

AUD SELF-STUDY REPORT, 2014
VOLUME II
FOR NAAC

AMBEDKAR UNIVERSITY DELHI



AUD Self-Study Report 2014
Volume II
for NAAC



Ambedkar University Delhi
Lothian Road, Kashmere Gate, Delhi 110006

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Evaluative Report of School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

1. Name of the School:

School of Business, Public Policy and Social Entrepreneurship (SBPPSE)

2. Year of establishment:

The School launched its first programme in 2011 and the first batch of students was inducted in 2012

3. Is the School part of a School/Faculty of the university?

SBPPSE is a School in the University

4. Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.):

- i. Two-Year Full Time Masters in Business Administration (MBA)
- ii. One-Year Post Graduate Diploma in Publishing
- iii. Two-year MA Social Entrepreneurship (starting in June 2014)

5. Interdisciplinary programmes and Schools involved:

MBA programme is interdisciplinary in nature. The core faculty come with specialisation in multidisciplinary areas. In addition, faculty from other schools take sessions on various topics for the students of the MBA programme.

MA Social Entrepreneurship which will start from the last week of June 2014 will be offered by the School of Business, Public Policy & Social Entrepreneurship, in collaboration with the School of Design, the School of Education Studies among others. The second year of the programme will be closely linked with the activities of the recently established Incubation Centre for Social Entrepreneurship & Innovation.

PG Diploma in Publishing is offered in collaboration with the National Book Trust, the School of Design and the School of Liberal Studies.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.:

The Post Graduate Diploma programme in Publishing is in collaboration with the National Book Trust (NBT).

7. Details of programmes discontinued, if any, with reasons:

None

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System:

The MBA programme is of two years duration comprising 6 trimesters of 12 weeks each. Students are required to complete 9 courses of 2 credits each in every trimester. A 2-month summer internship at the end of the 1st year / 3rd trimester, and before the commencement of 2nd year / 4th trimester, is mandatory. Thus, each student is required to complete 54 courses (i.e. 108 credits) + 1 summer internship (2 credits), totalling 110 credits. The courses include 30 compulsory papers, 18 electives, 1 project study / dissertation and learning of an additional Indian / Foreign language which runs through 5 trimesters.

The PG Diploma programme in Publishing programme is of one year duration comprising 2 semesters of 16 weeks each. The students are required to undergo a 2-month internship at the end of the 1st semester and before the commencement of 2nd semester. Each semester comprises 4 courses of 4 credits each, and 2 credits are assigned to the summer internship. Thus, each student is required to complete 8 courses (i.e. 32 credits) + 1 internship (2 credits), totalling 34 credits. The courses include a mix of compulsory and elective papers.

Both the programmes are based on credit system, and transfer of credits from another School or University (Indian or abroad) is permitted.

The MA programme in Social Entrepreneurship will be based on a mix of trimester and semester.

9. Participation of the School in the courses offered by other schools:

Students of SBPPSE are encouraged to choose electives from programmes offered by other schools. Credit transfer facility is available. Some of the faculty of SBPPSE is involved in teaching courses at the School of Undergraduate Studies.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Assistant Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	2	1	1
Associate Professor	3	1	1
Assistant Professor	5	5	5
Others	0	0	0

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD / MPhil students guided for the last 4 years
Kuriakose Mamkoottam	PhD	Professor & Dean	Human Resource Management & Industrial Relations	36	PhD: 2

Kartik Dave	PhD	Associate Professor	Marketing	14	PhD: 1 completed, 5 in process
Kancharla Valentina	PhD	Assistant Professor	Sociology, Public Policy	5	0
Anshu Gupta	PhD	Assistant Professor	Operations Research	4.5	0
Tuheena Mukherjee	PhD	Assistant Professor	Psychology, Organisational Behaviour	2	0
Kanwal Anil	PhD	Assistant Professor	Finance, Accounting	14	PhD: 2
Nidhi Kaicker	MBA	Assistant Professor	Economics, Finance	1.5	0

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

Visiting

- i. Massimo Warglien, Professor, University of Venice
- ii. Sanjit Sengupta, Professor, San Fransisco State University (SFSU)
- iii. Ashish Gupta, Professor (Retired), University of Calgary

Adjunct

- iv. A.S. Narag, Retired Professor, Faculty of Management Studies, University of Delhi
- v. Sudhir Nayar, Senior Vice President (Retired), Hindustan Unilever
- vi. Abhilash Lal, Senior Consultant
- vii. Hari Parmeshwar, General Manager (Retired), Maruti Suzuki India Ltd
- viii. Kritika Mathur, Adjunct Faculty, AUD
- ix. Saurabh Mithal, Adjunct Faculty, AUD
- x. Sanjay Modi, Senior Consultant
- xi. Somya Nayak, trained language teacher
- xii. Shilpa Nischal, trained language teacher
- xiii. Debaratti Byabartta, trained language teacher
- xiv. Jyotsana Sharma, trained language teacher
- xv. Amit Gupta, Manager, Samsung
- xvi. Neeti Leekha, Adjunct Faculty, AUD

13. Percentage of classes taken by temporary faculty – programme-wise information

In the first year of MBA programme, approximately 22% of the classes are taken by temporary /adjunct faculty. In the second year of MBA programme, 54% of the courses are taken by temporary/adjunct faculty. For the PG Diploma in Publishing, 95% of the courses are taken by temporary/adjunct faculty.

14. Programme-wise Student Teacher Ratio

For the MBA programme, the ratio is about 6:1. For the PG Diploma programme in Publishing, none of the permanent faculty of SBPPSE offer courses.

15. Number of academic support staff (Technical) and administrative staff: sanctioned, filled and actual

Sanctioned: 1 Assistant Registrar + 2 Junior Executives

Filled : 2 Junior Executives

Actual : 2 Junior Executives

16. Research thrust areas as recognised by major funding agencies:

None

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

i. Project Title: Masculinities and Wife-battering: A sociological study of Muslims in rural Bihar and Andhra Pradesh

Faculty Involved: Kancharla Valentina

Funded by ICSSR, Total Grant Received: Rs. 5.76 lakh

Year: Ongoing

18. Inter-institutional collaborative projects and associated grants received:

a) National collaboration

b) International collaboration

None

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

i. Project Title: A case study of hardwood timber business of the migrant community in Satpura region.

Faculty Involved: Kancharla Valentina, Anshu Gupta, Tuheena Mukherjee, in collaboration with Centre for Community Knowledge (CCK)

Funded by AUD, Total grant received: Rs. 2.6 lakh,

Year: 2012-13

ii. Project Title: Meri Shakti, Meri Beti: Female foeticide in Delhi

Faculty Involved: Kancharla Valentina

Funded by Ministry of Health and Family Welfare, Total Grant Received: Rs. 19 lakh

Year: 2008-09

- iii. Project Title: Masculinities and Wife-battering: A sociological study of Muslims in rural Bihar and Andhra Pradesh
Faculty Involved: Kancharla Valentina
Funded by ICSSR, Total Grant Received: Rs. 5.76 lakh
Year: Ongoing

20. Research facility / Centre with

- **state recognition**
- **national recognition**
- **international recognition**

None

21. Special research laboratories sponsored by / created by industry or corporate bodies

None

22. Publications:

- Number of papers published in peer reviewed journals (national / international) - 31
- Chapters in Book - 18

23. Details of patents and income generated:

None

24. Areas of consultancy and income generated:

None

25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad :

None

26. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)

Professor Kuriakose Mamkoottam is member on the editorial boards of several journals including

- i. Indian Journal of Industrial Relations
- ii. Journal of Management and Change
- iii. Vision
- iv. Journal of Jamia Centre for Management;

He is also the reviewer for United States' Association of Small Enterprises

Kanwal Anil is currently serving as a reviewer on the board of IABE.

Kartik Dave is the Member Editorial Review Board for the following journals:

- i. Emerald Emerging Case Studies
- ii. Journal of Services Research
- iii. International Journal of Marketing Studies, Canadian Centre of Science and Education
- iv. Global Journal of Enterprise Information System.

Anshu Gupta has served as the

- i. Coordinator for a training Programme on Optimisation and its Applications, held at VPCI Auditorium, Vallabhbbhai Patel Chest Institute, University Of Delhi, Delhi (November 26 - December 01, 2012)
- ii. Conference Secretary for International Conference on Optimisation Modelling and Applications (OPTIMA-2012), held at VPCI Auditorium, Vallabhbbhai Patel Chest Institute, University Of Delhi, Delhi (November 29 - December 01, 2012)
- iii. Conference Joint-Secretary for 4th International Conference on Quality, Reliability and Information Technology (Trends and Future directions), Indian National Science Academy, New Delhi (December 18-20, 2009).

27. **Faculty recharging strategies (UGC, ASC, Refresher / orientation programmes, workshops, training programmes and similar programmes). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**

Academic Staff Development Programmes	Number of Faculty
Refresher Courses	Kuriakose Mamkoottam (Forum for Socially Responsible Restructuring Worldwide”, Brussels, December 2011)
HRD programmes	None
Orientation programmes	None
Staff training conducted by the university	None
Staff training conducted by other institutions	<ul style="list-style-type: none"> • Kanwal Anil (FDP at IIM Ahmedabad, 2009) • Anshu Gupta and Nidhi Kaicker (Case Writing, Teaching and Research, IIM Calcutta, June 2012) • Anshu Gupta (Case Method Teaching Seminar, Case Research Society of India in collaboration with Harvard Business Publishing, October 2013) • Kancharla Valentina (Faculty Training Programme for Computer Literacy, Delhi University, September 2009)

Summer/Winter schools, programmes	<ul style="list-style-type: none"> • Nidhi Kaicker (Summer School on Behavioral Economics at National University of Singapore, 2012) • Kancharla Valentina and Kanwal Anil (Seminar in Centre for Social Entrepreneurship, Tata Institute of Social Sciences (TISS), Mumbai, 2012)
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28. Student projects

- **Percentage of students who have done in-house projects including inter-School projects**

All students of the second year complete a project study in the second year of the MBA programme.

- **Percentage of students doing projects in collaboration with other universities/ industry/ institute**

All students of the MBA programme complete a 2 month internship in an organisation (Industry, Government, or NGO), at the end of the first year. All students of the PG Diploma Programme in Publishing undertake an internship in an organisation (publishing houses) for 8 weeks at the end of the first semester.

29. List the Awards / recognitions received at the national and international level by

- **Faculty**

Anshu Gupta was awarded the Young Author of the Year Award, 2009, by Society for Reliability Engineering, Quality and Operations Management

- **Doctoral / post doctoral fellows:**

None

- **Students:**

None

30. Seminars/Conferences/Workshops organised and the source of funding (national/international) with details of outstanding participants, if any.

The following Management Development Programmes were organised by SBPPSE

- i. “Tools for Improving Customer Interactions” for middle level sales and marketing employees of John Wiley Pvt. Ltd.
- ii. “Leadership Skills” for officers of National Book Trust

31. Code of ethics for research followed by the Schools:

Not yet developed.

32. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications Received	Selected		Pass percentage	
		Male	Female	Male	Female
MBA (2012)	181	15	13	15	13
MBA (2013)	285	16	21	-	-
PG Diploma in Publishing (2013)	70	9	6	-	-

33. Diversity of Students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MBA (1st Year)	0%	81%	19%	0%
MBA (2nd Year)	0%	79%	21%	0%
PG Diploma in Publishing	0%	73%%	27%	0%

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Since the first batch has not graduated yet, none of the students have cleared these competitive exams; however, some students have appeared for the UGC-NET examination in December 2013

35. Student progression –

The school currently offers only Post Graduate Programmes

Student progression	Percentage against enrolled
UG to PG	
PG to MPhil	
PG to PhD	
PhD to Post-Doctoral	
Employed	The first batch of students is yet to pass out in March 2014. The School has a placement cell, and expects to place most of its students in various organisations (NGO, Industry, and Governmental). The School is in the process of setting up an Incubation Centre and arrange for professional mentorship for students who wish to start their own ventures
• Campus selection	
• Other than campus recruitment	

36. Diversity of staff

Percentage of faculty who are graduates of

o the same university – 0%

- o from other universities within the State– 57%
- o from universities from other States– 43%
- o universities outside the country– 0%

37. Number of faculty who were awarded MPhil, PhD, DSc and DLitt during the assessment period

One faculty has been awarded PhD during the assessment period, and one faculty has submitted her Thesis (degree yet to be awarded) during the assessment period.

38. Present details of School infrastructural facilities with regard to

- a) Library – Well equipped library with a good mix of text books, references books, e-journals and general books.
- b) Internet facilities for staff and students – Wifi enabled classrooms and faculty rooms; Well equipped computer lab to conduct lab-based courses
- c) Total number of class rooms - 3
- d) Class rooms with ICT facility - 3
- e) Students’ laboratories - 0
- f) Research laboratories- 0

39. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university
- b) from other institutions/universities

The School does not have doctoral, post-doctoral students or research associates as of now.

40. Number of post graduate students getting financial assistance from the university.

In the academic session 2012-13, three students of the first year were given financial assistance from the University in the form of full fee waiver. In the academic session 2013-14, four students of the second year and 2 students of the first year were given financial assistance from the University in the form of full and partial fee waiver.

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

Before the launch of the MBA programme, several consultative meetings were held with the experts from Industry, Government and Academia, to understand the need for a business school to be housed in a social sciences university, and to reflect on how the programmes offered by this School could be different from those offered by other business schools. The programme structure reflects the needs of the various stakeholders. For the PG Diploma programme in publishing, a similar exercise was done, and several workshops involving experts from the publishing industry and related areas were conducted. For the MA programme in Social Entrepreneurship, which is stated to begin in July 2014, a few consultative meetings have already been held to finalise the first year programme structure. A few more workshops shall take place to finalise the second year course structure.

42. Does the School obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?

Regular agenda based faculty meetings which are minuted and brainstorming sessions to improve the curriculum delivery process, are held in the School. The School proposes to revise / review / update its curriculum every three years, and faculty feedback would be an important component in the revision process.

b. students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?

- i. Each faculty takes informal feedback from the students on the curriculum, and teaching-learning-evaluation, after each session or course.
- ii. A feedback form comprising quantitative and qualitative analysis is filled up by the students at the end of each trimester / semester for each course / faculty. This feedback is discussed with individual faculty members and kept confidential with the School Dean.
- iii. An open feedback session is held at the end of each trimester / semester in presence of all the students and faculty and main issues are discussed and deliberated.

All such feedback is used for improving the teaching and evaluation methodologies.

c. alumni and employers on the programmes offered and how does the School utilize the feedback?

As the School is in the second year of operations, there is no alumni base. However, potential recruiters and experts from the Industry were involved in the consultative meetings and workshops when the curriculum was being designed for both the MBA and the PG Diploma Programme in Publishing. Moreover, the University follows a 3 tier structure for approval of any academic programme – the programme committee, the Board of Studies (comprising faculty from the School, nominees of the Vice Chancellor from other departments in the University and external experts representing the industry, academic circles and governments), and the Academic Council.

43. List the distinguished alumni of the School (maximum 10)

As the School is in the second year of operations, there is no alumni base.

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Several guest lectures are organised for the students as part of various courses, or in addition to the existing course curriculum. Some of these are listed below:

- i. Massimo Warglien, University of Venice, was invited to the School to take a series of workshops on Crowd Sourcing and Crowd Funding, and also mentored the students on coming up with interesting project ideas on the above themes.

- ii. Sandeep Khanna, Vice President, Shell India, was invited for guest lectures – on Oil & Gas Industry in India and future perspectives, and on Competitive Strategy
- iii. Sharique Hassan, Assistant Professor at Graduate School of Business, Stanford University was invited to deliver a lecture on Social Capital
- iv. Professor Sanjit Sengupta, San Fransisco State University was invited to lead two elective courses in the area of Marketing as modular courses.

45. List the teaching methods adopted by the faculty for different programmes.

Pedagogy is based on a mix of classroom teaching and field-based learning. Learning takes place using a good blend of theoretical knowledge dissemination and practicum through case studies, lab experiments, simulations and group/team exercises.

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

Each student who enrolls into the programmes of SBPPSE is given a handbook at the time of orientation which contains details of all the courses offered, learning objectives and course contents with reading lists. The faculty also distributes a session plan for the trimester at the beginning of the course along with the assessment scheme. Constant feedback from the students and faculty meetings ensure that the programme objectives are met. Provisions for remedial sessions, bridge courses and extra classes are made from time to time.

47. Highlight the participation of students and faculty in extension activities.

Since the existence, in last two years the school as a part of social responsibility took initiatives to constitute a student body in the University, Navsansaar, managed by the students from the whole University under an advisory board which engages in organising social outreach programmes. The School has also constituted a Student Council Body which takes care of student activities and numerous other activities which not only promotes community welfare but also contributes to the holistic development of the students. The Student Council in collaboration with Navsansaar has organised blood donation camps, tree plantation drive and clothes donation drive which shows their commitment to sustained community development.

Members of Navsansaar teach the children from the economically weaker sections in the neighbourhood area and also take care of their elementary needs. They have also organised an education trip to a zoological park for these students and rural training camp was organised by them. Navsansaar took initiative to help the victims of Uttarakhand tragedy and people along the banks of Yamuna River.

Community awareness and social responsibility is built consciously into the MBA programme curriculum, especially in courses such as Public Policy, Business Ethics, Business, Culture & Society, etc. As part of a field based learning in a course titled Public Policy, a survey was undertaken by first year students in the neighbourhood of Kashmere Gate campus to understand the awareness of Government schemes on working class people, especially the *rediwallahs*, rickshaw-pullers and *Safai- karamcharis*.

In the year 2013 some students of SBPPSE have interned with ministries and NGOs, such as Ministry of Woman and Child Development, Ministry of Environment and Forest, and Partners in Change (NGO for social partnership).

48. Give details of “beyond syllabus scholarly activities” of the School.

The School constantly engages its students in ‘beyond syllabus scholarly activities’. Some examples follow:

- Our students are encouraged to search and research to prepare their term papers and for case discussions.
- They are also supposed to undertake a project study, where they are expected to analyse empirical data on the basis of theoretical / scholarly literature.
- Several guest sessions are organised on topics for which full courses may not be offered (for example, Social Capital, Retail Marketing, etc).
- Some other activities include mock European Unions, and other group activities.
- Weekly debates and discussions take place on current economic and political issues.

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

The programme / School per se is not accredited or graded by any agency.

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

The School has forayed into an emerging area of social entrepreneurship, and aims to place business education in a larger context, linking it to public policy as well. The MBA programme itself is new, and innovatively structured. The foundation / first year courses include all traditional elements of business along with some new and innovative courses such as Business, Culture and Society, Public Policy, Social Entrepreneurship, Structured Thinking and Problem Solving, Leadership and Change, Personality Development and Presentation, and Spreadsheet Modelling. In the second year, students choose from a basket of electives offered in the areas of finance, marketing, HR&OB, IT, operations, public policy, social entrepreneurship and international marketing.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths

- Both the MBA programme and the Publishing Diploma programme are first of its kind, and a departure from the conventional programmes offered in other universities or business schools. The fact that it is located within a university which is interdisciplinary in nature, is an added advantage.
- The School has a young and dynamic faculty, with diverse backgrounds and disciplines with fresh ideas. The permanent faculty is well complemented by adjunct and guest faculty from various spheres – academia as well as industry.
- Our course is uniquely designed, with several value-added features like the opportunity to learn an additional Indian / Foreign Language, core courses on strategy, spreadsheet modelling, critical thinking and problem solving, leadership skills and personality development.
- The School in its nascent stage has been able to enter into two collaborative arrangements

with San Francisco State University and Northampton University to facilitate offering of joint programmes, faculty and student exchanges.

- The School follows a policy of continuous assessment, and best-in-class teaching aids are made available. Pedagogy emphasizes dissemination of theoretical and practical knowledge, and is based on case studies, simulations, and quizzes. Group assessment comprises about 30% weightage, and group learning, team building exercises, and mentor-buddy programme to promote student camaraderie is practiced.

Weaknesses

- Given our presence in a temporary campus, the School currently faces some infrastructural constraints, especially with respect to space.
- The School and the programme is not an established brand yet among the students as well as potential recruiters. Hence, we have not seen a significant rise in the number of applications in the last two years.
- Our flagship programme, MBA, focuses on creating both wealth managers and wealth creators for the society. As the University, School and the programme are relatively new, not many of the potential employers know about us, and thus, we are not able to easily attract them to our campus for projects / internships and final placements.
- As full faculty strength is not in place as yet, the School and the programme have to depend on adjunct faculty for even some of the core papers. While we need distinguished members of academia and industry to regularly interact with our students, the School would certainly like to have a larger pool of permanent faculty to take care of certain foundation courses.
- Since the School is in a nascent stage, it does not have an alumni base.

Opportunities

- Given the emerging area of Social Entrepreneurship, there is enormous potential for our School, as we are one of the first to focus on this area in India. In this respect, the School proposes to offer a MA Programme in Social Entrepreneurship, which will be linked to its flagship MBA programme, for several foundation and core courses.
- Understanding the link between business, society and governments, there is growing interest in public policy. SBPPSE, in collaboration with other schools of the university (such as Liberal Studies, and Development Studies), sees enormous opportunity in offering full time and part time (short term) courses in public policy.
- Given the location of our School, within a university, as well as its geographical location, we see opportunities to offer short term courses to practicing managers (in and around Delhi), as well as entrepreneurs who view this part of the country as a field for entering into new ventures, and bringing about social change. Moreover, there is potential for several community outreach activities.
- There are potential opportunities for collaboration with other institutions – in India as well as abroad to offer joint programmes, and promote joint research. These collaboration include those with industry, academic institutions, research bodies as well as NGOs.
- With the growing demand for business management education, and the world getting closer through extensive use of information technology, we see a potential for online educational programmes and distance learning courses.

Challenges

- The key challenge that our School faces is building the brand and the appeal, and gaining credibility among potential applicants as well as employers.
- With the mushrooming of Business Schools in and around Delhi, succeeding in the competitive environment is a challenge. Being aware of the criticism against the traditional management education, SBPPSE has strived to make a difference, by taking a holistic view of business in the context of society at large. Positioning this new kind of a programme, in the eyes of various stakeholders is a challenge that the school faces.
- While we see potential opportunities in various related areas, such as Social Entrepreneurship, and Public Policy, and would like to venture into these areas in a full fledged manner, and offer full time courses, the infrastructural constraints, may lead to some delays.
- The MBA Programme is structured in a way that the students choose from a basket of electives under various specialisations – Finance, Marketing, HR&OB, IT, Operations, International Business, Social Entrepreneurship and Public Policy. While we have several elective options that can be offered, limited number of seats as well as small faculty base allows us to offer only a few courses in a given trimester.
- Since the School and the Programme is relatively new, most of the energies of the faculty members are devoted to curriculum development, and teaching. Balancing teaching with research is a challenge that the School is facing.

52. Future plans of the School

- a. The School plans to start two more programmes – MA in Social Entrepreneurship in July 2014, and Masters in Public Policy, of two years duration in the next 3-5 years. In the longer run, it may also delve into offering undergraduate programmes. The number of seats for the flagship MBA programme is also expected to increase to cater to the increasing demands.
- b. The School also has recently established the Incubation Centre for Innovation and Social Entrepreneurship, and proposes to establish the Centre for Publishing, in collaboration with other Schools. Preliminary work has already been started on these.
- c. A new facility – a training and extension Centre, is proposed. Some of the activities / areas that will be the prerogative of this Centre are continued learning (executive programmes), Management Development Programmes (MDPs), Corporate Trainings, and mentorship/ workshops for less privileged entrepreneurs.
- d. The School also proposes to offer short term certificate courses / summer programmes, and some of the areas that have been identified are Retail Marketing, Behavioural Economics, and Supply Chain Management.
- e. The School plans to offer online and distance learning courses in the next few years.
- f. Keeping the above mentioned objectives in mind, the School also expects to offer some of these programmes which are fully residential. Thus, we need to build residential facilities for students, faculty and trainees.

Evaluative Report of School of Culture and Creative Expressions (SCCE)

1. **Name of the School:**
School of Culture and Creative Expressions
2. **Year of establishment:**
2011
3. **Is the School part of a School/Faculty of the university?**
It is a School in the University.
4. **Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.)**
 - i. MA FILM STUDIES
 - ii. MA LITERARY ART
 - iii. MA PERFORMANCE STUDIES
 - iv. MA VISUAL ART
5. **Interdisciplinary programmes and Schools involved:**
All the four MA programmes of SCCE are interdisciplinary
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.**
None
7. **Details of programmes discontinued, if any, with reasons:**
None
8. **Examination System:**
Semester
9. **Participation of the School in the courses offered by other Schools:**
Yes, the faculty of the School contributes to transaction of some courses in SLS and SUS.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/ Assistant Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	1
Associate Professor	4	2	2
Asst. Professor	5	5	5
Others	-	-	-

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD / MPhil students guided for the last 4 years
Rajan Krishnan	PhD	Assistant Professor	Film Studies	9 ½	Nil
Shivaji K. Panikkar	PhD	Professor	Visual Studies	30	Nil
Milind Wakankar	PhD	Associate Professor	Literary Art	13	Nil
Deepan Sivaraman	PhD	Associate Professor	Performance Art	8	Nil
Santhosh S.	MFA	Assistant Professor	Visual Studies	4	Nil
Benil Biswas	MPhil	Assistant Professor	Performance Studies	2	Nil
Moushumi Kandali	MVA	Assistant Professor	Visual Studies/ Literary Art	3	Nil
Shefalee Jain	MVA	Assistant Professor	Visual Art	2	Nil

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

Visiting Fellow/Professor:

- i. Professor Anuradha Kapur, Former Director, National School of Drama, Delhi
- ii. Vivan Sundaram, Visual Artist
- iii. Masooma Syed, Visual Artist
- iv. Vinod V, Visual Artist

Adjunct Faculty:

- i. Ameet Parameswaran, PhD in Performance Studies
- ii. Gargi Bharadwaj, Theatre Scholar and Performance Maker
- iii. Belinder Dhanoa, Writer, Art Historian

- iv. Asmita Hulyalkar, PhD in Japanese Studies
- v. Hemant Sreekumar, Visual Artist/ Art Historian
- vi. Sabih Ahmed, Art Historian/Archivist
- vii. Anoop Panicker, Visual Artist
- viii. Anuradha Chandra, Film Scholar and Film Maker
- ix. Bindu Menon, Film Scholar
- x. Abhija Ghosh, MPhil in Film Studies
- xi. Nikhil Narkar, MPhil in Film Studies
- xii. Vidya Sivasdas, Art Historian/Curator
- xiii. M Shankar, MPhil in Film Studies
- xiv. Vebhuti Duggal, MPhil in Film Studies

13. Percentage of classes taken by temporary faculty – programme-wise information

The current Monsoon 2013 term:

- Film Studies : 50% (Four out of eight courses)
- Literary Art: 33% (Two out of six courses)
- Visual Art: 40% (Two out of five courses)
- Performance Studies: 33% (Three out of nine courses)

14. Programme-wise Student Teacher Ratio

54 Students/8 Faculty members.

7:1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Post	Sanctioned	Filled	Actual
Dean	1	1	1
Junior Executive	1	0	0
Office Assistant	1	1	1
Office Attendant	1	0	0

16. Research thrust areas as recognised by major funding agencies:

None

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

1. Moushumi Kandali a) National Agency. Rashtriya Lalit Kala Academy. Project Title: Modern Art Discourse in North East India. Grant: 5 lakhs (2012)

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration:

None

b) International collaboration:

None

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

None

20. Research facility / centre with

- state recognition: None
- national recognition: None
- international recognition: None

21. Special research laboratories sponsored by / created by industry or corporate bodies:

None

22. Publications:

Peer reviewed journals (national / international)	6
Chapters in Books	2
Edited Books	1

23. Details of patents and income generated:

None

24. Areas of consultancy and income generated:

None

25. Faculty selected nationally/internationally to visit other laboratories / institutions / industries in India and abroad

None

26. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)

- Deepan Sivaraman, Artistic Director of International Theater Festival of Kerala (ITFOK 2013)
- Moushumi Kandali, Member Advisory Committee for Publications, Rashtriya Lalit Kala Academy, New Delhi, 2013.

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programmes, workshops, training programmes and similar programmes). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?

Nil

28. Student projects

- percentage of students who have done in-house projects including inter-School projects:
100%

- percentage of students doing projects in collaboration with other universities industry / institute:

None

29. List the Awards / recognitions received at the national and international level by NIL

- **Faculty:**

Deepan Sivaraman, selected by esteemed jury as Creative Director for International Theatre Festival of Kerala (ITFOK) to be held in January 2014. Deepan Sivaraman, Kerala Sangeet Natak Akademi Award 2012 in the category of theatre direction for over all contribution to theatre in Kerala.

- **Doctoral / post doctoral fellows:**

None

- **Students:**

Four students from MA Visual Art have been selected out of more than 100 applicants for forthcoming exhibition and publication organised by Raqs Media Collective in collaboration with the India Foundation for the Arts, Bangalore, held in January 2014, titled Insert '14.

30. Seminars/ Conferences/Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.

Week-long curatorial workshop organised by ACUA, Vadodara, and India Foundation for the Arts, Bangalore hosted by SCCE, Ambedkar University Delhi in October, 2012

31. Code of ethics for research followed by the Schools:

Being formulated.

32. Student profile programme-wise: 2013-4 admission figures

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		M	F	M	F
MA Film Studies	189 in all; since many applicants opt for more than one programme it is difficult to split programme wise.	5	5	-	-
MA Literary Art		2	7		
MA Performance Studies		6	6		
MA Visual Art		3	4		

33. Diversity of students: Admission data of 2013-14

Name of the Programme	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MA Film Studies	-	90%	10%	-
MA Literary Art	-	78%	22%	-
MA Performance Studies	-	82%	18%	-
MA Visual Art	-	75%	25%	-

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise:

First batch of students is yet to graduate.

35. Student progression:

Not applicable

36. Diversity of staff:

Percentage of faculty who are graduates of

- o the same university – 0%
- o from other universities within the State – 0%
- o from universities from other States – 63%
- o universities outside the country – 38%

37. Number of faculty who were awarded MPhil, PhD, DSc and DLitt during the assessment period:

None

- 38. Present details of School infrastructural facilities with regard to**
- a) Library: As applicable to the university
 - b) Internet facilities for staff and students: As applicable to the University
 - c) Total number of class rooms: Five
 - d) Class rooms with ICT facility: Five
 - e) Students' laboratories: Two Visual Art Studio/workshop.
 - f) Research laboratories: None
- 39. List of doctoral, post-doctoral students and Research Associates:**
- a) from the host institution/university
 - b) from other institutions/universities
- None
- 40. Number of post graduate students getting financial assistance from the university.**
- Full fee waiver: 19
- Partial fee waiver: 4
- Scholarship: 10
- Student welfare fund: 2 (one for medical and one for study material)
- 41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology:**
- None
- 42. Does the School obtain feedback from**
- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilise the feedback?**
Faculty feedback is central to the revision/upgradation of programmes and courses. Regular feedbacks from faculty during the weekly staff-meetings help in better dissemination of the course objectives. Different programmes, and courses also have internal review mechanisms, and any change has to go through the Board of Studies, and the Academic Council.
 - b. students on staff, curriculum and teaching-learning-evaluation and how does the School utilise the feedback?**
There are two kinds of feedback received from students. There is a blind review from students at the end of the semester (anonymous course evaluation); there is the periodic visit by the Dean to each stream's cohort once in the semester to gather student feedback. The student feedback is reviewed at faculty level meetings and necessary modifications are suggested to concerned course instructors after intense deliberation around all suggestions.
 - c. alumni and employers on the programmes offered and how does the School utilise the feedback?**
None, as the first batch of students is yet to graduate.

43. List the distinguished alumni of the School (maximum 10):

None, as the first batch of students is yet to graduate.

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts

MONSOON SEMESTER 2012

- i. 'Painting Dis-ease' (Drawings, watercolours, installation and video work), a presentation by Shefalee Jain, Assistant Professor, School of Culture and Creative Expressions, 24 August 2012.
- ii. Screening of the French film, "Chicken With Plums" directed by Marjane Satraoi and Vincent Paronnod followed by an interactive session, "The Significance of Technique in Art", 29 August 2012.
- iii. Two documentary films of
 - R P Amudhan from Tamil Nadu on Dalit lives Pee (Shit): 26 min; Tamil with English subtitles, 2003.
 - Seruppu (Footwear) 74 minutes; Tamil with English subtitles; 2006, 7 September 2012.
- iv. Screening of the film, "Goya's Ghost" by followed by an interactive session, 5 September 2012.
- v. Screening of the documentary film, "PINA - dance, dance otherwise we are lost" (English subtitles) followed by an interactive session on 12 September 2012.
- vi. Rabha Theatre: Towards an alternative aesthetics in the post 90's people's theatre in the North-East of India a presentation by Benil Biswas, Assistant Professor, School of Culture and Creative Expressions on 21 September 2012.
- vii. A poster making work shop by visual artist Lokesh Khodke as part of the Manto Festival 'Manto-Age' held on 29-31 October 2012.
- viii. Association of Academics, Artists and Citizens for University Autonomy (ACUA), Vadodara, in collaboration with SCCE, AUD and India Foundation of the Arts (IFA) Bangalore organised Book Release of Articulating Resistance: Art and Activism (Tulika Books, New Delhi), edited by Deeptha Achar and Shivaji Panikkar; followed by panel discussion titled: Art and Activism with speakers including Susie Tharu, Geeta Kapur, and K Satchidanandan, moderated by Shivaji K. Panikkar, 10 October 2012.
- ix. A Five day workshop, titled Curating Indian Visual Culture: Theory and Practice held at SCCE, organised by ACUA, Vadodara and IFA, Bangalore. Resource persons including, Chaitanya Sambrani, Manjeet Baruah, M S S Pandian, Geeta Kapur, Susie Tharu, Hoshang Merchant, Vidya Shivadas, Shivaji K. Pannikar, K Satchidanandan, Deeptha Achar, Moushami Kandali, Dharitri Nazary and Santhosh S. The workshop was held from 9-13 October 2012.
- x. Meet the Artist: SHEBA CHHACHHI held on 7 November 2012.

- xi. Global Shorts Film festival in collaboration with Indranil Chakravarathy held on 16-17 November 2012
- xii. Presentation by MA Visual Art student, Nahusha K on 21 November 2012.
- xiii. End-Semester lecture by Professor Moinak Biswas, titled From Space to Location: The City in our Cinema held on 7 December 2012.
- xiv. End Semester Open Viva-Voce held on 3 and 4 December 2012
- xv. End Semester Display of work by MA Visual Art Students held on 7 December 2012

WINTER SEMESTER 2012-13

- i. SCCE Orientation Programme for all students and faculty members held on 4 January 2013
- ii. Gallery visit to Nature Morte Gallery and talk with artist Shuddhabrata Sengupta on 7 January 2013.
- iii. “Embodied presence and dislocated spaces: playing the audience in Ten Thousand Several Doors a promenade, site-specific performance of John Webster’s The Duchess of Malfi” Lecture by Professor Jane Collins from Wimbledon College of Art London, author of “Theatre and performance design - A reader in scenography” on 15 January 2013.
- iv. CD launch of “Insurrections”, a poetry-music collaboration between Indian and South African artists, with Sumangala Damodaran, Neo Muyanga, Sazi Dlamini and Ari Sitas, held on 30 January 2013.
- v. Presentations of works by artists Ivana Franke and Rasmus Nielsen (Superflex) on 30 January 2013.
- vi. Presentation, “A Look At The Narrative Evolution” by Nandan Rosario, MA Literary Art student, held on 6 February 2013.
- vii. Screening of the film, “Close Up” by Abbas Kiarostami, on 13 February 2013.
- viii. In collaboration with FICA (Foundation for Indian Contemporary Art), the screening of ART 21 (films based on interviews with contemporary art practitioners), was held on 15 February and 22 February 2013.
- ix. The prejudiced gaze, a lecture by Ishammuddin Khan, moderated by Tanuja Kothiyal on 27 February 2013.
- x. A panel discussion around the book Dalit Art and Visual Imagery (OUP, 2012) by Gary Tartakov, with speakers including Y.S. Alone, Shivaji K. Panikkar and Gary Tartakov, 1 March 2013.
- xi. Workshop on material and concepts with artist Mansoor Ali held from 4 to 6 March 2013.
- xii. Questioning Spectatorship, A lecture by Anuradha Kapur on 8 March 2013.
- xiii. Timbuktu, A film by Rintu Thomas and Sushmit Ghosh, screened on 15 March 2013.
- xiv. Workshop by artist Lokesh Khodke, held on 18-20 March 2013.

- xv. Film-screening and discussion of the film “Majma” by Rahul Roy on 20 March, 2013.
- xvi. Salsa/bachata workshop conducted by Salsa India on 25 March 2013.
- xvii. Presentation by artist Sumedh Rajendran on 22 March 2013.
- xviii. A cluster of events under the title “Atlantic Crossings: Routes of Latin American Culture” consisting of: a panel of lectures, three-day film festival, posters, performances and installation exhibition held from 28 to 31 March 2013.
- xix. The Word in Utterance, Featured Reading by poet Amit Dahiya Badshah on 3 April 2013.
- xx. Winter Semester Open Viva-Voce held on 29-30 April 2013.
- xxi. Crossover: Display of second semester Visual Art students on 26 April 2013.
- xxii. The Little Prince, an end-semester performance by students of the ‘Space and Spectatorship’ course at SCCE, AUD, held at the Black Box. Performed on 26 and 27 April 2013.

MONSOON SEMESTER 2013

- i. SCCE Orientation programme followed by a Performance of “The Little Prince” A theatre production by the senior cohorts of SCCE on 2 August 2013.
- ii. SCCE Academic Orientation held on 7 August 2013.
- iii. Visit to Kiran Nadar Museum of Modern Art held as part of Orientation Week on 9 August 2013.
- iv. Lectures and Workshop by Paolo Favero (University of Antwerp) from 13-21 September 2013. Lecture titled, “Documentary film and Digital technologies: From Grierson to WebDocs and return”.
- v. Presentation by Dhrupadi Vashisht, an artist/activist from Shantiniketan in October 2013.
- vi. A Talk by Maya Krishna Rao, Performing Artist/Activist, titled ‘Body, Performance and Technology’ on 6 September 2013.
- vii. Actors , Pilgrims, Kings and Gods: The Ramlila at Ramnagar – presentation and lecture by Anuradha Kapur on 25 September 2013.
- viii. Film Screenings of 3D Stereo caste, a film by A S Ajith Kumar and Don’t Be Our Fathers, a film by Rupesh Kumar held on 30 September 2013.
- ix. Field immersion trip to Banaras for third semester MA students and faculty members of SCCE from 1-9 October 2013.
- x. Workshop in Materials and Concepts by artist Masooma Syed from October 14-20 November 2013.
- xi. Gallery visit and discussion with artist Asim Waqif at Nature Morte Gallery on 18 September 2013.

- xii. SCCE visit to watch Mahesh Elkunchwar's play Wada Trilogy 'Virasat' on 21 October 2013.
- xiii. A presentation of works by artist Vasudha Thozhur on 25 October 2013.
- xiv. Presentation by third semester students based on their work during the field immersion trip to Banaras, held on 30 October 2013.
- xv. A presentation by artist Masooma Syed on 1 November 2013.
- xvi. Display by first semester MA Visual Art students based on workshop conducted by Masooma Syed, held on 22 November 2013.
- xvii. 'Access Denied', a display and presentation of works by third semester MA Visual Art students on 2-3 December 2013.
- xviii. End-Semester Viva Voce held from 27-30 November 2013.

45. List the teaching methods adopted by the faculty for different programmes.

Film Studies:

In addition to the rigorous courses in film theory, modes of scrutinising closely film sequences and film scripts are taught in a semester-long course to understand film narrative as a practice in images and signs. Film sequences are classified according to the narrative features they contain which makes students conscious of creative decisions made in film making. This becomes the basis on which they would approach various kinds of cinema in India and abroad.

Visual Art:

Development of conceptual apparatus in students, New Media practices, enhancing and enabling practices through Studio Practice involving Lectures, Seminars, Workshops; fortnightly review and assessment of progress; end semester public display of work and Viva Voce, research and experimentation done through maintaining a workbook and a journal, museum and exhibition visits facilitating reflections on contemporary art trends, meeting contemporary artists and critical interaction with their work, 1) archive based research leading to artistic production, 2) collaborative creative practices, 3) public Art/Community art projects/site specific installations.

Literary Art:

Intensive writing workshops, weekly peer review of writings as in-class presentations, revised presentations based on feedback, peer to peer assessment of revisions, emphasis on generic diversity (writing in different literary genres like diaries, travelogue, journalistic essays), intensive training in ways of reading, interpretations and hermeneutics, historical modes of critical analysis and literary theory, introduction to comparative literature example taking Japanese literature as an example, development of historical and critical perspective cutting across time periods, languages and geographic locations/divisions and sharing work in public through readings,

Performance Studies:

Integrating performance studies with a close analysis of performance practices both through courses and readings, engaging in performance making in all its aspects like Scenography, Dramaturgy, Acting methodology, script making, sound and choreography.

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

There is a constant review process about meeting programme objectives in the weekly faculty meeting where specific hurdles and problems faced are discussed; apart from that the faculty also meet before the Board of Studies meeting each term to brainstorm about the courses, student feedback, impressions on classroom proceedings, etc.

47. Highlight the participation of students and faculty in extension activities.

None

48. Give details of “beyond syllabus scholarly activities” of the School.

Events in Campus:

Soon after it began to function the School took major initiatives in conducting a wide range of ‘beyond scholarly’ scholarly events in the campus. Our weekly events brought film makers, artists, writers and scholars with national and international renown, each time ensuring a stimulating discussion around the theme presented. In fact many discerning students have realised that these events mark some of the best moments in their learning process. These events are not syllabus bound but touch upon core issues of pedagogic and intellectual concerns. Apart from weekly events, the School played a leading role in organising “Manto-Age” a three-day festival of events marking the centenary of the legendary Urdu writer Sadat Hasan Manto. It involved lectures, theatre performances and film screenings all of which were followed by engaging discussions. The School organised two film festivals, one on Global Youth Films and the other on Latin American Cinema. The Latin American Film Festival was part of another week long event that was called “Atlantic Crossings” with lectures, workshops and the film festival all based on and reflecting on the region of “Latin America”. Several leading scholars of Latin American literature, art and music participated.

