 कूलसचिव / Registrar
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
लोथियान रोड, कश्मिरी गेट दिल्ली-110006
Lothian Road, Kashmiri Gate, Delhi-110006
वेबसाइट / website www.aud.ac.in

CONFIDENTIAL

MINUTES OF THE 14TH MEETING OF THE BOARD OF MANAGEMENT

HELD ON 29TH JULY, 2013 (MONDAY)
AT 11:00 A.M. IN PRIVATE DINING ROOM
INDIA INTERNATIONAL CENTRE, LODHI ROAD, NEW DELHI 110 003



Dr. B.R. AMBEDKAR UNIVERSITY, DELHI
LOTHIAN ROAD, KASHMERE GATE
DELHI 110 006

BHARAT RATNA DR B.R.
AMBEDKAR UNIVERSITY, DELHI

MINUTES OF THE 14TH MEETING OF THE BOARD OF MANAGEMENT
HELD ON MONDAY, THE 29TH JULY, 2013 AT 11.00 A.M. AT PRIVATE
DINING ROOM, INDIA INTERNATIONAL CENTRE, LODHI ROAD,
NEW DELHI-110003

PRESENT

- | | | |
|-----|---|-----------------|
| 1. | Professor Shyam Menon, <i>Vice Chancellor</i> | Chairperson |
| 2. | Professor Armaity Desai
Nominee of the Government of NCT of Delhi | Member |
| 3. | Professor N. R. Madhava Menon
Nominee of the Government of NCT of Delhi | Member |
| 4. | Dr. Kiran Datar
Nominee of the Government of NCT of Delhi | Member |
| 5. | Professor Chandan Mukherjee
Nominee of the Chancellor | Member |
| 6. | Professor Ashok Nagpal,
Dean, School of Human Studies
Nominee of the Chancellor | Member |
| 7. | Professor Kuriakose Mamkootam
Nominee of the Chancellor | Member |
| 8. | Shri Rajendra Kumar
Secretary (Higher Education) | Member |
| 9. | Ms. Sumati Kumar, Registrar | Secretary |
| 10. | Smt. Asha R. Rungta, Controller of Finance | Special Invitee |

Shri Shakti Sinha, Principal Secretary (Finance) regretted inability to attend the meeting.

The Vice-Chancellor extended a warm welcome to all members of the Board of Management.

The Vice Chancellor apprised the members of the Board that the University has completed 5 years of its existence on 29 July 2013. He presented a note on the accomplishments, lessons and challenges of the University.

(Appendix -1)

The Board expressed happiness to note the remarkable achievements made by AUD over a short span of five years and also congratulated the University leadership and the faculty and staff for its ingenuity in the creation of many innovative interdisciplinary programmes. The Board also appreciated the manner of functioning of the University.

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Sumati Kumar

[Signature]

The Board deliberated on the following items:

- 1) **To consider confirmation of the Minutes of the 13th Meeting of the Board of Management held on Monday the 11th February, 2013**

Resolved to approve the Minutes of the 13th Meeting of the Board of Management held on 11th February, 2013

- 2) **To Report on Action Taken on the decisions of the 13th Meeting of the Board of Management held on 11th February, 2013**

Resolved to approve the Report on Action Taken on the Minutes of the 13th Meeting of the Board of Management held on 11th February 2013.
(Appendix-2).

- 3) **To Report the extension of period of Deputation/Extra Ordinary Leave with Lien**

Resolved to approve the extension of period of Deputation/Extra Ordinary Leave with Lien by the parent institution for the following faculty members:

<u>Extension of Extra Ordinary Leave with Lien:</u>	<u>Extended Till</u>
1. Dr Sumangala Damodaran, SDS	14.03.2013
2. Dr Santosh Kumar Singh, SLS	30.06.2014

It was also noted that Dr Sumangala Damodaran has been absorbed in AUD w.e.f. 15.03.2013 and for Dr Santosh Kumar Singh, EOL with lien has been converted into deputation w.e.f. 01.12.2010.

- 4) **To Report resignation/relieving of faculty member(s)**

Resolved to approve the resignation/relieving of the following faculty members:

	<u>Relieving date</u>
1. Dr Jayati Lal, SLS	16.01.2013
2. Dr Surajit Das, SLS	15.04.2013
3. Dr Kiran Bhushi, SLS	31.07.2013

- 5) **To Report child Adoption Leave /Child care leave sanctioned**

Resolved to approve the Child Adoption Leave sanctioned to the following faculty:

1. Dr. Preeti Mann, Assistant Professor, SDS has been sanctioned 180 days' Child Adoption Leave w.e.f. 1.06.2013 to 27.11.2013 as per rules.

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Jasvanti Kumar

[Signature]

2. Dr Gunjeet Aurora, Assistant Professor, SLS has been sanctioned one year and one month (395 days) Child Care Leave w.e.f from 2.07.2013 to 31.07.2014

6) To Report confirmation of appointment of faculty members

Resolved to approve the confirmation of appointment of the faculty members listed in the Appendix. **(Appendix-3)**

7) To Report the Research Projects of the faculty members

Resolved to approve the financial support to the faculty members for Research Projects **(Appendix -4).**

The members opined that the scope and outcome of Research Projects should be brought to the notice of all stake- holders. Further the Board stated that after the submission of the Projects by the faculty, on analysis of the implications of the project, a follow-up should be initiated. The University should also organise a Seminar or Workshop by the faculty concerned on the outcome of the Project.

A synopsis of each research project completed should be presented to the Board to note.

8)a. To report the draft Annual Report and the achievements of the Centre for Early Childhood Education and Development (CECED) for the year 2012-2013

Resolved to approve the Annual Report and the achievements of the CECED for the year 2012-13 with the following :

(Appendix -5)

1. The Centre may want to give recommendations to the Government with regard to Early Childhood Care and Education, particularly offering alternative curricula models, organizational arrangements and community linkages.
2. The University must seek to create core faculty positions in the Centres.

8)b. To report the performance-cum Achievement Report from April 2012 to June 2013 (CCK)

Resolved to approve the performance-cum Achievement Report of the Centre for Community Knowledge. **(Appendix - 6)**

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9) To report the appointment of Dean, School of Undergraduate Studies.

Resolved to approve the appointment of Professor Salil Misra as Dean, School of Undergraduate Studies w.e.f 28.05.2013 till further orders, as additional responsibility, upon the resignation of Professor Geetha Venkataraman from the position of Dean, SUS.

10) To report the appointment of Deputy Deans

Resolved to approve the appointment of the following Deputy Deans:

1. Dr Sumangala Damodaran appointed as Deputy Dean, School of Development Studies w.e.f. 05.03.2013 for three years.
2. Dr Asmita Kabra appointed as Deputy Dean, School of Human Ecology w.e.f 05.03.2013 for three years.

11) To ratify the regulations relating to Temporary Faculty appointments.

Resolved to ratify the regulations relating to Temporary Faculty appointments with the following recommendations:

(Appendix - 7)

1. the word "Temporary contractual appointments" to be inserted in the regulations.
2. a Selection Committee to be constituted for the contractual appointments, which does not fall under Statute 14(a).

12) To ratify the minutes of the 8th Continued meeting held on 4th April 2012 of the Establishment Committee and the Recruitment Rules for the non-teaching employees.

Resolved to ratify the minutes of the 8th continued meeting of the Establishment Committee and the Recruitment Rules for the non-teaching employees. **(Appendix -8)**

13) To ratify the grant of Extra Ordinary leave (EOL) to Dr Aparna Kapadia.

Resolved to ratify the approval accorded by the Vice Chancellor of the grant of EOL for two years w.e.f 01.07.2013 for accepting teaching assignment at the University of Massachusetts, U.S.A.

