<u>DR. B. R. AMBEDKAR UNIVERSITY DELHI</u>

MANUAL 1

Particulars of organization, functions and duties

Section 4(1)(b) (i)

Professor Jatin Bhatt is the Vice Chancellor (I/c) of Dr. B R Ambedkar University Delhi.

ESTABLISHMENT /BACKGROUND

Ambedkar University Delhi or AUD for short was established by the Government of the NCT of Delhi through an Act of Legislature in 2007. The University began functioning in August 2008. The Act mandates the University to focus on teaching and research in the Social Sciences and Humanities. AUD is a unitary university which locates its postgraduate and undergraduate programmes as well as research on its own campus.

Drawing inspiration from the life and ideas of Dr B.R. Ambedkar, it is hoped to develop this University as a unique institution engaged with its students and society, and dedicated to innovative and meaningful ways of teaching, learning and generating knowledge contributing to the cause of **equity** and **social justice** and the promotion of **excellence.**

The University at present offers nineteen programmes in Post Graduate Studies & seven programmes in Undergraduate Studies –

MA Economics, MA English, MA Sociology, MA History (in the School of Liberal Studies)

MA Education, MA in Early Childhood Care & Education (ECCE); PG Diploma in ECCE (in the School of Education Studies)

MA Psychology, MA Gender Studies (in the School of Human Studies)

MBA; PG Diploma in Publishing, MA in Social Entrepreneurship (in the School of Business, Public Policy and Social Entrepreneurship)

MA Environment and Development (in the School of Human Ecology)

MA Visual Arts, MA Literary Arts, MA Film Studies, MA Performance Studies (in the School SCCE)

MA Development Studies (in the School of Development Studies)

MA Social Design (in the School of Design)

School of Undergraduate Studies

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

VISION

Mandated to Focus on research and teaching in the social sciences and humanities and guided by Dr Ambedkar's vision of bridging equality and social justice with excellence. AUD is committed to creating an institutional culture characterized by humanism, non-hierarchal and collegial functioning, teamwork and creativity.

MISSION

AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education.

AUD's teaching and research programmes will focus on generating knowledge and building capacities for public systems and institutions to function as instruments of social transformation and development, and to prepare professionals at the interface of Civil Society and the State.

Organisation chart.docx

OBJECTS OF THE UNIVERSITY

The University has been entrusted with the following objectives:

- (a) to evolve and impart comprehensive higher education with focus on liberal arts, humanities and social sciences including distant and continuing education at all levels to achieve excellence

- (b) to organize advanced studies and promote researches in higher education with focus on liberal arts, humanities and social sciences

- (c) to disseminate knowledge and processes and their role in national development by organizing lectures, seminars, symposia, workshops and conferences

- (d) to promote cultural and ethical values with a view to promote and foster objectives of liberal arts, humanities and social sciences

- (e) to liaise with institutions of higher learning and research in India and abroad

- (f) to publish periodicals, treatises, studies books, reports, journals and other literatures on all subjects relating to liberal arts, humanities and social sciences

(g)   to hold examinations and confer degrees and other academic distinctions

(h)   to undertake study and training projects relating to liberal arts, humanities and social sciences

(i)   to do all such things as are incidental, necessary or conducive to the attainment of all or any of the objectives of the University.

SCHOOLS OF THE UNIVERSITY

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

School of Undergraduate Studies

School of Development Studies

School of Human Ecology

School of Liberal Studies

School of Education Studies

School of Culture & Creative Expressions

School of Business, Public Policy and Social Entrepreneurship

School of Human Studies
School of Design

(1) SCHOOL OF UNDERGRADUATE STUDIES

The School of Undergraduates Studies is the academic home for the undergraduate programmes in the Social Sciences, Humanities, Mathematical Sciences and Liberal Studies. The BA Programme requires 96 credits for a 3-year degree and 128 credits for a 4-year dual degree. The Ambedkar University announced the following BA Honours programmes for the session of 2011-12:

PROGRAMME	DURATION	CREDITS
BA Honours with major in Economics	Three years (Six semesters)	96
BA Honours with major in Psychology	Three years (Six semesters)	96
BA Honours with major in History	Three years (Six semesters)	96
BA Honours in Social Sciences and Humanities	Three years (Six semesters)	96
BA Honours with dual major	Four years (Eight semesters)	128
BA Honours with major Sociology	Three years (Six Semesters)	96
BA Honours with major English	Three years (Six Semesters)	96
BA Honours with major Mathematics	Three years (Six Semesters)	96

UNIQUE FEATURES OF BA HONOURS AT AUD

· Choice of a 3-year single major or a 4-year dual major honours degree.