Many of these events were also complemented by Poster Making Workshops in which the Visual Art Students, guided by experienced artists, experimented in creative acts of communication through making posters, implements and mementos.

In its second year of functioning, the School has initiated a common field immersion trip for students of all four streams. The sixteen second year students were taken to Varanasi for six days during the Ram Lila festival at Ram Nagar. Several lectures and discussions with scholars and cultural figures of Varanasi were arranged apart from specific trips to important sites including the Ram Lila event. Students was encouraged to do a short-term project connected to their artistic and scholarly persuasion, which they later presented to the University community in a special seminar.

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

No

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

The School is in its third semester and hence it is too early to respond to this question.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths

- **Interdisciplinary synergy among creative fields:**
The great strength of the School is to draw from every programme certain complementary field of energy to combine with critical and creative practices of a particular program. Visual art is in active communication with cinematic and performance art and literary art draws from visual art and performance art and so on and so forth. In fact the School incubates the foreseeable admixture of these artistic fields in the digital environment.
- **Responsiveness to the emergent rather than history or tradition:**
The programmes focus on the changing environment of artistic fields and the new emergent practices. This is not to say that the past is neglected but the weight of reflection is not bound to certain liturgy of epochs gone by but is oriented to a comprehension of the emergent trends and their philosophical underpinnings.
- **Integration of concept and practice as conceptual practice:**
The School makes every attempt to abolish the division between theory and practice uniting them under the rubric of concept generation. It is self-reflexive in both its creative and critical aspirations.
- **Willingness to innovate beyond the conventional boundaries of art pedagogy:**
The strength of the School lies in its unfettered thrust towards innovation in art pedagogy where it is not looking to replicate the rusticated models of monadic dispositions of creativity but rather situate creative energy in the tumult of the every day in its radically changing contours through a sophisticated theoretical understanding of the contemporary.
- **Philosophically grounded vision of the place of arts in the social fabric and its transformative potential:**
It is the cohesive philosophical vision of the contemporary times and demands of a socially responsive artistic practice that provides the basic underlying strength of the School.

Weaknesses

- **Dependance on infrastructure:** The vision of the School requires providing sound infrastructure for innovation in visual, performance and cinematic art in the form studio space, computer equipments and related tools and appliances like sound recording, editing and so on.
- **Lack of local precedence:** Though the courses introduced in the four programmes of the School have international precedence, there are no precedences within the country to learn from or corroborate with. For example, the School offers the first Performance Studies MA programme in the country with no precedence elsewhere.
- **Incomprehensibility of the new approach:** Students who are trained to look at art and critical practices in the conventional way find it hard to comprehend the innovative thrusts of these programmes which adds to the burden of pedagogy.

- Ideal of student teacher ratio: For the kind of intense artistic and intellectual practice that is being planned the student teacher ratio should be as low as six to eight students in a classroom. However, such ratio is not encouraged in the normal perspective of public funding of education.
- Ideal of diversity in training: In order to make a wide range of scholarly and practical sources available to students we need a range of faculty members who can introduce diverse scholarly resources and practices which again require resources exceeding the ambit of normal perspective in public funding of education.

Opportunities:

- International Collaboration: Being situated in Delhi particularly enhances the inflow of interested foreign scholars. The School has already received some proposals for collaborative efforts like seminars on pedagogic methods.
- Digital archive initiatives: The School is eminently suited for collaboration with other institutions to create and sustain digital archive environments which are likely to become the backbone of research in future.
- Developing modular courses: The School is poised to become a hub for incubating cutting edge courses in art curation, translation studies, film studies and performance studies and performance making.
- Significant intervention in creative and critical practices: The School, through the students who are trained in it, is expecting to make a significant intervention in creative and critical practices in the country.
- Outreach Programmes: In due course of time, the School will have an opportunity to develop outreach programmes that can make a difference to pedagogic methods employed in the School to teach arts and literature.

Challenges

- Procuring funds: The main challenge for the School is to procure sufficient funds for developing the programmes to their ideal potential.
- Student Placement: Programmes like Film Studies and Performance Studies depend on how the disciplines develop at the national level for the fruitful absorption of graduating students. In the absence of supportive environment in the terrain of higher education it may be difficult to sustain student interest in some of these cutting-edge programmes.
- Sustaining Curricular Innovation: The need to impart best of the available scholarship in the respective fields in a manner in which students can absorb it best calls for sustained curricular innovation rather than creating a new canon of textual material. It calls for rigorous self-examination.
- Maintaining the synergy between the fields: The ideal of interdisciplinary synergy calls for enormous work to really nurture a fertile ground of cross fertilisation.
- Sustaining administrative support: The School needs sustained administrative support for all its innovative ventures. If the need for measures as introduced by the School is not understood and approved by administration either within or outside the university, it will become hard to maintain the spirit of innovation in the School.

52. Future plans of the School

The School has already planned nine MA programmes as against the four MA programmes running now. Performance Art, Cinematic Art, Visual Studies, Translation and Curation, will be the subjects of the MA programmes to be started. The School with its nine programmes will become an important hub in higher education where cinema, performance, literature and visual art will be both creatively and critically engaged within a hitherto non-existing atmosphere of interdisciplinary synergy and philosophical grounding.

Evaluative Report of School of Design (SDes)

1. Name of the School:

School of Design

2. Year of establishment:

2013.

3. Is the School part of a School/Faculty of the university?

SDes is a School in the University.

4. Names of programmes offered: (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.):

The School of Design offers an MA in Social Design.

5. Interdisciplinary programmes and Schools involved:

The School of Design has been involved with conception of the Incubation Centre of Social Entrepreneurship and Innovation in collaboration with the School of Business, Public Policy and Social Entrepreneurship.

6. Courses in collaboration with other universities, industries, foreign institutions, etc:

The School of Design will be collaborating in a workshop in the History of Design with the Royal College of Art, London.

7. Details of programmes discontinued, if any, with reasons:

None of the programmes have been discontinued.

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System:

The School of Design follows the Semester System.

9. Participation of the School in the courses offered by other Schools:

Professor Jatin Bhatt is associated as a faculty with the PG Diploma in Publishing programme offered by SBPPSE.

10. Number of teaching posts sanctioned, filled and actual (Professors/ Associate Professors/ Assistant Professors):

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	1
Associate Professor	2	2	2
Assistant Professor	5	2	2
Full Time Visiting Faculty		1	1

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Exp.	No. of PhD / MPhil Students guided for the last 4 years
Jatin Bhatt	5.5 years Diploma in Industrial Design	Professor & Dean	Industrial Design	36	None.
Suchitra Bala Subrahmanyam	PhD	Associate Professor	Design History	25	None
M.S. Farooqi	5.5 years Diploma in Industrial Design	Associate Professor	Industrial Design	23	None
Venugopal Maddipati	PhD	Assistant Professor	Art History	12	None
Abeer Gupta	MA	Assistant Professor	Film Studies	9	None

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD / MPhil Students guided for the last 4 years
Henri Fanthome	BArch	Visiting Professor	Architecture	10	None
Jogi Panghaal	5.5 years Diploma in Industrial Design	Full-Time Visiting Professor	Design	37	None
Anubha Wakroo	BArch	Visiting Professor	Architecture	20	None
Sachin Sachar	PG Diploma	Visiting Professor	Exhibition Design	16	None

13. Percentage of classes taken by temporary faculty – programme-wise information:

2013- 70%

2014- 20%

14. Programme-wise Student Teacher Ratio:

10:1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual:

Sanctioned: 4 (Technical); 4 (Administrative)

Filled: 1 (Administrative) on contract

16. Research thrust areas as recognised by major funding agencies:

The School of Design pursues research in Social Design, Service Design, Design for Sustainability, Material Culture Studies, Design & Anthropology, Design, Theory, Criticism and History, Design Research, Urban Documentation, Architectural History and Art History.

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise:

Funding Agency: British Council

Project Title: Evolving Best Practices for Postgraduate Teaching about Design, Culture and Society: Developing curriculum, pedagogy and teaching materials through collaborative, cross-cultural partnership

Grant sanctioned: GBP 8460 (GBP 4230 each to RCA and School of Design, AUD).

This collaboration is from January to December, 2014 and will be anchored by Suchitra Balasubrahmanyam, Venugopal Maddipati and Abeer Gupta of AUD along with three faculty members from the Royal College of Art with one workshop each to be held at London and Delhi.

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration:

None.

b) International collaboration:

Please see response to Qs#17

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received:

None

20. Research facility / centre with

- state recognition
- national recognition
- international recognition S

Not Applicable

21. Special research laboratories sponsored by / created by industry or corporate bodies:

Not Applicable

22. Publications:

	Jatin Bhatt	Abeer Gupta	Venugopal Maddipati	M.S. Farooqui	Suchitra Bala Subrahmanyam
Chapters in Books	-	1	1	-	3
Edited Books	1	-	-	1	3
Number of papers published in peer reviewed journals (national/ international)	2	2	2	-	9

23. Details of patents and income generated:

Not Applicable

24. Areas of consultancy and income generated:

Not Applicable

25. Faculty selected nationally / internationally to visit other laboratories / institutions industries in India and abroad:

- Suchitra Balasubrahmanyam: Leverhulme Visiting Fellowship at Royal College of Art, Feb-Dec, 2013
- Abeer Gupta: National Institute of Design, Ahmedabad; Centre of Indigenous Cultural Studies, Central University of Jharkhand; Craft Development Institute, Srinagar.
- Venugopal Maddipati: College Art Association in Chicago, University of Illinois, Chicago and Middlebury College, Vermont. Will also give lecture, in the South Asia Seminar Series, at South Asian University, Delhi, in April 2014. Organizing conference at Nehru Memorial Library in July 2014 titled “Spaces of Water.”
- Jatin Bhatt and Jogi Panghaal were invited to be part of the delegation on Design Education Collaboration with design institutions in the United Kingdom.
- Jatin Bhatt
 - i. Invited to give Convocation Address at the National Institute of Fashion Technology, Shillong.
 - ii. Invited to be a panelist at the Indian Institute of Craft & Design, Jaipur at the Symposium “Craft- Emerging Future”.
 - iii. Invited to give Keynote Address at the Green Fashion Conference, Consortium of Green Fashion, Pune.
 - iv. Appointed member of selection panel for approving the proposals received at School of Planning & Architecture, New Delhi for pursuing PhD studies - July 2012
 - v. Invited by the Parliamentary Committee, Government of India to present views on the proposed NID Bill to consider the status of Institute of Excellence to National Institute of Design (NID), Ahmedabad, Gujarat. 2013.
 - vi. Appointed as external Examiner by the Nottingham Trent University, UK for their Program, Interior Product Design, 2012-2016.
 - vii. Invited by the Kashmir University as expert member on the selection committees for faculty selection for the MBA program in Craft Enterprise Management at Srinagar, Kashmir, 2012.
 - viii. Member, Academic Council, School of Art, Architecture & Design, ITM University, Vadodara, Gujarat, India since 2012.
 - ix. Member of the Screening Committee for the PhD studies proposals at School of Planning & Architecture, New Delhi, July 2012.
 - x. Invited to be on the faculty selection panel for appointment of Assistant, associate and full professors posts at the National Institute of Fashion Technology (NIFT), July, 2012.

- xi. Invited by the World Bank on the expert consultation group for potential intervention in crafts sector under its Cultural Heritage Program, June 2012.
- xii. Invited on expert group for review of proposed curricula in Product Design being introduced at Pearl Academy of Fashion, March 2012
- xiii. Invited to the panel discussion on “Future of Design Education in India” held by the British Council and Royal College of Art UK, February 2012.
- xiv. Invited as expert speaker at the UGC funded Curricula Development Workshop at MS University Vadodara for faculty members from various institutions, December 2011.
- xv. Invited as expert to review programmes curricula at Indian Institute of Craft & Design, Jaipur, November 2011.
- xvi. Invited to be reader of the INDEED proposal for Future of Design Education in India being developed at the instance of Sam Pitroda, Advisor to the PM, by the TUDelft University of Netherlands, November 2011.
- xvii. Invited as expert to participate in discussions with design representatives of India & Netherlands and Sam Pitroda on developing a roadmap for Design Education in India, July 2011.
- xviii. Invited as speaker on Macro Branding at the International Seminar on “Enhancing Competitiveness of Indian Toy Industry” organised by Ministry of MSME and Toy Association of India, July 2011.
- xix. Invited on forum of expert consultation on Traditional Knowledge & Traditional Creative Expressions Draft to be presented at the WIPO by DIPP, Ministry of Industry & Commerce, GOI, April 2011
- xx. Core team member of the voluntary group “VISIONFIRST” lobbying with the government and Sam Pitroda on the need to redefine and expand the role of design beyond the established silos of design education being perpetuated to ensure its equitable application and benefits for the larger masses of India, 2011 and ongoing.
- xxi. Appointed as Core team member on the Joint research initiative by Northumbria University UK and Pearl Academy of Fashion, India, July 2010.
- xxii. Invited as expert faculty to present the core concept of “Development through Heritage- Towards a New Model of Development” at the “Vikas and Virasat Conclave, Jaipur” as a precursor to setting up of Heritage Management Authority with announcement of INR 100 Crores budget for the first year by the Government of Rajasthan under the patronage of the Chief Minister, January 2010.
- xxiii. Expert on Advisory Group for insights into consumer aspirations and emerging trends- Global Consumer Design Studio, Asia of Whirlpool and CKS, 2009-2010.
- xxiv. Invited as a speaker by Tata Institute of Social Sciences, Mumbai in the programme “Regeneration & Enhancement of Livelihoods in Post Disaster Situations”, October 2009.

- xxv. Presented a paper “Design, Education & Training in Craft Sector – An Illusive Convergence” at the IICD, Jaipur seminar on Education & Training in Crafts – The Real Stakeholders, September 2009.

26. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)

- Jatin Bhatt is a permanent invitee on the Educational and Technical Committee of Indian Institute of Gems and Jewellery.
- Venugopal Maddipati: Member of the American Council for Southern Asian Art, Organizing conference at Nehru Memorial Library in July 2014 titled “Spaces of Water.”
- Suchitra Balasubrahmanyam: Convenor, 36th Annual International Conference of the Design History Society, 2013
- Abeer Gupta: Co-director of the Achi Association.

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programmes, workshops, training programmes and similar programmes). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?

None

28. Student projects

- **Percentage of students who have done in-house projects including inter-School projects:**
The MA Social Design started in 2013 and the first students’ projects will happen in 2014-2015.
- **Percentage of students doing projects in collaboration with other universities industry/institute:**
Not Applicable

29. List the Awards / recognitions received at the national and international level by Faculty:
M. S. Farooqui:

- State award by the Government of J&K for exemplary contribution to Arts and Crafts of J&K
- Member Planning Commission on the Committee for Handloom & Handicrafts for the twelfth plan 2012-17.

Jatin Bhatt

- Received Perles De Tahiti Lifetime achievement award for exemplary contributions to Gems and Jewellery industry.

Venugopal Maddipati:

- CSDS Visiting fellowship: 2011-2012.
- Tata Institute of Social Sciences, Fellowship: 2011-2012,
- Institute of Advanced Studies, Shimla Fellowship: 2012-2014.
- Nehru Memorial Fellowship: 2012-2014.

Suchitra Balasubrahmanyam:

- Leverhulme Visiting Fellowship at Royal College of Art, Feb-Dec, 2013
- Book Shaping of Modern Gujarat shortlisted for the Crossword Book Award (Non-fiction category), 2006
- Ashoka Fellowship for Social Entrepreneurship, 1999

Abeer Gupta:

- Awarded fellowship on Circulation of Popular Images and Media in Muslim Religious Spheres by the Cluster of Excellence – Asia and Europe in a Global Context, 2010, University of Heidelberg, Germany, for research for the culture of Islam in the Western Himalayas.
- Awarded Early Career Filmmaker Fellowship, 2011 by Centre for Media and Cultural Studies, Tata Institute of Social Sciences, Deonar, Bombay for the film-Old Routes, New Journeys.

Doctoral / post doctoral fellows:

Not Applicable

Students:

Not Applicable

30. Seminars/ Conferences/Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.

- Venugopal Maddipati: Organizing conference at Nehru Memorial Library in July 2014 titled “Spaces of Water.” International Participants: James Wescoat, Catherine Asher, Tamara Sears and Hannah Baader. Source of Funding: Nehru Memorial Library.
- Abeer Gupta: Paper in International Seminar on Trans-Border Cultures and Communities in Asia: Issues and Perspectives, organised by the Anthropological Survey of India and the Indira Gandhi Manav Sangrahalaya, 22-26 February 2013.
- Suchitra Balasubrahmanyam: Convenor, 36th Annual International Conference of the Design History Society, London organised at National Institute of Design Ahmedabad, 5-8 September, 2013. Funding from Design History Society and National Institute of Design.

31. Code of ethics for research followed by the Schools:

Not yet developed

32. Student profile programme-wise:

Name of the Programme	Applications received	Selected		Pass percentage	
		M	F	M	F
MA Social Design, 2013	77	3	9	-	-

Selected 20; 12 joined, and 5 dropped/failed. So only 7 students remain

33. Diversity:

Name of the Programme	% of Students from the same university	% of students from other universities in the state	% of students from universities outside state	% of students from other countries
MA Social Design	0	29%	71	0

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

None

35. Student progression:

Not available as the programme was launched in July 2013.

36. Diversity of Staff

Percentage of faculty who are graduate	Percentage (%)
Of the same university	0
From other universities within the State	0
From universities from other State	83
From universities outside the country	17

37. Number of faculty who were awarded MPhil, PhD, DSc and DLitt during the assessment period

- Venugopal Maddipati: PhD 2011.
- Suchitra Balasubrahmanyam: PhD 2012.

38. Present details of School infrastructural facilities with regard to

Library: A central library is available.

Internet facilities for staff and students – Internet Facilities are available.

Total number of classrooms: Four classrooms are available.

Class rooms with ICT facility – All rooms are wifi enabled. We do not have computers yet. We are procuring them.

Students' laboratories: 2.

Research laboratories: Not Applicable

- 39. List of doctoral, post-doctoral students and Research Associates –**
- a. From the host institution/university
 - b. From other institutions/universities
- Not Applicable
- 40. Number of post graduate students getting financial assistance from the university:**
- One
- 41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology:**
- Consultative meetings with potential stake-holders and contemporary design academicians and professionals.
 - Study and research on emerging areas of design applications.
 - Analyzing potential areas that can benefit from design expertise.
- 42. Does the School obtain feedback from**
- **Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?**
 - i. Curriculum evolved by faculty of SDes through collaborative consultation.
 - ii. Curriculum reviewed by inter-disciplinary group and subject experts.
 - **Students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?**

Continuous feedback is taken on concerns of on course-translation, pedagogy and applied experiences of learning

In the Design School we have followed the following methods:

 - i. Faculty has worked on one to one feedback from students.
 - ii. Meetings between students and the dean are encouraged.
 - iii. We follow a system of cumulative performance evaluation in which external faculties and jurors provide direct feedback to students and also address their concerns.
 - iv. We also offer customised support to students by going through their submissions. If they have not been able to do the submissions, we ask them why they could not do so? Was the assignment difficult? This leads to mid-course corrections as well.
 - **Alumni and employers on the programmes offered and how does the School utilize the feedback?**

Not available as the first batch is yet to graduate.
- 43. List the distinguished alumni of the School (maximum 10) –**
- Not Applicable

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

- i. “What Hell Looks Like: Picturing Punishment in Indian Popular Visual Culture” on 27 September 2013, by Christopher Pinney, University College London.
- ii. Three-day workshop on Contemporary Indian Perspectives in Design Research & Innovation, by QUICKSAND design studio, January 2014. The workshop exposed the participants to experiential understanding of contemporary design research tools, areas of social design and innovation with real life examples of project methodology and applied assignments.
- iii. Participation of all the MA Social Design students at a four day International Design History Conference held at National Institute of Design, Ahmedabad organised by the Design History Society, UK in September 2013.
- iv. Five day Workshop at the University campus on Sustainist Design by Michiel Schwarz, Netherlands, author and practitioner of the book Sustainist Design Guide, February 2014. The workshop was located among various communities and locations in Delhi.

45. List the teaching methods adopted by the faculty for different programmes:

The School of Design adopts user studies, field immersion, projects, community engagement, interviews, writing assignments, workshops, simulations, modeling, evaluations, student feedback, presentation critiques and tutorials.

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

The School emphasizes continuous course evaluation and feedback, end-semester cumulative performance and peer reviews.

47. Highlight the participation of students and faculty in extension activities:

The School is setting up Future Projects Lab to address real life projects and Centre for Skills, Crafts and Vernacular Material Expressions to conduct research.

48. Give details of “beyond syllabus scholarly activities” of the School.

The School is engaged in field-based projects in the realm of design. The School regularly invites scholars and practitioners to interact and present their projects to the students.

49. State whether the programme / School is accredited / graded by other agencies? If yes, give details:

Not applicable.

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied:

The School of Design (SDes) at AUD is unique in its conception – this is the first time in India that design education will be embedded in and actively collaborating with the humanities and social sciences. The School draws from its distinct position within Ambedkar University Delhi

(AUD), a university wholly focussed on the humanities and social sciences, to amalgamate core attributes of design with human needs in their complex social settings. By relocating the hitherto object-centred focus of design to that of the “social”, the School of Design proposes to create equitable, just and sustainable communities through new public services, systems, interfaces, products and imaginations. This mandate is an invitation to re-visualise design education and practice in order to creatively meet the multiple challenges offered by a rapidly changing, deeply interconnected local and global landscape.

We see this as an opportunity to question existing specialisations within design education and practice, examine current curricular structures and pedagogies around the world and contemplate the larger role and potential of design in contemporary India. The SDes has a special commitment to the National Capital Region of Delhi whose landscape we hope to transform through design.

Programmes

The School of Design is visualised as both, a practice and research-based school for the pursuit of design education from the undergraduate level to MPhil/PhD. It will begin by offering masters programmes in Social Design, Service Design, Design history, theory and criticism. The School will also venture into critical areas of study and development of contemporary design research tools and methods, a first in Indian design education.

The School intends to offer programmes in Design Education & Pedagogy through a network of centres and institutions involved in design education to address the need for high quality design educators. The expertise of experienced and mature Indian and global experts is also envisaged to be engaged in this initiative.

The School of Design commenced its first programme, Masters in Social Design, in August 2013.

Projects and Research

To complement and strengthen its educational programmes, the School of Design has initiated the following:

A. Futures Lab

Futures Lab will undertake real life and self-initiated projects to demonstrate the efficacy and value of design in areas of larger relevance. The Futures lab will act as a convergence hub for all the schools and centres of the University and provide thought leadership and policy influence based on collaborative research across AUD Schools in the form of emerging and preferred scenarios reflecting the values of equity, access, participation, inclusion and opportunity.

B. Centre for Skills, Crafts and Vernacular Material Expression

The Centre for Skills, Crafts and Vernacular Material Expression will address the skills in Indian communities, shaping our selves, material culture, habitats and ecology. Human systems and services are served by varied skills that emanate from the margins of unorganised or underprivileged sector. Yet, they are not at the centre of our economic universe but at the periphery. This Centre seeks to study, understand and explore ways to redress this reality of contemporary India.

By participating in the multi-disciplinary projects undertaken under the above initiatives, students at the School of Design would also have the opportunity to enhance their learning in real-life situations.

C. *Design Museum*

The School also plans to set up a Museum of Design in the near future. This will be first of its kind in India and will become a major centre for research, study and reference for understanding and articulation of design from a historical perspective to shape its emerging future in both local and global contexts.

The design programme, in keeping with the larger mandate of the University, emphasizes access, equity and social justice. The social design curriculum at the School of Design can transform communities by making them more sustainable. Moreover, social design, as a vocation, can help to create new livelihood opportunities for the marginalised by providing new services, environments and events. In this sense, in a growing economy, the School of Design strives to connect large marginalised sections to the mainstream, through designer services.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School:

Strengths

- Interdisciplinary approach of faculty in innovating new areas of Design Scholarship.
- Interdisciplinary approach to Design practice.

Weaknesses & Challenges

- Reach limited to Delhi
- Predominance of English as medium of instruction.

Opportunities:

- Such a programme does not exist in Delhi or India. The presence of the School in the city ensures its proximity to public culture and policy making at national level. The school is uniquely placed to take advantage of Delhi's central location in national discourse.
- The School also envisages opening Social Design as a new disciplinary area in the country and also bring that discipline into conversation with other emergent fields as Social Entrepreneurship and Service Design.
- The School can also serve as a critique of existing design practices in the country that have increasingly moved further and further away from discourses on social equity and marginality. The School, in essence, is uniquely placed to humanize design curriculum in India.
- The School can also make inroads into participatory policy making, as a field unto itself.

52. Future plans of the School.

The SDes is visualised as a major influence and voice in the discipline of Design through its programmes and practice from UG to PhD. Next five-seven years will see a full manifestation of all its programmes with estimated student strength of about 450.

Design education has so far tended to emphasise the creation or transformation of particular objects with a focus on functional, artisanal or aesthetic ends. Social design builds on this approach by bringing human needs to centre-stage. A social design education is thus actively people-centred, humanistic and empathetic with co-creation and participatory approaches as the leitmotifs of the design process it espouses. In this sense, then, SDes at Ambedkar University seeks to play a pioneering role in India in bringing together a variety of themes relating to the social and cultural aspects of design practice. More significantly, the School plans on developing a curriculum that is geared towards opening design thinking to such allied disciplines as design history, spatial history and architectural history. We anticipate beginning a programme titled Design History, which will have a significant component, devoted to such themes as design and social justice and also spatial justice.

Evaluative Report of School of Development Studies (SDS)

- 1. Name of the School:**
School of Development Studies
- 2. Year of establishment :**
2009
- 3. Is the School part of a School/Faculty of the university?**
SDS is a School in the University.
- 4. Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, D.Sc., D.Litt., etc.):**
 - MA in Development Studies
 - PhD in Development Studies
- 5. Interdisciplinary programmes and Schools involved:**
MPhil in Development Practice is jointly run by SDS and SHS. Additionally, the School's faculty members teach in programmes offered by other schools.
- 6. Courses in collaboration with other universities, industries, foreign institutions, etc.:**
Collaboration with SOAS, University of London is in the pipeline. An MoU has been signed for a joint MA programme with the Institute of Social Studies, the Hague, Netherlands.
- 7. Details of programmes discontinued, if any, with reasons:**
None
- 8. Examination System: Annual/Semester/Trimester/Choice Based Credit System :**
Semester system
- 9. Participation of the School in the courses offered by other Schools:**
School faculty has been regularly contributing to other programmes like the MA programmes in Sociology, Performance Studies and Social Design. Additionally faculty is also engaged in teaching and designing courses for the undergraduate programme.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Assistant Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	nil	nil
Associate Professor	3	2	2
Assistant Professor	5	4	4
Others	-	-	-

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD / MPhil Students guided for the last 4 years
Chandan Mukherjee	PhD Indian Statistical Institute, Calcutta	Officiating Dean	Development studies on different issues in agriculture, employment, health, crimes against women.	40 years	None
Sumangala Damodaran	PhD Jawaharlal Nehru University	Associate Professor	Labour market changes and employment patterns, music & contemporary society	20 years	None
Subrata Mandal	PhD Jawaharlal Nehru University	Associate Professor	Energy Economics, Development Economics, Environment and Natural Resource Economics, International Trade and Development	21 years	None
Anirban Sengupta	PhD Tata Institute of Social Sciences, Mumbai	Assistant Professor	Exploration of relationship between entrepreneurship and social justice, methodological issues of studying entrepreneurship, and studying the connection between trust and market.	8 years	None

Aruna Kumar Monditoka	PhD University of Hyderabad	Assistant Professor	Environmental Politics, Public Policy, Natural Resources and Development	3 years	None
Ivy Dhar	PhD Jawaharlal Nehru University	Assistant Professor	Tribal Development and Politics, Political Process and Policy, Identity and Inclusion, Governance and Citizenship and Environmental Politics.	6 years	None
Preeti Mann	PhD University of Oxford	Assistant Professor	Culture & Development, Social Anthropology	3 years	None

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors.

Temporary Faculty

- Nandini Nayak, PhD SOAS, University of London
- Imran Amin, PhD Scholar, JNU

Visiting / Adjunct Fellows

- Ari Sitas, Senior Professor, Department of Sociology, University of Cape Town
- Tanvir Aiejaz, MPhil University of Delhi, Assistant Professor, Ramjas College, University of Delhi
- Saumyajit Bhattacharya, MPhil Jawaharlal Nehru University, Associate Professor, Kirorimal College, University of Delhi
- Saurabh Gupta, PhD University of London, Senior Teaching Fellow, Department of Development Studies, School of Oriental and African Studies
- Roxanne Hakim, PhD University of Cambridge, Senior Social Development Specialist, World Bank
- Richa Kumar, PhD Massachusetts Institute of Technology, Fellow, New India Foundation
- Krishna Menon, PhD Jawaharlal Nehru University, Associate Professor, Lady Sri Ram College, University of Delhi
- K Ramachandran, MA University of Delhi, formerly served in different positions in UNICEF
- Vinay Kumar Srivastava, PhD University of Cambridge, Professor, Department of Anthropology, University of Delhi
- Arun R Swamy, PhD University of California, Berkeley
- Jyoti Vig, MA, Jawaharlal Nehru University.
- Smitha Francis, PhD, Jawaharlal Nehru University

13. **Percentage of classes taken by temporary faculty –**
33%

14. **Programme-wise Student Teacher Ratio:**
Student-teacher ratio for MA programme: 9:1
Student-teacher ratio for PhD programme : 2:1

15. **Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual:**

Sanctioned	Actual
Dean: 1	Dean: 1
Junior Executive: 2	–
Assistant: 1	Assistant: 1

16. **Research thrust areas as recognised by major funding agencies:**
Labour Studies, Governance, Environment and Development

17. **Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.**

Migrant Identities and Industrial Work: A Study of Two Industrial Areas in Delhi	5.6 lakh	ICSSR, 18 months	Operational	Sumangala Damodara
Migrant Identities and Industrial Work: Understanding Narratives	3.25 lakh	IGIDR, 12 months	-do-	-do-
Exploring the cross- cultural creation of Khasi attires in Assam- Meghalaya		AUD	Completed	Ivy Dhar

18. **Inter-institutional collaborative projects and associated grants received**

a) **National collaboration:**

b) **International collaboration:**

None

19. **School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.**

None

20. **Research facility / centre with**

• **state recognition:**

None

- **national recognition:**
None
- **international recognition:**
None

21. Special research laboratories sponsored by / created by industry or corporate bodies:
None

22. Publications:

- Number of papers published in peer reviewed journals (national / international): 5
- Chapters in Books: 5
- Edited Books: 1
- Books with ISBN with details of publishers: 2

23. Details of patents and income generated:
None

24. Areas of consultancy and income generated:
None

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

Sumangala Damodaran:

- Involved with the ILO, Geneva to study decent work implications of Asian investments in Africa. Also involved with the African programme for Rethinking Development Economics (APORDE), and was involved in the planning and conducting of this international workshop as its Deputy Course Director in Durban, South Africa, for the year 2009.
- In the past year or so, she has been involved in collaborative work with the Labour and Livelihoods Unit of the Department of Sociology, University of Cape Town, South Africa, as part of a Research Programme of the National Research Foundation, South Africa.
- She has also been attached in an advisory capacity and in training programmes of the V V Giri National Labour Institute, Noida and the National Judicial Academy, Bhopal. She was awarded a one-year Research Grant by the Gender and Labour programme of the National Labour Institute, India, to work on Gender and Migration in 2006.
- She has been involved in research and documentation of a forgotten musical tradition of the Indian People's Theatre Association from the 1940s and 1950s and this work is presently being supported by a grant from the National School of Drama, New Delhi. She has lectured on the subject at the School of Arts and Aesthetics, JNU, New Delhi, various colleges in Delhi University and at the Centre for India Studies in

Africa, University of the Witwatersrand, South Africa. She has also performed from the repertoire extensively in different parts of the country and has recently finished recording a selection of the songs from the research into an album with professional musicians.

Anirban Sengupta:

- He has been involved with preparation of ‘Journal of Abstracts and Reviews: Sociology and Social Anthropology’ published by Indian Council for Social Science Research.

Aruna Kumar Monditoka

- Awarded the fellowship to visit Thailand under exchange of scholars of the ICSSR -NRCT Bilateral Programme for the year.

26. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)

- Anirban Sengupta is a life member of Indian Sociological Society.
- Sumangala Damodaran is a life member of the Indian Society of Labour Economics
- Ivy Dhar is a member of Development Studies Association.

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programmes, workshops, training programmes and similar programmes). How many faculty have undergone staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of Faculty
Refresher Courses	-
HRD programmes	-
Orientation programmes conducted by UGC	2
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer/Winter schools, programmes	-

28. Student projects

- **percentage of students who have done in-house projects including inter-school projects**
100%. All MA students enrolled till now have done internships and dissertation required for the fulfilment of degree.
- **percentage of students doing projects in collaboration with other universities / industry / institute :**
None

29. List the Awards / recognitions received at the national and international level by

- **Faculty:**
None

- **Doctoral / post doctoral fellows:**

None

- **Students:**

None

30. Seminars/ Conferences/Workshops organised and the source of funding (national / International) with details of outstanding participants, if any.

- International Conference titled “Land Labour and Livelihoods - A Focus on the Global South” organised in November 2010 in collaboration with University of Cape Town, South Africa (funded by AUD).
- National Seminar on Ambedkar’s legacy organised in 2011(funded by AUD)

31. Code of ethics for research followed by the Schools:

Not yet. But the University has constituted a committee to evolve ethical guidelines for the university.

32. Student profile programme-wise:

Name of the Programme	Applications received	Total Admitted Students		Pass percentage (Out of those admitted)	
		Male	Female	Male	Female
MA in Development Studies					
2009	39	21	18	80	44
2010	199	17	24	76	58
2011	183	19	23	37	52
2012	505	17	30	NA	NA
2013	582	15	37	NA	NA

33. Diversity of students

Name of the Programme	% of Students from the Same University	% of students from other universities within the State	% of students From Universities outside the State	% of students from other
MA in Development Studies				
2009	0/39 (0%)	26/39 (67%)	11/39 (28%)	2/39 (5%)
2010	0/41 (0%)	31/41 (75%)	8/41 (20%)	2 /41(5%)
2011	0/42 (0%)	34/42 (81%)	7/42 (16.6%)	1/42 (2.4 %)
2012	0/47 (0%)	46/47 (98%)	1/47 (2%)	0/47 (0 %)
2013	1 /52 (2%)	46/52 (88%)	6/52 (12%)	0/52 (0 %)

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

MA Development Studies	
JRF and NET	1
NET	11
SSC	1
PhD Development Studies	
JRF and NET	1
NET	5

35. Student progression

Student progression	Percentage against enrolled
UG to PG	-
PG to MPhil	-
PG to PhD	20%
PhD to Post-Doctoral	-
Employed	>80%
• Campus selection	-
• Other than campus recruitment	-
Entrepreneurs	-

36. Diversity of staff

Percentage of faculty who are graduates	
of the same University	None
from other Universities within the State	38%
from other universities outside the State	25%
from other Universities outside the country	37%

37. Number of faculty who were awarded MPhil, PhD, D.Sc. and D.Litt. during the assessment period:

None

38. Present details of School infrastructural facilities with regard to

a) **Library:**

School doesn't have any separate library for itself, rather faculty actively takes interest in ordering and updating the stock of books which are relevant for SDS students.

b) **Internet facilities for staff and students:**

Students & staff are provided with own ID & password to access internet.

c) **Total number of class rooms :**

2 (One entirely for SDS and one shared with other Schools)

- d) **Class rooms with ICT facility :**
Both the rooms are equipped with ICT facility
- e) **Students' laboratories**
- f) **Research laboratories**

39. List of doctoral, post-doctoral students and Research Associates

- a) **from the host institution/university:**
 - Karan Sachdeva, Doctoral student & Research Assistant
 - Nitin Kumar Mishra, Doctoral student
- b) **from other institutions/universities:**
 - Shaifali, Doctoral student
 - Anand David, Doctoral student
 - Kaushik Kumar Bhadra, Doctoral student
 - Ashok Meena, Doctoral student
 - Sweta Suman, Doctoral student
 - Pooja, Doctoral student
 - Nibedita Hazarika, Doctoral student
 - Ngaranagam Keishing, Doctoral student

40. Number of post graduate students getting financial assistance from the university.

Academic year	Semester	No. of students getting financial assistance from the university
2009-10	Monsoon	04
2009-10	Winter	10
2010-11	Monsoon	15
2010-11	Winter	15
2011-12	Monsoon	13
2011-12	Winter	15
2012-13	Monsoon	12
2012-13	Winter	12
2013-14	Monsoon	10
2013-14	Winter	NA

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

There are several processes that are engaged with in developing and redesigning the curriculum periodically. These consist of student need assessment and feedback, faculty experiences, consultative processes and formal structures like Board of Studies. These consultations have been organised many times before and after the introduction of the programme in 2009. Changes in course syllabus and programme structure are first discussed at the programme team-level before it is taken in the BoS, and finally it is discussed in the Academic Council.

Feedback from students has also helped in making changes/inclusion of certain aspects/areas/issues in the courses and programme structure.

42. Does the School obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilise the feedback?

The Faculty meetings are held every week, and long ones are held at the end and beginning of each semester, where these issues are discussed thoroughly and decisions are incorporated into the curriculum and course structure as an ongoing process.

b. Students on staff, curriculum and teaching-learning-evaluation and how does the School utilise the feedback? Through two channels:

- Course feedback forms are distributed to students at the end of each course and the summaries of these are shared with the whole faculty by course instructors
- SFC, where suggestions/grievances/difficulties faced by students are taken up in a structured manner involving several levels

c. Alumni and employers on the programmes offered and how does the School utilise the feedback?

None

43. List the distinguished alumni of the School (maximum 10):

None

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

The School has a regular Tuesday seminar series where external experts deliver lectures and initiate discussions. Research methodology workshops are conducted for development of hands-on techniques of research. Conferences / workshops on specialised areas involving resource persons from India and abroad are also held.

45. List the teaching methods adopted by the faculty for different programmes.

Classroom lectures, Tutorials, Seminar sessions and presentations by students (with faculty in guidance), field visits, film screenings followed by discussions.

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

The School has day long meetings at the end of each semester to assess the conduct of the programme with regard to programme objectives using self-assessment as well as student feedback as indicators in the initial stage. This is also buttressed with regular Board of Studies meetings where external members as well as the School's faculty assess progress as well as alter course outlines in line with its objectives.

47. Highlight the participation of students and faculty in extension activities:

None

48. Give details of “beyond syllabus scholarly activities” of the School.

The School runs a regular Tuesday seminar series where eminent scholars from India and abroad have given talks over the years. In addition, there are student seminars, academic conferences as well as panel discussions that are organised from time to time.

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

Not yet

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

SDS, over the five years, has worked with innovative interdisciplinary methods and frameworks of addressing developmental issues, both in India as well as in a global context. While retaining strong disciplinary mooring, this has been possible because most of its faculty members are actively engaged in developing such frameworks. Courses on Discrimination, Alternative Theoretical Perspectives, Environment and Natural Resources, Industrialisation and Urbanisation are a few examples where this has happened. Further, research methodology papers are a combination of conceptual and applied frameworks specifically from a developmental context. These are pioneering efforts in comparison to other programmes in development studies in the country.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths

- Interdisciplinary synergy among social science disciplines: one great strength of the School has been to draw from the disciplinary rigour that has characterised the training of individual faculty members with interdisciplinary approaches that have been adopted in most of their research.
- Responsiveness to the policy and theoretical challenges of development.
- Integration of concept and practice, through internships and the Masters dissertation. The School makes every attempt to abolish the division between theory and practice by integrating theoretical knowledge with intensive field work.
- Willingness to innovate beyond the conventional boundaries of the social sciences, which the structure of AUD allows and encourages.
- Strong network of already established links with institutions/organisations working in the development field.

Weaknesses

- Insufficient faculty strength to do justice to the objectives laid out
- Financial constraints, especially with regard to field involvement

- Dependence on infrastructure: The vision of the School requires providing sound infrastructure in the form of classrooms and computer equipments which are presently in scarce supply.
- Incomprehensibility of the new approach: Students who are trained to look at social sciences in the conventional way find it hard to comprehend the methodologies of this programme which adds to the burden of pedagogy. Further, there is often not enough time in the semester to make good this fact by giving students more time to cope

Opportunities

- Location: Being situated in Delhi allows the possibility of becoming a highly visible programme in a relatively new area of pedagogy and research in the country. Delhi is also a destination for a very large number of students from different parts of the country which allows a programme like this to potentially receive a diverse range of students.
- International Collaboration: Being situated in Delhi particularly enhances the inflow of interested foreign scholars. The School has already received some proposals for collaborative efforts from scholars and institutions outside India.
- Research repository: With students undertaking research from the Masters level through dissertations, it is possible to create a unique multidisciplinary repository of research on development.
- Developing modular courses: The School is poised to become a hub for incubating cutting edge courses in specialised areas.
- Outreach Programmes: In due course of time, the school will have an opportunity to develop outreach programmes, based in the field and communities, that can make a difference to pedagogic methods employed in the School as well as within the communities.