- 14) **To ratify the approval by the Vice Chancellor of the recommendations of the Selection Committee for empanelment of Sports Coaches.**

Resolved to ratify the approval by the Vice Chancellor of the recommendations of the Selection Committee for Empanelment of Sports Coaches. **(Appendix -9)**

The following candidate(s) in order of merit were recommended for empanelment as coaches:

1. Mr Smith Kumar Keshew
2. Dr Sunil Kumar Dahiya
3. Ms Ambrin Fatma
4. Dr Surender Singh

- 15) **To consider the fixation of pay of Pro-Vice Chancellor in AUD**

Resolved to approve the fixation of pay of Pro-Vice Chancellor. **(Appendix-10)**

- 16) **To consider the proposal for setting up a Student Cell**

Resolved to approve the proposal of setting up a Student Cell. **(Appendix -11)**

- 17) **To consider the revised policy on " Prevention of Sexual Harassment and Discrimination based on Gender Identity and Sexual Orientation".**

It was decided to entrust Professor N R Madhava Menon to give his considered opinion on the report, particularly on the part "Penalties", including channel of Appeal in case of imposition of penalty. This would then be circulated to all members of the BoM for their views and further be placed for consideration of the BoM. **(Appendix -12)**

- 18) **To ratify the minutes of the Ninth meeting of the Finance Committee held on 24 July 2013**

Resolved to ratify the minutes of the Ninth meeting of the Finance Committee held on 24 July 2013. **(Appendix -13)**

- 19) **To ratify the minutes of the Fourth meeting of the Academic Council held on 10th July 2013 and continued meeting held on 19th July 2013.**

Resolved to ratify the minutes of the Fourth meeting of the Academic Council held on 10th July 2013 and continued meeting held on 19th July 2013. **(Appendix - 14)**

- 20) **To ratify the minutes of the Ninth meeting of the Establishment Committee held on 24th July 2013.**

Resolved to ratify the minutes of the Ninth meeting of the Establishment Committee held on 24th July 2013. **(Appendix -15)**

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J. S. Kumar

[Signature]

21) To report on Campus Development at AUD

The Board noted the report on Campus Development and decided to accept possession of the undisputed portion of the land at Dheerpur, Phase - I allotted by the DDA, without prejudice to its claim for the disputed portion, pending the final settlement of the matter in the High Court of Delhi and for the allotment of the remaining 2.8 hectares out of the 20 hectares that were committed vide the Gazette Notification of July 31, 2012.

(Appendix -16)

22) To consider the recommendations of the Selection Committee constituted as per statutes for the appointment of Assistant Registrar (Direct).

Resolved to approve the recommendations of the Selection Committee held on 26 July 2013 for the appointment of Assistant Registrar (Direct).

(Appendix - 17)

The meeting ended with vote of thanks to the Chair.



AUD: The first five years

Accomplishments, Lessons and Challenges

The Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya (Ambedkar University, Delhi or AUD for short) was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007 and became operational on 1 August 2008.

AUD has been conceived as a unitary university focusing largely on research and higher learning in areas of knowledge broadly under the domain of the social sciences, humanities and the liberal arts.

Following the broad guidelines of its Act and drawing inspiration from Dr Ambedkar's vision of bridging equality and social justice with excellence, AUD's mission has been to create sustainable and effective linkages between access to and success in higher education. In these years, AUD community has worked towards fulfilling its commitment to creating and sustaining an institutional culture characterised by humanism, non-hierarchical and collegial functioning, team work and creativity.

The first five years of AUD's life have seen exponential growth, exploration of new areas of knowledge, particularly in the interdisciplinary spaces, new models of curriculum, instruction and assessment, concurrent appointments of faculty and new mechanisms of student support. There have been several accomplishments, particularly in attracting competent faculty and in putting together bold new programmes. There are, however, several areas in which work remains unfinished and possibilities that have not as yet been fulfilled.

What is distinctly discernible is the small, compact but very vibrant and dynamic university culture and community. AUD is one of the few universities in India with the core objective of promoting the study of humanities and the social sciences. These disciplines are seen as being pivotal to the understanding and imagination of a society in transition. The formative years of AUD have also seen the contemporary currents of rapid social change that Delhi is undergoing. With the city coming to be the site of new imaginaries - of work, family, body, sexuality, morality, citizenship, ecology - its institutions of higher education have to engage in a self-reflexive exercise by asking how they can make their students more responsive to these challenges. Since AUD is in its initial phase of development and growth, its vibrant mix of faculty is drawing upon the energies of the young and the dreams of the experienced, to build possibilities for new structures, new ideas and new practices into its very foundation.

In recognition of the University's growth and to enable it to fulfill its academic and social promise, AUD was granted recognition under Section 12 B of the UGC Act in the year 2012. This year therefore the University has applied for funds under the General Development Assistance Grant from the UGC under the XII plan allocations this year.

The University (2013)

The University has established the following Schools of Studies through which the academic programmes are offered:

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

A School of Law, Governance and Citizenship is on the anvil.

The University has set up the following Centres for project research, policy research and advocacy, training, documentation and networking:

Centre for Early Childhood Education and Development
Centre for Community Knowledge
Centre for Social Sciences Research Methods

A few more Centres are on the anvil.

The various Schools of AUD offer at present seven undergraduate programmes, sixteen postgraduate programmes, two professional MPhil programmes and nine doctoral and pre-doctoral programmes. The undergraduate programmes in the School of Undergraduate Studies are:

1. BA Honours with a Major in Economics
2. BA Honours with a Major in English
3. BA Honours with a Major in History
4. BA Honours with a Major in Mathematics
5. BA Honours with a Major in Psychology
6. BA Honours with a Major in Sociology
7. BA Honours with a Major in Social Sciences and Humanities

AUD offers a four-year BA Honours Dual Major option as well.

The different schools of AUD currently offer the following postgraduate programmes:

1. MA Development Studies (School of Development Studies)
2. MA Environment & Development (School of Human Ecology)
3. MA Psychology - Psychosocial Clinical Studies (School of Human Studies)
4. MA Gender Studies (School of Human Studies)
5. MA Education (School of Education Studies)
6. MA Economics (School of Liberal Studies)
7. MA History (School of Liberal Studies)
8. MA English (School of Liberal Studies)

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9. MA Sociology (School of Liberal Studies)
10. MBA (School of Business, Public Policy and Social Entrepreneurship)
11. MA Film Studies (School of Culture and Creative Expressions)
12. MA Performance Studies (School of Culture and Creative Expressions)
13. MA Visual Art (School of Culture and Creative Expressions)
14. MA Literary Art (School of Culture and Creative Expressions)
15. MA Social Design (School of Design)
16. PG Diploma in Publishing (School of Business, Public Policy and Social Entrepreneurship)

The following professional MPhil Programmes are on offer:

1. MPhil Psychotherapy and Clinical Thinking (School of Human Studies)
2. MPhil Development Practice (School of Human Studies and School of Development Studies)

The following doctoral and pre-doctoral programmes are also on offer:

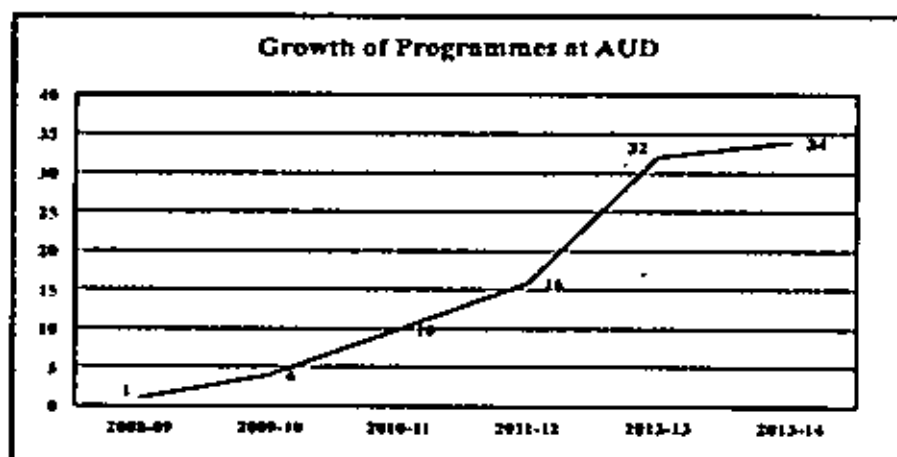
1. PhD in Development Studies
2. PhD in Human Ecology
3. PhD in Psychology
4. PhD in History
5. PhD in Hindi
6. PhD in Women's and Gender Studies
7. MPhil in History
8. MPhil in Hindi
9. MPhil in Women's and Gender Studies

Growth and expansion

AUD has grown exponentially over the past five years in terms of the number of Schools, programmes, faculty and students. This growth is now coming to a plateau given the constraints on availability of space and absence of its own campus.

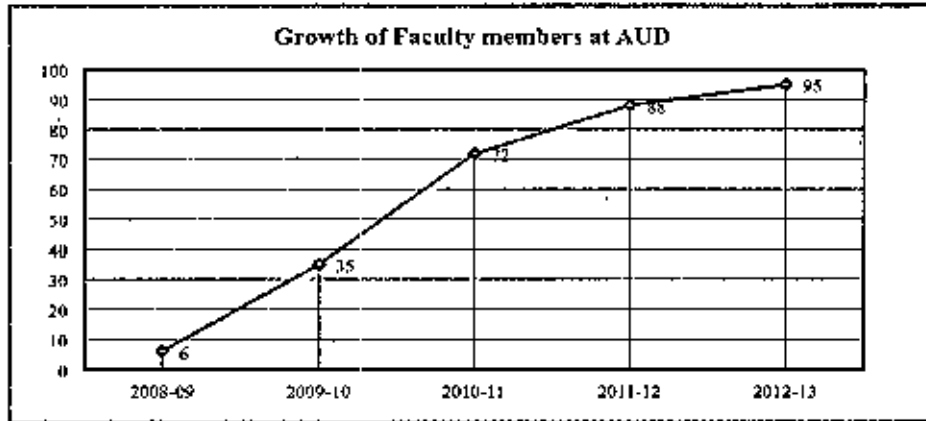
Over the years the rate of increase in the number of programmes are depicted in Figure 1. During this period, the increase in the number of faculty members is shown in Figure 2.

Figure 1



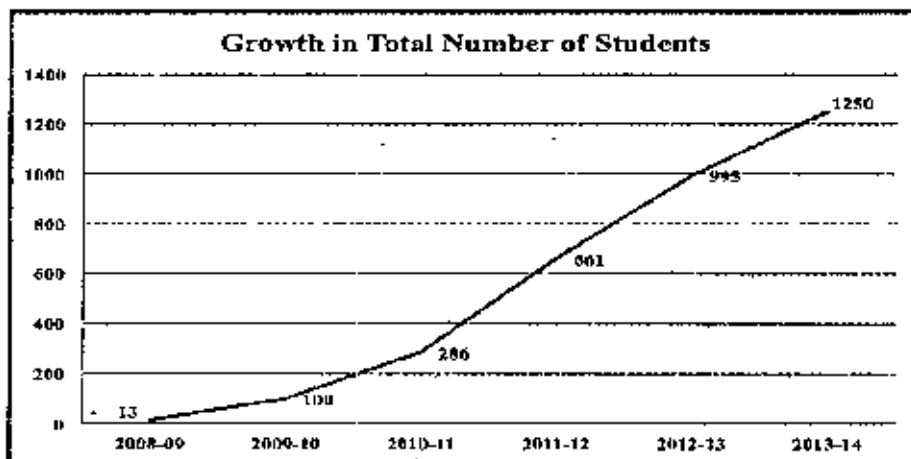
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Figure 2



The rate of increase in the number of students at AUD during the period 2008 to 2013 is illustrated in Figure 3.

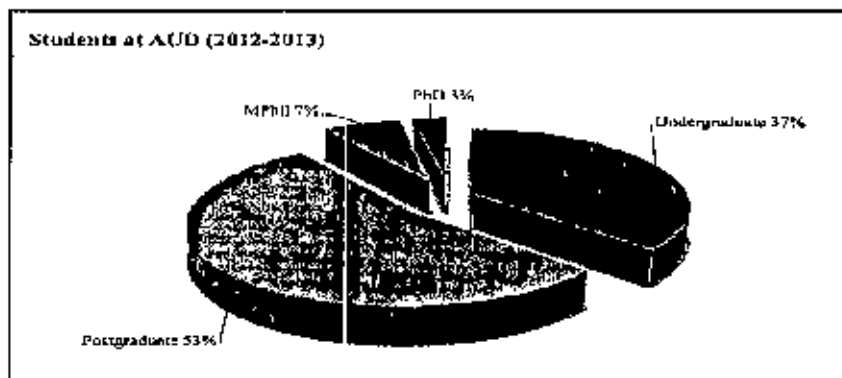
Figure 3



The distribution of students during 2012-13 at various levels was 37% in undergraduate, 53% in postgraduate, 7% in MPhil and 3% in PhD (Figure 4).

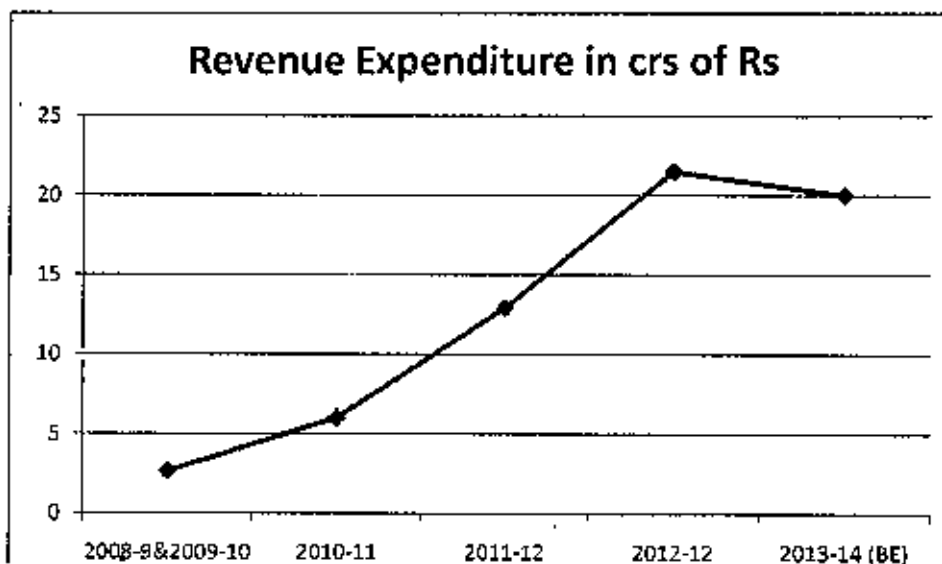
Admissions for the 2013-14 sessions are underway with 2 new programmes on offer at the postgraduate level. For this academic year there has been a six-fold increase in the number of applications received for the different undergraduate and postgraduate programmes. The number of students is likely to go up to 1250.