· Flexibility to choose the main subject(s) after one year of study.

· Choice between various combinations of courses.

· A wide range of career-oriented/ special interest courses.

· Special English language enabling courses.

· Individual mentoring of students.

The unique aspect of undergraduate programmes at AUD is that there are multiple exit possibilities enabling students to graduate after three years with a single major or after four years with a dual major. There are common modules for foundational skills comprising language, writing skills, communication skills, analytical reasoning, and a core module in social sciences.

BA (HONS) WITH 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 emphasis on issues confronting developing economies like India.

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

The emphasis of the programme would be on encouraging students to develop their analytical faculties rather than promoting learning by rote or through uncritical acceptance of received wisdom.

A student graduating with an Economics Major can study further for a Masters in Economics or Development Studies and undertake specialised research subsequently. He/she may also choose to pursue from a variety of careers in the corporate sector, the government and non-government sectors as well as in the media and journalism.

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.

BA (HONS) WITH MAJOR IN HISTORY

The BA Honours Programme with a Major in History has been designed to stimulate the students' interest in India's varied pasts in relation to wider global trends.

The programme aims to introduce students to different ways of accessing the past that make the study of history exciting and rewarding.

Special attention is paid to aspects of equity, marginality, gender, environment and cultural diversity. Issues and questions are framed in historical contexts to foster a critical approach to the production of knowledge.

Students are encouraged to participate in field trips and excursions. They explore cinema and visual culture and undertake projects that enhance critical thinking and develop analytical skills.

BA (HONS) WITH MAJOR IN PSYCHOLOGY

The programme has been designed to provide not only a foundational expertise in psychology in keeping with other major universities in India, but also to go beyond and take into account the many applications of the discipline across a variety of fields of engagement. Courses in this programme will be in the areas of cognition, understanding personality, social psychology and the history of psychology.

There will also be courses on counselling, organizational psychology and practising psychology in India. Students doing a Major in Psychology will also be encouraged to take courses from other disciplines. Students with a Major in Psychology from AUD would be eligible to study for a Masters in Psychology or Gender Studies or Masters in other allied areas at AUD and elsewhere.

The course would also be good facilitator of insight and contextualizing in applied areas such as mass media, advertising, education, child development, counselling and organisational psychology.

BA (HONS) WITH SOCIAL SCIENCES & HUMANITIES

This unique 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. 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 in the domains of the Humanities, Social Sciences and Mathematical Sciences.

Social Science and Humanities students converting their degrees to BA Honours with a Dual Major will have a complete Honours degree with an unusually strong subsidiary component that would make them attractive candidates for postgraduate/ professional programmes and for employment.

BA (HONS) WITH A DUAL MAJOR

Ambedkar University offers a unique BA Honours degree with a Dual Major in two disciplines. This is a four year programme which has the advantage of letting the students specialize in two areas of study and choose the second area of majoring as late as the third year

BA Honours with a Dual Major is a unique programme not offered by any Indian university and is considered akin to the American system. This means that students with this degree can apply to US universities straightaway as they will have fulfilled the 16 year requirement to apply to US universities without having to necessarily enrol for a year in post-graduation as is the usual practice.

Students who wish to pursue this programme will have to take additional courses worth 32 credits in the fourth year. This is after they complete the requirements of the 3-year BA Honours with a major in any one subject. Students may also extend the Social Sciences and Humanities (SSH) Major to a four-year 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).

The students of SSH will thereby receive a degree entitled BA Honours with a Dual Major [single-subject] with Social Science and Humanities. SSH students intending to enrol in a fourth year of study will receive counselling from SUS faculty and staff.