Challenges

- Procuring funds: The main challenge for the School is to procure sufficient funds for developing the programmes to their ideal potential.
- Student placement: The success of the programme and the School will be sustained only if students get good jobs which are in turn connected with the thrust areas of the School. In the absence of a supportive environment in the terrain of higher education it may be difficult to sustain student interest in some of these cutting edge programmes.
- Sustaining Curricular Innovation: The need to impart the best of the available scholarship in the respective fields in a manner in which students can absorb it best calls for sustained curricular innovation rather than creating a new canon of textual material. It calls for rigorous self-examination.

52. Future plans of the School.

SDS plans to develop its teaching and research programmes in the following Interdisciplinary Knowledge and Research Areas:

- i. Economic Sociology
- ii. Institutions and Governance
- iii. Conflict and Development

- iv. Labour Studies
- v. Gender and Development
- vi. Social Entrepreneurship
- vii. Discrimination and Marginalisation
- viii. Culture and Society

These are envisaged as planning out in stages as follows:

- i. Developing clusters of Elective Courses to offer specialisations to students – this is already underway from the present batch. Examples: Agrarian Change and Rural Development; Peace, Conflict and Development; Industrialisation and Labor; Development Economics; Public Policy and Governance
- ii. These clusters could develop as independent MA programmes in 5 years
- iii. Joint projects among members of the faculty.

Evaluative Report of School of Education Studies (SES)

1. Name of the School

School of Education Studies

2. Year of establishment

2011

3. Is the School part of a School/Faculty of the university?

SES is a School in the University.

4. Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.)

MA Education Programme.

5. Interdisciplinary programmes and Schools involved:

The Masters programme offered at SES is interdisciplinary in nature and has interfaces with programmes offered in the School of Human Studies, School of Development Studies and School of Liberal Studies. Several courses like Gender & Education; Reading Education Policy; Comparative Studies in Histories of Education; Education & Development; Social-Emotional Perspectives on Educational Failure; among others are taught drawing faculty members from the different Schools and are also collaboratively developed.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

- i. School of Education Studies (SES) through a MoU with the Ahvaan Trust has organised five workshops for teachers of government schools in Delhi along with monthly meetings, hosted in the SES.
- ii. Currently, SES working in a Delhi School Project for the enhancement of content and teacher development of government schools in Delhi. The project is in collaboration with Ahvaan Trust, Department of Education (DoE), Government of Delhi.
- iii. SES organised a Workshop on 'Education Policy' in December, 2013 at TISS, Hyderabad in collaboration with National University of Education Planning and Administration (NUEPA), AzimPremji University (APU), Tata Institute of Social Sciences (TISS, Hyderabad).

7. Details of programmes discontinued, if any, with reasons

Not Applicable

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System

Semester wise

9. Participation of the School in the courses offered by other Schools

The following faculty members have participated in different courses of other Schools:

	Name of faculty	Course(s)	School (s)
1.	Manish Jain	Introduction to Social Science	School of Undergraduate Studies
2.	Rakhi Banerjee	Logic and Reasoning	School of Undergraduate Studies
3.	Abhijeet Badrapurkar	(1) Introduction to Social Science 2) Nature of Science	School of Undergraduate Studies
4.	Manasi Thapliyal Navani	Nature of Science	School of Undergraduate Studies

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Assistant Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	01	01
Associate Professor	02	01 (Temp)	01
Assistant Professor	12	06	06
Others	-	-	-

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance:

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD / MPhil Students guided for the last 4 years
Venita Kaul	PhD	Professor & Dean	Early Childhood Care and Education	40	None
Monimalika Dey	PhD	Associate Professor (Temporary)	Special Education, Concentration in Early Childhood	12	None
Rakhi Banerjee	PhD	Assistant Professor (till Dec. 16, 2013)	Mathematics Education	8	None

Manish Jain	PhD, MEd	Assistant Professor	History of Education; Sociology of education; educational policies; comparative education; social science education and gender and education	4.5	One Student at present
Gunjan Sharma	PhD, MEd	Assistant Professor	Sociology of Education;Curriculum Theory and Practice; Qualitative Research, Business Education	2 Years and 4 Months	None
Akha Kaihrii Mao	MPhil, MEd	Assistant Professor	Teacher Education, History of Education	3	None
Manasi Thapliyal Navani	MPhil, MEd	Assistant Professor	Higher Education policy and Research. Sociology of Education and Development. Science Education	6	1 MPhil Student at present
Abhijeet Bardapurkar	PhD	Assistant Professor (Till Dec. 16, 2013)	Science Education, Philosophy of Science	7	None

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

2011-12	Katherine Hargrove, (Visiting Fulbright Professor), Associate Professor, Southern Methodist University, Dallas, USA
2012-13	Farida Khan (Adjunct Faculty) Department of Education Studies, Jamia Milia Islamia)
2013-14	Ajay Kumar Singh (Adjunct Faculty), Chief Consultant (Pedagogy and Quality), EdCil
2012-14	Anjila Gugnani (Adjunct Faculty), Institute of Home Economics, University of Delhi
2014	Sunil Batra (Adjunct Faculty) Director, Shikhsarth
2014	Susan Stires, (Visiting Faculty) Instructor and Advisor, Reading and Early Literacy Programme, Bankstreet College, New York

13. Percentage of classes taken by temporary faculty – programme-wise information

17% of the classes were taken by adjunct faculty.

(12 out of a total of 70 credits were taught by adjunct faculty.)

14. Programme-wise Student Teacher Ratio:

10:1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Technical Staff	Administrative Staff Sanctioned	Filled Staff (Actual)
Not Applicable	1 Junior Executive 1 Assistant 1 Office Attendant	1 Assistant 1 Office Attendant

16. Research thrust areas as recognised by major funding agencies

Currently, the School is working for the whole school reform and development in collaboration with the Department of Education, Government of Delhi and the Ahvaan-Trust. The Project is called the Delhi Government School Project (DGSP). The main thrust is to work for enhancement of content and teacher development for government schools in Delhi.

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Name of the faculty/ Project	National/ International	Grant Received	Name of funding agencies
Delhi School Project, Professor Venita Kaul (Principal Investigator), Gunjan Sharma (Project coordinator): All SES faculty are involved in the project.	National	Rs. 2,20,000/-	AUD

18. Inter-institutional collaborative projects and associated grants received

a. National collaboration

- i. Manish Jain, Comparative Inquiry into the Post RtE School Scenario in India: Survey of Schools (Institutional Quality, Teachers and Parents)', with Padma Sarangapani (TISS) and Rahul Mukhopadhyay (Azim Premji University), funded by MHRD (2011-12), Rs. 8 Lakh.
- ii. Manish Jain, Collaborative Workshop on Education Policy, on the theme of Regulation in Education, with TISS, APU, NUEPA, 16-21 December, TISS-Hyderabad, funded by ICSSR, Rs. 1 Lakh.

b. International collaboration:

MoU with the Bank Street College of Education New York, USA.

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

Not Applicable

20. Research facility / centre with

- state recognition
- national recognition
- international recognition

None.

21. Special research laboratories sponsored by / created by industry or corporate bodies

None

22. Publications:

- Number of papers published in peer reviewed journals (national / international): 6
- Monographs: 2
- Chapters in Books: 8

23. Details of patents and income generated:

Not Applicable

24. Areas of consultancy and income generated:

Not Applicable

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

Rakhi Banerjee	Co-Chairperson, Teaching and Learning of Algebra (TSG-09), 12th International Congress on Mathematical Education (ICME-12), Seoul, 8-15 July 2012.
Manish Jain	Invited as visiting faculty to teach History of Education course in MA Education (Elementary) Programme, Tata Institute of Social Sciences, Mumbai, 2011-2012
Gunjan Sharma	<ul style="list-style-type: none">• Sharma, Gunjan (2011): "An NGO's and community's understanding of each other: A case in educational context." Paper presented at the Civil Society and state partnership in Education workshop, National University for Educational Planning and Administration, Delhi, 16 – 18 March.• Invited resource person to facilitate Workshop for development of teacher training design for the teachers. S.C.E.R.T. and Sarva Shiksha Abhiyan, Goa, 04 – 05 April, 2011.• Invited resource person to facilitate Right to Education Act, 2009 – Developing guidelines on the implementation of Continuous and Comprehensive Evaluation workshop. S.C.E.R.T., Hyderabad, 17 – 20 August, 2011.• Invited resource person in Regional workshops on education of equitable quality II. SSA, MHRD, Puducherry, 10 – 13 November 2010.• Invited resource person in Regional workshops on education of equitable quality II. SSA, MHRD, Puducherry, 24 – 27 November 2010.

Akha Kaihrii Mao	<ul style="list-style-type: none"> • Invited to Department of Education, Allahabad University, as consultant during the National seminar cum workshop on expectations of functionaries of education from university for quality enhancement, 4-6 January 2013. • Invited as resource person on Right to Education for all children irrespective of gender, caste and class during the three day education focal meeting of the Save the Children, Delhi, 30 May – 1 June 2012 • Invited as member in the consultation meeting on Adivasi education by the education portfolio at National Institute of Advanced Studies, Bangalore, held at the Adivasi Academy, Tejgadh, Gujarat on 21-22 of March 2011.
Manasi Thapliyal Navani	<ul style="list-style-type: none"> • Participated in a curriculum development workshop for development of a course on ‘De-colonised Philosophy of Science’ organised by Multiversity at Al-Bukhari University, Malaysia, March 2012 • Participated in the research project of International Association of University (IAU) on ‘Equitable Access and Success’, reviewing AUD as a case. Project participation proposal prepared on behalf of AUD was one of the ten (and the only one from India) selected for funding sponsorship by IAU among the 60 applicant universities internationally.

26. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)

Faculty	Category	Details
Venita Kaul	International Committee	<ul style="list-style-type: none"> • Advisory Board Member of Children’s Investment Fund Foundation • Steering Committee Member of ARNEC
Venita Kaul	National Committee	<ul style="list-style-type: none"> • National Advisory Council for RTE (MHRD) • National Core Group for preparation of policy on ECCE • Sub-group on ECCE for 12th FYP • NCTE core committee
Rakhi Banerjee	International Committee	<ul style="list-style-type: none"> • Member, Indian National Presentation Team, 12th International Congress on Mathematical Education (ICME-12), Seoul 8-15 July, 2012.

Manish Jain	National Committees	<ul style="list-style-type: none"> • Sub-Committee on Revision of MEd Norms and Standards, National Council for Teacher Education (NCTE), New Delhi, September-October 2013. • Representative, National Council for Teacher Education (NCTE), Workshop on Revision of D.El.Ed. Syllabus, West Bengal Board of Primary Education, Kolkata, 29-30 August, 2013. • Member, Joint Review Mission on Teacher Education for the State of Tripura, Ministry of Human Resource Development (MHRD), New Delhi, June 2013. • Coordinator, Social Science Education Course, DIET, SCERT, Delhi (2011). • Co-opted Member, National Council for Teacher Education (NCTE) subcommittee for preparing a model syllabi for Elementary level Teacher Education courses (D.Ed.), 2010, designed Education, Society, Curriculum and Learners, Contemporary Indian Society, Diversity, Gender and Inclusive Education and Social Science Education.
Manish Jain	Editorial Board of National Journal	<ul style="list-style-type: none"> • Guest Editor, Voice of Teachers and Teacher Educators, 2 (2), June, Ministry of Human Resource Development, Government of India, New Delhi
Gunjan Sharma	National Committees	<ul style="list-style-type: none"> • Member Secretary in Sub-Committee for reviewing current teacher education programmes keeping in view the recommendations in the National Curriculum Framework for Teacher Education, 2009 and Justice Verma Commission, National Council for Teacher Education, 2013-2014. • Member Secretary in Sub-Committee for reviewing and developing model MEd curriculum, National Council for Teacher Education, 2013-2014. • Member in working group for developing guidelines for implementation of Continuous and Comprehensive Evaluation, EdCIL, Ministry of Human Resource Development, 2011.

27. **Faculty recharging strategies (UGC, ASC, Refresher / orientation programmes, workshops, training programmes and similar programmes). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**

Academic Staff Development Programmes	Number of Faculty
Refresher Courses	-
HRD programmes	-
Orientation programmes	-

Staff training conducted by the university	-
Staff training conducted by other institutions	Manasi Thapliyal Participated in Curriculum Development workshop of the course on De-colonised Philosophy of Science by Multiversity at Al-Bukhary University, Malaysia.
Summer/Winter schools, programmes	Gunjan Sharma completed a short course, 'Theory of knowledge', with 10 CATS points at Department of continuing education, University of Oxford, September – November 2011. Manasi Thapliyal participated in a Workshop, 'Learning from children' by K B Jinan in Nilambur (Kerala) 16-22 May 2011.

28. Student projects

- Percentage of students who have done in-house projects including inter-School projects: 100%
- Percentage of students doing projects in collaboration with other universities /industry / institute.
100% students of the MA Education programme (final year) have completed their two field-based attachments (both outside school and school-based) as a core component of the MA programme in collaboration with Vidya Bhawan Society, Eklavya, SSA Lucknow, NCERT, Bodh Shiksha Samiti, etc.

29. List the Awards / recognitions received at the national and international level by

- **Faculty:**
None
- **Doctoral / post doctoral fellows:**
Not Applicable
- **Students**
Three students were selected to participate in the Workshop on Educational Policy organised collaboratively by TISS, Hyderabad, Azim Premji University, Bangalore, NUEPA and AUD.

30. Seminars/ Conferences/Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.

2013

- Consultation workshop organised for preparing a course on Education Leadership in collaboration with Shiksharth, a non-governmental organisation working in the area of education leadership, with participants from IT for Change, Bangalore; Azim Premji Foundation; Kaivalya Foundation, November 2013, Funding source: AUD.
- Hite, S. (2013). 'Qualitative research in Education'. November 2013. SES Seminar. Funding Source: Fulbright Visiting Professor Fellowship.

- A three-day workshop on ‘Learning from Nature’ by K.B. Jinan (Director, Sadhna School, Pune) for SES students and faculty at the Dwarka Campus. April 2013. Funding Source: AUD.
- Consultation workshop on Social Science Education courses for MA Education programme, with Dipta Bhog et. al. (about 12 participants). March 2013. Funding Source: AUD
- Mukunda, K. (2013). ‘Intelligence: A psychological introduction for educators’. January 2013. SES Seminar. Funding Source: AUD.
- Sanyal, K. (2013). ‘Proposed changes in the regulatory structure of higher education and the possible challenges’. January 2013. SES Seminar. Funding Source: AUD.
- Khaliq, M.A. (2013). ‘A teacher’s perspective on school and everyday curricular practice’. March 2013. SES Seminar. Funding Source: AUD.
- Srivastava, A. B. L. and Singh, A. K. (2013). ‘Analysing Minimum Levels of Learning (MLL) and contemporary directions of curricular policy’. March 2013. SES Seminar. Funding Source: AUD.
- Collaborative Workshop on Education Policy, on the theme of ‘Regulation in Education’, SES, AUD with TISS, APU, and NUEPA, held during 16-21 December, at TISS-Hyderabad. Funding Source : ICSSR.

2012

- Maharaj, A. (2012). ‘Mathematics e-learning and Assessment: A South African context’. November 2012. SES Seminar. Funding Source: AUD.
- Batra, Poonam (2012). ‘Educating teachers: The policy-practice interface’. March 2013. SES Seminar. Funding Source: AUD.
- Sharma, G., Panchapakesan, N., and Singh, A. K. (2012). ‘Workshop on Continuous and Comprehensive Evaluation’. 21-22 May 2012. Ahvaan Trust and SES. Funding source: Ahvaan Trust
- Guruswamy, M. (2012). ‘Supreme Court case Society for Unaided Private Schools of Rajasthan v. Union of India and others’. October 2012. SES Seminar. Funding Source: AUD.
- Raju, C.K. (2012). ‘Learning Calculus without Limits’. May 2012. SES Workshop. Funding Source: AUD. Professor Raju is with University Sains Malaysia.
- ‘Seminar on Right to Education’. School of Educational Studies, Ambedkar University, Delhi, and Ahvaan Trust, 2012. Funding Source: AUD and Ahvaan Trust
- Sayed, Y. (2012). ‘Education policy change in South Africa: a long road to travel in effecting redress and promoting quality’. October 2012. SES Seminar. Funding Source: AUD. (Dr Sayed is a Reader in International Education, University of Sussex, UK, Editor of *Compare: A Journal of Comparative and International Education*).
- Balagopalan, Sarada (2012). ‘The Politics of Failure: Street Children, Schooling and the State’. May 2012. SES Seminar. Funding Source: AUD.

2011

- ‘First focus group discussion with government school teachers in Delhi: Challenges of quality’. Ahvaan Trust and School of Education Studies, Ambedkar University, Delhi, 10 September, 2011. Funding source: Ahvaan Trust
- ‘Second focus group discussion with government school teachers in Delhi: Pedagogic experiences and imaginations’. AhvaanTrust and School of Education Studies, Ambedkar University, Delhi, 6 November, 2011. Funding source: Ahvaan Trust

2009

- Apple, Michael (2009). ‘Curriculum studies and critical theory workshop’. Ambedkar University, Delhi, 19 – 23 October 2009. Funding Source: AUD

31. Code of ethics for research followed by the Schools:

To be created

32. Student profile programme-wise:

Name of the programme	Application received	Selected Male	Selected Female	Pass percentage
MA Education (2012)	128	2	16 (4 withdrawals)	First Batch of students would pass out in May, 2014
MA Education (2013)	192	2	22 (4 withdrawals)	

33. Diversity of students

Name of the programme	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MA Education	0	84	16	0

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Not applicable

35. Student progression

Not applicable as the first batch of students is yet to graduate and the School offers only Masters Programme at present.

36. Diversity of staff

Percentage of faculty who are graduates	
Of the same university	--
From other universities within the state	5 (62%)
From universities from other States	2 (25%)
Universities outside the country	1 (13%)

37. Number of faculty who were awarded MPhil, PhD., D.Sc. and D.Litt. during the assessment period:

Gunjan Sharma was awarded PhD from University of Delhi.

38. Present details of School infrastructural facilities with regard to

- a. Library: University has a central library
- b. Internet facilities for staff and students: Yes
- c. Total number of class rooms: 2 and one additional tutorial room space
- d. Class rooms with ICT facility: 2
- e. Students' laboratories: None
- f. Research laboratories: None

39. List of doctoral, post-doctoral students and Research Associates

- a. from the host institution/university:
- b. from other institutions/universities:

None

40. Number of post graduate students getting financial assistance from the university.

Two MA Education final year students have been given financial assistance (fee-waiver) from the University. Four first-year students are being provided financial assistance from the University. Three students from the first cohort have been receiving Merit and Academic Progress Scholarships from past three semesters.

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

A number of consultative meetings were organised by the School with experts and practitioners coming from field-based institutions and other universities. The objective for organising these meetings was to get a sense of the demand for the programme and courses and identify critical thrust areas for an innovative programme in education.

42. Does the School obtain feedback from

- a. **faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?**

Yes, feedback is obtained through periodic faculty meetings and the forum of Board of Studies where feedback is provided by peers as well as external experts.

b. students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?

The School and the programme has a mandatory feedback system in place. Students give feedback on each course with reference to its content, readings, transaction, and assessment along with suggestions for changes and improvement. Each course team reads these feedbacks to reflect and work on their course. At present, this feedback is not used for any evaluation of the teacher by the senior functionaries. The forum of Student-Faculty Committee (SFC) also enables feedback to be obtained from students regarding academic matters pertaining to the School and the programme.

c. alumni and employers on the programmes offered and how does the School utilize the feedback?

Not applicable as the first batch of students is yet to graduate.

43. List the distinguished alumni of the School (maximum 10):

Not applicable as the first batch of students is yet to graduate.

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

SES has been regularly organising lectures and interaction sessions between experts / practitioners and its students to orient them to challenges and issues pertaining to the practice of education and its theorising. Students have been engaged through workshops on specific themes like “Learning and Being”, to processes of self-development through “Experiencing the Self” workshop as well as, “Introduction to Quantitative Research”. Apart from special lectures, seminars (both student seminars as well as open forums), specialised workshops on research methods training, basic research skill development, field-work and audio-visual documentation, have been organised through the first and second semesters of the programme to strengthen students’ foundations in research and field work. The various events and workshops are listed below:

- Hite, S. (2013). ‘Qualitative research in Education’. SES Seminar. November 2013, AUD.
- Jinan, K.B. (2013). ‘Learning and Being’. A three-day Workshop for SES students.
- Maharaj, A. (2012). ‘Mathematics e-learning and Assessment: A South African context’. SES Seminar, November 2012, AUD.
- Mukunda, K. (2013). ‘Intelligence: A psychological introduction for educators’. SES Seminar, January 2013, AUD.
- Batra, P. (2012). ‘Educating teachers: The policy-practice interface’. SES Seminar, March 2013, AUD.
- Bhog, Diptaet. al. (2013). Consultation workshop on Social Science Education courses for MA Education programme, March 2013.
- Guruswamy, M. (2012). ‘Supreme Court case Society for Unaided Private Schools of Rajasthan v. Union of India and others’. SES Seminar, October 2012.
- Sanyal, K. (2013). ‘Proposed changes in the regulatory structure of higher education and the possible challenges’. SES Seminar, January 2013.

- Khaliq, M. A. (2013). ‘A teacher’s perspective on school and everyday curricular practice’. SES Seminar, March 2013.
- Srivastava, A. B. L. and Singh, A. K. (2013). ‘Analysing Minimum Levels of Learning (MLL) and contemporary directions of curricular policy’. SES Seminar, March 2013.

45. List the teaching methods adopted by the faculty for different programmes.

While the range of courses being taught as part of the MA programme entail a diverse set of teaching methods and modes, such as lecture, discussion, field immersion, guided reading, discussions and reflection on A/V material used, screening documentaries and movies, project and group work by students, and student presentations, what is critical to the philosophy of teaching at SES is the emphasis on project and field-based learning through the component of Field Attachment (both out of school and in-school). Group activities, both for peer learning, bonding and social skills are used; students were also exposed to and provided opportunities for group and individual presentations. They were also given the opportunity to explore relevant critical issues to engage with and scaffold was provided.

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

The programme objectives as well as the course objectives are shared with the students. These are, however, not necessarily presented as directly observable or measurable learning outcomes, but in terms of the expectations ingrained in the course objectives. These are shared with students at the beginning of the programme itself.

SES through a range of learning opportunities and assessment situations and by trying to integrate field-based projects with classroom learning has been trying to meet these objectives. Student feedback and evaluation of programme by students as a mechanism of monitoring is still taking shape and evolving at the School level. Initial feedback in open house sessions has been overall positive.

47. Highlight the participation of students and faculty in extension activities.

Rakhi Banerjee:

- Involved in popular writing on issues and themes related to mathematics, mathematics teacher development workshops, development and review of teaching-learning-assessment material specific to mathematics.
- Banerjee, R. (2013). ‘Teaching and learning of mathematics: Issues and challenges’. *Voices of teachers and teacher educators*, Vol II, Issue 2, MHRD.
- Number patterns and relational thinking (2012): - To be part of the mathematics education curriculum in Diploma in Elementary Education course material, IGNOU.
- Video conferencing programme in mathematics at primary stage. NCERT, Delhi, March 2012.
- Resource person at National Conference on Learning mathematics: Concerns & Future Directions, Bal Bharti Public School Training Centre, Delhi, April 2013
- Resource person for workshops for Mathematics Teacher Professional Development at Bal Bharti Public School Training Centre, Delhi, May 2013.

- Consultative meeting for reviewing evaluation tools for a UNICEF-EI project on practice of ABL (Activity based learning) in different states of the country. Delhi, November 2013.

Manish Jain:

- Resource person for several workshops on Social Science education and Education Policies in the Certificate Programme in Foundations of Education organised by Digantar
- Jain, Manish (2013): St. Thomas School through history and memory, Workshop for Class VIII and IX students at St. Thomas School, Delhi, November 2013.
- Invited lectures for B.El.Ed. students, ‘Critical Thinking: Its importance and relevance in teaching of History’. Department of Elementary Education, Institute of Home Economics, New Delhi, April 2013.

Gunjan Sharma:

- Resource person for developing ‘Understanding the elementary school child course’ and its reading material for teacher training, Diploma in Elementary Education Programme, IGNOU, 2011.
- Invited as resource person in six RtE 2009 related workshops for state level functionaries, organised by EdCIL, MHRD, 2010-12.
- Organised and facilitated five workshops for school teachers under the aegis of the MoU between School of Education Studies, Ambedkar University Delhi, 2011-12.

48. Give details of “beyond syllabus scholarly activities” of the School.

Students are provided a diverse set of learning experiences through engagement with Visiting Professors and eminent thinkers and practitioners who visit School on a regular basis. Details of these interactions have been provided in item.44. Curriculum also encapsulates within its core, field-based academic engagement for SES students, where they are mandated to engage with critical experiences emanating out of practice at the field site and contribute by participating in the processes. A range of workshops have been planned to equip students with core competencies in the areas of curriculum development, textbook development, policy analysis, data analysis, among others.

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

None.

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

SES is envisioned to evolve as a community of professionals and scholars endeavouring to understand education in its historical and contemporary contexts through engaged scholarship and practice. The MA programme that the School currently offers is unlike MEd programmes that are of one year duration or of most MA education with two year duration—it is a two-year programme that combines both professional and liberal aspects. In this respect it demonstrates a tried and tested innovative model for an MA Education or MEd programme as envisaged in the NCFTE (2009) and endorsed further in the recent Justice Verma Committee recommendations

which are currently being acted upon. The programme has been presented in this context to the relevant Committees.

Through its programmes, the School aspires to develop a perspective about understanding education as a phenomenon and simultaneously deal with the mechanics, systems and processes of education. To bridge the gap between the theory and practice of education in its multiple locations, the programme attempts to foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators through development of a rigorous praxis-based theoretical perspective for analysis and research while engaging with teacher education, pedagogy, curriculum, policy, planning and administration. University’s mission to develop ‘informed and sensitive professionals who will engage with their social responsibilities’ is in-built in the programme through rigorous theoretical training combined with exposure to different sites of education through two kinds of field attachments: non-school and school-based.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths	Weakness	Opportunities	Challenges
Interdisciplinarity	Very small group of faculty members with attrition of two faculty members.	Young, committed and motivated faculty members who are keen to explore innovative pedagogical approaches and methods for working through establishing and strengthening field-linkages and research focus of the School	Identifying specialists in certain critical curricular areas outside of disciplines available in AUD.
Engagement with community based organisations, NGOs, as well as State level bodies like SCERT, NCERT, NCTE, etc. particularly through non-school and schools based field immersion programmes, as a core component of the MA programme	Some disciplinary and specialisation areas need representation and strengthening in the School.	An ethos of reform in the policy context, particularly in the post RTE scenario provides an opportunity for the School to develop as an institution of advanced studies in education with specialisation on different aspects of education including research and teacher education.	Diversifying the existing programme with more opportunities for students to choose specialisation trajectories

Diversity in the research interests, experiences, and expertise of the faculty members	School is at present able to offer only one Masters programme, and there is no vertical linkage to advance degrees or undergraduate degree programmes in education	School has the possibility to shape the policy context as well as the idea of a praxis-based MEd course in the institutional imagination of teacher education	Strengthening engagement with practice in the existing courses with closer linkages and interface with theory, for providing opportunities for reflection and a more complete understanding and insights to students.
As a new School, there is openness, willingness and enthusiasm to work with alternative ideas and areas of engagement	Infrastructure is limited because of which several plans to host certificate course, or setting up a resource centre for education practitioners in the schools, grassroots, etc have been put on hold		Attracting a larger number and diverse group of learners to apply for admissions to the programme given its longer duration and non MEd nomenclature
Student-centred approach to thinking and planning School activities and curriculum	More of middle level and senior level faculty is needed	Possibility to use the presence of colleagues from other Social science disciplines at AUD to develop multi-disciplinary courses, research projects, theme based study groups and academic writings	To balance research development and teaching responsibilities with limited strength of faculty members, more so as the initial years of the School has seen a greater time engagement of faculty members in the activities of curriculum review, development, revisions, and teaching

		Given the increasing focus on teacher education at the national level and absence of resource materials in both English and Hindi for a variety of users / programmes, the School can contribute to plugging this gap	
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52. Future plans of the School.

The School intends to start the MPhil and PhD programme in the near future along with an MA in Early Childhood Care and Education and some short-term certificate courses in education. It will also continue with the Delhi School Project in collaboration with Department of Education, Government of Delhi and Ahvaan Trust.

The School is also contemplating setting up a resource centre for school teachers and other individuals and organisations engaged in education. But this dream would require greater space that may not be possible till the development of the permanent campus.

The School also plans to contribute to teacher training, resource material, and policy briefs in due course of time.

Evaluative Report of School of Human Ecology (SHE)

1. **Name of the School:**
School of Human Ecology
2. **Year of establishment:**
2009
3. **Is the School part of a School/Faculty of the university?**
SHE is a School of the University.
4. **Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, D.Sc., D.Litt., etc.):**
MA in Environment and Development
PhD in Human Ecology
5. **Interdisciplinary programmes and Schools involved:**
SHE offers an interdisciplinary MA programme in Environment and Development. No other School is involved in this programme.
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
None
7. **Details of programmes discontinued, if any, with reasons:**
None
8. **Examination System:**
Semester
9. **Participation of the School in the courses offered by other Schools:**
 - a. Courses offered by SHE faculty in the School of Undergraduate Studies
 - b. Elective courses of SHE's MA Environment and Development programme are open to students of other MA programmes

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/ Assistant Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	0	0
Associate Professor	3	2	2
Assistant Professor	5	4	4
Others (Academic Fellow)	1	1	1

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD / MPhil Students guided for the last 4 years
Asmita Kabra	PhD	Associate Professor and Deputy Dean	Economics	18	2
Ghazala Shahabuddin	PhD	Associate Professor	Ecology	13	3
Praveen Singh	PhD	Assistant Professor	History	12	1
Rohit Negi	PhD	Assistant Professor	Geography	4	1
Suresh Babu	PhD	Assistant Professor	Ecology	10	1
Hemlata Devi Oinam	PhD	Assistant Professor	Anthropology	5	1
Kopal Chaube	MPhil Political Science	Academic Fellow	Political Science	3	0

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

Emeritus Professor	Professor C R Babu, CEMDE, University of Delhi
Adjunct/Visiting Faculty	Vikram Dayal, IEG, University of Delhi
	Vinay K. Srivastava, University of Delhi
	Ankila Hiremath, ATREE, Delhi
	Amit Love, CEMDE, University of Delhi
	Ajit Menon, MIDS, Chennai
	Videh Upadhyay, Lawyer and Legal Consultant, Delhi
	Anu Sabhlok, IISER, Chandigarh
	G. Arendran, WWF-India, Delhi
	Raman Kumar, Ecologist, Dehradun
	Shankar Chandra, Communications specialist, Delhi
	Koustubh Sharma, Snow Leopard Trust and Nature Conservation Foundation
	KS Gopi Sundar, International Crane Foundation and Nature Conservation Foundation
	Sreedhar Ramamurthy, Environics Trust, Delhi
	Nitin Tiwari, EIA Consultant, Ahmedabad
Abhishek Singh, International Finance Corporation, Delhi	

13. Percentage of classes taken by temporary faculty – programme-wise information

Course type	Course credits	% of credits taken by Temporary/Guest/Adjunct Faculty
Core courses	32	12.5
Electives	22	45.4

**14. Programme-wise Student Teacher Ratio: MA Environment & Development–
14:1**

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Post	Sanctioned	Filled	Actual
Dean	1	1 (Officiating)	1
Junior Executive	2	0	0
Office Assistant	1	1	1

16. Research thrust areas as recognised by major funding agencies:

- Risk and vulnerability (ICSSR)
- Restoration Ecology (SAIL)

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Grant Amount (in Rs. Lakh)	Name of funding agency	Name of the project	Year
University Awarded Project			
1.97	AUD	Evolution of post-resettlement livelihood strategies among a community affected by conservation-induced displacement: A study of the Sahariya of Madhya Pradesh	2012
1.34	AUD	When People Work for Forests: Re-examining Community Forestry with a Biological Lens in the Central Himalayas, India	2013
Other Agencies – national and international (specify)			
2.0	WWF	Assessing Conservation Threat in an Endemic Bird Area: Great Slaty Woodpecker in Sub-Himalayan Uttarakhand, India	2011
75	SAIL	Ecological Restoration of Mined Out Areas.	2012
4	ICSSR	Culture and Ecology of Sacred Groves and Temples in Manipur	2013
4.98	Rufford Foundation, UK	Restoration of degraded pasture lands in a central Indian dryland ecosystem	2012
21.8	ICSSR	Mapping Social-Ecological Vulnerability	2013
6.0	Rufford Foundation, UK	Community based restoration of degraded grasslands and fallow land in the buffer area of the Kuno Wildlife Sanctuary	2013

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration

- i. Small Grant from Ashoka Trust for Research in Ecology and the Environment: To study the impact of conservation induced displacement on host community livelihoods in Kuno Sanctuary, Madhya Pradesh (AUD, Samrakshan Trust)
- ii. Grant from Society for Promotion of Wasteland Development for a study titled: Three Narratives of Forest Dependence on the Periphery of Kuno Wildlife Sanctuary: Exploring Changing Patterns of Resource Use
- iii. Community-based restoration of degraded grasslands and fallow land in the buffer area of the Kuno Wildlife Sanctuary (Samrakshan Trust, Sheopur, MP and SHE, AUD)
- iv. A Ford Foundation Grant has been created for research activities in Banni, Gujarat, by the collaboration of SHE at AUD, ATREE, and Sahjeevan (Bhuj). The overall grant generated was about US \$ 100,000, which is being coordinated by ATREE, following which research scholars are being funded and a field station has been created in Banni.
- v. Centre for Ecology, Development and Research, Dehradun (CEDAR) and SHE, AUD on “Ecology and Livelihoods in Community Managed Forest of Central Himalayas” with an outlay of Rs. 3 Lakh.

b) International collaboration

- i. Urban Knowledge Network Asia, programme with 14 international institutions, Marie Curie Actions, 1.25 million Euro.

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received:

None

20. Research facility/centre with

• **state recognition:**

None

• **national recognition:**

None

• **international recognition:**

None

21. Special research laboratories sponsored by / created by industry or corporate bodies:

It is vital to augment the science teaching and research component at SHE so that students find future work opportunities in the field of environment and ecology. A basic environmental laboratory facility has been established to address the requirements of the present and future envisaged programmes at SHE, and a beginning has been made in this direction with partial financial support from the Steel Authority of India Limited. However, training in a modern

environmental laboratory - even its minimalist form would require significant consolidation of the existing laboratory to build up a set of instrumentation that forms the core. Such instrumentation and facilities need to be robust and contemporary at the same time, so that it is able to add value in the form of a teaching lab as well as stand its ground as a reliable scientific laboratory for research activities of the faculty and researchers at the school.

22. Publications:

Faculty Name	Peer reviewed Journal articles	Monographs	Book Chapters	Edited Books	Books
Asmita Kabra	3	1	0	0	0
Ghazala Shahabuddin	4	0	1	0	1
Praveen Singh	1	0	5	0	0
Rohit Negi	4	0	3	0	0
Suresh Babu	6	0	0	0	0
Hemlata Devi Oinam	0	0	2	0	0
Kopal Chaube Datta	0	0	0	0	0

23. Details of patents and income generated:

None

24. Areas of consultancy and income generated:

None

25. Faculty selected nationally/internationally to visit other laboratories/institutions industries in India and abroad:

None

26. Faculty serving in

National committees	None
International committees	None
Editorial Boards of national and international journals	Asmita Kabra: Conservation and Society Ghazala Shahabuddin: Conservation & Society
Steering committees of international conferences recognised by reputed organisations/societies	Asmita Kabra: <ul style="list-style-type: none"> Member, Science Programme Committee for Biodiversity Asia 2012, a conference organised by the Society for Conservation Biology Students' Conference of Conservation Science (Advisory Council) Ghazala Shahabuddin: <ul style="list-style-type: none"> Students' Conference of Conservation Science (Advisory Council)

Any other	Ghazala Shahabuddin: <ul style="list-style-type: none"> • Nature Conservation Foundation (Research Advisory Board) • Madras Crocodile Bank Trust (Research Advisory Board) • Centre for Ecology, Development and Research (Governing Council)
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27. **Faculty recharging strategies (UGC, ASC, Refresher/ orientation programme, workshops, training programme and similar programme). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**

Academic Staff Development Programmes	Number of Faculty
Refresher Courses	Asmita Kabra: <ul style="list-style-type: none"> • Refresher Course in Economics (Feb 2010 – DU); Refresher Course in Economics (May 2011 - JNU).
HRD programmes	-
Orientation programmes	Rohit Negi: <ul style="list-style-type: none"> • 80th Orientation Programme, Academic Staff College, JNU (April 2012). Oinam Hemlata Devi <ul style="list-style-type: none"> • 14th Orientation Programme. Academic Staff College, NEHU (May 2011).
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, programmes	-

28. **Student projects**

- **Percentage of students who have done in-house projects including inter-School projects:**

Nearly 100 per cent of students in each batch have done in-house projects as a part of their MA internship and dissertation. Batch-wise details are as follows:

Batch	Total no. of students	Students with in-house projects (internship/ dissertation)	Collaborative student projects
2009-2011	11	11	0
2010-2012	17	13	0
2011-2013	18	18	0
2012-2014	19	19	0

- **Percentage of students doing projects in collaboration with other universities:**
Nil
- **industry / institute:**
Nil

29. List the Awards / recognitions received at the national and international level by

- **Faculty:**
None
- **Doctoral / post doctoral fellows:**
None
- **Students: 2**
Best poster at SCCS Bangalore 2011 for Shaina Sehgal, and
Paper selected for International Conference in Freiberg, Germany in 2013 for Lakshmi B.

30. Seminars/ Conferences / Workshops organised and the source of funding (national / international) with details of outstanding participants, if any

Seminars	Year	Funding Source
National Seminar on 'Ambedkar and Contemporary Indian Politics'	April 2011	AUD
National Seminar on 'Nature, Knowledge, Power: Seminar on Human Ecology'	Dec 2012	AUD
International conference on Global Studies	Sept 2013	Common Ground and AUD

31. Code of ethics for research followed by the Schools:

Not formalised

32. Student profile programme-wise:

MA Environment and Development	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
2009-11	Not available	4	11	100	100
2010-12	Not available	1	19	100	84
2011-13	143	9	12	78	92
2012-14	268	11	9	NA	NA
2013-15	285	13	26	NA	NA

PhD in Human Ecology					
2010-11	10	0	1	NA	withdrawn
2011-12	26	2	1	NA	NA
2012-13	13	1	1	NA	NA
2013-14	35	2	1	NA	NA

33. Diversity of students

Programme: MA Environment and Development	% of students from the same university	% of students from other universities	% of students from universities outside the state	% of students from other countries
2009	ZERO	59	41	0
2010	ZERO	92	08	0
2011	ZERO	93	7	0
2012	ZERO	90	10	0
2013	ZERO	88	12	0

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations?

Three PhD students have cleared the NET, and two of them have been awarded the JRF.

35. Student progression

Student progression	Percentage against enrolled
UG to PG	NONE
PG to MPhil	3%
PG to PhD	1%
PhD to Post-Doctoral	Not Applicable
Employed	Not available
Campus selection	NONE
Other than campus recruitment	Not available
Entrepreneurs	Not available

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	0
from other universities within the State	71%
from universities from other States	0
from universities outside the country	29%

37. Number of faculty who were awarded MPhil, PhD, D.Sc. and D.Litt. during the assessment period:

Nil

38. Present details of School infrastructural facilities with regard to

a) Library:

School has access to a well equipped and growing Central Library.

b) Internet facilities for staff and students:

Faculty have access to internet in their work station. Students can access internet from the computer lab. The University premises are also wifi enabled.

c) Total number of class rooms:

2

d) Class rooms with ICT facility:

2

e) Students' laboratories:

Students have access to a computer lab which is common to all University students. Some classes of Research Method and GIS are conducted in the Labs which are equipped with relevant softwares.

f) Research laboratories:

An Environmental laboratory is currently being established, and functions at this point with minimal facilities. The School has acquired GIS software which has been installed in computers housed currently at the University's computer lab.

39. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university

Doctoral Students	Post Doctoral	Academic fellows/Research Associates
8	0	1

b) from other institutions/universities

NONE

40. Number of post graduate students getting financial assistance from the university.

The number of postgraduates getting financial assistance from the University was 9 in 2009-10; 15 in 2010-11; 6 in 2011-12; 11 in 2012-13 and 7 in the Monsoon Semester of 2013-14

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

The existing curriculum of the programme is the result of a series of consultations with academicians and practitioners. These consultations have been organised even after the introduction of the programme in 2009. Changes in course syllabus and programme structure

are first discussed at the programme team-level before it is taken in the Board of Studies, and finally it is discussed in the Academic Council. Feedback from students has also helped in making changes / inclusion of certain aspects / areas / issues in the courses and programme structure.

42. Does the School obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?

SHE faculty members conduct a stock taking meeting at the end of each semester where the feedback as well as process of course transactions are discussed and decisions are recorded as minutes of the meeting. Apart from this the faculty meets weekly throughout the semester and any urgent issues pertaining to offered courses in the semester are raised as required.

b. Students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?

The faculty takes regular feedback through formal feedback forms as well as through a duly formed Student Faculty Committee at the end of each semester. This is then used to improve course transaction.

c. Alumni and employers on the programmes offered and how does the School utilize the feedback?