Figure 4



AUD's annual financial expenditures have grown exponentially since year 2008 (see Figure 5) and it is in its rapid growth phase. Financial expenditure is going to increase substantially in the coming years. The rate of increase in expenditure will of course slow down progressively, but it will stabilise only when the University reaches its optimum size with about 5,000 students in its first phase of expansion. With the current increase in its programmes and activities (many of which are already on the anvil) and the campus development activities that will take off in the near future, the current rate of growth in expenditure is as expected to take place in a new university like AUD

Figure 5



Special Features of the University

The policy decisions that the University made on its financial model, its class room size, the nature of studies and research that it would promote, and its evaluation policy, among others, were adopted after extensive consultations and keeping in view the considerations for providing equitable and quality higher education.

Financial Model and Fee Policy

AUD's basic philosophy is to provide high quality education to all students. It is expensive to create structures and processes of quality and to sustain them. AUD has aimed at and adopted a distinctive fee policy. One clear assumption, however, that underlies the University's position related to fees and assistance is that public subsidy should still be the main source of funding the programmes. AUD's financial model works distinctly with an understanding that for public education institutions like AUD to grow and excel, it would need funding support from the government for all its primary functions. Universities, however, have to also optimise the level of student's fees as well as tap other sources for augmenting resources for its programmes and activities.

Congruent to the recommendations of the National Knowledge Commission, AUD has adopted the policy that the fee collected from students should be equivalent to 20 per cent of the total operational costs. This would be realised only over eight years when we have a full complement of student intake in all our proposed programmes. At present the fee collected from students is equivalent to about 10 per cent of total operational costs. The vision guiding AUD's fee policy is the commitment that prospective students learn to value and appreciate the social privileges they enjoy because of the heavy subsidy that goes into public institutions of higher education in India. Also, it is the University's considered position that that no prospective student should be denied the opportunity of studying at AUD just because he/she is not in a position to pay the requisite fees.

Based on this philosophy, AUD has instituted a differential fee structure for different programmes, with an understanding that the upper slab is envisaged not to be so high that only a particular segment of society could afford it and the lower slab not so low that the sense of responsibility among the students goes missing. This differential fee structure is based on the criteria of the marketability, or affordability of different programmes and the fee is calibrated along a sliding rate scale. In University's initial years it was estimated that the per capita cost of running one credit worth of academic programme is about Rs 3,000 - 6,000. So a policy to have a range / band of Rs 1,000-2,000 per credit as fees was adopted, depending on the nature of instruction in the programme. So some programmes like Business or Social Design have been kept at the higher end of the scale as opposed to liberal arts programmes. Even within the programmes, 25 per cent of the fees collected from students are returned to deserving students by way of Fee waivers and scholarships. Over the previous 3 years, 229 students have been awarded fee waivers. Most of these have been full fee waivers.

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The University has also created a student welfare fund in order to support needy students in bearing the cost of various contingencies.

AUD attracts grants for its various research projects. AUD has also been able to attract grants from the Sir Dorabji Tata Trust for its MPhil Development Practice programme. The University proposes to establish an AUD Foundation as a not for profit company to raise funds for the University for its various programmes. A foundation called "Friends of AUD" has already been set up in the USA with an initial grant from the Miller-McCune Foundation to raise funds for AUD's various initiatives.

Curricular and Pedagogic Philosophy

AUD's curricular model aims at introducing a breach in the established regimes of standardised centrally controlled "curriculum-out-there" and to bring innovation and inter-disciplinarity in both content and approach to the curriculum framing and transaction. The University has over the years set itself stringent expectations of bridging the divide between theory and practice in all spheres of education, engaging intensively with social reality and processes of learning.

Field Based Engagement

It has been AUD policy for all academic programmes to have at least 25 per cent of curricular engagement as field based. The joint AUD-PRADAN MPhil programme in Development Practice in fact uses field-immersion processes (75% of the curricular engagement is field-based) to carry out studies and interventions. This programme is being visualised as a prototype for future programmes of cooperation with other NGOs in the field of health, education and environmental studies.

Interdisciplinarity

In the social sciences, knowledge often develops at the interstices of disciplines. This perspective has come to define the epistemic contours of different Schools and programmes at AUD. One of the basic principles underlying the structure of courses at AUD is to have disciplinary programmes at the undergraduate and interdisciplinary programmes at the postgraduate level. Programmes are housed in Schools, but the possibility exists for enabling participation of other Schools and Centres in teaching them. Each School can have one or more programme(s). A programme has ordinarily two, three or four modules of courses, either core or elective. The core courses reflect the philosophy and the unique interdisciplinary perspective that the School represents and can span all programmes within a School. The elective modules include courses from a select set of specialisations. Even teaching which is discipline based, it is expected, must be conducive to and allow for interdisciplinary pursuits. AUD community has been trying to ensure that what exists in principle needs to be also put in practice.

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Mentoring and Tutorial based learning

AUD has put in concerted effort to focus on the well-being and mentoring of its students, which has been pursued as one of the core elements of its institutional philosophy. Efforts have aimed at evolving not only a rigorous academic mentoring system through instituting tutorial system in all its programmes, but also a mentoring process at the university level and intensive teacher-student engagement within programmes. The mentorship groups at AUD were envisaged as powerful locales for peer learning and exchanges in a close, engaged, on-going intimacy. The co-constructed nature of knowledge, and the inter-subjective sense of the self, both, it was felt, make themselves available in small group settings. These efforts may have met with uneven success, but they are nonetheless being actively pursued and redefined in the university context.

An Innovative Continuous Assessment System

AUD has taken the lead in adopting assessment systems and evaluation models that facilitate alternative teaching-learning processes and has done away altogether with an Examination Branch, and the Office of the Controller of Examinations. These have been signal achievements. Such flexibility inherent in the assessment system that has been adopted after a series of consultations with academia in Delhi and within the University has facilitated innovative curricular and teaching processes.

Concurrent Appointments

AUD statutes mandate that teachers will be appointed to the University and not to a specific School or Centre, and a teacher, thus appointed, will ordinarily be attached to more than one School or Centre. This system of concurrence, it has been thought, will support the interdisciplinary character of programmes and Schools, and will also ensure that the very same teachers who undertake postgraduate teaching and research will also teach undergraduate students. The idea underneath is also to prevent insularity and disciplinary silos and at the same time enabling students' lateral movement. The expectation at a deeper level is for this arrangement to also enable reconfiguring research-groups and programme-teams periodically, keeping in perspective the fluidity in the contours of knowledge. AUD's undergraduate programme for these reasons also holds the promise of becoming a pace-setting exemplar which benefits from seamless sharing between different Schools, postgraduate and research programmes as also the involvement in it of all the teachers of the University.

While there is an appreciation and receptivity towards the idea of concurrence given how it makes for a live and vibrant experience for both teachers and students in AUD, there are also some critical issues that have a bearing on the functioning of concurrence in the University. The translation of this vision into the everyday still requires thinking through processes, institutionalising them and putting them into effective practice. AUD is working actively towards this goal.

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Student-Teacher Ratio

National Knowledge Commission has noted how a high student-teacher ratio places teachers under great pressure with an adverse impact on the quality of education. The mission statement of AUD to pursue quality and excellence would stand compromised if the existing policy of having small cohort sizes of about 35-40, accompanied by a student-teacher ratio (on an average) of 15:1 for UG and 12:1 for PG is tampered with. However, at present the effective student-teacher ratio is much higher in some schools of studies, particularly in the School of Undergraduate Studies. Schools like Culture and Creative Expressions and Design, because of the very nature of the curriculum they transact, need to have a favourable student-teacher ratio, mainly through visiting and adjunct faculties and through artists in residence on semester-long assignments. Having smaller cohorts has enabled intense field engagements and mentoring processes to be effective and its impact on the University life and relations that students and teachers have with learning, are evident from students' work and engagement at the University.