(2) **SCHOOL OF DEVELOPMENT STUDIES**

MA in Development Studies

The 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 inter-disciplinary programme is based on the foundations provided by the disciplines of Sociology, Political Science and Economics and is taught and guided by faculty from a whole range of disciplines and specializations in the social sciences. The course structure has been developed after external consultations, experiences of prior years of operation, and student and faculty feedback. Each module is a combination of teaching, student presentations and class discussion. The students are expected to read up to 100 pages for each module and make a specified number of presentations during the courses. Some courses also involve fieldwork and presentations of projects based on the fieldwork.

Students are evaluated on the basis of participation and presentations in the class, analytical written tests, group discussions, fieldwork/ project work, term papers and other exercises designed by teachers. Ability to work in a group or design an investigative project is also tested and evaluation often includes peer assessment as well. The mode of assessment and its patterns differ from course to course.

Each student also takes up a research project at the beginning of semester 3. The project leads to a dissertation which is submitted during semester 4.

For every student of MA Development Studies, there is a summer internship carrying two credits which is scheduled during the summer between semesters 2 and 3. This is meant to be an opportunity to bridge theory and practice. Each student is attached to an organization or to research teams at AUD to work on a problem related to development. In the year 2010-11, **some of the organizations which provided internship opportunities to our students were-WWF, Green Peace, PRADAN, Indian Agriculture Research Institute, Engineer's India Ltd, Centre for Science and Environment, Naandi foundation, New Trade Initiatives, Society for Promotion of Wastelands Development, Chirag, Manipur Pollution Control Board, Nagaland Empowerment of People through Economic Development, Action India, Toxic Links, New Trade Union Initiative, Hazards Centre, etc.**

(3) **SCHOOL OF HUMAN ECOLOGY**

MA in Environment and Development

The aim of the two-year (four semesters) M.A. 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 provides students with a broad-based perspective based on an informed understanding of both the social and natural sciences relevant to environmental issues. It is designed as an interdisciplinary programme that will give a rigorous understanding of the academic debates in social-environmental studies as well as those emerging from the world of practice.

Teaching is done through class lectures, workshops, seminars and field projects. The programme emphasizes research and analytical skills, oral and written communication, and exposure to development practice. A strong component on research methodology comprises courses in basic research skills, quantitative and qualitative techniques, social science research, ecological sampling and participatory rural appraisal.

The M.A. programme includes nine 4-credit core courses (totalling 36 credits) and several specialized electives of 2 or 4 credits each, (totalling 18 credits completed over the third and fourth semesters). In addition, a graded internship of 2 credits and dissertation research of 8 credits are included as field practicum. The total number of credits required to be completed for the programme is 64.

Each 16-week, 4-credit course is structured around 12 topics (or modules) that will be taught in 4 hours each week. 2-credit courses are taught in modules of 2-hours each week for 16 weeks. Study modules are a combination of lectures, student presentations and class discussion. The students are expected to read up 50-100 pages for each module. Guest faculty are frequently invited to teach to supplement the knowledge and expertise available within the School and provide exposure to the world of practice.

Students are evaluated on the basis of participation in class discussions and quality of presentations in the class, written tests (mid-terms or finals), quizzes, take-home assignments, field projects and term papers. The pattern of assessment may differ from course to course. In a 4-credit course, no single assessment can be of greater than 40% weight. In a 2-credit course, no single assessment can be of weight greater than 50% of the final grade in the course.

The dissertation project (worth 8 credits) is undertaken during the last 2 months of the fourth semester under the close guidance of a faculty supervisor. However, students are encouraged to start working on their project from the third semester onwards. The dissertation involves rigorous exploration of a research question connected to coursework and may involve fieldwork. The aim is to develop the ability of students to independently formulate a research question, implement suitable methodology and write up a research paper, which may be publishable. The grading of the dissertation project is carried out by a Committee comprising the supervisor and an additional faculty member from within the School or from other Schools of AUD.

(4) **SCHOOL OF HUMAN STUDIES**

 MA in Psychology

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 in their teaching, issues related to the individual - 'of' and 'about' lives; to her environment – the 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. 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 the 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 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 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 unlived, 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 MA in Gender Studies is envisioned as one of the Masters' programmes offered by the School of Human Studies at AUD. The central concern of the programme offered in the School of Human Studies is to enable students to develop a sound interdisciplinary understanding of their field that generates a capacity for theory, research and intervention in human experience. The student who has graduated from the School should be able to understand human experience and functioning as determined simultaneously by micro and macro processes.