No process has been constituted so far

43. List the distinguished alumni of the School (maximum 10):

None

44. Give details of student enrichment programmes (special lectures / workshops /seminar) involving external experts.

Seminars	Year
National Seminar on 'Ambedkar and Contemporary Indian Politics'	April 2011
National seminar on 'Nature, Knowledge, Power: Seminar on Human Ecology'	Dec 2012
International conference on Global Studies	Sept 2013

Guest lectures	Year
'Earth, Water and Humans', Prof S.K. Tandon, University of Delhi, 25 August 2010.	
'Understanding Adaptation to Global Change', Prof Marcus Moench, Institute for Social and Environmental Transition, Boulder, Colorado USA	7 September 2010
'The Border Roads Organisation at work in the Himalayas', Anu Sabhlok, Indian Institute of Science Education and Research, Mohali	14 September 2010
'From Conservation to Clearance: The Indian Environmental Regulatory Framework in the Era of Globalisation', Kanchi Kohli, Kalpavriksh	21 September 2010

'Integrated Approaches to Environment and Sustainability Research', Gordon Hickey, McGill University, Canada	27 October 2010
'No Sustainable Development without Sustainable Urbanisation', Shipra Narang	2 November 2010
'Inquilab 2.0? Or Why the Revolution in India has not (yet) come online?', Anja Kovacs, Centre for Internet and Society	9 November 2010
'Whither Nature and Culture? Environmental Imaginaries of Ethnic Movements in Latin America', Kiran Asher, Clark University USA	16 November 2010
Panel on 'Poverty, Environment, Governance', Ashwini Chhatre, University of Illinois at Urbana Champaign and Bharati Chaturvedi, CHINTAN	18 January 2011
'The Elephant and the Indian', Vivek Menon, Wildlife Trust of India	25 January 2011
'Glocalisation and the Phenomenon of Dera in Punjab', Santosh Kumar Singh, AUD	15 February 2011
'Caste and Capital', Harish Damodaran, The Hindu,	11 March 2011
'Performing Identity: A closer look at a Hakhun Tangsa Festival in Assam, India', Meenaxi Barkataki-Ruscheweyh, Academy of Sciences, Gottingen, Germany	15 March 2011
Dan Brockington, University of Manchester, "Fortress Conservation: Eviction, Power and Conservation Vision"	4 April 2012
Harini Nagendra, ATREE, "Conservation in Cities: Scenario, Scope and Challenges"	17 August 2012
Claude Alvares, "The Political Economy of Mining with Special Reference to Goa"	4 September 2012
Sharachchandra Lele, ATREE, "Interdisciplinary Analysis of the Environment: Insights from Research on Tropical Forests"	9 October 2012
Gill, K., "Evidence, Consensus and Policy: The Curious Case of Public Health in India's XIIth Plan"	6 November, 2012
Janaki Lenin, Madras Crocodile Bank Trust, "My Husband and Other Animals"	27 November 2012
R. Chellam, "Ecology of Asiatic Lions and the Politics of their Conservation"	22 January 2013
Mekhala Krishnamurthy "The Honest Weighbridge: Agrarian Markets in Central India"	September 2013
Piyush Sekhsaria 'Glorious Mud, Living Heritage: Community, Conservation, and the Mud Mosque of Djenné,	September 2013
S. Ravi Rajan 'A Theory of Environmental Human Rights'	September 2013

45. List the teaching methods adopted by the faculty for different programmes.

Classroom lectures are held for all courses. In addition, teaching in the MA Environment and Development programme includes the following activities:

- One of the key innovations in teaching at the School has been related to field-based learning approaches. Each semester, students are taken on field trips to help them connect theoretical learnings to field reality.

- Student presentations are held on specific topics and class projects; these include team-based assignments, projects and class activities
- Mentoring of MA students by faculty and PhD students is carried out via tutorials

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

- Student feedback
- Weekly faculty meetings
- Board of Studies meeting every semester
- Reporting to the University's Standing Committee on Academic Programmes and the Academic Council
- Occasional external consultations with invited external experts

47. Highlight the participation of students and faculty in extension activities:

None

48. Give details of “beyond syllabus scholarly activities” of the School.

- Field based learning: The curriculum of MA SHE has been designed to attune students to the practical aspects of learning as along with the theoretical foundation. This is achieved through regular field visits to different locations. Details are in the table below:

Field Visit Location and Theme	Date	Details and Faculty mentors
Displacement and restoration of degraded pastures, Kuno Sanctuary, Madhya Pradesh	October 2012	5 day visit led by Asmita Kabra and Suresh Babu; Participation by 3rd semester students of SHE and SDS
Chandigarh, for a study of issues in urban ecology and development	September 2012	2 day visit led by Rohit Negi; Attended by 3rd semester SHE and SDS students
Renuka Dam, Sirmour, Himachal Pradesh to study issues in limestone mining, restoration ecology and political ecology	February 2013	4 day visit led by Suresh Babu and Rohit Negi; Participation by 3rd semester students
Rajaji National Park, Uttarakhand to study basic ecological field work skills	Nov-Dec 2012	5 day field trip led by Suresh Babu; Attended by 1st semester students
Rao Jodha Desert Rock Park, Jodhpur to study biodiversity conservation in practice, nature awareness activities and ecosystem restoration	September 2012	2 day field trip led by Ghazala Shahabuddin

- An Annual Research Seminar is organised with presentations and organisation by students

- A weekly seminar series has been established in which eminent experts and research scholars are invited to talk on issues related to environment and development. On an average, eight such talks are held every semester.
- External scholars are also regularly invited to hold classes in areas of research not available amongst the existing faculty, or even certain sections / modules of existing courses taught by regular faculty.
- Students are encouraged to attend lectures held in institutions outside the University and subscribe to e-mailing lists related to Human Ecology issues.

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

Not graded yet.

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied:

None

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths	Weaknesses	Opportunities	Challenges
Unique blend of social and natural sciences	New course with unknown 'market value' – affects student quality	Producing new kinds of professionals working on the interface of environment-society linkages	Maintaining disciplinary rigour while catering to interdisciplinarity
Interdisciplinary faculty	Shortage of faculty	Changing the debate on environment and development	Working with minimal resources with limited state funding and facilities
Focus on field based learning	Lack of adequate, competent administrative staff	Developing linkages and networks of mutual support between academia, industry, state and civil society	Creating a niche within a fast-changing world of practice
Fostering strong research and analytical abilities among its students	Laboratory facilities		Maintaining the delicate balance between "access" and "success"
Providing world class education to students who may not have received the best quality education till the undergraduate level			

52. Future plans of the School

- To widen the basket of electives and specialisations
- To offer an MS in Human Ecology
- To offer an MA in Global Studies
- To offer an MPhil in Human Ecology
- To expand the laboratory
- To establish field stations
- To initiate additional projects (internal and collaborative).

Evaluative Report of School of Human Studies (SHS)

1. Name of the School:

School of Human Studies

2. Year of establishment:

2009

3. Is the School part of a School/Faculty of the university?

SHS is a School in the University.

4. Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.)

The following programme are being offered by the School:

- MA Psychology (Psychosocial Clinical Studies)
- MA Gender Studies
- MPhil Psychotherapy and Clinical Thinking
- MPhil Development Practice
- MPhil Gender Studies
- PhD Psychology
- PhD Women and Gender Studies

SHS has also incubated the idea of two Centres that have been created in 2013—the Centre of Psychotherapy and Clinical Research, and the Centre for Development Practice. SHS faculty members have largely contributed to the building up of these two centres, and also contribute to its activities.

From the year 2010 onward, AUD nurtured a project by the name of Ehsaas. Ehsaas grew into the University's counselling and psychotherapy clinic and also got associated with related research questions in the field of mental health and ethics of care. AUD provided Ehsaas with four rooms to begin low cost and free mental health services and also provided the clinic with supporting facilities. The clinic has been running with four research assistants (four posts of full time contractual psychotherapists have been now created). Along with the regular teachers of SHS, the psychotherapists helped to establish the University's clinical services. The work undertaken at Ehsaas led to the idea of a fully-fledged Centre of Psychotherapy and Clinical Research (CPCR), which got formally approved in July 2013.

Similarly, 2010 onward AUD, in association with PRADAN, also supported ideas of reexamining questions related to development in poverty affected parts of rural India. Since 2012, with the help of the SDTT, MPhil programme in Development Practice was launched. The work which had taken place in the preceding years led to the formation of Centre for Development Practice (CDP) in July 2013.

Both the Centres work in close coordination with SHS. They have now reached a place where their activities, though closely associated with SHS, are expanding beyond into interrelated but

independent territories as well. The ongoing activities and futuristic vision of CPR and CDP have been detailed in separate documents. Please refer to the evaluative report of CPR and CDP.

5. Interdisciplinary programmes and Schools involved

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, feminist scholars, sociologists, political scientists, 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 and thinking. SHS envisages interdisciplinarity on a set of conceptual axes such as experience and subjectivity, gender and development, violence and resistance, and associated practices which inform the thrust of its programmes as well as the processes of teaching, mentorship, assessment, research and engagement with the fields of practice in society. Currently, the School offers MA in Psychology (Psychosocial Clinical Studies), MPhil in Psychotherapy and Clinical Thinking, MA in Gender Studies, MPhil/PhD in Women and Gender Studies in collaboration with CWDS (National Research Institution- Centre for Women Development Studies), PhD in Psychology and MPhil in Development Practice in collaboration with School of Development Studies (AUD) to engage with some crucial issues about human lives and life stories with a playfulness not ordinarily associated with higher education. In addition, SHS works in close collaboration with the Centre for Development Practice and the Ehsaas, the psychotherapy and counselling clinic that brings interdisciplinarity to research concerns and practices. Ehsaas, as a project incubated for a few years and it has now become a part of the Centre for Psychotherapy and Clinical Research.

Centre of Psychotherapy and Clinical Research and the doctoral programme in Psychology are guided by an interdisciplinary thrust, a self-reflexive perspective and the psychoanalytical and psychosocial framework of research seek to constantly question both knowledge and power and thereby aspires to reclaim a psychological human science which is culturally sensitive, decolonised and socio- politically aware.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

- **MPhil Development Practice in collaboration with PRADAN**

The MPhil in Development Practice (co-hosted by two schools of AUD and a reputed development sector agent, PRADAN) reflects on the unexamined 'underdevelopment of the rural' and the equally unexamined 'royal roads to development'. This collaborative programme offers a new perspective by the setting up of a relationship with the rural through a ten-month long immersion-based-learning in rural contexts to create a cohort of Development Sector Professional who would have the capacity to initiate transformative social action in rural India.

- **MPhil/ PhD in Women and Gender Studies in collaboration with Centre for Women's Development Studies (CWDS)**

The programme will assimilate analytical understandings of the significance of gender (relations) as an object of inquiry, and the necessity of studying conduits and

configurations of power, causes, contexts and consequences of women's subordination. MPhil / PhD in Women and Gender Studies also seeks to strengthen two poles of intervention – one through the setting up of a separate disciplinary space for Women and Gender Studies and the other through the incorporation of aspects of the discipline of Women and Gender Studies in already existing disciplines. The production of feminist knowledge is political—that it is not and has not been the sole purview of either women movements or academic women studies—informs the core approach of the MPhil / PhD programme. The programme arising out of cooperation between Women and Gender Studies theorists and activists on the one hand and teachers-scholars on the other is likely to generate important insights and change practices within education institutions and in society. The collaboration between AUD and CWDS is an important aspect of the programme that will facilitate this core interdisciplinary approach.

7. Details of programmes discontinued, if any, with reasons:

None

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System:

The School follows a Semester based system.

9. Participation of the School in the courses offered by other Schools

The School faculty teaches BA Psychology programme with School of Undergraduate Studies. In addition to this, Wrick Mitra and Lovitoli Jimo teach Sociology in School of Liberal Studies and School of Undergraduate Studies. Shubhra Nagalia also teaches on some themes in School of Undergraduate Studies. Similarly, Vinod R. also teaches in School of Education in the University.

10. Number of teaching posts sanctioned, filled and actual (Professors / Associate Professors / Asst. Professors / others)

Post	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	2 for Psychology, 1 for Gender Studies, 1 for Disability Studies	2 for Psychology	2 for Psychology
Associate Professor	2 for Psychology, 1 for Gender Studies	2 for Psychology	2 for Psychology
Assistant Professor	9 for Psychology, 4 for Gender Studies	8 for Psychology, 3 for Gender Studies	8 for Psychology, 3 for Gender Studies
Others (Psychotherapists)	4 Psychotherapists	4 Psychotherapists	4 Psychotherapists

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD / MPhil Students guided for the last 4 years
Ashok Nagpal	PhD Psychology	Professor	Psychoanalytical Psychotherapy, Psychoanalysis and Clinical Practice.	30	4 PhD, 5 MPhil
Honey Oberoi Vahali	PhD Psychology	Professor	Clinical Psychology, psychoanalysis, research methods.	20	3 PhD, 5 MPhil
Anup Dhar	PhD Philosophy	Associate Professor	Philosophy, Psychoanalysis, Feminism, Development, Cultural Studies	9	
Rachana Johri	PhD Psychology	Associate Professor	Feminism, Gender , Cultural psychology, Psychoanalysis, Disability, Motherhood	28	7 MPhil
Gangmumei Kamei	MA Psychology (Organisational Behaviour)	Assistant Professor		3	
Anshumita Pandey	MA Psychology	Assistant Professor	Clinical Psychology, Psychoanalysis, Culture and Women Studies	4	
Deepthi Sachdev	MSc Social Anthropology	Assistant Professor	Urban anthropology and application of psychoanalytic work with socially disadvantaged and marginalised communities in India.	6	2 MPhil
Neetu Sarin	MA Psychology	Assistant Professor	Clinical psychology, psychoanalysis	5	

Bibinaz Thokchom	MA Psychology	Assistant Professor	Clinical psychology, community mental health, crisis intervention, mental health services for the minority group and victims of heinous crimes	4 ½	
Vinod R.	MPhil (Education)	Assistant Professor	Psychoanalysis and education, marginalisation and education, curriculum and mental health, psychosocial construction of male identity, pedagogy and psychoanalysis, classroom observation and self-development, mentoring and group work and listening pedagogy	11	
Mamatha Karollil	PhD in Social Sciences	Assistant Professor	Gender and sexuality, life courses	3	
Wrick Mitra	MPhil Sociology	Assistant Professor	Urban Poverty, Discourses of Corruption, Psychological Anthropology.	4	3 MPhil
Ashis Roy	MA Psychology	Psycho-therapist	Psychoanalysis, Clinical Psychology, Clinical Research, Qualitative research	4	
Dr Shifa Haq	PhD Psychology	Psycho-therapist	Psychoanalysis and political resistance, routes to healing in the context of social violence, women and militarisation, psychoanalysis as a method in research, pedagogy and clinical work.	6	
Rajinder Singh	MA Psychology	Psycho-therapist	Clinical Psychology, psychoanalysis, Community Mental health	4	
Lovitoli Jimo	MPhil	Assistant Professor	Culture Studies	3 ½	
Rachna Chaudhary	PhD Political Science	Assistant Professor	Research Interests: Feminist Jurisprudence Criminology, Film Studies.	12	1 MPhil

Shubhra Nagalia	PhD	Assistant Professor	Former Soviet Union; lit-science; International Relations/Gender Studies	½	1 MPhil
Radhika Govinda	PhD	Assistant Professor	Women's Movements and Global Femier and Development – Identity Politics – Gender and City Spaces – South Asian Studies – Postcolonial State and Civil Society – Local Governance and Grassroots Democracy – Social Science Research Methods	3 years	

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

Adjunct Faculty (Psychology)

- i. Professor Neil Altman, Fulbright fellow, Adjunct Clinical Professor, Postdoctoral Program in Psychotherapy and Psychoanalysis, New York University.
- ii. Anurag Mishra, Psychoanalytic Psychotherapist and Head of Psychoanalytic Unit, Fortis Hospitals, Delhi – Adjunct faculty, MPhil Psychotherapy & Clinical Thinking Programme
- iii. Madhu Sarin, Psychoanalyst; Adjunct faculty, MPhil Psychotherapy & Clinical Thinking Programme
- iv. Vinita Kshetrapal, Psychoanalyst and Reader, Jesus & Mary College, University of Delhi; Adjunct faculty, MPhil Psychotherapy & Clinical Thinking Programme

Adjunct Faculty (In Gender Studies)

- i. Shad Naved, PhD, Assistant Professor, Comparative Literature & Women Studies
- ii. Samia Vasa, MPhil, Assistant Professor, Cultural Studies

13. Percentage of classes taken by temporary faculty – programme-wise information:

- In MA Psychology, no classes are taken by temporary faculty.
- In MA Gender studies, 40% of the classes are taken by temporary faculty.
- In MPhil Psychotherapy & Clinical Thinking, no classes are taken by the temporary faculty. We have visiting faculty who regularly contribute to the teaching learning and clinical supervision process.
- In MPhil Development Practice, 20% of the classes are taken by temporary faculty. The programme is enriched by the participation of faculty from PRADAN.

14. Programme-wise Student Teacher Ratio:

School of Human Studies has 11 teachers and 5 psychotherapists in the MA Psychology faculty; 5 teachers (3 permanent and 2 temporary) in MA Gender Studies and a number of visiting

faculty involved through collaborations on MPhil/PhD Gender and Women Studies, MPhil Development Practice, MPhil Psychotherapy and Clinical Thinking. MA Psychology faculty are also engaged in teaching BA Psychology in the School of Undergraduate Studies, AUD.

The comprehensive teacher student ratio for programmes:

- BA and MA Psychology, MPhil Psychotherapy, PhD is 1:18;
- For all the programmes associated with Gender Studies it is 1:19, and
- MPhil Development Practice, the ratio is variable, as its taught by concurrent faculty from other schools and Pradan.)

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

- School of Human Studies: 3 sanctioned posts. 2 filled (Actual as well)
- Centre of Psychotherapy and Clinical Research: 1 sanctioned and 0 filled. Interviews are shortly awaited.
- Centre for Development Practice: Project Manager: 1 (filled); Academic Coordinator: 1 (filled), 2 Project Assistants (one filled)

16. Research thrust areas as recognised by major funding agencies

A dedicated funding from Sir Dorabjee Tata Trust supports the MPhil in Development Practice. The same programme is also expected to get a corpus grant from the Ministry of Rural Development, GoI.

17. Number of faculty with ongoing projects from

- a. National
- b. International funding agencies
- c. Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

ICSSR 6th Review of Psychology in India, headed by Professor Ashok Nagpal (Rs 5 lakh were sanctioned). The review team consists of Dr Rachana Johri, Dr Anup Dhar, Professor Honey Oberoi Vahali amongst others.

18. Inter-institutional collaborative projects and associated grants received

a. National collaboration

National collaboration with Departments of Economics, University of Kalyani and University of Calcutta, in an ICSSR sponsored project titled “Class and Caste: In Need of a Theoretical and Empirical Re-Examination” (Rs15 lakh)

b. International collaboration:

None.

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

None

20. Research facility / centre with

- State recognition:
- National recognition:
- International recognition:

None

We don't have any research facility and centre that falls in this category. We hope that in the coming years the Centre of Psychotherapy and Clinical Research, and the Centre for Development Practice grow and gain recognition at this various levels. The experts that we have involved nationally and internationally are helping us to move towards that vision.

21. Special research laboratories sponsored by / created by industry or corporate bodies:

So far we do not have any research laboratories that fall in this category.

22. Publications:

Faculty Name	Peer reviewed Journal articles	Monographs	Book Chapters	Edited Books	Books
Honey Oberoi	1	0	2	0	1
Ashok Nagpal	0	0	1	0	0
Anup Dhar	10	0	7	0	2
Rachna Johri	1	0	3	0	0
Mamatha Karolil	1	0	1	0	0
Shubhra Nagalia	2	0	1	0	0
Shad Naved	7	0	4	0	0
Samia Vasa	2	0	0	0	0
Lovitoli Jimo	2	0	0	0	0

23. Details of patents and income generated:

Not Applicable

24. Areas of consultancy and income generated:

None

25. Faculty selected nationally / internationally to visit other laboratories / institutions/ industries in India and abroad :

None

26. Faculty serving in

a. National committees:

- Honey Oberoi Vahali: Fellow, Indian Association of Clinical Psychologists. Executive Member, IACP, 2006-2009.

b. International committees:

None

c. Editorial Boards of national and international journals:

- Honey Oberoi Vahali: Indian Journal of Clinical Psychology, on the review panel of International Journal of Refugee Studies, Psychological Studies, Journal of National Academy of Psychology, India.
- Anup Dhar: Annual Review of Critical Psychology, Teoría y Crítica de la Psicología: <http://www.teocripsi.com/consejo.php>

d. Steering committees of international conferences recognised by reputed organisations / societies e) any other (please specify):

None

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of Faculty
Refresher Courses	3 faculty members have attended refresher courses
HRD programmes	
Orientation programmes	3 faculty members have finished or are about to finish Orientation programme.
Staff training conducted by the university	
Staff training conducted by other institutions	
Summer/Winter schools, programmes	

28. Student projects

- **Percentage of students who have done in-house projects including inter-School projects**

As a part of our course each MA Psychology and MA Gender Studies students has to do a dissertation (4 credits) in the fourth semester. All our students do a dissertation.

- **Percentage of students doing projects in collaboration with other universities/ industry/institute**

We have not had any researchers which fall in this category. We are still in the process of being recognised by other institutions. Even though our students find employment in organisations and their distinctive professional trajectories are gaining recognition, we need to think more actively about projects which fall in this category.

In the MA Psychology and MPhil Psychotherapy & Clinical Thinking Programmes one of the sites has been mental health institutions where our students do internships for varying periods of time. This has been an ongoing feature especially for the students who want to become psychotherapists. We find that the over medicalised, short term and profit based orientation of these institutions is not the most suitable site for training and growth of a socially sensitive psychotherapist. Our own initiative has led the creation of Ehsaas, the psychotherapy & counselling clinic, which serves as a site for the training of the MPhil Students. We need more sites which are premised on a similar philosophy,

The Gender Studies programme has always encouraged students to undertake fieldwork as part of their internship and dissertation research. As a result, students from the programme have engaged with various sections of women in Delhi, Andhra Pradesh, Tamil Nadu, Maharashtra and Assam as well as other parts of the country.

29. List the Awards / recognitions received at the national and international level by

- **Faculty:**

Mamatha Karollil: Commonwealth Doctoral Scholarship, 2008-2009

- **Doctoral / post doctoral fellows:**

None

- **Students:**

None

30. Seminars / Conferences / Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.

- Collaborative workshop on ‘Psychobiography as Methodology’ with Anup Dhar and team from CUSP [Studies in Culture-Subjectivity-Psyche: Rethinking Mental Health], Centre for the Study of Culture and Society, Bangalore. August 16-17, 2010.
- Dialogue with Veena Das, Anthropologist and Professor Johns Hopkins University, on her work, “Life and Words: Violence and the Descent into the Ordinary.” August 20, 2010.
- Events with Professor Neil Altman, Fulbright fellow, Adjunct Clinical Professor, Postdoctoral Program in Psychotherapy and Psychoanalysis, New York University. Professor Altman’s visit to India during the months of August and September was hosted by SOHS, as part of an ongoing collaborative program to develop a project on Community Mental Health under the Fulbright Fellowship. During his stay in Delhi, a

number of events were organised at AUD. These included:

- i. Faculty Seminar on 'Interdisciplinary linkages of Psychoanalysis and the Extension of Analytic Thought to Community based work.' August 27, 2010.
 - ii. Special Lectures on 'The Place of Aggression and Sexuality in Psychoanalytic Theory' and "Relational Child Psychotherapy" on September 6, 2010.
 - iii. Seminar on 'How can Psychoanalysis contribute to Social Justice.' September 8, 2010.
- Faculty seminar on 'Network Limited': People's Movements and Online Activism in India' by Anja Kovacs on November 19, 2011.
 - Special lecture by Anja Kovacs on 'Empowering Reproduction? Researching Motherhood as a Paradigm for Activism among Women in the Hindu Nationalist Movement' on November 23, 2010.
 - Book Release of 'GHAZAL@ENGLISH JUNCTION' by Salman Akhtar, Psychoanalyst, followed by a public talk by the author titled 'Poetry and Psychoanalysis: What do they have in common?' Presided by Nida Fazli, Moderated by Dr. Sudhir Kakar. Held at India Habitat Center. December 12, 2010.
 - Seminars on 'Health Psychology' by Swapna Gupta, Professor at the Alberta Children's Hospital in Calgary, Canada. January 11 and 13, 2011.
 - Gender Studies team field visit to Wardha, Maharashtra (MGAHVV) to attend the XIIIth National Conference of Indian Association for Women's Studies (IAWS) and a field visit to a village struggling with cases of farmer's suicides. January 21- 24, 2011.
 - Talk on 'Dialogics of Self, The Mahabharata and Culture: The History of Understanding and Understanding of History' by Lakshmi Bandlamudi, Professor of Psychology at the City University of New York. February 14, 2011.
 - Department educational trip to Balaji, Rajasthan: February 24 to 28th, 2011.
 - Special lecture delivered by Ritikha Khera on 'NREGA and its Impact on Women' on February 28, 2011.
 - Festival to mark 100 years of International Women's Day, March 8, 2011.
 - Special Lecture by Nitya Rao on 'Agrarian Women: Assets and Property Relations' on 7 March 7 and 9, 2011.
 - Special lecture by V. Geetha on 'Talking about Labouring Women' on March 10, 2011.
 - Special lecture by Padmini Swaminathan on 'Beginning with, but, Going Beyond Numbers' on March 24, 2011.
 - Inter-University Dialogue between National Law University and AUD on 'Towards Creating Gender Friendly Campus Spaces: Understanding Sexual Harassment, Dignity and Freedom on April 8, 2011 at NLU, Dwarka.
 - Talk on 'Conflict in the Therapy Room: A Family Therapist's Experience' by Reena Nath, Psychotherapist and Family therapist. April 5, 2011.

List of activities held at SHS in the academic year 2011-2012.

- Special lecture delivered by C. Sathyamala on 'Women and Health Care' on July 30, 2011.
- Six week long seminar by Neil Altman on 'Relational Perspective in Psychoanalysis' in August 2011.
- Special Lecture by Sanjay Srivastava on 'Masculinities: An Overview' on August 2, 2011.
- Talk by Varnica Arora on 'Development Practice as a Helping Relationship' on August 5, 2011.
- Talk by Nivedita Menon on 'Disappearing Bodies and Feminist Thought' on August 11, 2011.
- Special lecture by Radhika Chopra on 'Work and Masculinities' on August 18, 2011.
- Talk by Patricia Uberoi on 'Androgyny' on August 19, 2011.
- Talk on 'Women in Conflict and Militarisation' by Anuradha Chenoy and Urvashi Butalia on September 26, 2011.
- Talk by Bimol Akoijam on 'Inhumanity in Indian Democracy: Armed Forces Special Powers Act' on October 9, 2011.
- Special lecture by Lakshmi Lingam on 'Social determinants' of Health and Gender' on October 20, 2011.
- Talk on 'Comparative Perspective of Violence in South Asia' by Uma Chakravarti, November 22, 2011.
- Talk by Mudita Rastogi on 'Indian Middle Class Marital Relationship: Findings and Questions' on December 2, 2011.
- Talk by Jaya and Kaushik on 'Neo-sexualities' on December 7, 2011.
- Talk by Winston Wilde on 'Reclaiming Eros: The Psychopathologisation of Sexuality on December 8, 2011.
- Talk by Monisha Akhtar on 'Child Psychoanalysis and its Difference from Adult Work' on December 12, 2011.
- Talk by Monisha Akhtar on 'Trauma in Children' on December 13, 2011.
- Talk by Swapna Gupta on 'Health Psychology' on December 14, 2011.
- Talk by Alan Roland on 'Art in Psychoanalysis' on January 9, 2012.
- Talk by Salman Akhtar on 'Clinical Supervision and its New Echoes' on January 30, 2012.
- Special lecture by Anupama Roy on 'Conceptualizing State Nation and Citizenship' on February 7, 2012.
- Clinical Workshop by David Tuckett on February 13, 2012.
- Talk by Ngwang Samtena on 'Buddhist Philosophy and Psychology' on March 6, 2012.

- Talk on ‘The Institutionalisation of Gender Studies in France: A Subjective Appraisal’ by Stephanie Tawa Lama-Rewal, March 7, 2012.
- Talk by Richard Fritsch on ‘Psychoanalytic Work with Adolescents’ on March 9, 2012.
- Talk by K. Sridhar on ‘Spissitudinal Explorations’ on March 16, 2012.
- Talk on ‘Feminism and Science’ by Gita Chadha, March 19, 2012.
- Discussion on K. Sridhar’s novel ‘Twice Written’ on March 19, 2012.
- Special lecture by N. Nita on ‘Conceptual approaches to Work’ on March 28, April 2, 4 and 9, 2012.
- ‘Women’s Movement, Theatre and Protests’ organised by Saheli (women’s organisation in Delhi). April 4, 2012.
- A week long workshop with Bhargavi Davar on ‘Mental Health and Gender’ from 9-13 April 2012.
- A day long workshop on ‘Masculinities’ by independent film maker Rahul Roy. 13 April, 2012.

List of Activities held in the academic year 2012-13

- Inaugural lecture for PhD Psychology Programme by Professor Girishwar Misra, University of Delhi on “Psychological Research in India: Methodological and Cultural Considerations” on 14 September 2012.
- Talk by Dr Rachana Patni on “Polished selves, Emotional Fools and Dangerous Robots: postcolonial emotional geographies in International Non-Governmental Organisations” on 12 September 2012.
- Workshop by Natasha Nair (California Institute of Integrated Therapy) on “Clinical Work with the Here and Now” on 26 September 2012.
- Talk by Pulkit Sharma, psychoanalyst on “Dream Interpretation and Analysis” on 3 October 2012.
- “Wake-Up” Session by the Ahimsa Trust, an organisation based on secular Buddhist Principles of Engaged Spirituality as envisioned by the well known Buddhist monk and teacher, Thich Nath Hanh.
- Panel Discussion on “Challenges to Mental Health Work : Notions of Care, Cure and Holding” by Alok Sarin, Shanti Auluck and Vatsala Subramaniam on World Mental Health Day event Awaaz, organised by Ehsaas on 10-11 October 2012.
- Film Screenings, musical events, inter-college paper presentations by students organised by Ehsaas on World Mental Health Day event Awaaz on 10-11 October 2012.
- Sharing of work by Ranjita Biswas, Jadhavpur University and Ahonaa Roy, Sussex University on 12-29 November 2012.
- Talk by Swapna Gupta, clinical psychologist on “Cognitive behavioural formulation and management of Attention Deficit and Anxious Clinical States” on 6 February 2013.

- Talk by Dr Loveleen Postmentair on “Developmental Theories and Psychoanalytical Treatment” on 11 March 2013.
- Talk by Dr Anirban Das, CSSSC on Researching the Body on 7 March 2013.
- Panel discussion on ‘Engendering Dignity Gender Justice, Criminal Law And The Verma Committee Report’ by Vrinda Grover (Advocate), Kavita Krishnan (activist, All India Progressive Women’s Association), Muralidharan (activist, National Platform for the Rights of the Disabled) and Rukmini Sen (AUD), in collaboration with Gender Issues Committee and Forum by Students, AUD on 13 February 2013
- Special Lecture by Tiplut Nongbri on “Deconstructing Masculinity: Fatherhood, Matriliney and Gender in the context of the Khasi” on 13 February 2013.
- Special Lecture titled, ‘Daughter Aversion, Dowry and Demographic Change’ by Professor Patricia Jeffery, University of Edinburgh, Scotland, UK, on 22 November 2012.
- Special Lectures by Uma Chakravarti: ‘An overview of South Asia and Feminist Politics’ held on 8 October 2012, and 8 November 2012.
- Talk on ‘Journey through Physics, women’s health movement and other issues of Women’s Movements and engagement with the sexuality rights organisation called ‘Lesbians and Bisexuals in Action (LABIA)’, by Chayanika Shah on 18 October 2012.
- Special Lectures by Chayanika Shah: ‘Researching reproductive health’ held on 17-18 October, 2012.
- Special Lectures by P M Arathi: ‘On new reproductive technologies’ held on 8, 15 and 16 October 2012.
- Talk by Ines Pousadela, (PhD Political Science) working with Institute of Communication and Development (Uruguay) delivered a lecture on ‘Contentious Performances and the language of Rights. The Chilean Student Movement (2011-2012)’ on 27 August 2012.
- Special lecture by Anupama Roy on the topic, ‘Mapping Citizenship’ held on 14th and 21 January 2013.
- Talk by Shad Naved on the theme titled, ‘Colonial Perversions: Reform and Same-Sex Sexuality’ held on 5 December 2012.
- Talk on the theme titled, ‘Rethinking Justice in Sexual Violence: From Injury to Pain by Ranjita Biswas, on 29 November 2012.
- Talk by Ahona Roy on the theme titled, ‘The Contemporary Discourses on Sexuality, Masculinity and Development in India’, 12 November, 2012.
- Research Presentations of the following scholars were held on 3 September, 2012;
- PM Arathi presented her work on ‘ Gendered Bodies, Medicine and Law: A Study of Selected Case Laws from India.’
- Rashmi Gopi on ‘Constructions of Masculinity in contemporary Kerala: A study of three political spheres-political parties, Ayurveda tourism and ragging.’
- Sanjana Sharma on ‘Continuity and Change in the Notions of Beauty in Society – A Sociological Study.’

- Dyuti Ailawadi on ‘Re-Reading Rape Laws: A Discursive Reading of Law Commission Report.’
- Talk by Mihir Shah. ‘Civil Society and Development in India: Emerging Concerns’ organised on 21 March, 2013.

List of Activities held in the academic year 2013-14

- Awaaz, a celebration on the Mental Health day was organised by the Centre for Psychotherapy and Clinical Research to reflect on emotional and mental health. Two days were devoted to intense deliberation, reflection and psychological activities for students and faculty on the above mentioned theme. The theme for this year was “Suffering and Surviving”.
- Talk by Vatsala Subramaniam, Psychotherapist, on ‘Mental health in India’ and ‘Work with suicidal and psychotic patients’.
- Talk by His Holiness the 17th Gyalwang Karmapa, on ‘Psychology and Human concerns’.
- Conference on ‘Psychoanalysis, Religion and Culture’ in collaboration with Psychoanalytical Unit, Fortis Hospital, Gurgaon, December 2013.
- Workshop on ‘Disability, Gender, Subjectivity’ held on 31 August, 2013

Note: All of these activities were funded by Ambedkar University Delhi, except if mentioned otherwise

31. Code of ethics for research followed by the Schools

The University is in the process of framing its code of ethics for research. As this process is under way, at SHS we rigorously think through the ethical imperatives and implications of all our research commitments, be they at the level of student research or faculty level. Ethics is an active and critical concern in our mind.

32. Student profile programme-wise:

MA Environment and Development (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
MA Psychology					
2009	195	4	38		
2010	257	3	31		
2011	344	1	37		
2012	460	4	28		
2013	464	5	42		
MPhil Psychotherapy (2011)	46	2	15		
PhD Psychology (2012)	45	5	9		

MA Gender Studies					
2010	18	0	12		
2011	80	3	12		
2012	267	0	13		
2013	319	1	16		
PhD Women and Gender Studies, 2012	36	1	2		
MPhil Women and Gender Studies					
2012	87	0	13		
2013	124	1	16		
MPhil Development Practice					
2012	420	11	13		
2013	145	11	12		

33. Diversity of students

Name of the Programme	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MA Psychology				
2009		76% (32/42)	24% (10/42)	
2010		97%(33/34)	3%(1/34)	
2011		76% (29/38)	24% (9/38)	
2012		98% (41/42)	2% (1/42)	
2013		90% (57/63)	9.5% (6/63)	
MPhil Psychotherapy (2011)	6% (1/17)	76% (13/17)	18% (3/17)	
PhD Psychology	7% (1\14)	86 % (12/14)	7% (1/14)	
MA Gender Studies				
2010		100% (12/12)	0	
2011		100% (15/15)	0	
2012		86%(21/24)	14% (3/24)	
2013		98%(45/46)	2% (1/46)	
MPhil Women's and Gender Studies				
2012		84% (11/13)	16 % (2/13)	
2013		88%(15/17)	12%(2/17)	
PhD Women's and Gender Studies (2013)	1/3 (33%)	1/3 (33%)	33 % (1/3)	

MPhil Development Practice				
2012	20% (5/24)	63 % (15/24)	37 %(9/24)	
2013	8% (2/23)	52% (12/23)	48%(11/23)	

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise. (being procured)

In MA Gender Studies 7 students have cleared the UGC NET exam. In MA Psychology 1 student has cleared it and in MPhil Psychotherapy and Clinical Thinking 5 students have cleared the UGC NET.

35. Student progression

	Student progression	Percentage against enrolled
UG to PG	Only one batch has passed out from UG in 2013, and 4 students were inducted in the MA Psychology Program out of a total of 47 students.	
PG to MPhil	<ul style="list-style-type: none"> • One student in Mphil psychotherapy and Clinical Thinking out of 17 • 6 students in MPhil Development Practice out of 24. • 6 students in second batch of MPhil Development Practice out of 23. • 5 students in MPhil/PhD in Women's and Gender Studies 	
PG to PhD	<ul style="list-style-type: none"> • PhD admissions have been sought only once and only one candidate took admission in PhD Psychology programme out of 14 candidates. • 1 student in MPhil/PhD in Women's and Gender Studies out of 3 candidates. 	
PhD to Post-Doctoral	None	
	Campus selection	Percentage data not available.

	Other than campus recruitment	So far our students have been employed in the following sectors:- <ul style="list-style-type: none"> • Research organisations, NGO's, International NGO's, Private Hospitals, Private Schools, colleges, Private Clinics, Deaddiction and Rehabilitation Centers, Orphanages, Shelter homes, Help lines, Soft skills corporate training organisations, Publishers of testing and psychological material, crisis intervention centers, Rights based organisations • Their designations have covered the spectrum of Research Assistants, counsellors, teachers, life skills educators, psychotherapists, group therapists, family therapists, marital therapists, dance therapists, special educators, content developers, helpline counsellors, consultants, designers of life skills curriculum, and health mangers.
Entrepreneurs	Two students started an NGO that works with poor and marginalised people.	

36. Diversity of staff

Percentage of faculty who are graduates of the same university	Nil
from other universities within the State	60%
From universities from other states from the country	20 %
From universities outside the country	20%

37. Number of faculty who were awarded MPhil, PhD, DSc and DLitt during the assessment period:

None

38. Present details of School infrastructural facilities with regard to

a. Library:

In the last four years we have built one of the finest libraries in psychoanalysis in the country, along with books in critical psychology, anthropology, literature and the field of gender studies as part of the Central Library. This library will be a huge resource for clinical practitioners, researchers, students all over India.

b. Internet facilities for staff and students:

Available to all.

c. Total number of class rooms:

6 classrooms, 5 clinics (Abhivyakti – adolescent clinic; Khel Khel mein – child clinic; Humsafar – family clinic; Anubhav – adult clinic are a part of Ehsaas the psychotherapy clinic). We are in the process of creating a space for the Centre for Development Practice, and we also share classrooms with the School of Undergraduate Studies for the UG classes.

d. Class rooms with ICT facility:

All classrooms have this facility

e. Students' laboratories:

Along with the School of Undergraduate Studies, SHS is in the process of creating a Psychology lab for experiments and psychological tests.

f. Research laboratories:

None

39. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university
- b) from other institutions/universities

Data for PhD Candidates in Psychology and Women's and Gender Studies

Academic Year	Institution last Attended	# of Students
Students Enrolled in SHS Psychology PhD Programme		
2012 - 2016	AUD	2
2012 – 2016	Delhi University	7*
2012 - 2016	JamiaMilliaIslamia	2
2012 – 2016	University of Pittsburgh	1
2012 - 2016	Oxford University	1*
2012 – 2016	Kurukshetra University	1**
2012 - 2016	University of Hyderabad	1
2012- 2016	Indian Law Institute (Delhi)	1
TOTAL	-	16

Faculty/Psychotherapists Enrolled in PhD Programmes outside AUD

Academic Year	Institution Last Attended	No. of Students	Institution Attending
2007 - Present	DU	1	DU
2008 - 2013	DU	1	DU
2013 – 2017	DU	1	DU
TOTAL	-	3	-

* These students are currently employed as faculty/psychotherapists within SHS.

** This student is employed as an Academic Fellow in CECEd, AUD

40. Number of post graduate students getting financial assistance from the university.

In MA Psychology 7 students and in MA Gender Studies 5 students are getting financial assistance from the University.

MA Psychology programme

Academic Year	No. of students awarded with Fee Waiver	No. of students awarded with Students' Welfare Fund
2009-10	01	–
2010-11	03	–
2011-12	08	–
2012-13	09	–
2013-14	14	02

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

For all of the programmes which have been initiated in SHS, series of consultative meetings with practitioners, thinkers, teachers, and researchers in each of the areas concerned were held. Detailed deliberations on the need, viability, knowledge base, social readiness and feasibility, also employability of students graduating from these programmes were undertaken.

In each direction we reviewed existing curriculum, for instance we studied the syllabus of MA Psychology programmes, those of MPhil Clinical Psychology in India and rethought the area of Development Studies to arrive at MA Psychosocial Clinical Studies, MPhil Psychotherapy and Clinical Thinking and MPhil Development practice. Similarly professionals, activists and thinkers in Gender Studies and those from the feminist movement contributed to think about an innovative curriculum for MA and MPhil Gender Studies. We discussed and deliberated on what the mainstream was and how these programmes did not sufficiently address many aspects that were incorporated in these programmes.

As teachers and practitioners in our own right, we have, over the last two-three decades, ourselves been reflecting and thinking for long on the contemporary needs in contemporary Indian society.

A list of some of the distinctive members who participated in the need assessment and curriculum design process were: RC Tripathi, U. Vindhya, SudhirKakar, Arup Ghoshal, Girishwar Mishra, RenuAdlakha, Mary John, InduAghnihotri, Sanjay Srivastava, Uma Chakravarti, Anita Ghai, VatsalaSubramaniam, Deep Joshi, Mihir Shah, Patricia Uberoi.

The University consulted the stakeholders in the development sector including NGOs, scholars and professionals working in the development sector and the Government before starting the programme, MPhil in Development Practice.

42. Does the School obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?

All of our programmes have been created in the last four years or less. Therefore, in spite of regular deliberations around feedback, we have yet to undertake formal reviews of programmes. However, we spend considerable time and energy during our weekly faculty meetings to discuss issues related to teaching-learning and evaluation processes. There is a self-reflexive and self-critical eye through which we evaluate our performance and efforts at teaching. It has been our effort to listen to one another and learn as much from failures in classroom as much from some moments of success therein.

b. Students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?