However, considering the fact that in the city of Delhi there will be a rising demand for quality higher education at Undergraduate level, two prospects have also to be envisaged. The first would be to have a 'blended' approach to learning involving mixed mode and split site curricular transactions and course structure, which would enable larger number of students to benefit from given resources. The second would be to create a Community College component within the Undergraduate Studies.

Collaborations and Outreach

At AUD, outreach is understood in terms of global connections and international exchange of ideas as well as local engagements.

A path-breaking practice based MPhil programme in Development Practice has been initiated in collaboration with PRADAN (a leading NGO of international repute) and Sir Dorabji Tata Trust. Recently a programme in Publishing has been initiated in collaboration with the National Book Trust (NBT).

The Centre for Early Childhood Education and Development (CECED) has several large ongoing projects funded by Government of India as well as by prominent development agencies both international and national. Some of these are in partnership with other institutions and organizations in the field. CECED has now attained the stature of a national resource centre for policy research in Early Childhood Care and Education.

AUD is the only University from India to be invited by the International Association of Universities (IAU) and one of the 10 universities being given grant by IAU to participate in the *World Congress on Post-Secondary Education*, Montreal October 2013. Since 2011, AUD has signed Memoranda of Understanding for research collaboration, student and faculty exchanges and educational programme design with San Francisco State University (USA),

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University of Northampton (UK) and University of Hawai'i--Manoa (USA). AUD is a member since 2011 of the **Urban Knowledge Network Asia (UKNA)**, a consortium that facilitates sharing of research through short-term faculty exchanges among the member institutions. AUD is also partner of an international consortium funded by the European Union (2013-2017: 'Enhancing Quality, Access and Governance of Undergraduate Education in India') and organized to disseminate best practices in higher education (pedagogy, learning technologies, policy and administration) between European and Indian institutions. AUD is presently engaged in negotiations with the **International Institute of Social Studies/Erasmus University** (Netherlands) and University of Leicester (UK); and there have been discussions with representatives of the University of Lyon 3 (France), Gregor Mendel University (Czech Republic), Royal Melbourne Institute of Technology (Australia), Universiti Sans Malaysia, Open University Malaysia, and International Islamic University (Malaysia). Additionally, the **Advisory Committee for International Partnerships (ACIP)** has conducted preliminary discussions with about ten universities and international agencies not named above. Individual AUD faculty members and faculty groups engage with international partners in their research and teaching activities.

AUD has collaborated with various national and international organisations. It is partnering with **SAIL, Delhi Police, CSIR, ICSSR, Rufford Foundation, UK** for various projects on sustainable development and ecological restoration. These projects have been developed through active collaboration among the AUD faculty, as well people and organizations in the world of practice.

The University has its own **psychotherapy clinic, Eksaas** which endeavours to provide low-cost and free counselling and psychotherapy to cater to a variety of socio-economic realities of people. The clinic comprises of an Adult, Child and Family Clinic and it provides psycho-diagnostic psychological testing. For the students of the MPhil programme in Psychotherapy, these clinics are their training labs.

The MPhil programme in Development Practice involves several months of **field immersion** by students in remote rural and tribal areas, participating in work related to development and social transformation. Most MA programmes have a strong component of field engagement and project work. The School of Education Studies has been working with **AHVAAN Trust** towards evolving a whole school transformation project with Government Schools in Delhi.

AUD students have initiated an NGO which is working towards engagement of students and faculty of the university with constructive social action.

Student Support @ AUD

AUD receives students both from and outside Delhi belonging to different socio-economic background. The University has put in place structures and policies for creating a healthy and inclusive learning environment for its students. There are a large number of scholarships and fee waivers available for the deserving students. The University has initiated a **Student**

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Welfare Fund with equal contributions from students and the university bursary. This fund is envisaged to support in case of emergencies. The University has also initiated a 'Student Cell' run solely by the students for nurturing and hand-holding students in their academic life. To enhance the language skills of students, specially designed **English Proficiency Courses** are being offered at undergraduate and postgraduate study programmes.

Challenges

At the end of Phase I, by the academic session 2015-16, it is expected that AUD would have on its rolls 2,000 students and a 140-strong faculty (which is the currently approved faculty strength). While the pace of the AUD's expansion is commendable, some issues and challenges have arisen which need to be addressed.

Expansion and Consolidation

While there has been rapid growth in its programmes and personnel, the supporting resources and infrastructure have not kept pace. Further, there has been uneven progress across Schools and programmes. Any further expansion of AUD is faced with both infrastructure and academic constraints that are related to programmes. There is a need for a critical balance between academic growth and governance support and infrastructure while at the same time, certain critical areas and programmes are required to be initiated immediately.

Catchment Area of Students

AUD is yet to explore innovative practices for broadening its base for admissions, particularly to its undergraduate programmes. Located as it is in Delhi, AUD at present seems to be largely getting undergraduate students who do not manage admission in the colleges of the University of Delhi. Concrete initiatives are yet to be taken to reach out to the best students from the outskirts of the National Capital Region of Delhi or from Government Schools in Delhi.

Infrastructure

The University had initially started to function from two campuses but had to recently vacate the Dwarka campus leading to an acute shortage of and space for faculty seating. Given the limited space available in the Kashmere Gate campus, the university had to resort to optimum utilisation of class room space and hold classes from 8:30 in the morning till 5:15 in the evening, six days in the week, however, the issue of space is going to affect further expansion and new programmes. Any new programmes that AUD is now envisaging to initiate, like *Law and Governance* will have to be conducted as evening programmes and would not require additional space.

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Permanent Campus

The University has been allotted a plot of land in Rohini of about 7Ha and in Dheerpur of about 20 Ha. The latter plot of land is still to be handed over by the DDA, since there is an stay petition currently heard by the Delhi High Court. If taking possession of the land in Dheerpur is going to be delayed, some structures (including temporary or semi-permanent ones) may have to be constructed in Rohini in the next couple of years. Otherwise, the pace of the University's growth is going to be adversely affected.

Financial constraints

The University had initially projected an amount of Rs.34.90 crore under plan revenue as BE for 2013-14 to the Directorate of Higher Education which on the advice of the Directorate was later reduced to Rs.26.95 crore; however, the actual appropriation made was only Rs.20 crore which is less than 60% of the original amount sought. This reduction has made the day-to-day functioning of the University very difficult especially since there is no unspent balance from previous year's grant. The need becomes acute in view of the dilapidated state of the building in Kashmere Gate campus requiring renovation and repair and resulting in massive debt to the PWD. Consequently, some of the workshop spaces recently allocated to AUD which were to be used by the School of Design are yet to be readied. A process needs to be put in place to control the mismatch between the quantum of fund projected by the University and the amount that is appropriated so as to enable effective delivery of the programmes and activities, particularly in the initial phase of exponential growth of the University. A request has been made to the Government to enhance the appropriation for the current financial year. The Government has also been requested to involve the University in a consultative process before the actual appropriation is proposed to the State Legislature. For this year, if the appropriation is not upwardly revised, AUD will be forced to abort, or drastically cut short, the recruitment of faculty and staff. It is to be noted that there is a path dependency in the growth of the University. A retardation in its growth momentum now will not only adversely affect the quality in the short run but will also irrecoverably jeopardize its future growth potential.