Consistent with this ideal, the Masters programme in Gender Studies in AUD is envisaged as a thoroughly interdisciplinary course drawing upon gendered analysis from the sciences, social sciences and the humanities. It will enable students to understand the situations of an individual within a family, society, culture, nation state and global politics. It considers the understanding of psycho-social and subjective aspects of the gendered experience along with the development aspects to be integral to any gender studies programme. This is also one of the unique strengths of this programme.

The course will combine theory, method and contemporary context to develop the student's sensitivity towards the workings of gender in wide ranging domains. It will challenge students to think about the operation of gender at multiple levels through an exhaustive set of readings and stimulating experiences. Alternative pedagogical devices will be 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 governmental and non-governmental organizations, educational settings, mental health and disability, the media as well as academia.

(5) SCHOOL OF LIBERAL STUDIES

The School of Liberal Studies (SLS) houses all the conventional social science disciplines. In addition it also includes disciplines that were conventionally located within the Faculty of Arts or Humanities.
The School launched four disciplines based Masters Programmes – in Economics, English, History and Sociology. Each programme consists of 64 credits that are to be completed in 4 semester. Admissions to these programmes are done by conducting an entrance test and then an interview (the latter only in English and Economics). The total number of seats for each programme is around 42.

MA IN ECONOMICS

Was conceptualized 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 will draw on different theoretical perspectives and traditions within the disciplines, as well as creative pedagogical approaches to offer a well-rounded training that would enable the student to simultaneously achieve a variety of objectives.

These include developing a socio-political and historical perspective on the economy and the discipline that analyses it; 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 programme will offer both the core and optional papers. The core papers will consist of papers on Macroeconomics, Microeconomics, trade and capital, capitalism and colonialism, case studies of the Indian economy and also on research methods. The core courses will be accompanied by a number of elective papers.

MA IN HISTORY

There is no scheme of direct admission. Applicants must have completed a bachelor's degree, but not necessarily in History. The entrance test will consist of a combination of questions requiring short and long written answers. The test is designed to assess the applicant's aptitude for studying history and tests analytical capacities and (English) language proficiency. Material if any and detailed instructions about the test shall be placed on the AUD website a few weeks prior to the entrance examination.

MA IN ENGLISH

The admission test will comprise of a written test and an interview. The written test will involve two sections. Applicants will be required to write a long essay on a given topic to assess their language skills and their aptitude for literature. They will also be required to critically appreciate a short literary text to assess their analytical and critical abilities. Candidates short listed on the basis of the written test will be invited for interview.

MA IN SOCIOLOGY

The admission test will comprise of a written test. The written test will be of essay type questions meant to assess the candidate's analytical ability and capacity to articulate alternatives ideas with regard to contemporary social realities.

SYSTEM OF ASSESSMENT

· All the masters programme at SLS practice 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 accounts for more that 40% of the total assessment.

· The system of assessment is not geared exclusively towards evaluation. Constant learning is also an integral part of the assessment system.

· The two – evaluation and learning – are expected to proceed simultaneously and feed into each other.

· The system of continuous assessment ensures that the students are able to monitor the growth of their learning and abilities.

(6) SCHOOL OF EDUCATION STUDIES

The School of Education Studies (SES) at AUD is envisioned as a forum for understanding education in its historical and contemporary context through engaged scholarship and practice.

The School proposes to establish programmes in Education that can bridge the gap between the theory and practice of education. This School will have postgraduate and doctoral programmes attempting to foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators.

The programmes offered would endeavour to provide students a rigorous social science perspective for analysis and research, and at the same time enable them to strengthen their understanding and knowledge in areas like pedagogy, curriculum, policy and planning, through an active involvement with the practice of education in its multiple locations.

(7) SCHOOL OF DESIGN

The School of Design at Ambedkar University is envisaged to be closely integrated with its other Schools, particularly as it will be one of the very few schools of design in India to be part of a University system. Design is inherently multi-disciplinary and it is necessary for the principles of design both to be enriched by interactions with other disciplines to be found in a university and in turn for these disciplines to be enriched by the principles of design.

The School being located within AUD would conform to the larger vision of the institution and respond to the needs and concerns of the common people. The design of public services and their delivery should become one of the primary activities of the School. In so far as it concerns itself with objects, these would also be such as are used by common people.