Like in all other Schools of the University in SHS too we have the Student-Faculty Committees. Elected representatives from each class as well as a few teachers from every programme constitute the SFCs. The function of the SFC is to bring to the attention of the teaching team any lacuna and gaps in the academic delivery of the courses on offer. The SFC also takes into account power imbalances between teachers and students. Every semester we convene SFC meetings in which student representatives give detailed feedback on the teaching process in the semester with particular reference to each course. The meeting is chaired by the Dean of the School. The feedback of the students is shared with the faculty and wherever possible active interventions are made to attend to the issues raised. This is a new process and we are still working to make it a consolidated part of our teaching-learning process.

c. Alumni and employers on the programmes offered and how does the School utilize the feedback?

In the past we have made a number of efforts to follow up on our alumni. Of late we have again asked our graduates to give us detailed feedback on how has the teaching at AUD enabled their personal and professional growth. We have received feedback from a considerable number of students on both what helped them as well as what they could have gained further from their years at the University. We are eager to incorporate their experiences into our programme review process. Places where students go for internship too are healthy sources of feedback for us. We have been utilizing this in planning future activities.

43. List the distinguished alumni of the School (maximum 10)

We are too young and only three batches of MA Psychology and two of MA Gender Studies have so far graduated. Though our students have not yet reached a place of identity consolidation but some organisations have called to tell us about their special contributions for instance the psychiatry Department at Lady Harding Medical College, Sanjeevani Society for care of the mentally ill.

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

List of programmes in 2010-11

- i. Events with Neil Altman, Fulbright fellow, Adjunct Clinical Professor, Postdoctoral Program in Psychotherapy and Psychoanalysis, New York University. Professor Altman's visit to India during the months of August and September was hosted by SHS, as part of an ongoing collaborative program to develop a project on Community Mental Health under the Fulbright Fellowship. During his stay in Delhi, a number of events were organised at AUD. These included:
 - Faculty Seminar on 'Interdisciplinary linkages of Psychoanalysis and the Extension of Analytic Thought to Community based work.' August 27, 2010.
 - Special Lectures on 'The Place of Aggression and Sexuality in Psychoanalytic Theory' and "Relational Child Psychotherapy" on September 6, 2010.
 - Seminar on 'How can Psychoanalysis contribute to Social Justice.' September 8, 2010.
- ii. Seminars on 'Health Psychology' by Swapna Gupta, Professor at the Alberta Children's Hospital in Calgary, Canada. January 11 and 13, 2011.
- iii. Gender Studies team field visit to Wardha, Maharashtra (MGAHVV) to attend the XIII National Conference of Indian Association for Women's Studies (IAWS) and a field visit to a village struggling with cases of farmer's suicides. January 21- 24, 2011.
- iv. Talk on 'Dialogics of Self, The Mahabharata and Culture: The History of Understanding and Understanding of History' by Lakshmi Bandlamudi, Professor of Psychology at the City University of New York. February 14, 2011.
- v. Department educational trip to Balaji, Rajasthan: February 24 to 28th, 2011.
- vi. Talk on 'Conflict in the Therapy Room: A Family Therapist's Experience' by ReenaNath, Psychotherapist and Family therapist. April 5, 2011

List of programmes in 2011-12

- i. Six week long seminar by Neil Altman on 'Relational Perspective in Psychoanalysis' in August 2011.
- ii. Talk by MonishaAkhtar on 'Trauma in Children' on December 13, 2011.
- iii. Talk by Swapna Gupta on 'Health Psychology' on December 14, 2011.
- iv. Talk by Alan Roland on 'Art in Psychoanalysis' on January 9, 2012.
- v. Talk by Salman Akhtar on 'Clinical Supervision and its New Echoes' on January 30, 2012.
- vi. Clinical Workshop by David Tuckett on February 13, 2012.
- vii. 'Women's Movement, Theatre and Protests' organised by Saheli (women's organisation in Delhi). April 4, 2012.
- viii. A week long workshop with BhargaviDavar on 'Mental Health and Gender' from April 9-13, 2012.
- ix. A day long workshop on 'Masculinities' by independent film maker Rahul Roy. April 13, 2012.

List of activities by MPhil Development Practice program

The programme has instituted the Special Lecture Series in Development Practice in which we invite external experts. So far, the following lectures have been delivered: Between August 15-30, 2013

- i. 'Inequality: Why Does it Matter, and How Does it Differ to Focussing on Poverty' by Duncan Green, Senior Strategic Adviser, Oxfam GB
- ii. 'Inclusive Growth and Postmodernisation' by M N Panini, eminent sociologist and former Professor, CSSS, School of Social Sciences, JNU
- iii. 'Women, Work and Development'- by Rajni Palriwala, Professor, Department of Sociology, University of Delhi.
- iv. 'Public Policy and Access to Equity and Justice' by Binayak Sen, primary health care practitioner and human rights activist.
- v. 'Shifting identities: Refugee Politics and Urbanisation in West Bengal'- by Rajarshi Das Gupta, CPS, School of Social Sciences, JNU.
- vi. 'Civil Society and Development: Emerging Concerns' by Mihir Shah, Member, Planning Commission, Govt. of India.
- vii. 'Political Economy, Development, Third world studies' by Anjan Chakrabarti, Professor, Calcutta University
- viii. 'Development Studies and Development Practice' by Nandan Nawn, Assistant Professor, West Bengal National University of Juridical Sciences.

45. List the teaching methods adopted by the faculty for different programmes.

At SHS we are eager to experiment with innovative methods and creative pedagogical ideas. The classroom reality is created through delivery of lectures, experiential workshops, seminar based courses and group participative processes. While experimenting with innovative possibilities, it is the endeavour of teachers to respect the voice of each and every student in the classroom. Also, in our effort to listen to the rhythms of the unconscious mind, we await for articulations which are surprising to the speaker himself or herself too. A free following mode of receiving the other in a non-judgemental manner often lends a different vibrancy to the classroom context.

A special feature of our teaching process is a focus on mentoring as the engagement and as a pedagogic process that characterises all the programs at SHS. This reflects our thinking that the questioning of established and normative categories requires processes of communication between faculty and students so that questions that may initially arise as personal also acquire the potential to become research questions. The mentoring space also often becomes a space where concerns related to the personal life of students and their struggles in the academic context are brought together.

Similarly, in the MPhil psychotherapy programme, the space for close clinical supervision and the mandate of personal work call for a unique immersion into one's own life and creating knowledge from an immersed plunge into human struggles. A minute emphasis on emotion and affect, which is given primacy in many programmes in SHS, also has the potential for us to rethink the place of subjectivity in social science disciplines.

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

We frequently meet for faculty meetings, which are extensive in the range of issues discussed and intensive in the quality of deliberations. One of the ways in which programme objectives of the various programmes are met is by creatively thinking about our assessments, internships, field visits and mentorship process. Also we don't always think about our objectives as fixed but we constantly work towards deepening the objectives themselves, and we attempt to cultivate the freedom by which different individual members evolve an ethic of disseminating the programme objective according to their own sensibility and purpose. Periodic reviews of the progress and the stabilising of the frame of the programmes is engaged with "noisy and vibrant" meetings. At the present juncture we are about to undertake review of our various programmes.

Monitoring of learning outcomes: One of the ways in which learning outcomes are monitored is through the ongoing and continuous process of evaluation. The assessment process itself moves across a range which includes end term exams, term papers, expression of students ideas through creative media such as poems, artistic processes and writing of literary pieces, book reviews, viva situations, observing human situations in the real life context etc.

On the other hand, we are still in the process of gathering data on our alumni. Once this data base is consolidated it will give us a base to undertake a serious exercise of locating the consonance of our programmes and learning outcomes to the actual demands of professional and academic world. The creative tension in this too has to be kept alive, as we are eager that our programmes and graduates will also influence the professional and academic world through a renewed lens so that new ways imagining the discipline and work culture are kept alive.

47. Highlight the participation of students and faculty in extension activities.

The MPhil Psychotherapy students have aided and supported the faculty in doing outreach for the clinic, building alliances with schools and other mental health institutions. The students of this course have successfully organised Awaaz, an event on the occasion of the Mental Health day which has helped in making other mental health professionals in the city become aware of our distinctive perspective and also have an interface with them. This has been a significant and consistent step in making both the University community and members outside aware about issues concerning mental health.

The students have also worked in hospitals such as Lady Hardinge Medical College, NGOs and schools and have created interventions and links, which will help in the growth of CPRC.

48. Give details of "beyond syllabus scholarly activities" of the School.

The School organises workshops lectures and interactive sessions with experts in which students and faculty actively participate (please refer to Q.44).

Every year the students of the MA Psychology programme are taken to sites where the linkages between the philosophy and practice of the program can be consolidated. Some of the sites include the Mehendipur Balaji temple in Rajasthan, which is a site for witnessing faith healing, spirit possession and cultural understandings of mental health. We have also taken them to Dharamsala in Himachal Pradesh, where the students interacted with leaders, Buddhist monks, and political prisoners belonging to Tibetan community who are settled there in an effort to engage with their suffering and their ongoing protest.

49. State whether the Programme/ School is accredited/ graded by other agencies? If yes, give details.

No, the School and its programmes are not graded by other agencies.

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

The School has engendered the birth of two (inter)disciplinary domains and areas of enquiry and intervention - Psycho-Social-Clinical Studies and, Development Practice. Both domains were conceptualised at the cusp of inherited epistemo-ontological divides of 'theory/practice', 'basic/applied', 'theoretical/clinical'. The birth of these two new domains have in turn engendered the ongoing conceptualisation, framing and curricularisation of new courses (with new objects of enquiry and new research questions) at both MA and MPhil levels. The School hopes to see these two domains are contributing to the repositioning of higher education and human science concerns in India. The School has also started the first MA Gender Studies programme in India.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths: The School has been sharp and thick in its conceptualisation of novel areas of enquiry and domains, like Psycho-social-clinical Studies, Development Practice as also Gender Studies.

Weaknesses: The School however has not managed to convert the above mentioned conceptualisations to clearly articulated public documents or have not managed to give shape to them in terms of publications (edited volumes for example). This is one of the reasons why the impact of such innovations on Higher Education in India is still awaited.

Opportunities: The interdisciplinary stance of the School is an opportunity for reimagining social sciences and to go beyond disciplinary boundaries. The psychosocial clinical perspective has a potential to critically and clinically resituate the disciplinary knowledge of academic psychology. The Centre of Psychotherapy and Clinical Research has rich possibilities for extending depth oriented long term and short term, low fee, services to a vast neglected majority in India. Its emphasis on cultural-clinical thinking also is of significance to understanding the psyche through a relational ambit. The MA Gender Studies, first of its kind in the country, is an endeavor to bring into a dialogue and strengthen the legacy of Women Studies, its vast, rigorous and rich pioneering work foregrounding the invisibilisation, marginalisation and oppression of women, the energy of the Women's Movements and critical contemporary knowledges that were opened up by Sexuality and Queer Studies, Disability Studies and others. This dialogue is significant and unique in the context of the short history of the emerging discipline of Women's and Gender Studies. MPhil / PhD Women's and Gender Studies programme is precisely a step further in this direction with its vision to invite a productively critical dialogue between the two terrains of Women Studies and Gender Studies and to encourage crucial researches by young scholars who will push the boundaries of both terrains. Both programmes, housed as they are in the School of Human Studies, provide for a rich linking up of human subjectivity with politico-social roots of oppression, violence and silenced selfhoods. Development Practice in its relationship to Human Studies is aiming to rethink about the field of Development Studies by emphasising as much on questions of economics and growth as equally of self introspection, emotions and complexities of interpersonal dialogue in the field of work. The heavy emphasis on field based learning, self reflexive processes, mentorship and close supervision in all

programmes of SHS, allow for immersion and involved participation in real life contexts, thus bridging the gap between theory and life as it is actually lived.

Challenges: The challenge before the School in the coming years is (i) to keep afloat the three domains it has given shape to, (ii) to bring coherence and clarity to the framing of the three domains, (iii) to see to it that such domains find other takers in Indian higher education and (iv) to bring to dialogue the three domains within the School (iv) to creatively link this work with the area of disability studies, which is the next “situatedness” from where we want to engage with the question of the human.

52. Future plans of the School.

The School is envisaging deepening a process of dialogue across the different programmes which constitute it and is eager to grow in creative directions with respect to all of them. MA Gender Studies, MPhil / PhD Women and Gender Studies and MPhil Development Practice, being relatively new programmes in the school, are in the process of synthesising its creative thrusts that may open newer directions for initiatives and outreaches. So far, the psycho-social-clinical studies programme has been able to imagine an extension of our vision in four directions:

- a. Research at the interface of psychological, social and clinical studies that in turn will extend itself to relating and attending to deep-seated roots/routes of human suffering.
- b. Community Mental Health outreach programmes that would also like to learn from communities and not just become delivery outposts of extant metropolitan kind of services to the community. Building on the community’s understanding of reason, madness, suffering, and health the Community Mental Health programme shall make an attempt to develop a model of mental health care that is affordable, sustainable and in sync with the communities’ imagination of cure and care.
- c. School based outreach programmes.
- d. Strengthening Ehsaas – the University clinic – and its linkages with other mental health services and institutions. As already mentioned our efforts have finally given shape to a Centre for Psychotherapy and Clinical Research (CPCR).
- e. Gender Studies hopes to initiate a series of national/international seminars/conferences consolidating our vision of initiating a rigorous dialogue between the terrain of Women’s Studies and emerging disciplines such as Sexuality, Queer and Disability Studies.
- f. Over the next few years we are looking forward to developing the field of Disability Studies at SHS.
- g. We hope that appropriate bodies in higher education will support the Development of our two centres. The Centre for Development Practice and the CPCR hope to grow into research hubs at the National level.

Evaluative Report of the School of Liberal Studies (SLS)

- 1. Name of the School:**
School of Liberal Studies
- 2. Year of establishment:**
2011
- 3. Is the School part of a School/Faculty of the university?**
SLS is a School of the University.
- 4. Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.):**
 - i. MA Economics
 - ii. MA History
 - iii. MA English
 - iv. MA Sociology
 - v. PhD in History
 - vi. PhD in Hindi
 - vii. MPhil in History
 - viii. MPhil in Hindi
- 5. Interdisciplinary programmes and Schools involved:**
The SLS Faculty is responsible for teaching most of the courses in the School of Undergraduate Studies. It is involved in teaching parts of some courses in other Schools as well in addition to the courses of various SLS programmes.
- 6. Courses in collaboration with other universities, industries, foreign institutions, etc.:**
None
- 7. Details of programmes discontinued, if any, with reasons:**
None
- 8. Examination System: Annual/Semester/Trimester/Choice Based Credit System:**
The School follows a semester system with a minimum of three assessments per course per semester.

9. Participation of the School in the courses offered by other Schools:

The faculty of SLS undertakes the primary responsibility of transacting most of the courses offered by the School of Undergraduate Studies. It also engages with the courses offered by all other Schools in the University. Students of various programmes in SLS credit courses across these schools.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Assistant Professors/others).

Positions	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	7	4	4
Associate Professor	12	9	9
Assistant Professor	31	25	25
Others (Academic Fellow / Temporary)		4	4

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Exp	No. of PhD/ MPhil students guided for the last four years
Gunjeet Aurora	PhD JNU	Assistant Professor	English	3	-
Arindam Banerjee	PhD JNU	Assistant Professor	Economics	5	MPhil: 1
Taposik Banerjee	PhD JNU	Assistant Professor	Economics	4	-
Minaketan Behera	PhD Allahabad	Assistant Professor	Economics	5	-
Priya Bhagowalia	PhD Purdue	Associate Professor	Economics	8	-
Jyotirmoy Bhattacharya	PhD JNU	Assistant Professor	Economics	5	-
Sayandeb Chowdhury	MPhil Jadavpur	Assistant Professor	English	3	-
Dhirendra Datt Dangwal	PhD JNU	Associate Professor	History	11	MPhil:02
Chirashree Das Gupta	PhD London	Associate Professor	Economics	10	-
Bidhan Chandra Dash	PhD IIT, Mumbai	Assistant Professor	Sociology	6	-

Aparna Kapadia	PhD London	Assistant Professor	History	3	MPhil:01
Tanuja Kothiyal	PhD JNU	Assistant Professor	History	14	MPhil:02
Denys Leighton	PhD Washington	Visiting Professor	History	25	-
Surajit Mazumdar	PhD JNU	Associate Professor	Economics	21	-
Bhoomika Meiling	MPhil JNU	Assistant Professor	English	3	-
Shailaja Menon	PhD JNU	Assistant Professor	History	7	MPhil:01 PhD: 01
Urfat Anjem Mir	PhD DU	Assistant Professor	Sociology (Anthropology)	6	-
Salil Misra	PhD JNU	Professor	History	30	MPhil:01 PhD: 01
Usha Mudiganti	PhD IIT, Delhi	Assistant Professor	English	3	-
Chandan Mukherjee	PhD ISI Kolkata	Professor	Economics	30	-
Dharitri Narzary	PhD DU	Assistant Professor	History	3	MPhil: 01
Dhiraj Kumar Nite	PhD JNU	Assistant Professor	History	3	MPhil:01
Anil Persaud	PhD JNU	Assistant Professor	History	3	MPhil:01
Gopalji Pradhan	PhD JNU	Associate Professor	Hindi	15	MPhil:10 PhD: 06
Satyaketu Sankrit	PhD Patna	Associate Professor	Hindi	15	MPhil:06 PhD:04
Rukmini Sen	PhD Kolkata	Assistant Professor	Sociology, Gender Studies	10	MPhil:3
Sanjay Kumar Sharma	PhD London	Associate Professor	History	26	MPhil:01 PhD:01
Santosh Kumar Singh	PhD JNU	Assistant Professor	Sociology	12	-
Yogesh Snehi	PhD Panjab	Assistant Professor	History	7	PhD:01
Vikram Singh Thakur	PhD University of Hyderabad	Assistant Professor	English	3	-
Sanju Thomas	MA Kerala	Assistant Professor	English	3	-
Diamond Oberoi Vahali	PhD JNU	Associate Professor	English	18	-
Geetha Venkataraman	PhD Oxford	Professor	Mathematics	20	-

Balchand Prajapati	PhD IIT Delhi	Assistant Professor	Mathematics	3	-
Ramneek Khassa	PhD Panjab	Assistant Professor	Mathematics	3	-
Pranay Goswami	PhD Univeristy of Rajasthan	Assistant Professor	Mathematics	3	-

12. List of Senior Visiting Fellows, adjunct faculty, emeritus professors:

- Alok Bhalla (English)
- Amit Singh (English)
- Simona Sahwney (English)
- Debabarta Pal (Economics)
- Shantanu Dey(Economics)
- Saikat Banerjee (Economics),
- Satyaki Roy (Economics),
- Nupoornima Yadav(Sociology)
- Tanya (Sociology)
- Debabrata Baral (Sociology)
- Ashish Das (Sociology)
- Shalini Grover,(Sociology)
- Amit Chaturvedi, (Sociology)
- GarimaYadav, (Sociology)
- Vineet Thakur, (History)
- Nandan Nawn (Economics)
- Saroj Malik (Mathematics)

13. Percentage of classes taken by temporary faculty – programme-wise information :

Economics	25%
English	36%
History	9%
Sociology	55%

13. Programme-wise Student Teacher Ratio:

In calculation of student-teacher ratio for SLS, the total number of students of undergraduate, postgraduate and research programme of each discipline was factored in. The SLS faculty takes care of majority of the teaching in School of Undergraduate Studies.

- Economics - 19:1
- English - 17:1
- History - 19:1
- Sociology - 21:1

14. Number of academic support staff (technical) and administrative staff - sanctioned, filled and actual:

Position	Sanctioned	Filled
Dean	1	1
Junior Executive	2	0
Assistant	1	1

15. Research thrust areas as recognised by major funding agencies:

No research thrust areas in the School have yet been recognised by any major funding agencies. But a number of faculty members of the School have received funding for their individual research projects from various agencies. The details of these are mentioned in response to Question No. 17.

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) total grants received. Give the names of the funding agencies, project title and grants received project-wise:

- **Bidhan Chandra Dash (Completed Project):** AUD was commissioned by the Government of NCT of Delhi to carry out an ethnographic survey on the Socio-Economic and Educational conditions of the Bairwa and Kapadia communities in Delhi. This project was carried out by a team of teachers and students from the School of Liberal Studies. The Research Project was coordinated by Bidhan Chandra Dash from the Sociology programme. The total grant received was Rs. 7 lakh.
- **Rukmini Sen (Ongoing Project):** Rukmini Sen is working on a two-year research project with grant from ICSSR aiming to do institutional histories of women's organisations in the cities of Delhi and Kolkata. The total grant is Rs. 5.5 lakh.
- **Minaketan Behera (Ongoing Project):** Minaketan Behera has conducted a study on "An Assessment of Dependence of Forest Fringe Villagers on Forest Products and Marketing Issues in Kandhamal and Kalahandi Districts of Orissa" funded by ICSSR with a grant of Rs. 5 Lakh.
- Surajit Mazumdar is member of the project team for the ongoing research programme on "A Multi-dimensional Study of Imperial Order and its Journey Towards Neoliberal Imperialism under Globalisation" being sponsored by ICSSR (2012-14) (Project Coordinator – Professor Sunanda Sen) with responsibility for the study tentatively titled, "New Rivalries or New Partnerships? 'Emerging' Third World Capitalisms and Contemporary Imperialism."
- Surajit Mazumdar and Chirashree Das Gupta jointly have a research grant of 3,00,000 NOK (approx. US \$ 50,000 or Rs. 30 lakh) by the Research Council of Norway (to be processed through AUD) under its INDNOR programme for contributing studies to the research programme on "The State, Globalisation and Industrial Development in India: The Political Economy of Regulation and Deregulation". Partners in the research programme (separately funded) are from the Norwegian Institute of International Affairs (NUPI) and from IIM Kolkata (2013-16).

- Shailaja Menon (Ongoing Project) has undertaken a Project titled “Livelihood and Identity of the Pulayas (Untouchables): A Study of ‘Sarpam Thullal’ in Kerala” funded by ICSSR.

17. Inter-institutional collaborative projects and associated grants received

a) National collaboration

Surajit Mazumdar is member of the project team for the ongoing research programme on “A Multi-dimensional Study of Imperial order and its Journey towards Neoliberal Imperialism under Globalisation” being sponsored by the ICSSR (2012-14) (Project Coordinator – Professor Sunanda Sen) with responsibility for the study tentatively titled, “New Rivalries or New Partnerships? ‘Emerging’ Third World Capitalisms and Contemporary Imperialism”.

b) International collaboration

Surajit Mazumdar and Chirashree Das Gupta jointly have a research grant of 3,00,000 NOK (approx. US \$ 50,000 or Rs. 30 lakh) by the Research Council of Norway (to be processed through AUD) under its INDNOR programme for contributing studies to the research programme on “The State, Globalisation and Industrial Development in India: The Political Economy of Regulation and Deregulation”. Partners in the research programme (separately funded) are from the Norwegian Institute of International Affairs (NUPI) and from IIM Kolkata (2013-16).

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.;; total grants received:

- Rukmini Sen is working on a two-year research project with a grant (Rs. 5.5 lakh) from ICSSR aiming to do institutional histories of women’s organisations in the cities of Delhi and Kolkata.
- Minaketan Behera has conducted a study on “An Assessment of Dependence of Forest Fringe Villagers on Forest Products and Marketing Issues in Kandhamal and Kalahandi Districts of Orissa” funded by ICSSR (5 lakh).
- Shailaja Menon (Ongoing Project) has undertaken a Project titled “Livelihood and Identity of the Pulayas (Untouchables): A Study of ‘Sarpam Thullal’ in Kerala”, funded by ICSSR.

20. Research facility / centre with state, national or international recognition:

None

21. Special research laboratories sponsored by / created by industry or corporate bodies:

None

22. Publications:

- Monographs: 2
- Articles in Peer Reviewed Journals: 21
- Edited books: 1

- Chapters in books: 43
- Newspaper articles / E-Journals: 22
- Book Reviews: 3
- Working / Occasional Papers: 8

23. Details of patents and income generated:

None

24. Areas of consultancy and income generated:

None

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

- Sayandeb Chowdhury participated in London Critical Theory Summer School at Birkbeck College, University of London from 1-12 July 2013.
- Rukmini Sen participated at a two-week workshop on “Theatre and Civil Society: Politics, Public Space and Performance” organised by Brown International Advanced Research Institute of Brown University, Providence, USA in June 2012.

25. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify):

- Geetha Venkataraman was member, Advisory Committee for Technology Vision 2035-Education Sector (TIFAC, Govt. of India) (2012-2013).
- Geetha Venkataraman was member, Editorial Board of Little Mathematical Treasures, Ramanujan Mathematical Society (2012-2013).
- Geetha Venkataraman was member of Zonal Committee, North Zone, Project titled ‘Indian Women and Mathematics’ awarded by National Board of Higher Mathematics, DAE, Govt. of India (2013-2018).
- Geetha Venkataraman was member, Indian National Presentation team for International Congress of Mathematical Education (July 2012).
- Sanjay Sharma is a Co-editor, Diwan-e-Sarai, Hindi journal published by Sarai, Centre for the Study of Developing Societies (CSDS), 29, Rajpur Road, Delhi-110 054
- Sanjay Sharma is the Editorial Consultant to Pratiman, Hindi journal published by the Centre for the Study of Developing Societies (CSDS), 29, Rajpur Road, Delhi-110 054.
- Sanjay Sharma is a Member and office bearer (Treasurer) of the Association of Asia Scholars, a registered body for comparative Studies of Asian societies.(www.asiascholars.org).
- Santosh Singh is a member of the Editorial Board, International Journal of Humanistic Ideology.

27. **Faculty recharging strategies (UGC, ASC, Refresher/orientation programs, workshops, training programs and similar programs). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**

Academic Staff Development Programmes	Number of Faculty
Refresher courses	5
HRD programmes	None
Orientation programmes	4
Staff training conducted by the university	None
Staff training conducted by other institutions	None
Summer/Winter schools programmes	1

28. **Student projects:**

- **Percentage of students who have done in-house projects including inter-School projects**

All students are expected to write term papers and projects as a part of their assessment in all courses that they do. Sociology, English and History programmes of SLS have a dissertation component.

- **Percentage of students doing projects in collaboration with other universities/ industry/institute:**

Students of MA Sociology have started work on a project with Oxfam. Oxfam India is planning a study on time use as a marker of inequalities between various social groups and across regions. Unlike inequalities in income, disparities in access to health and education, time use has received limited attention in recent debates about inequalities. The study will focus on time use patterns around key basic needs, such as education, health, sanitation and income. Its main thesis is that time use is a powerful marker of disparities in the ability to access essential services and build long term productive assets. More specifically, it will seek to understand disparities in time use patterns along lines of gender, income, caste, religion and geography. Data will be collected on a sample of population representing key variables of class, gender, caste and religion in Delhi as well as two urban and two rural samples from other parts of India.

29. **List the Awards / recognitions received at the national and international level by faculty, doctoral / post doctoral fellows/ students:**

None

30. **Seminars / Conferences/Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.**

Lectures / Talks / Workshops organised by the School

School of Liberal Studies and Tulika Books organised a book launch of *Gauging and Engaging Deviance: 1600-2000* authored by Ari Sitas, Sumangala Damodaran, Wiebke Keim, Nicos Trimikliniotis and Faisal Garba in January 2014. There was a panel discussion on this occasion with Nandini Sundar (Professor of Sociology, Delhi University), Biswamoy Pati (Professor

of History, Delhi University) Ari Sitas and Sumangala Damodaran with Surinder Jodhka (Professor of Sociology, JNU) as Chair.

Faculty of Sociology organised the screening of “7 Islands and a Metro” with an interaction with the Director of the film Madhusree Dutta in February 2014.

Faculty of Sociology organised a panel discussion on the book *Against the Madness of Manu* by Sharmila Rege with Professor Uma Chakravarti, retired History Professor, Delhi University, and Anand from Navayana (the publisher of the book) as panelists on 7 November 2013.

School of Liberal Studies and Tulika Books, New Delhi, organised a book launch of *Gender and Neoliberalism: The All India Democratic Women’s Association and Globalisation Politics*, by Elisabeth Armstrong. A panel discussion was organised on the occasion with Rajni Palriwala, Kumkum Sangari, and Githa Hariharan with Indu Agnihotri as the Chair.

The Literary Society, SLS organised a discussion with Moinak Biswas, Associate Professor, Jadavpur University, on his film “Spring in the Colony”, on 22 March 2013.

The Faculty of Economics organised a discussion by Indu Agnihotri, Director, Centre for Women’s Development Studies (CWDS), and Indrani Mazumdar, Associate Professor, CWDS on “Gender Migration in India: Finding of a Research Project” on 8 August 2013.

The Faculty of Economics invited Luigi Russi, Department of International Politics & Centre for Food Policy, City University, London to give a talk on “Hungary Capital: The Financialisation of the Food Economy” on 3 September 2013.

The Faculty of Economics invited Satyaki Roy, Institute for Studies in Industrial Development, New Delhi, to give a talk on “Informality and Capital’s Control under Neoliberalism” on 26 September 2013

The Faculty of English organised a special lecture by Poonam Trivedi, Professor, IP College, University of Delhi, on “Adaptations of Shakespeare in Indian Cinema” on 28 September 2013.

The Faculty of Economics invited Sona Mitra, Centre for Budget and Governance Accountability (CBGA), New Delhi, to give a talk on “Reserve Army, Sexual Division of Labour and Declining Women’s Work Participation in India: Exploring Linkages” on 10 October 2013.

The Faculty of Sociology organised a special lecture by Sasank Parera, South Asia University (SAU), New Delhi on “Towards a Sociology of South Asia” on 12 October 2013.

The Faculty of Economics invited Anjan Mukherji, Country Director, IGC India-Bihar, to give a talk entitled “On the Role of the Government”, on 14 November 2013.

The Faculty of History organised a talk for history students by Aparna Balachandran, Department of History, University of Delhi, on “Law in Early Modern India,” on 3 October 2013.

The Faculty of Economics organised a series of lectures for the students of Economics on the themes of Political Economy and Marxist Political Economy by Satyaki Roy, Institute for Studies in Industrial Development, Delhi, during 1-10 November 2013.

The Faculty of History invited Professor Sunil Kumar, Department of History, University of Delhi, to give a talk on “Deep Structures: The Riverine Plain and the Capitals of the Delhi Sultanate” on 19 October 2012.

Shirley Wazda from Kent State University, Ohio, spoke to the faculty and students of SLS on “American Studies and the American Dream” on 24 October 2012.

The Faculty of History organised a lecture by Samira Sheikh, Vanderbilt University, Nashville, USA, on “Mughal Vaishnavism” on 11 January 2013.

The Faculty of History organised a lecture by Aryama, Department of History, Khalsa College, University of Delhi, on “Liberalism and the Making of Modern World” on 29 January 2013.

The Faculty of History organised a lecture by Prabhu Mahapatra, Department of History, University of Delhi, on “Slavery and the Origin of Racism” on 6 February 2013.

The Faculty of History organised a talk by Ashutosh Kumar, Department of History, Daulat Ram College, University of Delhi, on “Sattu, Tobacco and Vermilion: A Close Look at Provisioning the Girmities” on 20 February 2013.

The Literary Society, SLS invited Alka Saraogi, noted author and Sahitya Akademy winner, for a discussion and book reading session on 26 February 2013.

The Faculty of Sociology invited Susan Visvanathan, Centre for the Study of Social Systems (CSSS), JNU to speak on “Sociology of Agriculture” on 1 March 2013.

The Faculty of Economics organised a panel discussion by Abhijit Sen, Member, Planning Commission, Government of India, and N R Bhanumurthy, National Institute for Planning and Financial Policy (NIPFP), on “Union Budget 2013-14” on 6 March 2013.

The Faculty of History organised a talk by Theirry DiCostanzo, University of Strassbourg, France, on the topic “Pakistan is a Poetic Name: Intra-Muslim Debates on the Future of an Independent India,” on 6 March 2013.

The Faculty of History organised a lecture by Arvind Kumar, Jamia Millia Islamia, on “Interrogating Race, Caste and Class: Some Insights from the Dalit Panther and the Black Panther Movements” on 7 March 2013.

The Faculty of Sociology invited Saptarshi Mandal, Legal Researcher, Partner for Law in Development, to give a lecture on “Caste and Law” on 19 March 2013.

The Faculty of Economics invited Rohit, Faculty of Economics, South Asia University (SAU), to make a presentation on “What’s Wrong with Inflation Targeting?” on 20 March 2013.

The Literary Society, SLS organised a discussion and a book reading session by Amandeep Sandhu, an upcoming author in English, on 20 March 2013.

31. Code of ethics for research followed by the Schools:

It has not yet been developed.

32. Student profile programme-wise:

Name of the Programme (MA)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
Economics (2011-12)	273	11	34	91	88
(2012-13)	551	12	44	NA	NA
(2013-14)	939	21	28	NA	NA

English (2011-12)	257	10	40	10	65
(2012-13)	438	13	45	NA	NA
(2013-14)	729	11	28	NA	NA
History (2011-12)	110	9	14	33	86
(2012-13)	177	12	33	NA	NA
(2013-14)	246	12	31	NA	NA
Sociology (2011-12)	170	10	30	30	87
(2012-13)	373	12	36	NA	NA
(2013-14)	400	11	53	NA	NA
MPhil (History) (2011-12)	07	04	03	NA	NA
(2012-13)	02	01	01	NA	NA
(2013-14)	08	03	05	NA	NA
MPhil (Hindi) (2011-12)	07	04	03	NA	NA
(2012-13)	02	0	02	NA	NA
(2013-14)	0	0	0	NA	NA
PhD (History) (2011-12)	03	0	03	NA	NA
(2012-13)	01	0	01	NA	NA
(2013-14)	0	0	0	NA	NA
PhD (Hindi) (2011-12)	03	0	03	NA	NA
(2012-13)	02	01	01	NA	NA
(2013-14)	04	02	02	NA	NA

Diversity of Students				
Name of the Programme (MA)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
Economics (2011-12)	Data not available			
(2012-13)	Nil	88	12	Nil
(2013-14)	Nil	95	5	Nil
English (2011-12)	Data not available			
(2012-13)	Nil	89	11	Nil
(2013-14)	Nil	86	14	Nil
History (2011-12)	Data not available			
(2012-13)	Nil	90	10	Nil
(2013-14)	Nil	95	5	Nil
Sociology (2011-12)	Data not available			
(2012-13)	Nil	88	12	Nil
(2013-14)	Nil	83	17	Nil
MPhil. (History) (2011-12)	Nil	95	5	Nil
(2012-13)	Nil	100	Nil	Nil

(2013-14)	37	73	Nil	Nil
MPhil. (Hindi) (2011-12)	Nil	100	Nil	Nil
(2012-13)	Nil	100	Nil	Nil
(2013-14)	Nil	100	Nil	Nil
PhD (History) (2011-12)	Nil	100	Nil	Nil
(2012-13)	Nil	33	67	Nil
(2013-14)	NA	NA	NA	NA
PhD (Hindi) (2011-12)	Nil	100	Nil	Nil
(2012-13)	Nil	100	Nil	Nil
(2013-14)	Nil	100	Nil	Nil

33. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Two students from Sociology batch of 2011-12 have cleared the NET examination.

34. Student progression

Student progression		Percentage against enrolled
UG to PG		NIL
PG to MPhil		17%
PG to PhD		Nil
PhD to Post-Doctoral		Nil
Employed	Campus selection	Nil
	Other than campus recruitment	21% (Approx.)
Entrepreneurs		Nil

35. Diversity of staff:

Percentage of Faculty who are graduates	
Of same university	Nil
From other universities within the state	52%
From universities from other states	32%
Universities outside the country	13%

36. Number of faculty who were awarded MPhil, PhD, DSc and DLitt during the assessment period:

Three faculty members received their PhD degrees between 2011 and 2013.

37. Present details of School infrastructural facilities with regard to:

a) Library

Students and Faculty have full access to the University Library Facilities. While the School does not have a dedicated library of its own. It is ensured that most of resources required for the courses offered are available in print or soft format, as well as through access to online resources.

b) Internet facilities for staff and students

The faculty have been provided with lap/desk tops and their work stations are wifi enabled. Students can access internet through work stations in the library or through the computer labs.

c) Total number of class rooms

The School has been allocated 5 classrooms in the postgraduate classroom block. However, this number can vary depending upon the requirements of the courses.

d) Class rooms with ICT facility

All the classrooms have mounted projectors.

e) Students' laboratories

Nil

f) Research laboratories:

Nil

38. List of doctoral, post-doctoral students and Research Associates

a) From the host institution/university

b) From other institutions/universities

Doctoral Student list

History

1. Cheryl Jacob
2. Kanika Singh
3. Atul Bhardwaj
4. Maitree Devi

Hindi

1. Jyoti Gupta
2. Nirmesh
3. Ragini Sankrit
4. Nitika Gupta
5. Avinash Mishra

39. Number of post graduate students getting financial assistance from the university:

Academic Year	Fee waiver (full / partial)	Scholarship
2011-12	26	72
2012-13	39	99
2013-14	74	52
Total	139	171

??

40. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology:

A series of rigorous consultative meetings were held before the launch of programmes in various schools, where structure as well as course content had been deliberated upon.

The English faculty held three Consultative Meetings. The Meetings were organised mainly to discuss the structure and the curriculum of the Master's Programme in English. The First Consultative Meeting was held on 15 February 2011. Professor G.J.V. Prasad (JNU), Saugato Bhaduri (JNU), Rukmini Bhaya Nair (IIT Delhi), Hosang Merchant (University of Hyderabad) were the four experts who were invited. The Second Consultative Meeting was held on 23 February 2011. Harish Narang (JNU), Alok Bhalla (Central University, Hyderabad), Taisha Abraham (Jesus and Mary College, University of Delhi) and Hephzibah Israel (SOAS, University of London) were the four experts who were invited. The Third Consultative Meeting was held on 24 March 2011.

Professor Alok Bhalla was the only external expert who was invited.

The faculty of Sociology organised a consultative meeting for the development of curriculum for the Masters Programme in Sociology on 7 March 2011. The meeting was attended by Professor Satish Deshpande (Delhi School of Economics), Professor Maitrayee Choudhary (JNU), Professor Surinder Singh Jodhka (JNU), Professor Biswajit Das (Jamia Millia Islamia) and Professor Neeta Mathur (IGNOU). The meeting was also attended by faculty members from other disciplines within the School. The meeting discussed proposals and highlighted the possibilities and challenges before offering the programme. Prior to convening the consultative meeting, the faculty members of Sociology held extensive discussions with eminent Sociologist Professor Andre Beteille and Professor Yogendra Singh in order to elicit their views on the nature, basic outline and the general orientation of the masters programme in Sociology to be offered by AUD.

The faculty of Hindi organised its first consultative meeting to discuss the nature of MPhil / PhD programme in Hindi, on 10 May 2011, at the Dwarka campus of AUD. It was attended by Professor J.M.Parakh (IGNOU), Anil Kumar Rai (University of Delhi), Alpana Mishra (University of Delhi), Devendra Chaube (JNU) and C D Yadav (Jamia Millia Islamia).

The faculty of Hindi organised a one-day seminar on Faiz Ahmed Faiz on the occasion of his birth anniversary, on 18 March 2011 at the Dwarka campus of AUD. Namvar Singh, Ashok Vajpeyi, Asad Zaidi, Noor Zaheer and Manglesh Dabral spoke on the occasion.

41. Does the School obtain feedback from

a. Faculty on curriculum as well as teaching-learning-evaluation, If yes, how does the School utilize the feedback:

Faculty discusses its experiences at faculty meetings several times within the semester. In these meetings, issues of course design as well as course delivery are taken up. Sometimes these discussions have led to changes in the structure of the programme as well as that of individual courses. However, so far such deliberations have not been carried out at the level of the School, primarily because each discipline group operates with full autonomy on matters of course design and delivery.

b. Students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback:

Students fill up the feedback form at the end of the semester which is utilised for assessment and improvement of the course curriculum. Sometimes students also bring up their concerns regarding course design, delivery and readings through the student-faculty committees.

c. Alumni and employers on the programmes offered and how does the School utilize the feedback?

It is yet to be done, owing to the fact that only one batch of students has graduated so far.

42. List the distinguished alumni of the School (maximum 10):

The first batch of students to graduate was in 2013. It is hoped that they would achieve distinction in their respective areas of work in near future.

43. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts:

Same as Qs 31.

44. List the teaching methods adopted by the faculty for different programmes:

To a large extent the teaching in the Masters Programmes of the School is carried out through direct classroom interaction. The programmes also use methods like field studies, report-writing, audio-visual aids, debates, discussions, language workshops, academic writing workshops, organisational exposure etc. to facilitate an effective teaching-learning process.

45. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

The faculty of each Masters Programme meets at the end of the each semester to discuss feedback and review courses.

46. Highlight the participation of students and faculty in extension activities:

- Students of Masters Programme in History were taken on a historical exposure trip to Punjab as part of the course “The making of Modern Punjab.”

- Sociology Programme has a 2 credit course called Organisational Exposure, in which students are taken to various organisations like Media Houses, NGOs, UN organisations, and research institutions to make them aware about various spaces they can occupy after doing MA in Sociology and also to make them aware about the kind of work that happens in the field.
- In February 2014, all Sociology students were taken to attend an ICSSR Conference on Status Report of Sociology and Social Anthropology at JNU, New Delhi.

47. Give details of “beyond syllabus scholarly activities” of the School:

The students and faculty of the School regularly organise events like talks and film shows that are aimed at continuing the discussions carried out in the classrooms in a non-classroom environment.

48. State whether the programme / School is accredited/ graded by other agencies? If yes, give details:

No, so far no accreditation or grading has been carried out.

49. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

The School of Liberal Studies has attempted to evolve an interdisciplinary approach to social sciences through courses that share methodologies and concepts. On the one hand the courses impart the essentials of the disciplines, on the other, they help students develop methodological tools. Besides, all programmes in the School have striven to move away from the conventional understanding of their disciplines. For instance the Masters Programme in History has developed courses that explore South Asia as a broader region as well as an intellectual category. The Masters Programme in English has focused on literature from Indian languages. The Masters Programme in Economics aims to develop a socio-political and historical perspective on the economy as well as to help students acquire skills in absorbing and communicating economic ideas. The Masters Programme in Sociology integrates interdisciplinary and inter-sectoral knowledge and emphasises both on existential and intellectual leaning. In this process all these programmes come in constant interaction with each other which results in the creation of a pool of courses that are interdisciplinary and unique to AUD.

50. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths:

- The School of Liberal Studies has attempted to evolve an approach to social sciences where specific disciplines rather than completely effacing themselves, provide multiple perspectives through which social realities can be gauged. The focus on inter-disciplinarity allows faculty to introduce methodological approaches from other disciplines in their courses as well as participate in teaching courses offered by disciplines other than their own. Students are also encouraged to take credit courses offered by various disciplines in the University.
- The programmes in the School attempt to achieve a balance between methodological grounding in a discipline and innovative approaches which allow faculty and students

to experiment with ideas beyond their specific disciplines.

- Research is a significant component of each programme in the School. Often placed towards the final semester of the programme the Research Courses are aimed at combining research and analysis tools with the practice of writing.
- The faculty exercises autonomy in course design, delivery and assessment.
- Apart from classroom teaching, the courses include field and experience based pedagogy.

Weakness:

- The number of faculty positions per programme is inadequate to fully deliver the objectives of the programme, which have, at times, been forced to cut down on the electives.
- Given that all the programmes are now running two full batches of Masters Programme, the number of classrooms allocated to the School is inadequate. The lack of extra classrooms also impacts the discipline groups' ability to offer electives, which they might want to.

Opportunities:

- The School has opportunity to offer newer programmes as well as courses given that it is allocated extra resources by way of faculty positions and space. These programmes can be in disciplines like Mathematics, Philosophy and Political Science, which would further enrich the interdisciplinary approach of the School.
- The School has been in the process of designing interdisciplinary Foundational Courses in Social Sciences methodologies.
- The School has been negotiating possibilities of collaborative research with other social sciences institutions.
- Initiating student exchange programmes among other social sciences institutions in Delhi would also be a way of fostering knowledge-sharing among a range of institutions.

Challenges:

- The School has to establish itself as an exemplar where interdisciplinary social sciences can be taught and practiced.
- Delhi already has several established social sciences institutions. The challenge for the School is to carve a space and identity for itself so as to attract the best students and faculty resources.

51. Future plans of the School.

The School plans to introduce new Masters Programmes in Maths, Philosophy and Political Science to the existing four programmes.

The School plans to reinforce the existing Masters Programmes by introducing a comprehensive research programme with MPhil, PhD and post-doctoral components. Already the research programme is in place in History and Hindi and over 20 research students have been enrolled. The idea is to focus on certain key-themes not belonging exclusively to any particular discipline. These researches, once they reach a certain level of maturation, will feed into the curriculum. Following themes have been identified as key areas of research:

A Study of Delhi- Economically, Sociologically and Historically.
Institutions and their Role in India's Social Development
The Peculiarities of India's Social Transformation
Diaspora Studies
Politics of Language
Identity Politics
Translations of literatures from the Margins.

The School also proposes to create a few Centres without any particular disciplinary focus, which will function as repositories of specialised knowledge with demarcated conceptual, rather than disciplinary, boundaries. The following have been identified as far.

A centre for documenting and digitising the oral and folk literatures, cultures and performative traditions of India.

An archive for India's literary and cinematic traditions

A centre for the comparative study of South Asian, Far-Eastern and Australian literatures.

A centre for studies of institutions to be developed as a unique hub for inter-disciplinary and multi-disciplinary research on the role of institutions in the development of spatial and temporal specificities of social development trajectories.

Evaluative Report of School of Undergraduate Studies (SUS)

1. Name of the School:

School of Undergraduate Studies

2. Year of establishment:

2009

3. Is the School part of a School/Faculty of the university?

SUS is a school of the University.

4. Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, D.Sc., D.Litt., etc.)

School of Undergraduate Studies (SUS) is the academic home for Undergraduate Studies. All undergraduate programmes at AUD come under the purview of the School. At the moment the School has seven undergraduate programmes. These programmes were offered in two phases, 2010 and 2011.

Year 2010

BA Honours with a Major in Economics

BA Honours with a Major in History

BA Honours with a Major in Psychology

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

Year 2011

BA Honours with a Major in English

BA Honours with a Major in Mathematics

BA Honours with a Major in Sociology

5. Interdisciplinary programmes and Schools involved

All the Schools of the University contribute programmes to the SUS. The School maintains a special interface with the School of Liberal Studies (SLS) which houses all the conventional disciplines (Economics, English, History and Sociology). The School of Human Studies (SHS) takes the responsibility for the BA Honours in Psychology. Various other Schools, such as the School of Culture and Creative Expressions (SCCE), the School of Human Ecology (SHE) and the School of Development Studies (SDS) offer courses to the SUS and share the teaching responsibilities.

On the whole the School offers four types of courses for all its programmes:

- a. **Foundation Courses:** These courses are compulsory for all the students and are interdisciplinary in nature. At the moment there are three foundation courses:
 - English for Academic Purposes (EAP)
 - Introduction to Social Sciences (ISS)
 - Logic and Reasoning (LR)
- b. **Foundation Optional:** All students have to take some courses from this basket of foundation courses. Some of the Foundation Optional are:
 - Nature of Science (NOS)
 - Indian Constitution and Democracy (ICD)
 - Identity Through Popular Narratives (ITPN)
 - Environment: Issues and Challenges (EIC)
 - Indian Society: Continuity, Change and Paradoxes (ISCAP)
 - Youth, Society and Literature (YSL)
 - Quantitative Methods (QM)
 - Introduction to Indian and World Literatures (IIWL)
 - Bhartiya Aur Vishwa Sahitya (BAVS)
 - Hindi Sahitya Ki Rooprekha. (HSR)
- c. **Discipline Based Electives:** These are discipline-based courses and all students have to take 48-56 of the credits (out of a total of 96) from this basket.
- d. **Special Interest Courses:** The programme offers a set of courses that provide training and skills in selected applied and career oriented fields. A basket of these courses is offered in several areas such as Digital Storytelling, Computer Applications in Project Management, Legal Literacy, Understanding Disability, Digital Photography, Editing and Publishing, and Art Appreciation among others. These are all special interest courses and are drawn from different fields such as computers, cinema, photography, publishing etc.

The courses from the baskets a,b and c are essentially interdisciplinary in nature.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

- A course on Creative Writing is in the early stages of development with Manchester Metropolitan University, UK.
- A faculty-student exchange programme with University of Hawaii has just been concluded in which Professor Ned Bertz, the Visiting Faculty from the University of Hawaii, developed a special course for both exchange students and senior SUS students across programmes.

7. Details of programmes discontinued, if any, with reasons:

None

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System

SUS follows a semester system of examination. It practises continuous assessment. The different assessment situations are distributed throughout the semester. A four credit course generally has at least three assessment situations. These include mid-semesters, written assignment, term-end examination, class-room participation, group discussion, individual presentation, project work done by a team, field trips and other visits outside.

9. Participation of the School in the courses offered by other Schools

As part of the broader and inbuilt interdisciplinary structure of AUD, SUS courses are offered by faculty across other Schools. The possibility of having SUS courses open to other Schools and higher programmes than undergraduate is under active consideration.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Assistant Professors/others)

It is to be noted that SUS does not have a dedicated faculty for teaching undergraduate programmes. Instead every faculty appointed in AUD is automatically and concurrently part of SUS, and is expected to be involved in teaching and designing courses for programmes across SUS. This not only ensures participation of faculty across the University but also helps to leverage their expertise and skills in undergraduate teaching. This structure is in keeping with AUD's overall commitment to collegiality and democratic practice and also to ensure the mandate of excellence in teaching and new pedagogic practices that AUD promises. So the next few categories related to faculty are left blank since the details would be available in other School specific reports.

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

See response to Question 10.

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

At the moment there are six temporary faculty members (four Academic Fellows and two Assistant Professors) who are exclusively occupied with teaching of undergraduate courses at the SUS. Following is the list of temporary faculty at SUS:

Name	Designation	Teaching Responsibilities
Nupur Samuel	Academic Fellow	Courses on English Teaching
Juhi Rituparna	Academic Fellow	Courses on English Teaching
Monishita Hajra	Academic Fellow	Courses on English Teaching
Anand Saurabh	Academic Fellow	Courses on Political Science
Amit Kumar Singh	Assistant Professor	Logic and Reasoning
Vineet Thakur	Assistant Professor	Introduction to Social Sciences

13. Percentage of classes taken by temporary faculty – programme-wise information

Around 25-30% of the classes are taken by the temporary faculty.

14. Programme-wise Student Teacher Ratio

Since all courses in SUS are taught by faculty from other Schools, the student-teacher ratio cannot be calculated exclusively for SUS. The total strength for SUS students has been factored in while calculating the student-teacher ratio for other programmes and Schools.

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Sanctioned	Filled	Actual
Dean – 1	Dean – 1	Dean – 1
Junior executive – 2	Junior executive – 1	Junior executive – 1
Office assistant – 1	Office assistant – 1	Office assistant – 1
Attendant- 1	Attendant - 1	Attendant - 1

16. Research thrust areas as recognised by major funding agencies:

Not applicable since this is an undergraduate school

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

See note on faculty above

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration b) International collaboration

Not applicable since this is an undergraduate school. However, in near future such collaborations may become a reality since AUD is moving towards a greater thrust on research at the undergraduate level. SUS has already had a collaboration on Student-Exchange programme with University of Hawaii, USA.

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

Since SUS is an undergraduate School, there is as yet no facility for research and hence no scope of receiving funding from funding bodies and agencies. However, one of the future plans of the University is to develop the scope of having undergraduate students involve in research in which case the University will be in a position to apply for and accept funding from such agencies as above.

20. Research facility / centre with

- state recognition
- national recognition
- international recognition

Not applicable since this is an undergraduate school.

- 21. Special research laboratories sponsored by / created by industry or corporate bodies**
Not applicable since this is an undergraduate school.
- 22. Publications:**
Please see note on faculty above. The relevant information on publication will be found in Evaluative Reports of other Schools.
- 23. Details of patents and income generated:**
Not applicable
- 24. Areas of consultancy and income generated:**
Not applicable
- 25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad**
See details in Evaluative Reports of other Schools.
- 26. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)**
See details in Evaluative Reports of other Schools.
- 27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**
See details in Evaluative Reports of other Schools.
- 28. Student projects**
- percentage of students who have done in-house projects including inter-School projects
 - percentage of students doing projects in collaboration with other universities / industry / institute
- There is no space for student project in the programme structure, but different courses encourage students to carry out independent projects as part of the course assessment.
- 29. List the Awards / recognitions received at the national and international level by**
- Faculty (please see reports of other schools)
 - Doctoral / post doctoral fellows (please see reports of other schools)
 - Students

30. Seminars/ Conferences/Workshops organised and the source of funding (national / international) with details of outstanding participants, if any:

Not applicable

31. Code of ethics for research followed by the Schools:

Not yet finalised.

32. Student profile programme-wise:

Name of the Programme (BA)	Applications Received	Students Admitted	Selected		Pass percentage	
			Male	Female	Male	Female
BA Economics						
2010-11	117	36	17	19	59	79
2011-12	458	51	30	21	NA	NA
2012-13	528	42	28	14	NA	NA
2013-14	1058	50	34	16	NA	NA
BA English						
2010-11	NA	NA	NA	NA	NA	NA
2011-12	823	37	9	28	NA	NA
2012-13	747	55	13	42	NA	NA
2013-14	1610	53	24	29	NA	NA
BA History						
2010-2011	28	04	02	02	50	50
2011-12	224	21	13	08	NA	NA
2012-13	444	28	20	08	NA	NA
2013-14	723	45	28	17	NA	NA
BA Mathematics						
2010-11	NA	NA	NA	NA	NA	NA
2011-12	144	11	05	06	NA	NA
2012-13	236	25	15	10	NA	NA
2013-14	566	37	26	11	NA	NA
BA Sociology						
2010-11	NA	NA	NA	NA	NA	NA
2011-12	285	16	10	06	NA	NA
2012-13	546	34	16	18	NA	NA
2013-14)	917	36	21	15	NA	NA
BA Psychology						
2010-11	98	22	04	18	25	50
2011-12	457	15	04	11	NA	NA
2012-13	642	35	14	21	NA	NA
2013-14)	1069	42	22	20	NA	NA

BA Social Sciences and Humanities						
2010-11	128	06	04	02	NA	NA
2011-12	335	37	21	16	NA	NA
2012-13	515	29	14	15	NA	NA
2013-14	901	41	27	14	NA	NA

33. Diversity of students

Name of the Programme	% of Students from the Same University*	% of students from other Universities within the State*	% of students From Universities outside the State*	% of students from other countries
2010-11	–	–	–	–
2011-12	–	–	–	–
2012-13	–	86	14	0
2013-14	–	87	13	0

*As is evident, the School caters only to students at the undergraduate level. Therefore, all the students are drawn from the senior secondary schools. AUD practices reservation of 85% of seats for students from Delhi.

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Not applicable at the undergraduate level

35. Student progression

Student progression	Percentage against enrolled
UG to PG (In Economics, History, Psychology)	1%
PG to MPhil	
MPhil to PhD	
PG to PhD	

36. Diversity of staff:

Please see note on faculty in response to Question No.10.

37. Number of faculty who were awarded MPhil, PhD, DSc and DLitt during the assessment period:

Please see note on faculty above

38. Present details of School infrastructural facilities with regard to

- a. **Library:** Extensive and rapidly growing University Library which is being expanded with each course and programme on a semester to semester basis. The library is open 8

am to 8 pm through the week and 10 am - 5 pm on Saturdays and Sundays. The library also provides link to most relevant journals and academic sites free of cost to students with options to access, read and download academic and other material, including journal articles.

- b. **Internet facilities for staff and students:** Extensive availability of ICT for students across three facilities with virtually unlimited access to web and online resources. The University is also wi-fi enabled.
- c. Total number of class rooms. Classrooms available to the 7 programmes under SUS are 13.
- d. **Class rooms with ICT facility:** Most of the classrooms are fitted with projectors and white boards and have seamless internet connection. One classroom is equipped with drop-down screen and fitted with audio-visual equipment.
- e. **Students' laboratories:** There are proposals to develop a Language Lab, and Psychology Lab.
- f. **Research laboratories:** Not relevant in a humanities and social science university.

39. List of doctoral, post-doctoral students and Research Associates

- a) **from the host institution/university**
- b) **from other institutions/universities**

Not applicable

40. Number of post graduate students getting financial assistance from the university.

All the students of SUS are entitled to financial assistance from the University under two schemes - fee waiver for economically disadvantaged students, and scholarships for meritorious students.

Fee Waiver:

Every semester 15% of the total fee collected is returned to needy students in the form of fee waivers. All students with parental income up to four lakh per annum are eligible to apply for fee waiver. The genuineness of each case is ascertained through an interview of the student by a committee consisting of the Pro Vice Chancellor, Dean, Student Services, and Deans of the Schools. The fee waiver is generally provided in the denominations of 100%, 50% and 25%.

Scholarships:

Every semester 10% of the total fee collected is returned to meritorious students in the form of scholarship. The meritorious students for scholarship are generally drawn from the pool of top 20% students with a minimum grade of B Plus. The scholarship is given in the denomination of Rs. 8000 for student.

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

All the current programmes in the school are founding programmes and are 3-4 years old. Each

programme is hence new. However, a detailed consultative process involving experts from fields relevant to the programmes and also outside was undertaken before each programme was launched. There were consultative committees set up involving experts from outside AUD as well as from inside to design the programme and syllabus for the courses in the framework.

However, at the University level, a decision was taken in March 2011 to institute a review of the University's broad direction of progress and development since the time of its establishment. Subsequently, a Mid-Term Review (MTR) Committee was constituted which began its work in April 2012 and completed its report in January 2013. The Committee consisted of some members of the University and distinguished academics from outside. The Committee undertook wide consultations and paid special attention to the School of Undergraduate Studies. The Committee made a number of recommendations pertaining to the academic and administrative functioning of the School. Some of the recommendations are in the process of being implemented.

42. Does the School obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?

Each programme has a Programme Committee consisting of faculty members of AUD of that field. Each Committee monitors the programme continuously and introduces changes as and when relevant. Experts and faculty from other programmes and Schools are consulted as and when required. There is also the Academic Coordination Committee (ACC), a School level Committee, comprising Programme and Joint Programme Coordinators and other invited members who debate and discuss various administrative and academic issues as and when needed; and ensure that relevant feedbacks from such meetings are utilised in future developments of courses/ Programmes.

b. students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?

Each course in SUS has to compulsorily collect feedback from students of that course at the end of the semester and the course coordinator has to bring the relevant feedback into discussion either at the Programme Committee meetings or at the ACC.

c. alumni and employers on the programmes offered and how does the School utilize the feedback?

A system to collect, systematise and utilise alumni feedback is currently being worked upon.

d. List the distinguished alumni of the School (maximum 10)

Not applicable at the moment

e. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

A series of seminars / workshops and special lectures are conducted across the 7 programmes of SUS with particular attention not just to relevant courses but also to emerging areas of study and knowledge as may be relevant to the undergraduate studies.

f. List the teaching methods adopted by the faculty for different programmes.

Across programmes, faculty offer a mix of lecture based, workshop-based, field-based, seminar based and practice-based teaching and pedagogic practice. In most courses

more than one of the above is involved.

g. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

The Academic Coordination Committee and the Programme Committees constantly monitor the programmes. Student feedback is also used to monitor various aspects of teaching-learning in the programme.

h. Highlight the participation of students and faculty in extension activities.

Many programmes also have societies, like the Economics Society, Literary Society and the Mathematics Society through which special lectures and / or workshops are organised. Students and faculty are also involved in gender sensitisation, theatre, music and dance.

43. List the distinguished alumni of the School (maximum 10):

Not Applicable.

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts:

SUS periodically organises lectures by external experts for its students. It also encourages its students to participate in seminars / discussions / book discussions that are organised by other Schools. If the students wish to participate in seminars or workshops outside the city, the University has a provision of sponsoring and financing such activities. The University, as a policy, sets aside 25% of the fees collected for learning enhancement schemes for the students. The SUS students are encouraged to make use of these resources for their enrichment.

45. List the teaching methods adopted by the faculty for different programmes.

The School ensures that every week a tutorial session is held for a small batch of students for every course. These tutorial sessions are used as a reinforcement of classroom teaching, question-answer session, and for discussion on the major issues emerging out of didactic interactions. All the classrooms are equipped with OHP facilities and so the actual teaching is interspersed with audio-video programmes, documentaries and feature films. In addition, teaching-learning is also taken out of classrooms.

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

This is done in two ways. One, learning outcomes are monitored through student appraisal at the end of every course. Students are encouraged to give their comments on the curriculum, assessment scheme, and teaching techniques. They are also expected to give a sense of how much or how little they accomplished during the transaction of the course. The student feedback forms are treated as confidential and the students need not reveal their identity on the form. This is done to ensure that the students give their honest and frank opinion.

Two, after completing the course, the teachers are expected to make an assessment of the course, the nature and length of curriculum, the appropriateness of teaching techniques, and the extent to which the learning outcomes were met. They are expected to re-examine the course

content in the light of student feedback and their own experiences.

47. Highlight the participation of students and faculty in extension activities.

Apart from field trips and visits outside, the students are also encouraged to participate in the University admissions as student volunteers. All the interactions with admission seekers are maintained by the AUD students. During the admission period, the students of AUD virtually act as Public Relation Team of the University. This enables the students to establish close ties with the new students and also gain necessary experience. In addition, the University has a Student Cell which carries out various surveys from time to time. The students of SUS also participate in these surveys and contribute to them. The students of SUS thus participate in a large number of extension activities which greatly enrich them and add to their self-confidence.

48. Give details of “beyond syllabus scholarly activities” of the School.

There is provision for field based research, community outreach, regular workshops, seminars and talks and to engage in academic projects.

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

Not applicable

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

As a School that is central to the University’s vision, the undergraduate programmes offer a unique liberal arts education that acquaint students with diverse approaches to knowledge. In creating a system of in-built interdisciplinarity, in having research faculty teach undergraduate courses, in having field-based learning as a necessary component in most programmes, in having foundational language, logic and social science courses and in having a continuous system of assessment as well as a detailed mechanism for review and feedback, AUD’s undergraduate programme is unique in scope.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths

- The School of Undergraduate Studies offers the only undergraduate programme in the city of Delhi which offers the students the possibility of choosing between a three-year Single Major or four-year Double Major honours degree.
- The students of all undergraduate programmes start with common foundation courses which are aimed at developing an interdisciplinary approach to social sciences.
- The structure of the programme ensures that students credit certain number of courses from discipline other than their own. To enable this, courses from a number of disciplines along with Major discipline are available to the students.
- The students have the flexibility to choose or change main discipline during the first two-years of study.

- English language courses are aimed at developing English language skills of the students as English is the primary language of instruction in the University.
- Apart from classroom teaching a significant number of courses use field based pedagogy, as well as audio-visual aids for teaching.
- All courses of the School of Undergraduate Studies have a tutorial component where readings and other issues related to courses are discussed in smaller groups.
- The School has the provision of individual mentoring of students.
- Continuous assessment and feedback on performance throughout the semester helps students keep track of their academic performance.
- The programmes in the School of Undergraduate Studies can introduce new courses and curriculum of relevance through their programme committees.

Weaknesses

- The School does not have any dedicated faculty of its own and is primarily dependent upon faculty drawn from other schools, primarily the Schools of Liberal and Human Studies.
- While the number of programmes, courses and students have grown over the last four years, the infrastructure and support facilities have not kept up with this growth.
- In order to ensure a smooth conduct of teaching and tutorial system greater faculty strength than what is currently available is required. The absence of adequate faculty impinges on ability of programmes to offer newer electives.
- Even though the School has been functional for four years statutory committees at the ground level and formal systems of governance are still being put in place.

Opportunities

- The School of Undergraduate Studies has the unique opportunity of offering interdisciplinary undergraduate education unlike the ones offered in the city.
- In a scenario when the institutional support for liberal arts education is gradually weakening, the School of Undergraduate Studies has the unique opportunity of strengthening liberal arts education.

Challenges

- The biggest challenge faced by the School is to make a space for itself among old institutions offering Undergraduate Education.
- It also faces the challenge of reaching out to students from underprivileged backgrounds whom the vision of the University aims at.
- The School also faces the challenge of bridging the gap between the English language proficiency of the students from underprivileged background and the level at which the courses are being delivered.

52. Future plans of the School.

- To further define the vision of the school vis-à-vis the vision of the University.
- To develop linkages with like-minded institutions inside and outside India for exchange and support.
- To create a mechanism to reach out to the right kind of students who can make the best of his / her opportunity to be part of a unique liberal arts education.
- To develop ways to sensitise students to issues of local, national and global impact.
- To develop SUS as an integral part of the Institution with potential for excellence.
- To be able to offer online courses that are open to public and help in improving qualifications.

Evaluative Report of the Centre for Community Knowledge (CCK)

1. **Name of the Centre:**
Centre for Community Knowledge
2. **Year of establishment :**
2010
3. **Is the Centre part of a School/Faculty of the university?**
No
4. **Names of programmes offered (UG, PG, Mphil,PhD, Integrated Masters, Integrated PhD, DSc, DLitt, etc.) :**
None
5. **Interdisciplinary programmes and Schools involved:**
Not Applicable
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
“Oral History Workshop Series” for research scholars with P C Joshi Archives, Centre for Historical Studies, JNU (2012-13).
7. **Details of programmes discontinued, if any, with reasons:**
Not Applicable
8. **Examination System: Annual/Semester/Trimester/Choice Based Credit System**
Semester:
Not Applicable
9. **Participation of the School in the courses offered by other Schools:**
The Centre actively participates in teaching and research programmes with faculty and doctoral research students from School of Liberal Studies, School of Business, Public Policy and Social Entrepreneurship, School of Design, School of Human Ecology, School of Human Studies and School of Development Studies.
 - a. **School of Undergraduate Studies** - Teaching programme – Delhi in History (H11) – Fieldwork component of BA (Hons) History.
 - b. **School of Human Ecology, School of Human Studies, School of Development Studies** – Research programme involving faculty of North East Forum on Material Culture, Creation and Use: Perspectives from Inside the Community.

- c. **School of Liberal Studies** – Research Programme – involving faculty and research scholars leading to workshop and exhibition on Cartography and Indian Approximations entitled *Time, Space, Direction*.
- d. **School of Business, Public Policy and Social Entrepreneurship** – Research Programme on oral histories of the timber trade in Central India.
- e. **School of Design** – Research Programme on Sustainable Use of Heritage Knowledge by Communities Living in the Old City.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor			
Associate Professor	1	1 (On contract)	1
Assistant Professor			

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD/ MPhil students guided for the last 4 years
Surajit Sarkar	MSc, MBA	Visiting Associate Professor	Ethnological Field Work and Digital Media	25	0
Sanjay Sharma	PhD	Director	History	26	MPhil : 01 PhD : 01

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

Dr Stephen Monteiro, Visiting Faculty August 2012, American University, Paris – Material Culture and Ethnology

13. Percentage of classes taken by temporary faculty – programme-wise information:

Not Applicable

14. Programme-wise Student Teacher Ratio:

Not Applicable

15. Number of academic support staff (technical) and administrative staff

Research Assistants	Sanctioned	Filled	Actual
Project Position	2	2	2
AUD Position	--	--	--

16. Research thrust areas as recognised by major funding agencies

- i. Oral History and Heritage: AUD and National Innovation Foundation (NIF)
- ii. Pre-modern Craft traditions and Community Knowledge: National Museum and Indian Museum
- iii. Community Cultural Heritage and Resources: AUD, Ministry of Culture and Ministry of HRD
- iv. Ethnographic Archives: Ministry of Culture.

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

S.N.	Project name	Faculty	Funding Agency	Status	Grant Amount (Rs.)
1	Shadi Khampur Neighbourhood Museum	Surajit Sarkar (CCK) Sanjay Sharma (SLS)	AUD	Completed	1,35,000
2	CCK NIF Field Fellow Program(Mon, Nagaland and Pipariya, M.P)	Surajit Sarkar (CCK) Dharitri Narzary (SLS) Akha Mao (SES)	NIF (National Innovation Foundation)	Completed	5,55,000
3	Safarnama Conference	Surajit Sarkar (CCK) Ashok Nagpal (SHS)	NMI (National Museum Institute)	Completed	3,20,000
4	Lotika Vardarajan Ethnographic Archive	Surajit Sarkar (CCK)	Ministry of Culture	Ongoing	4,00,000
5	AUD Institutional Memory Project	Surajit Sarkar (CCK) Manasi Thapliyal (SES)	AUD	Ongoing	8,00,000

6	Celebrating Memories of Delhi	Surajit Sarkar (CCK) Yogesh Snehi (SLS) Shailaja Menon (SLS) Suchitra Bala subramaniam (SDes) Abeer Gupta (SDes)	AUD-UGC	Ongoing	2,50,000
7	Time, Space, Direction-Diversities in Cartographic Tradition	Surajit Sarkar (CCK) Ned Bertz (SLS)	ICHR-National Museum	Ongoing	3,00,000
8	Oral History Workshop Series – AUD-JNU	Surajit Sarkar (CCK) Sanjay Sharma (SLS)	AUD-JNU(CHS)	Completed	75,000
9	Conference on Digital Archiving of Community Knowledge	Surajit Sarkar (CCK) Vijaya S Varma (AUD) Anirban Sengupta (SDS)	Ministry of HRD, Anthropological Survey of India, Centre for Cultural Resources and Training	Completed	5,75,000

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration – See list below

S.N.	Project name	Faculty	Funding Agency	Grant Sanctioned
1	Conference on Digital Archiving of Community Knowledge	Surajit Sarkar Vijaya S Varma Anirban Sengupta	Ministry of HRD, Anthropological Survey of India, Centre for Cultural Resources and Training	5.75 lakh
2	CCK NIF Field Fellow Program(Mon, Nagaland and Pipariya, M.P)	Surajit Sarkar Dharitri Narzary Akha Mao	NIF (National Innovation Foundation)	5.55 lakh

3	Safarnama Conference	Surajit Sarkar Ashok Nagpal	NMI (National Museum Institute)	3.20 lakh
4	Lotika Vardarajan Ethnographic Archive	Surajit Sarkar	Ministry of Culture	4.0 lakh
5	Time, Space, Direction- Diversities in Cartographic Tradition	Surajit Sarkar Ned Bertz	ICHR-National Museum	3.0 lakh
6	Oral History Workshop Series – AUD-JNU	Surajit Sarkar Sanjay Sharma	AUD-JNU(CHS)	Rs 0.75 lakh

b) International collaboration – See list below

S.N.	Project Name	Faculty	Funding Agency
1	Safarnama Conference	Surajit Sarkar Ashok Nagpal	French Institute, Embassy of France and Museum of Printed Textiles, Mulhouse, France.
2	Time, Space, Direction- Diversities in Cartographic Tradition	Surajit Sarkar Ned Bertz	Bibliothèque nationale de France.

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

S.N.	Project name	Faculty	Funding Agency	Status	Grant Amount (Rs.)
1	Celebrating Memories of Delhi	Surajit Sarkar, Yogesh Snehi, Shailaja Menon	AUD-UGC	Ongoing	2,50,000

20. Research facility / centre with

- state recognition
- national recognition
- international recognition

Not Applicable

21. Special research laboratories sponsored by / created by industry or corporate bodies:

None

- 22. Publications:**
- Number of papers published in peer reviewed journals (national / international): 2
 - Edited Books: 2
- 23. Details of patents and income generated:**
Not Applicable
- 24. Areas of consultancy and income generated:**
Not Applicable
- 25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad**
- i. Surajit Sarkar – Smithsonian Institution, Washington, D.C, USA – January 2012
 - ii. Surajit Sarkar and Sanjay Sharma (SLS and Director CCK) – Al-Bukhary International University, Alor Setar, Malaysia, Oct 2012
 - iii. Surajit Sarkar and Akha Mao (SES) – Indian Museum, Kolkata, November 2012
- 26. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)**
- i. Surajit Sarkar – Member, Public Advisory Board, Cultural Anthropology, American Anthropological Association, Arlington, Virginia, USA.
 - ii. Surajit Sarkar – Executive Member, Oral History Association of India, Bengaluru.
 - iii. Sanjay Sharma – Co-editor, Hindi Journal, Diwan-e-Sarai, CSDS, Delhi.
- 27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programmes, workshops, training programmes and similar programmes). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**
None
- 28. Student projects**
- percentage of students who have done in-house projects including inter-School projects
 - percentage of students doing projects in collaboration with other universities / industry / institute
- CCK has helped students and research scholars from Schools of AUD in their various projects.
- 29. List the Awards / recognitions received at the national and international level by**
- Faculty
 - Doctoral / post doctoral fellows
 - Students

None

30. Seminars/ Conferences/Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.

Name	Source of Funds	Status
International Conference on Digital Archiving of Community Knowledge	AUD	Completed: Proceedings published by AUD
Safarnama Conference (April 2013)	NMI(National Museum Institute); French Institute; Embassy of France.	Completed: Publication on Interdisciplinary Discourse on a Kalamkari Craft Tradition underway
Time Space Direction- Workshop and Exhibition on Divergences in Cartographic Approaches in Indian Ocean Region	ICHR	Completed: Publication under process.
Sustainable Use of Heritage Knowledge by Communities Living in the Old City of Delhi (March 2014)	AUD-UGC	Ongoing: Background report of city based groups under preparation.

31. Code of ethics for research followed by the Schools

- All research and documentation activity is community led and regular review meetings are held to oversee the documentation.
- A no-objection clause for academic study is obtained for all information received / collected, especially from practitioners.

32. Student profile programme-wise:

Not Applicable

33. Diversity of students:

Not Applicable

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

Not Applicable.

35. Student progression:

Not Applicable

36. Diversity of staff

Percentage of faculty who are graduates	
Of the same university	Not applicable
From other universities within the State	50%
From universities from other States	50%
From universities outside the country	50%

37. Number of faculty who were awarded MPhil., PhD., D.Sc. and D.Litt. during the assessment period:

None

38. Present details of School infrastructural facilities with regard to

- a) Library: University Library
- b) Internet facilities for staff and students: LAN and Wifi enabled office
- c) Total number of class rooms: None
- d) Class rooms with ICT facility: None
- e) Students' laboratories: Shared with other laboratories in the University.
- f) Research laboratories: 1 × Multimedia desktop
3 × Digital video recorder
1 × Audio recorder
1 × Digital still camera
1 × Table top camera scanner
1 × Printer

39. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university

Doctoral candidate:

- Cheryl Jacob

b) from other institutions/universities

Research Associates:

- Ranjani Prasad
- Anoushka Mathews

40. Number of post graduate students getting financial assistance from the university:

Not Applicable

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

The Centre proposes to start research programmes in the interdisciplinary areas of (a) Material Culture and Community Knowledge Studies and (b) Knowledge Traditions of Riverine and Coastal Communities.

Methodology

- Preliminary exercise includes assessment of research students' interests, building tie-ups with external research and field agencies; and identifying and engaging faculty support across different schools.
- Liaising with field and community organisations to identify key resource people for the project, including field based research associates.
- Once human resources are identified, a brainstorming workshop / consultative meeting with internal and external resource people will help to identify the contours of the broader research project.

42. Does the School obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?

Not Applicable

b. students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?

Not Applicable

c. alumni and employers on the programmes offered and how does the School utilize the feedback?

Not Applicable

43. List the distinguished alumni of the School (maximum 10):

Not Applicable

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts:

Not Applicable

45. List the teaching methods adopted by the faculty for different programmes:

Not Applicable

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

Not Applicable

47. Highlight the participation of students and faculty in extension activities.

S.No.	Name	Faculty and Students
1.	Celebrating Lived Memories of Delhi	<p>Faculty – Surajit Sarkar, CCK Sanjay Sharma, CCK / SLS Yogesh Snehi, SLS Shailaja Menon, SLS Suchitra Balasubramanyam, SDesign Abeer Gupta, S Des Anoushka Mathews, CCK</p> <p>Students – Cheryl Jacob, PhD student, SLS Kanika Singh, PhD student, SLS Swati Goel, MPhil student, SLS Ishita Singh, MPhil student, SLS Niti Deoliya, UG student, SUS Satinder, PG student, SDes And students of the following UG courses a) Delhi in History (H11) b) Digital Storytelling (DS)</p>
2.	Material Culture, Creation and Use: Insider Perspectives from Communities in North East India.	<p>Faculty- Surajit Sarkar, CCK Dharitri Narzary, SLS Akha Mao, SES Ivy Dhar, SDS Lovitoli Jimo, SHS Hemlata Oinam, SDS Bibinaz Thokchom, SHS</p> <p>Students- 16 students of UG and PG courses.</p>

48. Give details of “beyond syllabus scholarly activities” of the School:

CCK provides a forum where students from various Schools engage in such activities.

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details:

Not Applicable

50. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

The Centre for Community Knowledge (CCK) is envisioned as a melting pot for multidisciplinary research areas. Its range of activities extends from institutional and ethnographic archives to alternative approaches to history, cartographies, material culture and community knowledge. By integrating oral knowledge traditions to codified academic knowledge, CCK projects expand the scope of knowledge systems.

The Centre is engaged in Research Projects that attempt to develop an interdisciplinary understanding of historical and contemporary community knowledge, and work traditions taking into account factors ranging from ecology and history to work processes and technologies.

The Neighbourhood Museum at Shadi-Khampurand and the upcoming Celebrating Lived Memories of Delhi Festival uncovers stories from the city that have never entered a history book. Personal narratives, photographs and artefacts lead to further engagement with the subject of changing landscapes and demography of the city.

The Institutional Memory Project is working towards creating an online archive that will be the storehouse of information and memories pertaining to the growth and development of the University.

The LotikaVadarajan Ethnographic Archives documents rich knowledge heritage of Indian seafaring communities and textiles traditions. This collection, belonging to ethno-historian LotikaVardarajan, extends to several parts of the country and world. The collection is currently being digitised and will be available online as a resource for researchers and scholars alike.

Other activities which are reflective of an alternative approach to traditional discourses include the Cartography Exhibition-Time, Space and Direction, as well as Safarnama: Journeys of a Kalamkari Hanging. Time, Space and Direction, exhibited mapmaking and cartographic traditions from the Indian Ocean Region. It exhibited maps from European and Islamic traditions as well as Indian approximations. Safarnama was a Conference that explored the meaning and origin of a 17th Century Tapestry (From the Mulhouse Museum of Printed Textiles) with multicultural motifs and designs.

The Centre is also building a repository of material culture, its creation and use from the Mon District in Nagaland. Field representatives provide insights and perspectives of communities of the Northeast.

The ongoing and upcoming projects attempt to contribute in building CCK as an academic centre of learning and applied research through engagements and collaborations that contribute to the University's diverse learning environment.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths

- Multi-disciplinary and innovative thinking offers scope for collaboration with students and faculty from different Schools and Centres.
- Emphasis on field practice and community engagement in projects undertaken.
- Access to technical expertise and training in digital documentation.

Weakness

- Under staffed, too few people doing too many diverse kinds of work.
- Under funded for the number of programmes undertaken.
- Requires more technical support, especially in the multimedia archiving area.

Opportunity

- Documenting and codifying oral community knowledge is becoming important both for institutional agencies and communities, and the state.
- Increasing awareness by commercial and public organisations of community and oral knowledge heritage.
- CCK can act as resource centre to help in digitising and documentation; by research into and dissemination of oral and unexamined sources of knowledge heritage in the academic and wider community.
- Building archives that will provide access to a range of information including institutional memory and ethnographic archives.

Challenges

- To create an online repository of knowledge accessible from anywhere using publications, online and print; and a knowledge archive of ethnological knowledge. (Work on creating this last is currently underway).
- To develop active ongoing research programmes that involves research students and faculty on multi-year basis.
- Act as a base for field based ethnological knowledge research by faculty and students by creating ongoing long / medium term field projects in a few regions.

52. Future plans of the School.

- Expand the Centre's faculty and staff strength.
- Establish itself as a Centre of Excellence in research and documentation of oral histories and intangible cultural heritage.
- To serve as a resource centre and repository for archives.

Evaluative Report of the Centre for Development Practice (CDP)

1. **Name of the Centre:**
Centre for Development Practice
2. **Year of establishment :**
2013
3. **Is the School part of a School/Faculty of the university?**
It is an independent Centre.
4. **Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, D.Sc., D.Litt., etc.):**
None
5. **Interdisciplinary programmes and Schools involved:**
Not Applicable
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**
The Centre for Development Practice operates in collaboration with NGOs involved in grassroots level development work.
7. **Details of programmes discontinued, if any, with reasons:**
Not Applicable
8. **Examination System: Annual/Semester/Trimester/Choice Based Credit System:**
Not Applicable
9. **Participation of the School in the courses offered by other Schools:**
Not Applicable
10. **Number of teaching posts sanctioned, filled and actual (Professor/Associate Professor/Assistant Professor/others)**

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	-	-	-
Associate Professor	02	01 (concurrent)	01
Assistant Professor	-	01 (Temporary against vacancy)	0

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance:

Please refer to faculty list of SHS and SDS, and also SLS

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD / MPhil students guided for the last 4 years
Anup Dhar	PhD	Associate Professor	Development Studies, Psychoanalysis, Marxism, Feminism	9 years	5 PhD students + 8 MPhil students
Rajesh K.P.	MPhil in Research and Development	Academic Coordinator	Development Practice, Social Theory, Social Movements	3.5 years	
Imran Amin	MPhil in Political Science	Assistant Professor (Temporary)	Policy and Governance, Social Movements	8 months	

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

- i. Anjan Chakrabarti, Professor, Dept. of Economics, University of Calcutta
- ii. Nandan Nawn, Assistant Professor of Economics, West Bengal National University of Juridical Sciences
- iii. Mihir Shah, Member, Planning Commission
- iv. Ravi Chopra, Director, Peoples Science Research Institute and Former Director, PRADAN
- v. Rajni Palriwala, Professor of Sociology, Delhi School of Economics, Delhi University
- vi. Rajarshi Dasgupta, Assistant Professor of Political Science, Centre for Political Systems, Jawaharlal Nehru University
- vii. M N Panini, Former Professor of Sociology, Centre for the Study of Social Systems, Jawaharlal Nehru University
- viii. Duncan Green, Senior Strategic Adviser, Oxfam, GB
- ix. Avinas Paranjape, Former Professor, IRMA
- x. Deep Joshi, Chairman, IRMA
- xi. Chiranjib Sen, Professor, Azim Premji University
- xii. Sanjiv Phansalkar, Formerly at IRMA; currently Program Leader at Sir Dorabji Tata Trust.

- 13. Percentage of classes taken by temporary faculty:**
The Centre for Development Practice is not responsible for conducting any classes.
- 14. Programme-wise Student Teacher Ratio:**
Not Applicable
- 15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual:**
Currently there is only one sanctioned position, Director, CDP, which has been filled.
- 16. Research thrust areas as recognised by major funding agencies:**
The following are the research areas / questions that are being developed at the Centre for Development Practice: the relevance of studying the rural in the era of growing urbanisation; the idea of action research; gender, health and development; rural livelihoods and MGNREGA; mapping the development sector in India; gender, empowerment and development.
- 17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.**
None
- 18. Inter-institutional collaborative projects and associated grants received**
- a) National collaboration:**
National collaboration with Departments of Economics, University of Kalyani and University of Calcutta, an ICSSR sponsored project titled “Class and Caste: In Need of a Theoretical and Empirical Re-Examination”, 15 lakh.
- b) International collaboration:**
None.
- 19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received:**
None
- 20. Research facility / centre with**
- state recognition:
 - national recognition:
 - international recognition:
- None
- 21. Special research laboratories sponsored by / created by industry or corporate bodies:**
None

22. Publications:

Please refer to list of publications provided in the Evaluative Reports of SHS and SDS faculty.