Appendix - 2
Resol. No. 2/BOM(14)/29.07.2013

The Action Taken on the Minutes of the 13th Meeting of the Board of Management held on Monday, the 11th February, 2013

Resol. No.	Decision	Action Taken
1.	Resolved to approve the Minutes of the 12 th Meeting of the Board of Management held on 31 st July, 2012, including the agenda item approved through circulation, "Letter No. AUD/Admn/BOM(13)/2012-13/9661 dated 04.10.2012".	Recorded
2. (a)	Resolved to approve the Report on Action Taken on the Minutes of the 12 th Meeting of the Board of Management held on 31 st July, 2012.	Recorded
2. (b)	It was decided to authorize the Vice Chancellor to constitute a Business Advisory Committee to look into the Business Procedures of all meetings of the Authority Bodies.	Implemented
3.	Resolved to approve the extension of period of Deputation/Extra Ordinary Leave with Lien for the following faculty members	Recorded
4.	Resolved to approve the Extension of joining time of the following faculty members	Recorded
5.	Resolved to approve the joining details of the following new faculty members	Recorded
6.	Resolved to approve the confirmation of appointment of following faculty members	Recorded
7.	Resolved to approve the resignation of Mr. Trinadh Nookathoti, Assistant Professor from SLS w.e.f. 26 th July, 2012 (afternoon)	Recorded
8.	Resolved to approve the Child Adoption Leave sanctioned to Dr. Shailaja Menon, Assistant Professor, SLS has been sanctioned 180 days' Child Adoption Leave w.e.f. 19.07.2012 to 14.01.2013 as per rules.	Recorded
9.	The Board took serious note of the case and resolved that the probation of Dr. Nite shall begin from the day of his return from his visit to South Africa i.e. 23/04/2012.	Implemented
10.	Resolved to approve the List of Holidays to be observed in AUD during the year 2013.	Recorded
11.	Resolved to ratify the Minutes of the Second Meeting of the Academic Council held on 23 rd August, 2012	Recorded

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12.	Resolved to ratify the Minutes of the Third Meeting of the Academic Council held on 10 th December, 2012.	Recorded
13.	Resolved to ratify the Minutes of the Seventh Meeting of the Finance Committee held on 15 th October, 2012.	Recorded
14.	Resolved to ratify the Minutes of the Eighth Meeting of the Finance Committee held on 18 th December, 2012.	Recorded
15.	Resolved to ratify the Minutes of the 8 th Meeting of the Establishment Committee held on 11 th October, 2012; 21 st November, 2012 and 18 th December, 2012. However, the Board desires that the Recruitment Rules may be discussed in the Establishment Committee once more and whatever fine-tunings that need to be incorporated be done before the Recruitment Rules are notified.	Implemented
16.	Resolved to ratify the approval of the Vice Chancellor of the recommendations of the Selection Committees for various faculty positions.	Recorded
17.	Resolved to ratify the appointments of Deans/Directors	Recorded
18.	Resolved to ratify the appointment of Deputy Deans	Recorded
19.	Resolved to ratify the recommendations of the Leave Advisory Committee	Recorded
20.	Resolved to ratify the approval accorded by the Vice Chancellor of the grant of EOL for one year to Dr. Suchitra Balasubrahmanyam	Recorded
21.	Resolved to approve the norms of payment to Visiting Faculty from abroad as recommended by the Committee appointed for this purpose by the Vice Chancellor.	Recorded
22.	Resolved to approve the grant of annual increment to Professor Denys Leighton, Visiting Professor retrospectively from 1.7.2010. The Board also resolved to approve building in the provisions of annual increment in tenurial / visiting appointments of duration longer than one year	Implemented
23. (a)	Resolved to approve creation of 10 additional posts each of Academic Fellow and Research Assistants to the pool of Academic Fellows and Research Assistants already created through a resolution of the Board, as per norms already approved by the Board.	Action initiated

23. (b)	Resolved to approve the proposal for creation of a separate budget head for visiting faculty with funds earmarked equivalent to the cost of hiring on a regular basis 12 full time Professors. Appointments of visiting faculty at all levels as well as adjunct and guest faculty be drawn from this budget head. This will be in addition to such appointments made against vacant faculty positions.	Action initiated
24. (a)	Resolved to approve the fixation of pay in respect of Professor Shivaji Panikkar, Professor Jatin Bhatt and Dr. Debal C. Kar.	Implemented
24. (b)	The Board desired that in future decisions pertaining to pay fixation for positions of Professor or equivalent, if recommendations in this regard are not made by the concerned selection committees, be made by the Vice-Chancellor or as per recommendations by a Committee chaired by the Vice Chancellor with two or more external experts. For the positions other than Professors or equivalent, Pro Vice Chancellor in the case of non-teaching positions or Dean (Academic Services) in the case of teaching positions could be the Chairperson with Professors or equivalent of the University as members.	Recorded for implementation
25.	The Board considered the draft policy on "Prevention of Sexual Harassment and Discrimination based on Gender Identity and Sexual Orientation." Members of the Board expressed their views on the draft policy. The representatives of the Committee that developed the draft policy recorded these observations. After due deliberations, the Board observed that in the first instance views of all stakeholders i.e. students, faculty and administrative staff may be obtained on the proposed policy. In the meanwhile, a workshop may be organized for a half-day interaction between members of the Board and the members of the committee that formulated the draft policy to enable the Board to clarify related matters and give their considered advice. The Board also expressed appreciation of the good work done by the Committee to bring out such a report after extensive deliberations.	Implemented
26. (a)	Resolved to approve the proposed allocation of unassigned/unfilled/vacant Faculty positions sanctioned by the Board of Management with minor corrections.	Recorded

26. (b)	The Board also suggested that selection for different levels of faculty may be held contiguously to avoid multiple appearance of a candidate before the Interview Board. For the long term, it was resolved that a comprehensive set of procedures for recruitment of faculty and other positions be formulated and taken through the due process for consideration and approval of the Authority Bodies.	In progress
27.	Resolved the constitution of Steering and Advisory Committee for the Campus Development	Implemented
28.	Resolved to accept the Report of the Mid-Term Review Committee. Further, it was resolved that the report may also be communicated to the Government highlighting the relevant recommendations.	Implemented
29.	Resolved to approve the conversion of 5 year tenurial appointments to regular appointments for the posts of Director (IT Services) and Librarian. These posts will be filled up after following due process of selection.	Recorded for Implementation
30.	The Board directed the University to send reminders urgently seeking information from Shri CM Sharma, on deposit of tax. Meanwhile, the University must deposit an amount of Rs. 83,940/- + interest as TDS to the Income Tax Department under intimation to the Government of NCT of Delhi for information.	Action initiated
31.	Resolved to approve the recommendations of the Search Committee, duly constituted as per statutes, comprising Professor Shyam Menon, Vice Chancellor (<i>ex officio</i>), Professor Pulin Nayak, Nominee of the University Grants Commission and Shri Lalmalsawma, Principal Secretary (Higher Education) (<i>ex officio</i>) on the Appointment of Prof. Chandan Mukherjee as Pro-Vice-Chancellor of the University	Recorded
32.	<p>Any other item:</p> <p>The Board noted that the tenure of Professor Shyam Menon as Vice Chancellor is due to expire on the 31st of July 2013. The Board resolved that the Government of NCT of Delhi be requested to initiate the process of search and selection of a Vice Chancellor as per provisions of the Act and Statutes well in time so that there is no interregnum. The Board noted that the Report of the Mid-Term Review Committee had also highlighted the need for avoiding a gap between the time the present Vice Chancellor demits office and the time a successor assumes office.</p>	Resolution was communicated to GNCTD on 27-02-2013. A notification for constitution of Search Committee has been received in AUD on 07-06-2013. A newspaper advertisement appeared in HT/Tol on 17-07-2013.