As there is a great shortage of designers in our country, the undergraduate programme should train students in traditional design skills with the emphasis on social design, arising from the projects that students undertake. The traditional avenues of employment will continue to be available to our graduates, if this is indeed what they wish to do. The postgraduate programmes are where the unique vision of the school will get articulated and will set it apart from the other design institutions in the country.

(8) SCHOOL OF BUSINESS, PUBLIC POLICY AND SOCIAL

ENTREPRENEURSHIP

Within the ambit of the larger philosophy of AUD, the School of Business, Public Policy and Social Entrepreneurship (SBPPSE) will be set up to promote research and to provide professional education and training in the field of Business Administration, Public Policy and Social Entrepreneurship. It will be is founded on the belief that there is a need to develop a holistic approach to business and profit within the larger context of the wider society and economy.

SBPPSE will develop an environment of research and teaching of business, public policy and social entrepreneurship in an integrated fashion, rather than viewing them in compartmentalized or isolated categories. Its programmes will impart professional education to future managers, to upgrade the knowledge and skills of the personnel already engaged in the corporate world and to develop motivation and skills in the participants to launch new enterprises, especially in the social sector. The programme will focus equally on wealth generators as well as wealth managers by sensitizing them to wider socio-economic issues, creating awareness of the importance of enterprise creation (and employment generation), and by imparting knowledge and skills to future/current managers for dealing with Corporate Social Responsibility (CSR) related issues of the corporate world in a professional manner.

(9) SCHOOL OF CULTURE & CREATIVE EXPRESSIONS

The proposed School of Culture and Creative Expressions is visualised as a location that intends to implement a new vision of art pedagogy and practice in the country. It will be based on the principle of integration, creative overlap and interdisciplinary processes between varied creative practices and disciplines, including historical, theoretical and critical engagements.

The aim of the School would be to further interdisciplinary paradigms, engaged scholarship and a greater amalgamation of various art forms and their theory and practice. The School will have equal focus on training in theory and practice of the arts.

(10) SCHOOL OF LAW, GOVERNANCE & CITIZENSHIP

The proposed School of Law, Governance and Citizenship (LGC) would be a teaching-cum-research institution that focuses on the social meaning of law. The programmes to be offered by the LGC will approach the study of law as a social science/ humanities

discipline, and develop a deeper understanding of issues of law, governance and citizenship in their social, political, and historical settings.

While a number of programmes in universities are engaged in the study of law/ governance, their approaches are rooted in the often different methods of study and perspectives of each discipline. There is clearly a need for an interdisciplinary school that focuses on the interface between law, state/non-state institutions, and social processes.

M.Phil And Ph.D In AUD

The degrees of Master of Philosophy and Doctor of Philosophy 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 shall be overseen at the School level by the Research Studies Committees (RSC's). RSC's shall be sub-committees of the Boards of Studies of Schools (henceforth, 'Boards'). Each RSC shall regulate 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 RSC's shall be determined by the Academic Council. In the interim, until this decision is made by the Academic Council, each RSC shall have the following composition:

- · The Dean of the School (Chair);

- · Four members of the School who are eligible to be recognized as doctoral Supervisors and are appointed or concurrently appointment to the School to be nominated by the Board

- · One member from outside the School to be nominated by the Vice Chancellor.

    MPhil & PhD Programmes: At present University is offering MPhil & PhD at SDS, SHE, SLS, SHS, SCCE.

M.Phil Programmes:

1. Hindi
2. History
3. Psychotherapy and Clinical Thinking
4. Women & Gender Studies
5. Development Practice

Ph. D Programmes:
1. Development Studies
2. Environment and Development
3. Hindi
4. History
5. Psychology

6. Women & Gender Studies
7. Visual Arts/Literary Arts/Film Studies

CENTRES OF THE UNIVERSITY

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

CENTRE FOR EARLY CHILDHOOD AND EDUCATION

The Centre for Early Childhood Education and Development was established by the Board of Management of Ambedkar University Delhi on 6 June 2009. It was formally launched on 12 October 2009. CECED is a unit within the organizational structure of AUD, with close links with AUD Schools.