23. Details of patents and income generated-

Not Applicable

24. Areas of consultancy and income generated-

None

25. Faculty selected nationally / internationally to visit other laboratories / institutions/ industries in India and abroad

Dhar, Anup. Plenary Speaker at ‘Second Marxism & Psychology’ Conference held at the Michoacana de San Nicolas de Hidalgo, in Morelia, Michoacan, Mexico, from 9 to 11 August 2012.

Dhar, Anup. ‘Rethinking Marxism 2013’: Surplus, Solidarity, Sufficiency Conference, University of Amherst, Massachusetts, September 18-22, 2013.

Johri, Rachana. “Surviving domestic violence: subjectivity, trauma and resistance”. Paper presented at the International Conference on Violence Against Women: Complex Realities and New Issues in a Changing World, Montreal, Canada. May, 2011.

Rajesh K P. “A Discursive Structure on Land and Transcending the Tradition / Modern Dichotomy: The Case of Adivasi Gothra Maha Sabha in Kerala, South Indian. Paper presented at the International Conference on Indian State and Indigenous / Tribal People: Revisiting Philosophical Foundations of Constitutional Guarantee at Bodoland University, Kokrajhar, Assam on March 28 & 29, 2014.

26. Faculty serving in

a) National committees:

Please refer to list provided by SHS and SDS

b) International committees:

None

c) Editorial Boards of national and international journals:

None

d) Steering committees of international conferences recognised by reputed organisations / societies:

None

e) Any other (please specify):

None

27. **Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**

Academic Staff Development Programmes	Number of Faculty
Refresher Courses	None
HRD programmes	None
Orientation programmes	None
Staff training conducted by the university	None
Staff training conducted by other institutions	None
Summer / Winter schools, programmes	None

28. **Student projects**

- **percentage of students who have done in-house projects including inter-School projects:**
Not Applicable
- **percentage of students doing projects in collaboration with other universities / industry / institute:**
None

29. **List the Awards / recognitions received at the national and international level by**

- **Faculty**
Please refer to SHS and SDS list
- **Doctoral / post doctoral fellows**
- **Students**
None

30. **Seminars / Conferences / Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.**

Seminars

Lecture by Professor Anjan Chakrabarti. 'Political Economy, Development, Third world studies', September 2012.

Lecture by Nandan Nawn. 'Development Studies and Development Practice', October 2012.

Talk by Mihir Shah. 'Civil Society and Development in India: Emerging Concerns', 21 March 2013.

Talk by Rajarshi Das Gupta. 'Shifting Identities: Refugee Politics and Urbanisation in West Bengal', 11 April 2013

Public Lecture by Binayak Sen. 'Public Policyt and Access to Equity and Justice', 26 April 2013.

'Women, Work and Development,'talk by Rajni Palriwala, Professor, Department of Sociology, University of Delhi 2 May, 2013.

‘Inclusive Growth and Postmodernisation,’ talk by M N Panini, eminent sociologist and former Professor, CSSS, School of Social Sciences, JNU, 19 September, 2013.

‘Inequality: Why Does it Matter, and How Does it Differ to Focussing on Poverty,’ talk by Duncan Green, Senior Strategic Adviser, Oxfam GB, 20 November, 2013.

Workshops:

Workshop on ‘Action Research’ organised on 26 and 27 October, 2013.

Workshop on ‘Field Immersion’ held in May, 2013.

Workshop on ‘Field Faculties and Immersion Phase I’ held in April 25-27, 2013

Workshop on ‘Field faculties and Immersion Phase II’ held in May 29-31, 2013

Workshop on ‘Development Practice and the Field’ organised in December, 2012

31. Code of ethics for research followed by the Schools:

Not yet developed.

32. Student profile programme-wise:

The Centre does not have any students

33. Diversity of students:

The Centre does not have any students

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise:

The Centre does not have any students

35. Student progression:

The Centre does not have any students

36. Diversity of Staff

Percentage of faculty who are graduates	
of the same university	None
From other universities within the State	33%
From universities from other States from	67%
Universities outside the country	None

37. Number of faculty who were awarded MPhil, PhD, D.Sc. and D.Litt. during the assessment period:

None

- 38. Present details of Centre infrastructural facilities with regard to**
- a) **Library**
We are in the process of setting up a library at the Center
 - b) **Internet facilities for staff and students**
Available to all
 - c) **Total number of class rooms**
Not Applicable
 - d) **Class rooms with ICT facility**
Not Applicable
 - e) **Students' laboratories**
Currently we do not have any laboratory at CDP
 - f) **Research laboratories**
Currently we do not have any laboratory at the Centre
- 39. List of doctoral, post-doctoral students and Research Associates**
- a) from the host institution/university
 - b) from other institutions/universities
- None
- 40. Number of post graduate students getting financial assistance from the university –**
- None
- 41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.**
- The University organised a series of consultations with various stakeholders in the development sector including NGOs, scholars and professionals working in the development sector and the Government before starting the Centre. Some of the experts consulted include Deep Joshi, Mihir Shah (Member, Planning Commission), Professor Chiranjib Sen (Indian Institute of Management, Bengaluru), Professor Sanjiv Phansalkar (Sir Dorabji Tata Trust, Mumbai) and Mr Sandip Dixit (Member of Parliament). The mode of consultation was mainly individual discussions, focus group discussions and consultative meetings.
- 42. Does the School obtain feedback from**
- a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?
 - b. students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?
 - c. alumni and employers on the programmes offered and how does the School utilize the feedback?
- The Centre does not offer any programmes.

43. List the distinguished alumni of the School (maximum 10)

Not Applicable

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

The Centre for Development Practice has instituted a *Lecture Series in Development Practice*. This lecture series is an attempt to bring to the university setting Scholars who have straddled the space of both academics and developmental practice (either in the form of policy making, or grassroots level developmental work [in government and in non-government initiatives] or through participation in ‘new social movements’). It was also to give us – the Development Practice team, the larger AUD faculty and the research students at AUD – a sense of what the conceptual-practical contours of the emergent discipline of Development Practice could be. So far the following lectures have been held:

- ‘Inequality: Why Does it Matter, and How Does it Differ to Focussing on Poverty’ by Duncan Green, Senior Strategic Adviser, Oxfam GB
- ‘Inclusive Growth and Postmodernisation’ by Professor M N Panini, eminent sociologist and former Professor, CSSS, School of Social Sciences, JNU
- ‘Women, Work and Development’ - by Professor Rajni Palriwala, Professor, Department of Sociology, University of Delhi.
- ‘Public Policy and Access to Equity and Justice’ by Binayak Sen, primary health care practitioner and human rights activist.
- ‘Shifting identities: Refugee Politics and Urbanisation in West Bengal’- by Rajarshi Das Gupta, CPS, School of Social Sciences, JNU.
- ‘Civil Society and Development: Emerging Concerns’- by Mihir Shah, Member, Planning Commission, Govt. of India.
- ‘Political Economy, Development, Third world studies’ by Professor Anjan Chakrabarti, Professor, Calcutta University
- ‘Development Studies and Development Practice’ by Nandan Nawn, Assistant Professor, West Bengal National University of Juridical Sciences.

45. List the teaching methods adopted by the faculty for different programmes:

Not Applicable

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

Not Applicable

47. Highlight the participation of students and faculty in extension activities:

Not Applicable

48. Give details of “beyond syllabus scholarly activities” of the Centre:

Not Applicable

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

No, the Centre is not graded by any agency.

50. Briefly highlight the contributions of the Centre in generating new knowledge, basic or applied.

The Centre for Development Practice is engaged in the process of setting up Development Practice as a discipline (and as distinct from Development Studies). As a discipline Development Practice tries to bridge the inherited divide between theory and practice, natural and social science, self-perspective and group-perspective, individual research and collaborative research. Taking off from the idea of Development Practice as envisaged by the Centre for Development Practice, three other institutions have set up or are in the process of setting up an MA programme in Development Practice. All three institutions have taken off from the outline of the MPhil programme in Development Practice at AUD, Centre for Development Practice. We are in touch (as Advisory Board / Curriculum Committee members) with three institutions:

- the Institute of Rural Management Anand, Gujarat, India
- the Rajiv Gandhi National Institute of Youth Development (Institute of National Importance), Sriperumbudur, Tamil Nadu (this institute comes under the Ministry of Youth Affairs and Sports and is mandated with important functional domains of Policy development, Training, Teaching and Research; it already has 5 important MA programmes related to Youth Development)
- Vidyasagar University, Bengal.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the Centre.

Strengths:

- The Centre in its first year has been sharp and thick in its conceptualisation of novel disciplinary domains like Development Practice, in especially rural and community contexts.
- It is perhaps the only research Centre in the country where the concept and practice of ‘transformation’ have been taken as an object and area of enquiry. The idea and practice of transformation has in turn been related to the questions of transformations of self, social and the political at the Centre.
- The Centre has developed through the idea of Immersion (as against Field Work) a much closer connection with the ontological specificities of rural India and community life.
- The Centre, through the idea of Action Research, has redefined the entrenched dichotomy between theory and practice that has been institutionalised for a long time in the Indian academia.

- The Centre through the birthing of a new discipline called Development Practice has enabled a reconceptualisation and a repositioning of the social sciences and their social importance in the Indian context. In the process, it has also redefined the idea of development.

Weaknesses:

- While the Centre has been strong in conceptualizing new and novel angles at approaching social reality in the Indian context, including rural reality, it has not managed to give shape to actual grassroots research and practice, primarily because the Centre does not have any personnel (academic or administrative) or funding as of now.
- The Centre was imagined as a space for building ‘capacities’ in terms of developing and increasing the pool of quality human resource in the developmental sector and thus to offer to the country professionals who would fulfil the bottom-up dream of development. The Centre has not been able to do this primarily because of lack of financial and human resource.

Opportunities:

- The Centre provides a unique opportunity for reimagining the social sciences and their role in Indian society.
- It also helps us go beyond given disciplinary boundaries, as also beyond the theory / practice divide.
- It helps one reimagine the idea of development. In its imagination of development not only does it connect questions of economy, politics, culture and nature it also brings in the dimension of self-introspection, emotion, affect, desire, and the complexities of interpersonal and group dialogue in development work.
- The Centre helps institutionalize in a University setting the professionalizing of rural development practice. It helps legitimize developmental practice as a socially meaningful and valuable arena of work.
- The Centre deinstitutionalizes the existing imagination of the University (which is largely academic, urban, elite) through its partnership with grassroots level developmental agents of change like NGOs and take it to the rural sector; the Centre makes University level work relevant to the needs of the rural poor.

Challenges:

- Challenges remain in terms of finding a balance between and building a wholesome relationship between an academic institution (University) and a practitioner organisation at the grassroots (NGO), as also between researchers and rural communities.
- Developing a new discipline requires cutting edge research and it takes times for research to coalesce into a discipline, all the more in this case because the research is not conventional academic research (but what we have called ‘action research’) and the discipline is not a conventional social science discipline (but what we called ‘development practice’).
- Finding a balance between theory and practice, academic research and project based implementation, development studies and developmental work has not been easy.

52. **Future plans of the Centre:**

Centre for Development Practice being relatively new is in the process of synthesising its creative thrusts in opening newer directions for developmental initiatives and outreaches. It is envisaged that in the future the Centre will emerge as a research, documentation, and capacity building and reflection site for the developmental sector scholars and agents, engaged with issues like rural livelihoods, education, governance and health. The Centre for Development Practice is expected to serve as a nucleus to deepen and further the University's engagement with social development. One of the most important objectives of the Centre is to make 'development practice' a distinct and unique field / discipline. The core aims that go behind the setting up of this discipline are bridging the inherited divide between theory and practice, natural and social science, self-perspective and group-perspective, individual research and collaborative research. The Centre aims to achieve this through cutting edge action research in the areas of rural livelihoods, education, health, political participation, gender-class-caste and development, community empowerment, environment and natural resource management and so on. Research clusters have been formed around some of these themes and preliminary work has started.

Projected activities of the Centre

- a. Collaborative action research (with development sector agents, grassroots organisations, social movements) in Development Practice.
- b. Setting up of a Resource Centre in Development Practice, with online library facilities.
- c. Organizing one International Seminar and three National Seminars on different aspects and various theoretical and practical dimensions of Development Practice every two years.
- d. Conducting four National Workshops every year for the continuing training of personnel employed as development sector agents.
- e. Publications: Edited Volumes in English (one every two years) and Monographs (two every year) in the vernacular on Development Practice.
- f. Publish Journal of Development Practice (annual).
- g. Collaborate with the Ministry of Rural Development, India and engage in collaborative research.
- h. Collaborate with other institutions who are in the process of setting up programmes in Development Practice

Evaluative Report of Centre for Early Childhood Education and Development

1. Name of the Centre:

Centre for Early Childhood Education and Development (CECED)

2. Year of establishment:

2009

3. Is the School part of a School/Faculty of the university?

CECED is a centre of the University.

4. Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.)

Programmes Proposed to be offered from August 2014:

- MA in Early Childhood Care and Education (ECCE)
- Post Graduate Diploma in ECCE

5. Interdisciplinary programmes and Schools involved –

Academic programmes conceptualised by CECED will be housed in the School of Education Studies. Some courses offered in MA (ECCE) programme are already being offered in 1) MA Education Studies, such as Child Development; State, Society and Education; Gender and Education, Introduction to Educational Research and some elective courses; 2) MA Psychology (Psychosocial Clinical Studies) such as Childhood Identity and Society; and 3) MA Social Entrepreneurship.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

MA in ECCE & PG Diploma - In collaboration with Sir Ratan Tata Trust

7. Details of programmes discontinued, if any, with reasons –

Not applicable

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System

Given the requirements for professionals at different levels, the 2 year (four semester) MA ECCE is proposed with an exit option after 1 year which will qualify students for award for Post Graduate Diploma in ECCE.

PG Diploma in ECCE has been conceptualised to cater to specific demands from the field for informed and professionally competent mid-level functionaries who can implement developmentally appropriate practices in their settings.

The two year MA programme will give in-depth understanding of early childhood care and education using multiple disciplines – child development, sociology, history, psychoanalytic frame, anthropology, critical pedagogy, and management. The courses will be developed by reviewing existing national and international programmes, and through a systematic consultation with experts in the field.

Depending on the nature of the courses and the course objectives, assessments will be designed. Continuous evaluation and semester end exams will be conducted.

9. Participation of the School in the courses offered by other Schools –

Students from other schools can opt for some courses offered in MA ECCE. And likewise, students of MA ECCE can opt for courses offered from other schools.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Assistant Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	-	-	-
Associate Professor	1	1 (Temporary)	1
Assistant Professor	0	0	0
Academic Fellow	2	1	1
Research Assistant	1	1	1
Assistant	1	1	1

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of years of Exp.	No. of PhD / MPhil students guided for the last 4 years
Venita Kaul	Phd (IIT Delhi)	Director	Early Childhood Care and Education	40	None
Sunita Singh	PhD (University of Illinois at Urbana Champaign)	Associate Professor	Elementary Education	14	None
Aparajita Bhargarh	MSc in Child Development	Academic Fellow	Early Childhood Care & Education	6	None
Ikanshi Khanna	MSc in Human Development and Childhood Studies	Research Assistant	Child Development	2	None

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

None

13. Percentage of classes taken by temporary faculty

Not applicable

14. Programme-wise Student Teacher Ratio

Not applicable

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

AUD Supported Staff			
Sl No	Position	No. Sanctioned	No. Filled
1	Professor	1	1
2	Associate Professor	1	1
3	Academic Fellows	2	1
4	Research Assistant	1	1
5	Assistant	1	1
Project Positions*			
1	Senior Project Officer	1	1
2	Project Associate	5	5
3	Project Assistants	6	5
4	Finance Consultant	1	1
5	Office Assistant	1	1

* Project positions are variable on number and nature of ongoing projects.

16. Research thrust areas as recognised by major funding agencies:

- a. Situational Analysis of Children
- b. Teacher Education
- c. Impact of ECE on Primary Level Learning Outcomes
- d. Action Research in ECCE – CARE India
- e. Early Learning and Literacy
- f. Multilingualism
- g. Impact Evaluation of ECCE Programmes
- h. Special Needs and Inclusion
- i. Infancy and Early Stimulation

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

All the projects are led by Director, CECED with different project teams working on the same.

Project title	Duration	Funding Agency	Grants received/ to be received
Indian Early Childhood Education Impact Study (IECEI)	3 years	UNICEF Delhi, UNICEF, Rajasthan, MHRD, CIFF, BVLF, CARE, SERP, World Bank,	4,87,71,278
Impact Evaluation of Katha's I love Reading Programme in MCD schools	9 months	Katha	9,99,900
Academic programmes in early childhood care and education	2 years	Sir Ratan Tata Trust	70,00,000
Early Childhood Development for the Poor: Impacting at Scale (NIH)	3 years	Institute of Fiscal Studies	17,89,700
Impact Evaluation of Gali Gali Sim Sim in ICDS, Uttarakhand	1 year	Uttarakhand Infrastructure Development Company Limited	33,00,000
Technical assistance to develop curriculum for ICDS and capacity building in West Bengal	2 years	UNICEF, West Bengal	19,00,000
Strategy paper to strengthen ICDS in Rajasthan	6 months	UNICEF, Rajasthan	4,00,000
Preparation of training clips	6 months	CARE, India	2,50,000
Supporting ELS in preschools & Development Framework for School Readiness Curriculum	9 months	CARE, India	35,000

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration

PARTNER ORGANISATION	
1	National Institute of Public Cooperation and Child Development, Regional Centre Guwahati
2	Andhra Mahila Sabha
3	ASER, Delhi
4	Akshara Foundation
5	National Council for Teacher Education
6	Pratham
7	CARE, India
8	Sir Ratan Tata Trust

9	Ministry of Human Resource Development, Govt. of India
10	Gali Gali Sim Sim
11	Centre for Learning Resources (CLR)
12	Mobile Crèches

b) International Collaboration

PARTNER ORGANISATION	
1	Yale University
2	UNICEF
3	UNESCO
4	The World Bank
5	Children Investment Fund Foundation (CIFF)
6	Bernard van Leer Foundation
7	Aga Khan Foundation

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

None

20. Research facility / centre with

- state recognition:
- national recognition:
- international recognition:

CECED is recognised as a national resource centre in the field of early childhood care and education. After the approval of National Early Childhood Care and Education Policy in October 2013 which mandates each state to come up with the curriculum for children below six years, many states such as West Bengal, Rajasthan, Goa, Chattisgarh have requested CECED to help them in preparation of their ECCE curriculum.

21. Special research laboratories sponsored by / created by industry or corporate bodies

None

22. Publications:

- Number of papers published in peer reviewed journals (national / international): 4
- Edited books: 2

23. Details of patents and income generated

None

24. Areas of consultancy and income generated

Ambedkar University Delhi Centre for Early Childhood Education and Development						
Project-wise Income expenditure statement as on 31-10-2013						
S.N.	Project/Scheme Name	Supported / Funded by	Amount Received (Rs.)	Amount spent (Rs.)	Balance (Rs.)	Remarks
1	2	3	4	5	6	7
	Situational Analysis of ECCE initiatives in Nizamuddin Basti 03-11-2009 to 15-06-2010	Aga Khan	4,84,105	4,84,105	Nil	AUD overhead charges Rs. 1,24,945/- Accounts finalised with Aga Khan Foundation
		(project Cost				
		Rs. 4,67,500+				
		Rs. 30,000 (Contingency)				
1	Total of Aga Khan Foundation	Rs. 4,97,500	4,84,105	4,84,105	Nil	
	Review of Provisions for Preparation/ Teacher Education Personnel for ECCE March, 2010 to 15-11-2010	1st Installment 2nd Installment 3rd Installment (A) NCTE (Project cost Rs. 4.20 lac)	2,10,000 1,05,000 *1,05,000 (yet to be received)	3,15,000 Recd. 1,05,000 Awaited 4,20,000 86,316 By AUD 5,06,316 Actl Exp.4,20,000 By ACTE	(-) 1,05,000	i. Final accounts submitted to NCTE in February, 2012 ii. Last Installment of Rs. 1,05,000 is awaited and shall be retained by AUD as the entire excess expenditure of Rs. 86,316 beyond allocation of Rs. 4,20,000 has been borne by AUD
2		Total of NCTE	3,15,000	4,20,000	(-) 1,05,000	

	March, 2010 to 15-11-2010	(B) AUD Project Cost Rs. 6.80	6,80,000	6,38,430 41,570	Nil	Project funded by AUD actual expdr. Rs.638430/- Unspent Rs.41570/- available with AUD being a AUD funded project
3	Total of AUD/NCTE	Total of AUD	680000	680000	Nil	
	Exploring impact of Early Learning, Socialisation, and school readiness experiences in pre-school settings on educational and behavioral outcome along the primary stage 15-10-2010 to 30-06-2011	1st installment 2nd installment 3rd Installment (A)UNESCO (project Cost \$ 20,000)	5,34,600 3,16,190 45,000	8,95,790*	Nil	Break up of \$ 20000 1st installment \$12000 2nd installment \$ 7000 3rd installment & Final Installment \$ 1000 awaited Accounts finalised and submitted in Nov. 2011 for release of 1st installment of Rs. 45000/- by UNESCO to AUD * Includes overhead charges of AUD Rs. 39182/-
4		Total of UNESCO	8,95,790	8,95,790	Nil	
	April, 2011 to June, 2011	(B) UNICEF Project I Rapid Survey UNICEF	3,79,600	3,79,600	Nil	(Account Finalised in June, 2011) 1,84,536 - Actual Exp. - 1,95,064 - Amount Refd - 3,79,000 (Account Finalised in Sept, 2011) 15,23,322 - Actual Exp. 3,15,490 Amount Refd. 18,38,812 AUD Overhead Charges Rs. 1,83,881
5	April to July, 2011	ii Main Project Cost Rs. 2451750, UNICEF	18,38,812	18,38,812	Nil	
		Total of UNICEF	22,18,412	22,18,412	Nil	

	Early Childhood Component - "Linked for Learning"	1st Installment 2nd Installment 3rd Installment (Project cost Rs. 12,77,760)	6,38,880 3,83,328 2,55,552	12,77,760	Nil	Final Accounts/UC sent to CARE (INDIA) on 21-03-2012 AUD Overhead charges Rs. 1,27,776
6	19-11-2010 to 31-01-2012	Total of CARE	12,77,760	12,77,760	Nil	
	Study of Impact of Early... Outcomes along the primary stage 24-06-2011 to 31-08-2011	1st & 2nd Installment July, 11 3rd & 4th Installment Aug, 11 5th & final Installment October, 11 (Project cost Rs. 17,35,000)	5,20,500 10,41,000 1,73,500	17,35,000	Nil	Rs. 1,51,999 credited back from UNICEF and debited to UNICEF (See Dec-2011 statement) Total 1735000/- (received) AUD Overhead Charges Rs. 1,73,500 Bal Rs. 1,85,102 used for purchase of Office work station in August, 2012
7		Total of World Bank	17,35,000	17,35,000	Nil	
	Study of Impact Early... Outcome along the primary stage April, 2011 to March, 2013 20,15,000 + 23,16,600 = 43,31,600	1st installment April, 11 2nd Installment July, 11 3rd Installment Nov., 11 4th Installment Aug., 12	6,04,499 4,89,645 3,62,700 3,96,284	10,94,144 3,62,700 2,82,905	1,13,379	Cheque no. 545556 dated 23-09-11 Rs. 1094144/- in Sept. 2011 & cheque no. 276612 dated 06-03-12, cheque no. 667914 dated 02-01-13 Rs. 362700 in March, 2012, Rs. 282905 in Jan, 2013 remitted to Andhra Mahila Sabha
8		Total of SERP	18,53,128	17,39,749	1,13,379	

	Study on Impact of Early... Outcome along the primary stage October, 2011 to March, 2013 29,43,700 + 32,72,325 = 62,16,025	1st Installment Dec., 11 2nd Installment Dec., 12 3rd Installment Feb., 13	14,71,850 16,36,162 14,71,850	45,79,862	Nil	1. Trfd. To ASER Rs. 13,24,665 in February, 2012 2. * CECED overhead charges Rs. 95,757 spent for Work Station in August, 2012 Balance Rs. 51,428/- 3 Trfd. To ASER Rs. 13,24,665 in March, 2012 AUD Overhead Charges Rs. 310801
9		Total of MHRD	45,79,862	45,79,862	Nil	
	Strategic Collaboration of ECCE Project period Feb, 2012 to Jan., 2013 Project Cost: Rs. 17,20,000	1st Installment April, 12 2nd Installment Aug., 12 3rd Installment March, 13	6,88,000 6,88,000 3,44,000	17,20,000	Nil	Cheque no. 140535 dated 15-04-12 Rs. 6,88,000 Cheque No. 114882 dated 22-08-12 Rs. 6,88,000 Cheque No. 138927 dated 28-03-13 Rs. 3,44,000 AUD overhead charges Rs. 83,683/-
10		Total of CARE(INDIA)	17,20,000	17,20,000	Nil	
	Global Action Week on Childhood Celebrations on 26-04-2012 at National Bal Bhawan	UNICEF Allocation Rs. 245000	2,44,877	2,44,877	Nil	Finally settled Rs. 2,44,877 received from UNICEF by Bank transfer dated 04-12-12 to AUD
11		Total of UNICEF	2,44,877	2,44,877	Nil	
	Technical Support by CECED to UNICEF, W.B April, 2012 to July, 2012	UNICEF West Bengal Allocation Rs. 2,60,700	1,12,681	1,12,681	Nil	Finally settled Rs. 1,12,681 by UNICEF bank transfer dated 25-10-12 to AUD
12		Total Of UNICEF (WB)	1,12,681	1,12,681	Nil	

	Technical Support by CECED to UNICEF, W.B October to December, 2012	UNICEF West Bengal	52,000 48,000	1,73,354	(-) 73,354	Bank transfer dated 04-12-2012 Bank transfer dated 10-12-12 Reimb. Claim sent to UNICEF, WB
13		Total of UNICEF (WB)	1,00,000	1,73,354	(-) 73,354	
	Technical Support by CECED to UNICEF, W.B May to December, 2013	Budget Rs. 7,79,000	3,89,500	18,967	3,70,533	
14		Total of UNICEF (WB)	3,89,500	18,967	3,70,533	
	Analytical and Research activities in ECCE July, 2012 to Sept, 2012	1st installment July, 2012 2nd installment Aug. 2012 3rd installment Sept, 2012	6,76,000 33,80,000 27,04,000	61,67,018	5,92,982	Cheque No. 141255 dated 27-07-2012 for Rs. 6,76,000 Cheque No. 142057 dated 30-08-12 for Rs. 33,80,000 Cheque No. 142162 dated 26-09-12 for Rs. 27,04,000
15		Total of World Bank	67,60,000	61,67,018	5,92,982	
	Release of NCTE/ AUD Publication at IHC 28-29, March, 2012	AUD Rs. 3,22,000	3,22,000	2,20,545 - Exp. 1,01,455 - Refd 3,22,000	Nil	Finally settled with AUD in June, 2012
16		Total of AUD	3,22,000	3,22,000	Nil	

	Study on Impact of Early... Outcome along the primary stage -	UNICEF Period Sept, 2011 to December, 2012 Rs. 1,55,47,400/- Sept, 2011 to July, 2012	22,37,950 5,08,484 27,76,693 18,91,359 42,45,500 13,03,500 11,17,389 9,92,087 1,50,72,962	1,50,64,468 (exp.) 8494 (Refd)	nil	Cheque no. 078767 dated 11-11-11 Cheque no. 078820 dated 22-11-11 Cheque no. 803017 dated 03-04-12 Cheque no. 806113 dated 23-07-12 Cheque no. 806440 dated 09-08-12 Bank transfer dated 04-12-2012 Bank transfer dated 05-12-2012 Bank transfer dated 21-12-2012 AUD Overhead charges Rs. 10,66,648 Final accounts submitted UNICEF in Aug, 2013
17		Total of UNICEF	1,50,72,962	1,50,72,962	Nil	
	Study on Impact of Early... Outcome along the primary stage -	UNICEF Phase-2 May to December, 2013 Rs. 10920780	30,81,600 36,15,090	33,04,344	33,92,346	Bank transfer dated 20-05-2013 Bank transfer dated 21-10-2013
18		Total of UNICEF-II	66,96,690	33,04,344	33,92,346	
	Study on Impact of Early... Outcome along the primary stage -	BVLF budget Rs. 27,08,000 upto August, 2013	27,08,000	27,07,674	326	Bank transfer dated 30-08-2012
19		Total of BVLF	27,08,000	27,07,674	326	
	Analytical & Research Activities	Aga Khan Foundation	2,60,426	2,25,000	35,426	Bank transfer dated 03-10-2012

20		Total of Aga Khan Foundation	2,60,426	2,25,000	35,426	
	Orientation and Sensitisation on ECCD	Mobile Creches Rs. 1,03,200 Sept, 2012 to March, 2013	40,920 30,690 30,690	1,02,300	Nil	Cheque No. 001300 dated 18-10-2012 1653 dated 07-01-2013 Cheque No. 002005 dated 18-03-2013 AUD overhead charges Rs. 10404
21		Total of Mobile Creches	1,02,300	102,300	Nil	
	Impact assessment of Akshara's engagement with ICDS System	Akshara Foundation Sept, 2012 to March, 2012 Rs. 21,80,750	10,90,375 5,45,188	16,08,670	26,893	Bank transfer dated 03-12-2012 Bank transfer dated 09-03-13
22		Total of Akshara Foundation	16,35,563	16,08,670	26,893	
	Case studies of good practices in ECCE	NRTT August to December, 2012 Rs. 6,92,000	6,92,000	3,43,696	3,48,304	Bank transfer dated 06-12-2012
23		Total of NRTT	6,92,000	3,43,696	3,48,304	
	Study on Impact of Early Outcome along the primary stage -	CIFF - Sept 2014 to Sept, 2014	27,51,879 2,12,864	24,47,631	5,17,112	Bank transfer dated 12-09-2012 Bank transfer dated 03-10-2013
24		Total of CIFF	29,64,743	24,47,631	5,17,112	
	Study on Impact of Early... Outcome along the primary stage -	UNICEF (Raj.) - Aug to Sept, 2013	17,28,000	6,67,800	10,60,200	
25		Total of UNICEF (Raj)	1,72,800	6,67,800	10,60,200	
	Total Amount Received from External Agencies		5,55,48,799	4,93,89,652	61,59,147	

25 Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

National:

CECED faculty are a part of several national level committees like NCTE, Sub-committee of the CABE for Preschool Education, National Advisory Council for RTE (MHRD), National Core Group for Preparation of ECCE Policy and Sub-group on ECCE for the 12th Five Year Plan.

International recognition:

CECED faculty were invited to participate in the following platforms:

ARNEC-World Bank conference on Early Childhood Education in Jakarta, Indonesia November, 2012.

Consultation on nutrition and early stimulation programme at the Institute of Fiscal Studies, London.

26. Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)

a) National Committees:

Venita Kaul

- National Advisory Council for RTE (MHRD)
- National Core Group for preparation of policy on ECCE
- Sub-group on ECCE for 12th FYP
- NCTE Core Committee

b) International Committee:

Venita Kaul

- Advisory Board Member of Children’s Investment Fund Foundation
- Steering Committee Member of ARNEC

27. Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programmes	Number of Faculty
Refresher Courses	
HRD programmes	
Orientation programmes	
Staff training conducted by the university	1. In-house training of project staff (21) 2. Case study methodology – 5 3. Consultation on statistical analysis for ‘Impact Study’ - 10
Staff training conducted by other institutions	
Summer/Winter schools, programmes	

28. Student projects - Not applicable

- percentage of students who have done in-house projects including inter-School projects
- percentage of students doing projects in collaboration with other universities / industry / institute

Not applicable

29. List the Awards / recognitions received at the national and international level by

- **Faculty**
None
- **Doctoral / post doctoral fellows**
None
- **Students**
Not applicable

30. Seminars / Conferences / Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.

Please indicate a list of workshops, etc.

	Date	Source of funding
Conferences / workshops		
Conference on Impact Study	3-5 December 2013	UNICEF, Rajasthan
National conference - Early Learning: Status and Way Forward	25-27 September 2013	CARE
South Asian Regional Conference: Early Childhood Care and Education - Policies and Practices: Status and Way Forward	27-29 August 2013	World Bank
Global Action Week	26 ,mjApril 2012	UNICEF
Lectures		
Quality in Early Childhood Education – Issues and Initiatives in India.	January 28, 2013	CARE
Early Childhood Care and Education Scenario: Feedback from the Grassroots	24 March 2011	UNICEF
Early Literacy: Transition from Home to School Language	12 August 2011	UNICEF
Risk Factors and Intervention	21 October 2011	CARE
Early Learning: Challenges and Prospects	4 November 2011	UNICEF
Preparing Teachers for Early Childhood Education: Multiple Perspectives	29 March 2012	NCTE

31. Code of ethics for research followed by the Schools –
CECED and AUD are in the process of developing a code of ethics for conducting research.

32. Student profile programme-wise:
Not Applicable

33. Diversity of students:
Not Applicable

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise:
Not Applicable

35. Student progression
Not Applicable

36. Diversity of staff (figures in the table include, both the permanent and project staff)

Percentage of faculty who are graduates	
From the same university	none
From universities within the state	69 (13)
From universities from other states	26 (5)
Universities outside the country	5 (1)

37. Number of faculty who were awarded M.Phil., Ph.D., D.Sc. and D.Litt. during the assessment period –
None

38. Present details of School infrastructural facilities with regard to

a) Library:

CECED has set up a resource centre and a library is a part of it. It has approximately two thousand books related to early childhood care and education. Most of them have been donated by well wishers; few were bought by the funds from different projects.

b) Internet facilities for staff and students:

This is provided by AUD.

c) Total number of classrooms

Not Applicable

d) Class rooms with ICT facility

None so far. The courses that are offered will require ICT facility to enhance quality of teaching-learning processes.

e) Students' laboratories

None so far. CECED plans to build a balwadi cum crèche. Of the many purposes it may fulfil, one of them could be its use as a field site for the students.

f) Research laboratories

None

39. List of doctoral, post-doctoral students and Research Associates:

a) from the host institution/university –

b) from other institutions/universities –

None

40. Number of post graduate students getting financial assistance from the university:

Not Applicable

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

Many schools, preschools, NGOs we work with expressed the lack of short term courses, and long term programmes which are meaningful and help personnel in their day to day professional life. Our plan is to conduct a situational analysis of the programmes available and will be incorporating felt needs from the study to strengthen the programmes offered by CECED.

42. Does the School obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?

b. students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?

c. alumni and employers on the programmes offered and how does the School utilize the feedback?

Not applicable

43. List the distinguished alumni of the School (maximum 10):

Not Applicable

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts:

Not Applicable

45. List the teaching methods adopted by the faculty for different programmes:

Not Applicable

46. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

Not Applicable

47. Highlight the participation of students and faculty in extension activities.

CECED in the past four years has emerged as the most important research and policy advocacy agency in the area of Early Childhood Care and Education. The Centre's activities are community based, research mediated and oriented towards policy advocacy.

48. Give details of “beyond syllabus scholarly activities” of the School.

The Centre is engaged primarily in research and advocacy. Research is to create indigenous knowledge and build empirical basis for creating awareness, informing and influencing professionals in ECCE and public policies on issues around early childhood and early learning.

48. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

Not Applicable

49. Briefly highlight the contributions of the Centre in generating new knowledge, basic or applied.

CECED has been engaged in research. One of the ongoing research studies since 2010 is IECEI to track the impact of early childhood education (ECE) centres on the socio-emotional and achievement levels of children through primary grades. The initial findings through the three years have allowed the Centre to empirically create awareness and advocate for better quality ECE centres, curriculum, and teacher training. CECED has learnt lessons from the case studies of known practices in Early Childhood Education and applied some of these lessons in ICDS in different states. One of the lessons learnt was related to the mentoring and supervising model used by Centre for Learning Resources, Pune. This has been used in the strengthening of ICDS system in West Bengal in addition to other components.

Professional Development Programmes – the academic programmes which are in the process of development are informed by the researches done by CECED. The Impact Study, Study on teacher preparation in ECCE, etc. have informed CECED regarding the dire need for competent professionals and developmentally appropriate curriculum for all young children.

Technical Assistance in the Area of ECCE – CECED has been actively giving assistance to various states in the development of curriculum of ECCE and training programmes. Since the National Policy on ECCE was approved, there has been a spurt in the number of requests from different states to assist them in the process of curriculum development.

50. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School. Please explain each of the points listed below. These have to be given in detail.

Strengths

- Teamwork – For efficient delivery of work, CECED functions within a model in which each member has his / her own responsibilities. The project is overseen by the Professor or Associate Professor. The co-ordinator takes responsibility of the given project. She / he works along with other team members.
- Diverse and interdisciplinary team – The CECED team is a blend of professionals who have specialised in child development, education, social work, psychology, and gender studies. The team members bring their disciplinary perspectives in enriching an understanding of early childhood care and education.

- Partnership Based Model - CECED works with several partner organisations in various states. In this way, we learn not just from the research projects but through dialogue with the staff in the partner organisation. In that way, we are able to create awareness and advocate for quality early childhood care and education, and also build capacities.
- Committed Leadership – Leadership is committed to development of the field and personnel in the field of early childhood care and education.
- Support from AUD senior management– CECED has been able to create a niche for itself in early childhood care and education due to its location in Ambedkar University Delhi. The senior management has been supportive in its endeavours.

Weakness:

- Major Dependence on External Funding – CECED is heavily dependent on external funding in pursuing its activities.
- Need for efficient system of monitoring of the work of CECED team – Sometimes CECED is not able to deliver projects and activities on time due to systematic reasons which need to be addressed.
- Need for middle level academic supervision - For better quality work and efficiency, mentoring piece needs to be strengthened.
- Need for further engagement with other Schools and Centres within AUD – CECED has collaborated with partners outside AUD, but has not engaged sufficiently within the University. It is attempting to forge such collaboration. One such attempt is the launch of the academic programme which is done in collaboration with the School of Education Studies. With this, more interaction between faculty from CECED and other Schools is imagined because the students of MA ECCE can opt for electives offered from other Schools.
- Need to engage in action research – CECED is engaged in researches that are either quasi experimental or evaluation of programmes, but has not sufficiently worked with children, professionals and programmes directly, to strengthen the system.

Opportunities

- CECED's faculty is represented in several National level committees and hence, CECED has the opportunity to inform policy making
- Given the growing importance of ECCE at Global and National Level, CECED as a centre specializing in ECCE is appropriately and contextually located in time and space.
- CECED through its research work is able to contribute to the indigenous knowledge base in ECCE
- Because of partnership based approach, there is a broad scope of learning from different geographical parts of the country and socio-cultural contexts.

Challenges

- Short term staff appointment - Most of the positions in the Centre are temporary and contractual, due to which attrition rate is high and commitment of the staff towards building the Centre is limited. It also affects the quality of work and timely delivery of project activities.

- Delayed processes in finance and administration – As the Centre works on project basis which is time bound and resource bound, it needs great amount of support in terms of finance and administration within the University.
- Limited resources and facilities – A part of the vision of CECED is to get itself to be recognised as a resource centre for those concerned about early childhood care and education. Although, CECED has attempted to create e-space by having a website of its own (www.ceced.com) and initiating a web portal (www.eceportal.in) to showcase its resources and the work going on in this area around the world, but due to lack of resources in terms of physical space and funds, it has not been able to give a proper shape to its vision.
- CECED has not engaged sufficiently in professional development activities of the staff. The challenge arises in the delivery of the project efficiently.

51. Future plans of the School.

To work with marginalised groups in context of ECCE

Research shows that quality early childhood care and education benefits all children but it benefits the most those children who are from the marginalised sections of our society. We would like to reach out to them by creating indigenous knowledge around understanding children's lives, child rearing practices and early learning practices; and informing and influencing policies and strengthening scholarship and practices in this field.

To set up a balwadi cum crèche

It is a general understanding that crèche at a workplace supports parents (especially mothers) and helps them work stress free. We would like to set up crèche cum balwadi for children of staff and faculty and if possible, few children from neighbourhood. It is an attempt to walk the talk of creating a space for children that is sensitive to the needs of young children, scientific and culturally sensitive.

Field attachment of around two weeks has been built into each semester of the MA ECCE and PG Diploma programmes to give exposure to students to diverse field sites in early childhood care and education. It is to enable students to relate to theory and theoretical frameworks with the field realities. Balwadi cum crèche may be one of the sites for their study.

To set up Museum of Childhood in collaboration with the School of Culture and Creative Expression

In collaboration with few faculty members from School of Culture and Creative Expression, we would like to set up a museum of childhood. It is to collect, preserve, record and showcase toys, materials, rhymes or songs and even lullabies and stories that have been passed from one generation to the other.

To initiate different long term and short term academic programmes in the area of Early Childhood Care and Education (ECCE)

After MA ECCE and PG Diploma ECCE, we would like to begin some short term certificate courses such as on early literacy, understanding children, stories and childhood, observing children, play as learning, etc. The ideas is also to float courses and programmes to support people who are already working. These programmes may be offered in dual mode – blend of contact classes and online. These contact classes could be on weekends or/and when the University is off for students.