Appendix - 3
Resol. No. 06/BOM(14)/29.07.2013

The confirmation of the faculty members

<i>S. No</i>	<i>Name</i>	<i>Designation</i>	<i>School</i>	<i>Date of Confirmation</i>
1.	Dr. Jyotirmoy Bhattacharya	Assistant Professor	School of Liberal Studies	11.04.2012
2.	Dr. Taposik Banerjee	Assistant Professor	School of Liberal Studies	20.04.2012
3.	Dr. Kanwal Anil	Assistant Professor	School of Business, Public Policy & Social Entrepreneurship	19.03.2012
4.	Ms. Nidhi Kaicker	Assistant Professor	School of Business, Public Policy & Social Entrepreneurship	04.05.2012

Appendix - 4
Resol. No. 7/BOM(14)/29.07.2013

The Research Projects of the Faculty members

1. Dr. Ghazala Shabuddin, Associate Professor, SHE has been sanctioned Rs. 1,34,800 for her research project entitled "*When People Work for Forests: Re-examining Community Forestry with a Biological Lens in the Central Himalayas, India*" for 6 months.
2. Dr. Asmita Kabra, Associate Professor, SHE has been sanctioned Rs. 1, 97,000/- for her research project entitled "*Evolution of post-resettlement livelihood strategies among a community affected by conservation-induced displacement: A study of the Sahariya of Madhya Pradesh*" for 18 months.
3. Professor Geetha Venkataraman's, research project entitled "*Creating a Manuscript related to Mathematics for Liberal Arts Students*" has been extended for another two years i.e, 01.06.2013 to 31.05.2013 .
4. Dr. Kancharla Valentina, Dr. Tuheena Mukherjee & Dr. Anshu Gupta, Assistant Professors of SBPPSE have successfully completed their joint research project entitled "*A Case Study of Harwood Timber Business of the Migrant Community in Satpura Region*" in March 2013, and the report has been submitted to AUD.

CECED Annual Report 2012-13



Bharat Ratna Dr. B.R.

Ambedkar

University, Delhi

(Established by the
Government of the
National Capital Territory
of Delhi)

AVD/BOM(14)/29.07.2013

CECED

Centre for Early Childhood
Education and Development

CECED Vision and Structure

CECED's Mission Statement

To contribute towards the national goals of social justice and equity by promoting developmentally and contextually appropriate Early Childhood Education and Development (ECE/ED), as every child's right to a sound foundation, and raising ECE/ED to the forefront of policy formulation, and effective and universal program implementation

CECED'S Aims and Objectives

CECED aims to promote systemic understanding of developmentally, contextually appropriate and inclusive ECE/ED with a focus on early learning. More specifically it aims to:

- Expand the landscape of indigenous knowledge on ECE/ED and narrow the gap between theory, research, policy and practice.
- Strengthen the momentum for high quality, play-based ECE/ED
- Critique and provide evidence-based, policy-related advice and feedback on existing programmes and provisions for children, across public, private and voluntary sectors.

Main functions of CECED

CECED aims to provide 'a single window approach' to ECE/ED by serving as:

- A hub for documentation, knowledge creation and theory building through longitudinal, multi-disciplinary and multi-centric research and documentation and its dissemination
- A technical resource for promotion of quality and related capacity building for policy makers, professional, practitioners, parents and community
- A clearing house and a repository of information/data on ECE/ED.

Organisational Structure of CECED

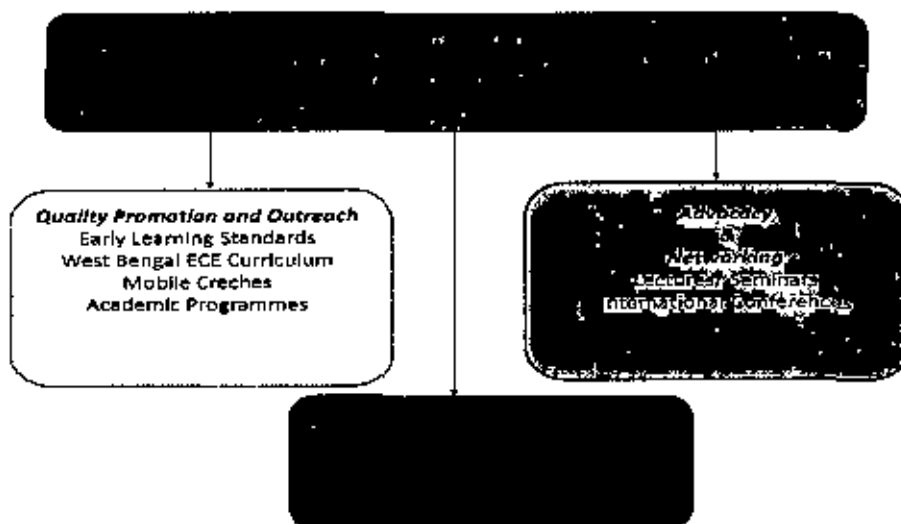
1. CECED is a unit within the organisational structure of AUD and works in close collaboration with different multidisciplinary schools in the institution. It has a core team to lead and coordinate its functions. The Advisory Committee for the Centre and the Technical Committees for specific projects review progress of the Centre's activities periodically. CECED partners with other organisations and the government for more sustainable and systemic impact.

2. CECED receives annual core funding from AUD in the form of the deployment of core professional and administrative staff. CECED follows a two-fold approach in planning and implementing its programmes.

- a) It initiates activities in its priority areas and seeks financial support from external agencies or AUD.
- b) It also responds to requests for collaborations from National and International agencies with project specific funding. This model is expected to ensure quality assurance and accountability in CECED's activities.

Our Initiatives and Achievements (2012-13)

The operational structure of the CECED was revisited after the last Advisory Committee meeting to bring more focus to its designated roles. This structure is aligned with CECED's mandate to promote evidence based advocacy for ECE/ED. Consistent with this thrust, the structure gives primacy to Research as the pivot and this in turn provides the evidence base for the other functions of the CECED such as Advocacy and Networking, Capacity Development, Quality Promotion, and Clearing house function.



Center for Early Childhood Care and Education (CECED)

On 12th October 2012, our Centre for Early Childhood Education and Development (CECED), an integral part of Ambedkar University, Delhi (AUD) completed its three years. The Center has grown exponentially in the last three years, and has clearly established itself as a leading resource institution in Early Childhood Care and Education (ECCE). CECED has also been closely associated with many policy related activities initiated by Government of India in the area of ECCE and has also been mentioned in the 12th Five Year Plan of Government of India. This report highlights some major activities and achievements of CECED for the period April 1, 2012-March 31, 2013.

I. Research and Documentation

CECED has been engaged in the last year both with on-going longitudinal research as well as some short studies which were initiated and completed within the year. CECED also initiated a study based on secondary research which led to the development of a Framework for 'Right to Early Childhood Development'. Again, based on secondary research, CECED brought out a 'Policy Brief Series' with support from CARE India under which two Policy Briefs have been published and three Policy Briefs are currently under publication. We describe each of these initiatives in more detail below:

A. On-going Longitudinal Research

1. Study of Impact of Participation in ECE and Variations in Quality of ECE experiences on School Readiness and Primary level outcomes in Children.