CECED has been engaged in the following activities in 2010-2011:
"Preparing Teacher Educators for Early Childhood Education"

This study was co-funded by AUD and the National Council of Teacher Education (NCTE) and conducted in partnership with Indus World School of Education and Research (IWSER) and ICF International. The study was initiated in March 2010 and presently has been sent for printing. The primary objective of the study is to review the availability, coverage and nature of pre-service professional education provisions for teachers in ECCE. The study also assesses the feasibility of a proposed modular course for different categories of personnel involved in this area. The study surveyed ECCE pre-service teacher education institutions on a sample basis from four regions in the country. It reviewed the nature of the provisions in terms of contents, methodology, materials, human resource and institutional capacity with the objective of assessing the extent to which these cater to the emerging requirements of ECCE across public, private, and voluntary sectors.

The study has brought to the fore several issues as well as certain recommendations which need to be understood and addressed, not only in the context of the present scenario with respect to ECCE, but also with a future perspective. The emerging areas of concern are with regard to the availability and coverage of Teacher Training Institutions, the norms and mechanisms for the regulation of teacher education in

ECCE, the curriculum and transaction methods employed for teacher education and the working of open and distance education programmes.

The main recommendations of the study relate to the appropriate duration of teacher education courses, ensuring equitable access with quality, strengthening regulation of standards, improving practice teaching, involving teacher educators in curriculum planning as well as upgrading of the curriculum and maximizing the potential of open and distance education.

LINKED FOR LEARNING

This action research is coordinated and led by CARE, India in Bihar for which CECED is providing technical support and strategic guidance. The study, which is of 16 months duration, was initiated in the month of November 2010. This is a pilot project, which aims to demonstrate a model which will enable a seamless transition from home to preschool and from preschool to primary grades for children from marginalized communities in the State of Bihar. It intends to bring the three significant sites in the Early Childhood continuum–home, preschool and primary school together since child centred environments at these three sites in a complementary mode strengthen early learning and provide a sound foundation for life. The role of CECED is to provide technical support and strategic guidance to the project for effective implementation as well as to collect evidence through empirical research for larger advocacy related to effectiveness of the interventions implemented in the study. The project is being carried out in two ICDS blocks. The plan is to set up 50 model Anganwadi Centers at two demonstration sites - Kalyanpur and Khanpur blocks of Samastipur District, Bihar.

CECED has prepared (a) the Baseline Framework and report (b) an Early Stimulation package as well as a calendar in Hindi for caregivers and Anganwadi workers for children from birth to 3 years.

CECED's annual report was published in 2010 to highlight its vision and structure as well as the main activities / projects undertaken by the team.

CENTRE FOR COMMUNITY KNOWLEDGE

The Centre for Community Knowledge (CCK) has been planned as a premier institutional platform in India in interdisciplinary areas of the Social Sciences, to link academic research and teaching with dispersed work on Community Knowledge.

At a time when development is faced with multiple challenges, the Centre for Community Knowledge aims to document, study and disseminate the praxis of community knowledge, so as to improve our understandings of our living heritage, and integrate community-based knowledge in the available alternatives. Drawn from living experience, and mostly unwritten, oral and practice based, community knowledge can play a crucial role in these transformative times in a number of areas, including the empowerment of marginal communities, adapting to environmental impacts and changes in public policy.

FACILITIES

The University provides various facilities to its students like University Information Resource Centre (Library), Seminar Halls, Conference Room, Hostels (Boys & Girls), Playground, Admission Helpline, Site Map, etc.

The classrooms, faculty rooms, and seminar rooms are air-conditioned and equipped with the latest technology for teaching and learning. AUD has a rich and rapidly expanding library. It has a reading room which can be used by students and faculty alike for quiet study. AUD's excellent computing resources include a fully equipped computer laboratory, computers in the reading room and the library, all on a local wireless intranet.

The present postal address of the University:

AUD Kashmere Gate Campus

Ambedkar University, Lothian Road, Kashmere Gate, Delhi 110006
Telephone : +91-11-23862320, 23863743

AUD Karampura Campus

Ambedkar University Delhi, Shivaji Marg, Karampura, New Delhi-110015,
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Aliganj, B K Dutt Colony, Lodhi Road, New Delhi-110003
Telephone : +91-11-24654732/30

Website: www.aud.ac.in

Email info@aud.ac.in

WORKING HOURS

9.00 a.m. to 5.30 p.m. (Monday to Friday)