Specific future research areas:

- (a) **Early Literacy** – CECED would like to explore and develop the field of early literacy. It is a critical area to be studied and nurtured because there is very little understanding at this time of pedagogy of language in early years. It is known that children should learn literacy in mother tongue but there is not much research to support the rationale and approaches and strategies towards it. Much of our understanding in early literacy relates to literary development in English. English language is different from the akshara based Indian languages, so our understanding and approach cannot rely only on the researches from western world. Indigenous knowledge in this area is critical.
- (b) **Teacher Education** – There is very little research done in teacher education, especially in early childhood care and education. It is critical to assess the needs and develop programmes that cater to those needs. It is also critical to create needs in the market by creating awareness of courses and programmes such as on early literacy that help all children learn and develop to their full potential.
- (c) **Action Research** – CECED wishes to engage in action research in the areas of teacher education, multilingual education and early literacy, and working with children below three years. CECED would gain better understanding in these areas and advocate effectively in early learning practices and be able to influence public policies. It will be an attempt to bridge the gap between theory, policies, programmes and their implementation.

Evaluative Report of the Centre of Psychotherapy and Clinical Research (CPCR)

1. Name of the Centre:

Centre of Psychotherapy and Clinical Research (CPCR)

2. Year of establishment:

2013.

Before being set up as a full fledged Centre, ideas and work around its envisioning were being incubated in a project mode. Since 2010, the University had sanctioned funds and support staff and as well as positions of Research Assistants (till 2012) and then of temporary psychotherapists from 2013 onward. Foundational work for CPCR was done during the preceding three years in the form of Project Ehsaas. Ehsaas is the psychotherapy clinic of AUD and while working at Ehsaas, many deliberations were held to decide on the possible directions that CPCR could be envisioned in. Also, from 2011 to 2013, Ehsaas was participating and contributing to the MPhil Psychotherapy and Clinical Thinking programme of SHS. And therefore while the Centre got formally established in 2013, we are indicating its contribution to the MPhil Psychotherapy and Clinical Thinking programme since 2011.

3. Is the centre part of a School/Faculty of the university?

CPCR is an independent centre but unlike other centres of the University it is imagined to retain close ties with the School of Human Studies.

4. Names of programmes offered (UG, PG, Mphil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.)

Since 2011, the MPhil Programme in Psychotherapy and Clinical Thinking has been offered by the School of Human Studies. However, from 2014 the above mentioned MPhil Programme will be run by SHS and CPCR jointly. In the last three years while the MPhil psychotherapy programme has been offered by SHS, students of MPhil have been regularly participating in the clinic, its case discussions and all ongoing activities.

5. Interdisciplinary programmes and Schools involved :

The CPCR is being envisioned to continue, expand, strengthen and deepen the teaching programmes of SHS and the work of Ehsaas, the Psychotherapy and Counseling Clinic of AUD. It will also contribute to research in the area of mental health and psychotherapy. The Centre will, however also, have intimate and mutual links with other Schools and Centres in the University. For instance, we envision it to have intrinsic connections allowing for collaborative work and research with the School of Educational Studies, School of Culture and Creative Expressions, School of Development Studies, School of Design, School of Liberal Studies, the Centre for Early Childhood Education and Development, Centre for Community Knowledge and Centre for Development Practice.

6. Courses in collaboration with other universities, industries, foreign institutions, etc.

- CPCR is currently working on collaboration with Berlin University, Germany which is likely to come through by October 2014.
- CPCR has close professional links and a working collaboration with Psychoanalytical Unit, Fortis Hospital, Delhi and Lady Hardinge Hospital, also with the Indian Psychoanalytical Society, Kolkata.

7. Details of programmes discontinued, if any, with reasons:

None

8. Examination System: Annual/Semester/Trimester/Choice Based Credit System:

Semester system

9. Participation of the Centre in the courses offered by other Schools

The Centre runs a university clinic Ehsaas which offers help to anyone in need of emotional and psychological care. So far the clinic has contributed to the psychological wellbeing of almost 200 persons including students, faculty members and staff of AUD from various Schools, programmes and offices. The Centre also holds workshops and events to create awareness around mental health issues for the different units of the University.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/ Assistant Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Psychotherapists	The Centre has 4 sanctioned positions for assistant professors in psychotherapy, and 1 office assistant. In addition all psychology faculty from SHS are concurrently part of CPCR and they contribute in significant ways to its functioning.	3 full time and 2 part-time psychotherapists on temporary basis. (for details of SHS faculty, please see the School document).	

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of PhD/ MPhil Students guided for the last 4 Years
Honey Oberoi Vahali	PhD in Psychology	Professor (Director of CPR and Dean SHS)	Clinical Psychology, Psychoanalysis, Community Mental Health and Research Methods	20 years	3 PhD 5 MPhil
Ashok Nagpal	PhD in Psychology	Professor	Psychoanalytic psychotherapy, Psychoanalysis and clinical practice.	30 years	4 PhD, 5 MPhil
Ashis Roy	MA Psychology, Post Master's training in psychodynamic psychotherapy DU	Psycho-therapist	Psychoanalysis, Clinical Psychology	4 years	
Rajinder Singh	MA Psychology, Post Master's training in Psychotherapy DU	Psycho-therapist	Clinical Psychology, Psychoanalysis, Community Mental Health	4 years	
Shifa Haq	MA Psychology, training in Psychodynamic psychotherapy PhD Psychology DU	Psycho-therapist	Psychoanalysis and political resistance, women and militarisation, social violence and healing.	6 years	
Nupur Dhingra Paiva	MA Psychology, training in Psychotherapy, U.K.	Psycho-therapist	Psychotherapy, Community Mental Health, Infant observation and work with children	11 years	

Shalini Masih	MA Psychology, training in Psychodynamic psychotherapy, PhD Psychology submitted –viva awaited	Psycho-therapist	Community Mental Health, folk and local culture, psychotherapy		
For the concurrent faculty list of the Centre, see the SHS Evaluative Report.					

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

Professor Neil Altman, Fulbright fellow, Adjunct Clinical Professor, Postdoctoral Program in Psychotherapy and Psychoanalysis, New York University.

Professor Sudhir Kakar distinguished Indian psychoanalyst and writer-thinker.

Anurag Mishra, Psychoanalytic Psychotherapist and Head of Psychoanalytic Unit, Fortis Hospitals, Delhi. Adjunct faculty, MPhil Psychotherapy & Clinical Thinking Programme, AUD.

Madhu Sarin, Psychoanalyst; Adjunct faculty, MPhil Psychotherapy & Clinical Thinking Programme

Vinita Kshetrapal, Psychoanalyst and Reader, Jesus & Mary College, University of Delhi; Adjunct faculty, MPhil Psychotherapy & Clinical Thinking Programme

Kusum Dhar, Jungian Psychoanalyst and visiting professor at Jung Centre, Bangalore

Salman Akhtar - renowned psychoanalyst and Psychiatrist - Jefferson University, USA.

13. Percentage of classes taken by temporary faculty – programme-wise

The MPhil programme is designed to be a professional programme and is delivered by clinicians and academicians. While the internal SHS faculty contribute to the teaching of the programme, approximately 30-35% of teaching and training is contributed by professionals in the field, psychotherapists, clinical psychologists, psychiatrists and psychoanalysts, in particular. We have visiting faculty who regularly contribute to the teaching, learning and clinical supervision process along with the faculty from within SHS.

14. Programme-wise Student Teacher Ratio:

Not applicable

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

4 posts of assistant psychotherapists have been sanctioned. 1 post of administrative assistant has been sanctioned. At present there are 5 psychotherapists (3 fulltime and 2 part time) who are temporarily appointed to support the psychotherapy and counselling clinic and the community outreach projects. Additoinal faculty from SHS and the 17 MPhil students support the Centre's work and activities.

16. Research thrust areas as recognised by major funding agencies:

- Process oriented research in Psychoanalytical psychotherapy
- Culture, psyche and subjectivity
- Mental illness and suffering
- Faith, religion and science
- Centre of Psychotherapy and Clinical Research is guided by an interdisciplinary thrust and a self-reflexive perspective. The psychoanalytical and psychosocial framework of research seek to constantly question both knowledge and power and thereby aspire to reclaim a psychological human science which is culturally sensitive, decolonised and socio-politically aware. The research thrusts are psychodynamically inclined, critical, participatory and dialogically oriented in the areas such as trans-generational trauma, experiences of poverty, political and social displacements, implications of community work through a psychodynamic approach, indigenous healing traditions and practices and possibilities of clinical-cultural dialogue. As the Centre is still in its nascent stage, we are in the process of initiating contact with funding organisations - government and NGO's.
- Centre of Psychotherapy and Clinical Research has initiated a six month project which involves the assessment of mental health needs and the setting up of a low-fee psychotherapy clinic in the Jama Masjid area of Delhi.

We have not received recognition from funding agencies so far but we are hopeful that our thrust areas will receive recognition as they are also closely aligned to the modifications in the Mental Health Care Bill of Government of India, which is likely to become an Act of Indian Parliament soon.

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

Possible collaborations are under consideration.

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration:

None

b) International collaboration:

None

19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

Projects have been proposed to UGC and funding for 2014-2015 is awaited.

20. Research facility / centre with

- state recognition
- national recognition
- international recognition

As already stated, we hope that in the coming years the Centre of Psychotherapy and Clinical Research grow and gain recognition at this various levels. The experts that we have involved nationally and internationally are helping us to move towards that vision.

21. Special research laboratories sponsored by / created by industry or corporate bodies:

None

22. Publications:

As the CPRC faculty is concurrently appointed to the School of Human Studies, refer to the list of publications in the Evaluative Report of the latter.

23. Details of patents and income generated

The psychotherapy clinic at CPRC works on the principle of low cost therapy, so that mental health needs of those who require help but cannot pay are met. In the last two years Ehsaas has generated over Two lakh Rupees by offering extremely low-cost therapy to those who have approached the clinic for help.

24. Areas of consultancy and income generated:

None

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad:

None

26. Faculty serving in

a) National committees:

Honey Oberoi Vahali: Fellow, Indian Association of Clinical Psychologists. Executive Member, IACP, 2006-2009.

b) International committees:

None

c) Editorial Boards of national and international journals:

Honey Oberoi was on the editorial board of Indian Journal of Clinical Psychology, on the review panel of International Journal of Refugee Studies, Psychology and Developing Societies, Psychological Studies, Journal of National Academy of Psychology, India.

d) Steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify):

None

e) National committees:

None

27. **Faculty recharging strategies (UGC, ASC, Refresher / orientation programmes, workshops, training programmes and similar programmes). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**

CPCR is a fairly new initiative. Since it was established recently (2013), we are yet to organise activities of the nature mentioned above.

28. **Student projects**

- **Percentage of students who have done in-house projects including inter-School projects**

All MPhil students are required to do a research dissertation as part of the requirements of the course. At present we have a batch of 17 MPhil students who will be submitting dissertations by July 2014.

- **Percentage of students doing projects in collaboration with other universities industry / institute**

For the MPhil Psychotherapy and Clinical Thinking programmes, one of the sites have been mental health institutions where our students do internships for varying periods of time. This has been an ongoing feature especially for the students who want to become psychotherapists. We find that the over-medicalised and profit-based orientation of these institutions does not remain the most suitable site for the socially sensitive psychotherapist. An initiative of CPCR is the project called Ehsaas, the psychotherapy and counselling clinic, which serves as a site for the training of MPhil students. We need more sites which are premised on a similar philosophy. Our students do internships at Lady Hardinge Medical College, IHBAS, VIMHANS, Fortis and other hospitals having psychiatric and psychological units. Students also intern at mobile crèches, NGO's, half-way homes, Schools and anganwadis.

29. **List the Awards / recognitions received at the national and international level by**

- **Faculty**

Please see list of awards for CPCR's faculty in the document for the School of Human Studies.

- **Doctoral / post doctoral fellows:**

Not applicable

- **Students:**

None

30. **Seminars/ Conferences/Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.**

The first Annual Indian conference of Psychoanalysis - 'Psychoanalysis, Religion and Culture' was organised by CPCR in collaboration with the Psychoanalytical Unit, Fortis Hospital, Gurgaon. December 19-20, 2013. Along with faculty from the Centre, our MPhil students also presented papers at the conference which were considered of an extremely high quality by experts in the field.

31. List of Activities held in the academic year 2013-14

- i. Workshop on ‘Disability, Gender and Subjectivity’ held on 31 August, 2013
- ii. Awaaz - Suffering and Surviving, a two day intensive deliberation on the occasion of world Mental Health Day was organised 24-25 October 2013.
- iii. Talk by Vatsala Subramaniam, psychotherapist, on ‘Mental Health in India’ and ‘Work with Suicidal and Psychotic Patients, 11-18 September 2013.
- iv. Talk by His Holiness the 17 Gyalwang Karmapa, on ‘Psychology and Human Concerns’, 3 October 2013
- v. Conference on ‘Psychoanalysis, Religion and Culture’ in collaboration with Psychoanalytical Unit, Fortis Hospital, Gurgaon, 19-20 December 2013.
- vi. Workshop on Jungian Analysis with Kusum Dhar, Jungian analyst at AUD 11 February 2014
- vii. Public lecture on ‘Mental Zoo: The Role of Animals in Human Emotional Life’ by Salman Akhtar, 1 March 2014, India International Centre (AUD in collaboration with Fortis Hospital Delhi).

32. Code of ethics for research followed by the Centre.

While the University is in the process of framing a code of ethics for research, psychotherapists, 2013sts working at Ehsaas, a project of CPR, have stringent ethical responsibilities to follow. These pertain specifically to

- a. Ethical responsibility toward confidentiality: This applies to spoken as well as written material including the management of data records.
- b. Ethical responsibility to do no harm to the clients of Ehsaas or their family: This includes emotional harm by thoughtless statements or by eliciting difficult emotions that are difficult to contain.

33. Student profile programme-wise: MPhil psychotherapy and Clinical Thinking 2011-2014

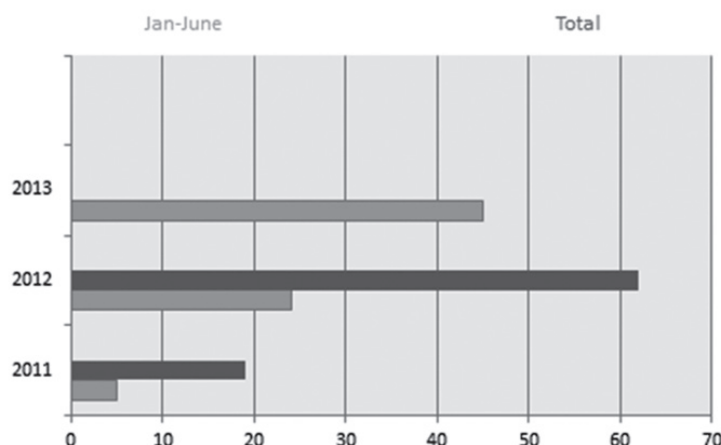
Name of the Programme	Applications Received	Selected		Pass percentage	
		Male	Female	Male	Female
MPhil Psychotherapy and Clinical Thinking 2011-2014	46	2	15	ongoing	

34. Diversity of students

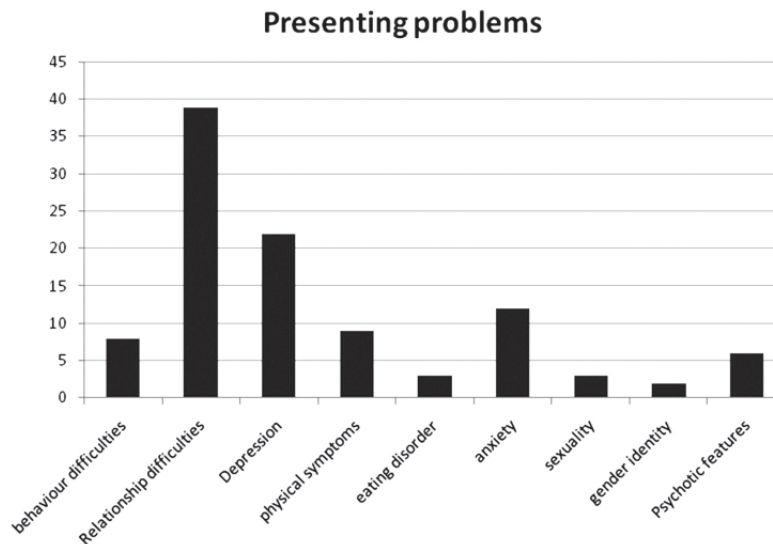
Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students From Universities outside the State	% of students from other countries
MPhil Psychotherapy and Clinical Thinking 2011-2014	8%	70%	30%	Nil

In addition to information on students, it may be worthwhile to mention here that one of the primary objectives of CPCR is to offer quality care to those in need of emotional help. We have extended help to almost 200 people coming in with a range of emotional crises ranging from mild depression to acute suicidal feelings. Free work and low-fee psychotherapy is our special effort in extending psychotherapeutic work with people who belong to socially and economically backward sections of the society and who cannot afford therapy. CPCR wants to make this an opportunity to create a subversive perspective based on a socially informed reading of clinical work while using the elaborations about states of suffering to develop a deeper and nuanced understanding about the Indian psyche, as embedded in the context of urban and rural poverty. The CPCR-Ehsaas team has made concentrated efforts to understand the mental health needs of the various constituents of the University community as well as the general population of Delhi. Our understanding points towards a critical urgency for establishing Ehsaas and CPCR as a site where emotional and psychological distress can be continually responded to with empathy and care. In the brief tenure of its existence, Ehsaas has experienced that increasingly more people are approaching the clinic. From its first patient referral in February 2011, Ehsaas today has catered to approximately 150 patients both from within and outside AUD.

Referrals by year



Since its inception, Ehsaas has had individuals and families coming from different sections of society. Adults, adolescents, children and families have come to the clinic seeking help and a majority of them have stayed in therapy for a considerable duration. Out of the 150 patients, 70% have been young people between the ages of 18 and 24 from various Universities in Delhi. To provide a detailed and nuanced representation of the clientele visiting Ehsaas, we may sum up by saying that in the last one and a half year, many patients have come with difficulties ranging from anxiety, depression and suicidality to gender dysphoria, body image issues, and behavioural problems. In addition to this, many individuals came to Ehsaas with adjustment difficulties, associability, drug addiction, loss of a loved one or intractable family issues such as domestic violence, alcoholism or psychosis of a family member, broken homes, sexual abuse or difficulty in sustaining relationships.



35. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.

In MPhil Psychotherapy and Clinical Thinking programme, 5 out of the 17 in the batch have cleared the UGC NET.

36. Student progression:

8% of the students enrolled in MPhil Psychotherapy and Clinical Thinking have graduated from the MA in Psychology offered by the School of Human Studies, AUD.

37. Diversity of staff:

Most faculty who are working at PCR are graduates or PhDs from Delhi University. Nupur Dhingra has post graduation from Delhi University and subsequently has been trained in the UK. There are no faculty members who are graduates of AUD as AUD is a new university, set up in 2008.

38. Number of faculty who were awarded MPhil, PhD, DSc and DLitt during the assessment period-

- Shifa Haq awarded PhD in February 2014.
- Ms. Shalini Masih, part time Psychotherapist has submitted her PhD at DU in November 2013, viva is awaited.

39. Present details of School infrastructural facilities with regard to

a) Library:

We are in the process of building up a strong selection of books and relevant literature in the area of psychoanalysis, psychotherapy, mental health and related fields in the AUD library. This section is likely to become a strong base and resource centre which professional colleagues from all fields of mental health and psychiatry and psychoanalysis will consult. We hope this will become one of the best libraries on psychotherapy and mental health in the country.

b) Internet facilities for staff and students:

All students and staff members have access to internet.

c) Total number of class rooms

d) Class rooms with ICT facility

e) Students' laboratories

f) Research laboratories

The University has allocated special space for running CPR. We have been given five rooms in which the psychotherapy clinics of the Centre function. These also serve as training and practice sites for MPhil students.

39. List of doctoral, post-doctoral students and Research Associates:

a) from the host institution/university

b) from other institutions/universities

Not Applicable

40. Number of post graduate students getting financial assistance from the university.

All students in MPhil Psychotherapy and Clinical Thinking are awarded a stipend of Rs. 12,000 per month for the entire three years duration of their programme. The stipend is at par with that offered by the National Institute of Mental Health and Neurosciences, Bangalore.

41. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.

The Centre came into existence after elaborate discussions with professionals, clinicians and academicians in the field of mental health. Since 2011, we were running the Psychotherapy Clinic Ehsaas at SHS and the work as well as experiences gathered there too went into the reflections for setting up CPR. For details about consultations regarding MPhil Psychotherapy and Clinical Thinking programme please refer to the Evaluative Report of SHS.

42. Does the School obtain feedback from:

a. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilise the feedback?

b. Students on staff, curriculum and teaching-learning-evaluation and how does the School utilise the feedback?

c. Alumni and employers on the programmes offered and how does the School utilise the feedback?

Please refer to the Evaluative Report of SHS.

43. List the distinguished alumni of the School (maximum 10):

None

44. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts.

Please refer to the Evaluative Report of SHS.

45. List the teaching methods adopted by the faculty for different programmes.

In CPCR, in adherence to our philosophy of exposing young minds to diverse and rich sources of knowledge, the teaching does not merely rely upon lectures and has gone beyond to include aesthetics, including films, poetry, music, field visits and literature. Classes are discussion focused, self-reflective work is emphasised and the evaluative process is in congruence with the methods employed for teaching. The students share their understanding in the form of group / individual presentations, documentary films and written papers offering a balance of creativity and academic rigour. The space for close clinical supervision and the mandate of personal work call for a unique immersion into one's own life and creating knowledge from an immersed plunge into human struggles. An emphasis on emotion and affect, which is given primacy in psychoanalysis, also has the potential for us to rethink the place of subjectivity in social science disciplines.

46. How does the Centre ensure that programme objectives are constantly met and learning outcomes are monitored?

Through frequent faculty meetings it is ensured that a range of issues are discussed. One of the ways in which programme objectives of the various programmes are met is by creatively thinking about our assessments, internships, field visits and mentorship process. Also we don't always think about our objectives as fixed but we constantly work towards deepening the objectives themselves, and we attempt to cultivate the freedom by which different individual members evolve an ethic of disseminating the programme objectives according to their own sensibility and purpose. Periodic reviews of the progress and the stabilising of the frame of the programmes is engaged with in meetings.

Monitoring of learning outcomes: One of the ways in which learning outcomes are monitored is through an ongoing and continuous process of evaluation. The assessment process itself moves across a range which includes end term exams, term papers, expression of students' ideas through creative media such a poems, artistic processes and writing of literary pieces, book reviews, viva situations, observing human situations in the real life context etc. On the other hand we are still in the process of gathering data on our alumni.

Once this data base is consolidated it will give us a base to undertake a serious exercise of locating the consonance of our programme and learning outcomes to the actual demands of the professional and academic world. The creative tension in this too has to be kept alive as we are eager that our programmes and graduates will also influence the professional and academic world through a renewed lens so that new ways of imagining the discipline and work culture are kept alive.

47. Highlight the participation of students and faculty in extension activities.

- The Centre has started a project to engage with the safai karamchaaris and guards on the University campus.

- CPCR has undertaken to establish a community based outreach programme for providing mental/emotional health support to the local community in the Jama Masjid area. Both students and faculty are an integral part of these extension activities.
- The MPhil Psychotherapy students have aided and supported the faculty in doing outreach for the clinic, building alliances with schools and other mental health institutions. The students of this course have successfully organised Awaaz, an event on the occasion of the Mental Health Day which has helped in making other mental health professionals in the city become aware of our distinctive perspective and also have an interface with them. This has been a significant and consistent step in making both the University community and members outside aware about issues concerning mental health. The students have also worked in hospitals such as Lady Hardinge Medical College, NGOs and schools and have created interventions and links which will help in the growth of CPCR.

48. Give details of “beyond syllabus scholarly activities” of the School.

Regular exposure to diverse ways of thinking through workshops, lectures and interactive sessions with experts is arranged in which students and faculty actively participate. Students are encouraged to expose themselves to other ‘sites of learning’, such as, schools, traditional healing sites (Nizamuddin Dargah, Balaji temple of Mehandipur, etc.) NGOs (in Delhi and Jaipur) and other community spaces (Tibetan community in Majnu Ka Tila, ARA, etc.) in order to take wisdom gained in classroom to outside situations to envisage a clinical model feasible for catering to the psychological needs of the masses.

49. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details.

None

Briefly highlight the contributions of the Centre in generating new knowledge, basic or applied.

The Centre has undertaken to establish a community-based outreach programme for providing mental/emotional health support to the local community in the Jama Masjid area. This field will provide opportunity for generating new knowledge in the areas of women’s mental health and early infant–mother interaction. In addition to this, the Centre has also explored a neighbouring government aided school to take stock of its problems and needs to which Ehsaas can extend its services and engage in a mutually enriching process. Students are also kept closer to indigenous ways of conceptualising mind and its states and for this reason visits to nearby temples and dargahs are undertaken. The purpose of these visits is to come increasingly closer to imagining a model of psychotherapy which is not devoid of sensitivity towards cultural nuances but draws from rich cultural sources and succeeds in catering to the so-called ‘not-psychologically sophisticated’ as well.

50. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths

- At CPCR we believe that none should be deprived of help towards psychological well-being because of financial constraints. At Ehsaas, the counselling and psychotherapy clinic we are committed to provide free and low-cost psychological services to those in

need – from all age groups, social strata, contexts and gender. This is in contrast to the high stress on commercialisation of health care, including mental health care services in the country. Our promise is to not only make mental health services accessible to those coming from socio-economic margins but to also offer them a chance for in-depth listening, a provision for an engaged understanding of the life context and an empathic amelioration of their pain and symptoms.

- Thrust on research to facilitate clinical thinking about states of psychological health and breakdown.
- Training psychodynamic psychotherapists and anchoring a unique (the first of its kind) three-year long psychotherapy training programme in the country - MPhil in Psychotherapy and Clinical Thinking. The Centre will also provide short-term training to psychiatrists, psychiatric social workers, clinical psychologists and nurses.
- Building awareness around mental health issues and forming networks with mental health advocacy groups and the legal system.
- The visions and aims of CPR are held together and worked upon by a team of trained and committed psychotherapists, sufficiently equipped with astute clinical acumen and sincere sensitivity towards cultural nuances. Over time the University Clinic, Ehsaas is envisioned to grow into five interrelated wings- the adult individual psychodynamic psychotherapy clinic Anubhav; a wing to cater to emotional conflicts and issues related to young adulthood and adolescents Abhivakti; a family therapy unit, Hamsafar; a children's playroom, Khel Khel Mein; and a community outreach unit, Sammati. In addition, the clinic will also provide for psychological assessment and psycho-diagnostic testing. At the Clinic we envision a movement from a hierarchical to a relational understanding of human experience while representing values of humanism, social justice, equality and creativity.

Weaknesses:

- The Centre however, is yet to convert the above mentioned conceptualisations to clearly articulated public documents or to give shape to them in terms of publications (edited volumes for example). This is one of the reasons why the impact of such innovations on Higher Education in India is still awaited.

Opportunities:

- The Psychosocial clinical perspective has a potential to critically and clinically resituate the disciplinary knowledge of academic psychology. The Centre of Psychotherapy and Clinical Research has rich possibilities for extending depth oriented long-term, short-term and low-fee services to a vast neglected majority in India. Its emphasis on cultural-clinical thinking also is of significance to understanding the psyche through a relational ambit. The heavy emphasis on field-based learning, self-reflexive processes, mentorship and close supervision, allow for immersion and involved participation in real life contexts, thus bridging the gap between theory and life as it is actually lived.

Challenges:

- A few possible challenges to CPR may be (i) to keep afloat the projects or domains it imagines and is trying to give shape to, (ii) to find echoes in Higher Education and Mental Health programmes in the country about relevance of a psychoanalytic thinking

and a relational perspective in healing practices and (iii) to create a space of dialogue between various Schools within the University and public domain about mental health concerns.

51. Future plans of the Centre.

CPCR aims to become a research base to develop culturally rooted insights into human subjectivity. Some of the issues of concern for CPCR are: Understanding early childhood experiences and their impact on late life; the relation between culture and psyche; the intricate connection between individual and family; sexualities; and a depth model of human psyche relevant to human experiences. Research in other areas such as trans-generational trauma, emotional vulnerabilities caused by political and social displacement, implications for communities and individual work will be the focal point of the research. We hope to do collaborative work with national or international institutes of repute. The research at the Centre will have natural links with the Centre for Early Childhood Care and Education and the School of Education Studies since the work of these units overlaps with CPCR's interest in working with children, schools and community.

Evaluative Report of the Centre for Social Science Research Methods

- 1. Name of the Centre:**
Centre for Social Science Research Methods
- 2. Year of establishment:**
2011
- 3. Is the School part of a School/Faculty of the university?**
No
- 4. Names of programmes offered (UG, PG, MPhil, PhD, Integrated Masters; Integrated PhD, DSc, DLitt, etc.)**
None
- 5. Interdisciplinary programmes and Schools involved:**
The Centre is expected to engage with all the Schools to draw on core competencies related to the specialised research methods. These are expected to respond to the specific needs of the newly emergent disciplinary areas and knowledge domains.
- 6. Courses in collaboration with other universities, industries, foreign institutions, etc.**
None
- 7. Details of programmes discontinued, if any, with reasons:**
Not applicable
- 8. Examination System: Annual/Semester/Trimester/Choice Based Credit System**
Semester:
Not applicable
- 9. Participation of the School in the courses offered by other Schools:**
None in the past two years. But a component evolved on Basic Research Skills Training by the Coordinator, CSSRM is part of several post-graduate academic programmes at AUD.

10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	-	-	-
Associate Professor	-	-	-
Asst. Professor	-	-	-
Others	-	-	-

11. Faculty profile with name, qualification, designation, area of specialisation, experience and research under guidance

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D./ M.Phil. students guided for the last 4 years
Chandan Mukherjee	PhD	Director	-	40	
Radhika Govinda	PhD	Coordinator, CSSRM (on Lien to Edinburgh University)	Ethnographic Methods/ Participatory Research Methods	4	-

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

Professor TS Saraswathi in 2010.

13. Percentage of classes taken by temporary faculty – programme-wise information:

Not applicable

14. Programme-wise Student Teacher Ratio:

Not applicable

15. Number of academic support staff (technical) and administrative staff Research Assistant (projects)

Post	Sanctioned	Filled	Actual
Director	1	1	1
Office Assistant	1	0	0

16. Research thrust areas as recognised by major funding agencies

New tools and techniques have emerged in social science research, strengthening the scope for dialogue across disciplines. Elements of social science research have also begun to transcend

the confines of academe and are increasingly being employed in government, non-government and corporate spaces. These developments make it crucial that cutting edge training and resources be made available in the art and science of doing research in the social sciences. The Centre for Social Science Research Methods is expected to act as a hub both within AUD and in the region where such training and resources shall be made available.

- 17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.**

None

- 18. Inter-institutional collaborative projects and associated grants received**

Social Science Research Methods Festival: AUD organised its first Social Science Research Methods Festival (the Centre's flagship programme), in partnership with Sage India and the Indian Council of Social Science Research, from 11 to 31 December 2010. Two short courses 'Doing Social Science Research' and 'Scientific and Research Writing' and four workshops, namely, 'Participatory Research Methods', 'Ethnography', 'Computer Assisted Qualitative Data Analysis: Atlas-ti' and 'Statistics for Social Sciences' were offered as part of the Festival. The Festival was collaborative as AUD invited a host of brilliant researchers and academics from academic institutions in Delhi as well as outside. Professor N Jayaram, TISS, Professor R Govinda, NUEPA, Professor T S Saraswathi, Professor Vinay Srivastava, University of Delhi, Professor Chandan Mukherjee, Dr Nandita Chaudhary, Professor Romila Thapar, Professor Mary John, Ms Geeta Hariharan, Professor Andre Beteille were associated with the Festival.

ICSSR provided support of the order of over Rs 8 lakhs and the Miller-McCune Foundation through Sage India gave a grant of Rs. 10 lakhs to support the initiative.

- 19. School projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.**

See the response above.

- 20. Research facility / centre with**

- state recognition
- national recognition
- international recognition

None

- 21. Special research laboratories sponsored by / created by industry or corporate bodies:**

None

- 22. Publications:**

None

23. **Details of patents and income generated:**
None
24. **Areas of consultancy and income generated:**
None
25. **Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad:**
None
26. **Faculty serving in a) National committees b) International committees c) Editorial Boards of national and international journals d) steering committees of international conferences recognised by reputed organisations/ societies e) any other (please specify)**
None
27. **Faculty recharging strategies (UGC, ASC, Refresher / orientation programs, workshops, training programs and similar programs). How many faculty have underwent staff development programmes during the last four years (add any other programme if necessary)?**
None
28. **Student projects**
- **percentage of students who have done in-house projects including inter-School projects**
 - **percentage of students doing projects in collaboration with other universities / industry / institute**
- None
29. **List the Awards / recognitions received at the national and international level by**
- **Faculty**
None
 - **Doctoral / post doctoral fellows**
None
 - **Students**
None
30. **Seminars/ Conferences/Workshops organised and the source of funding (national / international) with details of outstanding participants, if any.**
AUD organised its first Social Science Research Methods Festival (the Centre's flagship programme), in partnership with Sage India and the Indian Council of Social Science Research, from 11-31 December 2010. Forty scholars (predoctoral, doctoral and postdoctoral researchers, and early career faculty) belonging to diverse social science disciplines such as political science,

economics, psychology and sociology and interdisciplinary areas of study such as education studies, development studies, media and communication and translation studies, and coming from academic institutions from all over India participated in the Festival. Two short courses ‘Doing Social Science Research’ and ‘Scientific and Research Writing’ and four workshops, namely, ‘Participatory Research Methods’, ‘Ethnography’, ‘Computer Assisted Qualitative Data Analysis: Atlas.ti’ and ‘Statistics for Social Sciences’ were offered as part of the Festival.

The idea behind organising a series of short courses and workshops in the form of nearly a month-long ‘Festival’ is a vision shared by many at AUD that studying social science research methods can be made a meaningful and enjoyable experience. Inspired in part by a similar initiative undertaken by the UK’s ESRC, AUD’s Social Science Research Methods Festival was the first of its kind in India. The workshops and short courses of the Festival were entirely modular in format, with an emphasis on hands-on, activity-oriented, peer-learning approaches. In this manner, the Festival sought to create a relaxed and supportive environment for discussing issues of gathering, interpreting, articulating and publishing research findings. A series of field visits and public events – lec-dem and author-meets-reader events, book exhibitions, screening of films and documentaries, and lectures by social science stalwarts (on how disciplines and areas of enquiry have evolved and how the use of research methods has evolved therein) – were organised to complement the courses and workshops.

The Indian Council for Social Science Research (ICSSR) provided over Rs 8 lakhs for the conduct of the workshops and the Festival. To support the Centre’s activities CSSRM also obtained a grant from the Sage India/ Miller-McCune Foundation.

31. Code of ethics for research followed by the Schools:

Not developed till now.

32. Student profile programme-wise:

Not applicable

33. Diversity of Students:

Not Applicable

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise:

Not applicable

35. Student progression:

Not applicable

36. Diversity of staff:

Details of staff are provided in the Evaluative Reports of the other Schools / Centres.

37. Number of faculty who were awarded MPhil, PhD, DSc and DLitt during the assessment period:

Not applicable

- 38. Present details of School infrastructural facilities with regard to**
- a) **Library**
 - b) **Internet facilities for staff and students**
LAN and Wifi enabled office
 - c) **Total number of class rooms**
 - d) **Class rooms with ICT facility**
 - e) **Students' laboratories**
 - f) **Research laboratories**
Not applicable
- 39. List of doctoral, post-doctoral students and Research Associates:**
- a) **from the host institution/university**
 - b) **from other institutions/universities**
None
- 39. Number of post graduate students getting financial assistance from the university:**
Not applicable
- 40. Was any need assessment exercise undertaken before the development of new programme(s)? If so, highlight the methodology.**
- Intensive consultation was conducted prior to the establishment of the Centre with leading experts and practitioners working in the development sector, NGOs and other field-based organisations who emphasised the need for a sustained intervention by University with organisations working at the grassroots level for providing support and training opportunities for practitioners in research processes and support in academic writing. It was intended that the Centre would work in project mode with faculty drawn either on secondment or on a concurrent basis from other Schools and develop a resource centre which would conduct such workshops from time to time and create databases of literature and tools accessible to practitioners. The first 'Social Science Research Methods Festival' organised in December 2010 also provided a forum for AUD to help conceptualise the aims and objectives of a Centre for Social Science Research Methods.
- The operationalisation of the Centre and initiation of new programmes would be undertaken after conducting the following activities:
- A survey to identify AUD faculty's own needs/ research skills, methods, and philosophical grounding that they might want to revisit or visit for the first time
 - A one-day workshop amongst AUD faculty teaching research skills and methods courses to discuss commonalities, differences and challenges, and to explore synergies
 - A two-day workshop with Delhi-based university-level academics regarding research methods teaching across disciplines to ascertain needs of faculty and students, and to explore collaborations in conducting training programmes

- Visits to social science research methods centres (within and outside University settings) in India and abroad to network and to give shape to the Centre
- Consultative meetings and workshops for methods/skills-specific resource material generation on a priority basis
- A two-day conference of early career faculty and research scholars on methodological approaches in research on a chosen theme (health/justice)
- AUD's second Social Science Research Methods Festival
- A core team (a faculty member + support staff) to coordinate the Centre's work.

Structure, Faculty and Sources of Funding

The Centre would operate on the lines of other centres at AUD. While it is expected to seek external funding for carrying out its projects and programmes, to begin with the Centre will draw on University funds and the corpus provided by the Sage India/ Miller-McCune Foundation in 2010. A core group, comprising a faculty member and support staff, shall work to actualise the Centre's aims and activities. A Steering Committee drawn from within AUD's existing faculty's shall guide and support the core group. The Centre shall also draw upon the research methods expertise of faculty members across Schools and other Centres. Such others may be appointed to the Centre from outside the University on part-time and/or contractual basis.

- 41. Does the School obtain feedback from**
- faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the School utilize the feedback?**
Not Applicable
 - students on staff, curriculum and teaching-learning-evaluation and how does the School utilize the feedback?**
Not Applicable
 - alumni and employers on the programmes offered and how does the School utilize the feedback?**
Not Applicable
- 42. List the distinguished alumni of the School (maximum 10):**
Not applicable
- 43. Give details of student enrichment programmes (special lectures / workshops / seminar) involving external experts:**
Not applicable
- 44. List the teaching methods adopted by the faculty for different programmes:**
Not applicable

45. How does the School ensure that programme objectives are constantly met and learning outcomes are monitored?

Not applicable

46. Highlight the participation of students and faculty in extension activities:

Not applicable

47. Give details of “beyond syllabus scholarly activities” of the School:

Not applicable

48. State whether the programme/ School is accredited/ graded by other agencies? If yes, give details:

Not applicable

49. Briefly highlight the contributions of the School in generating new knowledge, basic or applied.

There are possibilities that a Centre for Social Science Research Methods opens up for advancing understanding and practice of research methods; promotes methodological rigour in social science research; supports innovations in social science research methods; raises awareness about recent developments in research methods; encourages collaborations in social science research across academic, non-academic spaces; helps enhance the quality of social science research and publication in the region; and acts as a clearinghouse of resource material on research methods.

50. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the School.

Strengths

- The greatest strength of the Centre is its multidisciplinary, which enables it to draw on multiple school faculty.
- The Centre provides hands-on opportunities to engage in research activities and this is immensely helpful to students since almost all Masters programme make it mandatory for students to undertake research projects.
- Another area of strength is the technical training provided in specialised research methods, tools of analysis and documentation processes.

Weakness

- The Centre requires dedicated appointments to help re-gain the lost momentum.
- Existing funds have not been subsequently utilised. Centre has for reasons of lack of coordination not been able to integrate and link similar research methods courses being offered across Schools.
- In short the Centre requires more human resources, technical support, and dedicated office and staff.

Opportunity

- There is an acute need for universities to engage and implement their mandate of strengthening research practices not only within but in the development of methodologies that enable capturing our complex social reality and support problem-solving and hence social change. The Centre if it works to its potential capacity would lead to an advanced understanding and practice of research methods; promote methodological rigour in social science research; support innovations in social science research methods; raise awareness about recent developments in research methods; encourage collaborations in social science research across academic, non-academic spaces; help enhance the quality of social science research and publication in the region; and act as a clearinghouse of resource material on research methods

Challenges

- The structure of the Centre has already been created with a very successfully organised three-week research methods festival. The festival saw participation of over 50 young career academics and NGO based practitioners, schoolteachers among others in the specific modules offered and the overall feedback was very supportive of continuing and increasing the frequency of modular and certificate courses offered to practitioners and non-conventional students.
- The biggest challenge therein is to meet up to the expectations generated and find resources (both human and infrastructural) to translate the vision into practice, and make the Centre functional and its presence felt.

51. Future plans of the School.

Expand the Centre's faculty and staff strength

Establish itself as a Centre of Excellence in social science research methods:

Social Science Research Methods is a fast expanding field. New tools and techniques have emerged in social science research, strengthening the scope for dialogue across disciplines. Elements of social science research have also begun to transcend the confines of academe and are increasingly being employed in government, non-government and corporate spaces. These developments make it crucial that cutting edge training and resources be made available in the art and science of doing research in the social sciences. The Centre for Social Science Research Methods shall act as a hub both within AUD and in the region where such training and resources shall be made available.

Proposed Activities

TRAINING	RESOURCES	NETWORKING
<ul style="list-style-type: none"> • Organising workshops to address specific research methods-related needs of AUD faculty • Conducting summer courses/winter clinics for students/ research scholars/ development practitioners • Providing training in basic research skills across courses and programmes 	<ul style="list-style-type: none"> • Generating training packages and resource material • Housing books and journals pertaining to research methods • Maintaining a website with online resources • Providing listings of major centres, grants and grant-making bodies, conferences and journals focusing on social science research methods 	<ul style="list-style-type: none"> • Conducting conferences on methods and methodologies • Publishing work on social science research methods • Providing consultation on research to government and non-governmental organisations



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