapy", Workshop with Dr Ken Reich, 9 December 2009.

- **Sarin, Neetu**, "Psychoanalytic Dream Research after Freud", Workshop by Professor Stephan Hau, 11 March 2010.
- **Sarin, Neetu**, "What happens when a child's mother dies?" Workshop with Dr Monisha Akhtar, 22 March 2010.
- **Singh, Rajinder**, Young Researchers Workshop 2010 organised by the Centre for the Study of Culture and Society, Bangalore, February 2010.
- **Singh, Rajinder**, "Group work and Psychoanalysis", Workshop with Professor Sudhir Kakar, 4-5 August 2009.
- **Singh, Rajinder**, "Psychoanalytic Couples Therapy", Workshop with Dr Ken Reich, 9 December 2009.
- **Singh, Rajinder**, "Psychoanalytic Dream Research after Freud", Workshop by Professor Stephan Hau, 11 March 2010.
- **Singh, Rajinder**, "What happens when a child's mother dies?" Workshop with Dr Monisha Akhtar, 22 March 2010.

#### *Media Articles*

**Roy, Ashis**, "Analyze That". Tehelka Magazine, Vol. 5, Issue 35, 16 August 2008.

#### *Lectures Delivered outside AUD*

- **Sarin, Neetu**, Psychoanalytic Understanding of Development, Music Therapy Trust, New Delhi, 3 October 2009.
- **Sarin, Neetu**, Looking closely at Freud's Paper on 'Remembering, Repeating and Working through', Music Therapy Trust, New Delhi, 31 October 2009.

#### *Fellowships*

**Nagpal, Ashok**, Invited as Visiting Fellow in the Department of Psychology, University of Calcutta from 8 February to 12 February 2010.

#### *Membership of Boards/Committees*

**Nagpal, Ashok**, Nominated as Editor of the Sixth Round of Research Surveys in the discipline of Psychology by Indian Council of Social Sciences Research, April 2009 onwards.

## Centre for Early Childhood Education and Development

### *Lectures Organised*

First quarterly lecture, "Engaging young children's hearts and mind", Professor Lilian Katz and Professor Sylvia Chard, India International Centre, 28 November 2009.

Second quarterly lecture, "Early Childhood Education and Development as a Fundamental right: Making it a Reality", by Professor Shantha Sinha, India International Centre Annexe, 8 March 2010.

## Faculty Achievements

### *Conference/Seminar Papers*

**Kaul, Venita**, Theme paper on ECCE in India, National Seminar on EFA, NUEPA, New Delhi, 10-11 September 2009.

**Kaul, Venita**, "Exploring impact of Early Learning, Socialization and School Readiness experiences in pre-schools settings on educational and behavioral outcomes along the primary stage", Cambridge, UK, 24-26 September 2009.

### *Participation in National/International Conferences/Meetings/Workshops*

**Kaul, Venita**, "Understanding Early Childhood Care and Education: A Gal Perspective", 4 September 2009.

**Kaul, Venita**, Regional Expert meeting on International Standards for Classification of Education – UNESCO, Bangkok, 15-16 October 2009.

**Kaul, Venita**, International Symposium on "Bridging Gap between Developmental Psychology and Education through Early Childhood to Adolescence", King's College, Cambridge University, UK, 28-29 September 2009.

**Sachdeva, Shubhi and Almas, Sameen**, "Sachcha dil, achcha kaam", Riverside School, Ahmbedabad, 5-6 December 2009.

### *Membership of Boards/Committees*

**Kaul, Venita**, Member, core committee of the Ministry of Women and Child Development (MWCD) to review and formulate policy on ECCE

**Kaul, Venita**, Member, National Advisory Council for Right to Education

## APPENDIX E

**MEMBERS OF THE BOARD OF MANAGEMENT**

(As on 31 March 2010)

Professor Shyam Menon	Chairperson
Professor N.R. Madhava Menon	Member
Dr Kiran Datar	Member
Professor Armaity Desai	Member
Shri Anand Prakash, Principal Secretary (Higher Education) Government of National Capital Territory of Delhi	Member
Shri J.P. Singh, Principal Secretary (Finance) Government of National Capital Territory of Delhi	Member
Professor Ahmed Raza Khan	Member
Dr A.K. Malik, Registrar	Secretary

APPENDIX F

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**MEMBERS OF THE FINANCE COMMITTEE**

(As on 31 March 2010)

Professor Shyam Menon	Chairperson
Shri J.P. Singh, Principal Secretary (Finance) Government of National Capital Territory of Delhi	Member
Shri Anand Prakash, Principal Secretary (Higher Education) Government of National Capital Territory of Delhi	Member
Dr Kiran Datar	Member
Professor Ahmed Raza Khan	Member

## APPENDIX G

**TEACHERS OF THE UNIVERSITY**

(As on 31 March 2010)

**School of Human Ecology (SHE)**

Dr Ghazala Shahabuddin	Associate Professor
Dr Praveen Singh	Assistant Professor
Dr Oinam Hemlata Devi	Assistant Professor

**School of Development Studies (SDS)**

Dr Sumangala Damodaran	Associate Professor
Dr Asmita Kabra	Associate Professor
Dr Aruna Kumar Monditoka	Assistant Professor
Dr Anirban Sengupta	Assistant Professor
Dr Preeti Mann	Assistant Professor
Professor Satyajit Singh	Professor

**School of Human Studies (SHS)**

Professor Ashok Nagpal	Professor
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## APPENDIX H

**LIST OF VISITING FACULTY**

<b>S. N.</b>	<b>Name</b>	<b>Designation</b>	<b>School/Division</b>
1	Professor Venita Kaul	Visiting Professor	CECED
2	Professor Denys P Leighton	Visiting Professor	SLS
3	Dr Adarsh Sharma	Visiting Professor	CECED
4	Dr Radhika Govinda	Visiting Fellow	SDS
5	Dr Anita Ghai	Visiting Faculty	SHS
6	Dr Amit Basu	Visiting Faculty	SHS
7	Dr Deepti Priya Mehrotra	Visiting Faculty	SHS
8	Dr Honey Oberoi	Visiting Faculty	SHS
9	Dr Rachna Johri	Visiting Faculty	SHS
10	Dr Anurag Mishra	Visiting Faculty	SHS
11	Pulkit Sharma	Visiting Faculty	SHS
12	Wrick Mitra	Visiting Faculty	SHS
13	Kiran Bhushi	Visiting Faculty	SHS
14	Dr Anurag Mishra	Visiting Faculty	SHS



## APPENDIX I

**LIST OF GUEST FACULTY**

S. N.	Name	Designation	School/Division
1	Suresh Babu	University of Delhi	SHE
2	Saumyajit Bhattacharya	University of Delhi	SDS
3	Rohan D'Souza	JNU	SHE
4	Gitanjali Gill	University of Delhi	SHE
5	Saurabh Gupta	School of Oriental and African Studies	SHE
6	Roxanne Hakim	World Bank	SDS
7	Ankila Hiremath	ATREE Delhi	SHE
8	Richa Kumar	New India Foundation	SHE
9	Amit Love	University of Delhi	SHE
10	Ajit Menon	Madras Institute of Development Studies	SHE
11	Krishna Menon	University of Delhi	SDS
12	K. Ramachandran	Formerly at UNICEF	SDS
13	Mahesh Rangarajan	University of Delhi	SHE
14	Vinay Kumar Srivastava	University of Delhi	SHE
15	Vineeta	University of Delhi	SDS

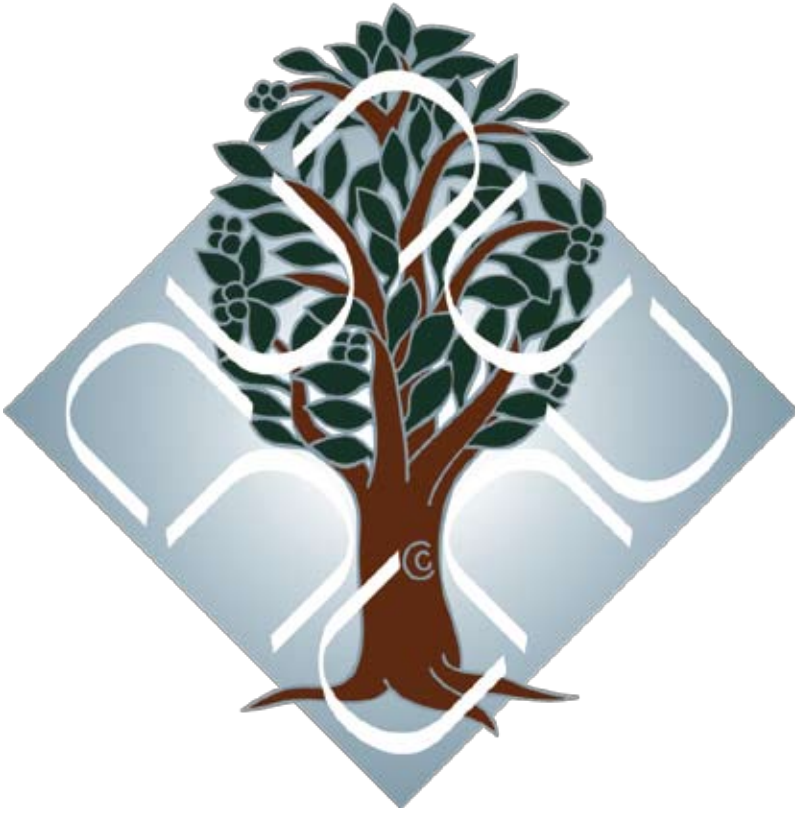
## APPENDIX J

## LIST OF RESEARCH ASSOCIATES AND ASSISTANTS IN THE UNIVERSITY

(As on 31 March 2010)

S. N.	Name	Designation	School/Division
1	Akha Kaihrii Mao	Research Associate	Planning Unit
2	Rajeev Kumar	Research Associate	Academic Services
3	Kasturi Datta	Research Associate	SDS
4	Manasi Thapliyal	Research Associate	Planning Unit
5	Sanju Thomas	Research Associate	Planning Unit
6	Anshumita Pandey	Research Associate	SHS
7	Deepti Sachdev	Research Associate	SHS
8	Neetu Sarin	Research Associate	SHS
9	Shubhi Sachdeva	Research Associate	CECED
10	Kopal Chaube	Research Associate	SDS
11	Ashis Roy	Research Assistant	SHS
12	Rajinder Singh	Research Assistant	SHS
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