This is a landmark study and the first of its kind in the South Asian region, which is not only studying the quality of Early Childhood Education comprehensively, but also its immediate and medium term impact. A remarkable feature of this longitudinal research is that it is following a large cohort of 13,868 children since they were 3 to 4 year old, in three states of Andhra Pradesh, Assam and Rajasthan. The study, which is currently in the third year of implementation, is exploring answers to the following research questions:

- 1. What are the trends in availability of low cost ECE provisions for children in the country and what are the levels of participation of three to five year olds in these programmes?*

2. *What are the varied ECE experiences of children from these diverse programmes they are participating in?*
3. *What are the varied pathways that children are taking within the early childhood stage of education in terms of mobility within and across programs and sectors?*
4. *To what extent does the participation in ECE and quality of experience impact on children's school readiness levels at age 5?*
5. *Which elements of the ECE quality i.e. content or processes have greater impact on school readiness levels?*
6. *To what extent do the gains made by children at ECE stage in terms of school readiness have a sustained impact at the primary stage, in terms of their psychosocial and educational outcomes?*
7. *Given India's socio-cultural diversities, can there be a uniform operational definition of quality in ECE?*

These questions are being explored through a comprehensive Three Strand research design:

The Three Strands		
Strand	Objective	Sample
A	Survey method To derive district level estimates of; (a) current trends in participation of four-five year olds ; (b) school readiness levels at five years of age.	362 villages 1,616 centres 13,868 children
B	Quasi-experimental & Longitudinal (a) To study variations in content and processes across ECE centres: public, private & voluntary. (b) To identify quality elements in ECE that demonstrates significant impact on <i>immediate</i> basis on school readiness and personal social behaviour and <i>on medium term basis</i> on primary school outcomes.	<u>Sub-set of Strand A sample</u> 75 villages 298 ECE centres 2,462 children
C	Qualitative Case Study In-depth case studies of innovative practices in ECE	9 case studies, across many states

The study is being coordinated by CECED in partnership with ASER Centre, Andhra Mahila Sabha and Regional Center, National Institute of Public Cooperation and Child Development (NIPCCD), Guwahati. It is funded by multiple partners including the United Nations International Children's Emergency Fund (UNICEF), The World Bank, Ministry of Human Resource Development, Government of India (MHRD, GoI), Children's Investment Fund Foundation, Bernard van Leer Foundation and Society for Elimination of Rural Poverty, Government of Andhra Pradesh (SERP, GoAP). Strands A and B of the study are being carried out in Andhra Pradesh, Assam and Rajasthan, whereas Strand C, which is documenting and analysing good practices, is being carried out across many states including Gujarat, Karnataka, Maharashtra and Utrakhand in addition to the two project states i.e. Rajasthan and Andhra Pradesh.

Strands A and B

The research design followed by Strands A and B is as follows:

Pre-test August, 11- December, 12	<ul style="list-style-type: none">• <i>Baseline</i> of 3 ½ - 4 ½ year olds on school readiness skills & socio-emotional behavior
Quarterly Tracking February-April, 12 & July, 12	<ul style="list-style-type: none">• <i>Tracking</i> of Attendance & Observation of quality of ECE program, to estimate 'dosage' of ECE
Post-test September, 12- January, 13	<ul style="list-style-type: none">• <i>Impact assessment</i> through Post-test of cohort on school readiness skills & socio-emotional behavior, after a year of ECE intervention.
Follow up in primary school	<ul style="list-style-type: none">• <i>Quarterly tracking</i> to record Attendance & observe quality of classroom teaching learning in respective grades to control for school factors• <i>Medium term Impact Assessment</i> through annual age appropriate learning achievement & personal social behaviour assessment on completing ages 6, 7 & 8

The pre-testing of the cohort (2,767 children) on school readiness skills was conducted in August, 2011- December, 2012. Subsequently, the cohort has been tracked on a quarterly basis, to understand their mobility patterns and estimate 'dosage' of quality of early childhood education experiences of the children. The school readiness skills of the cohort were re-assessed after a year of ECE exposure, in the last quarter of 2012 and this process was completed in January, 2013.



What are our initial findings from the study?

(i) Almost all villages in the sample across the three states were found to have an Anganwadi, implying almost universal provision/access to Early Childhood Education. However, in some cases the anganwadis were found closed, or without any children.

(ii) Private preschools were found mushrooming across rural, urban and tribal areas, with these being more visible in Andhra Pradesh and Rajasthan. In AP over 34 percent villages in the sample had private preschools whereas in Rajasthan almost 80 percent villages had at least one private preschool.

(iii) Participation levels in ECE of children between ages of three and a half to four and a half years were found to be significantly high across all three states. In AP and Assam over 95 percent children were found attending some ECE programme, whether an anganwadi, a private preschool or in the case of Assam, the K-shreni attached to primary school. In Rajasthan about 67 percent were participating, with about 33 percent children not attending any ECE programme at all.

(iv) State wise variations were evident in *parental choice* or preference of centres. In Assam 85 per cent of the children were found to be attending *Anganwadis*; in contrast, Rajasthan

reported only 20per cent participation in *Anganwadis* with over 40per cent children attending private preschools. A significant percentage was found to be not attending any preschool at all. In Andhra Pradesh almost half the children were attending government run ECE programmes, primarily the ICDS *Anganwadis*, and to some extent government schools and the rest were distributed among the private preschools within and outside the villages.

(v) In terms of the quality of the ECE programme, in most programmes attended by children across sectors, the focus is on rote memorization and the curriculum is typically a downward extension of the formal primary grades' curriculum and is developmentally inappropriate.

(vi) There is very little focus on developing reading, writing and number readiness skills in children, with the focus on formal education. This is prevalent across all ECE centres.

(vi) Private preschools are somewhat better in infrastructure although there are state variations. This perhaps, attracts parents and private preschools have become their preferred choice since they are considered as the '*places where teaching learning happens*'. However, the data indicates that these low cost private preschools largely follow developmentally inappropriate curriculum and have high incidence of corporal punishment. Children have minimal opportunity for self-expression and communication with teachers or their peer group. The study points to an urgent need to create awareness, particularly among parents regarding what is good quality ECE.

(vi) The 'known practices', which are relatively innovative, emerge as better performing programmes. These programmes have greater focus on developmentally appropriate activities, better planning, supervision and on-site support for the teachers. Nonetheless, these known practices also vary from state to state.

(vii) What are the key factors determining quality of ECE? Interestingly, as opposed to parental perceptions, no significant relationship was found between physical infrastructure and the scores on quality of ECE. However, availability and use of learning and play aids and focus on classroom management were both found to significantly influence the quality of the programme. Teacher characteristics also emerged as a key factor, as it was evident that teacher training combined with higher education stood out as a significant factor in determining quality.

(viii) The quarterly tracking process revealed interesting aspects of participation in ECE. During the tracking it was observed that many previously non-participating children became 'participating' and there was also a great deal of mobility from one ECE programme to another, within an academic year. This movement was found to be more extensive in Assam. Most of the children who were expected to move to primary schools by the age of five +

years as per state policy, continued to participate in ECE programmes even after attending one year of an ECE programme. Often, in the private preschools, particularly, the children were promoted from one pre-primary grade to another with little or no change in curriculum. CECED proposes to bring out a detailed report which will analyse the differential pathways followed by young children to reach primary grades, based on the data collected on mobility of children.

The post-test phase of the study has been completed for all the three states in January 2013, for both Strands A and B. During the post test, the cohorts were assessed again on School Readiness and Adaptive Behaviour. Currently the data is being processed for analysis. These post-test findings on the same scales would help establish the impact of quality variations in ECE programmes on the school readiness levels at four and a half to five and a half years of age.

The initial findings of the study were presented in various fora including in the CIES Conference in Puerto Rico in April, 2012; in a seminar organised by CECED in New Delhi; in an international conference at Jakarta in November, 2012 and subsequently at an international conference held in Jamia Millia Islamia University, Delhi in March, 2013. Overall the emerging findings from the preliminary analysis of variations indicates that although access and participation levels in ECE appear to be fairly high across the states, in terms of quality of ECE experiences available to children through these programmes, the situation is quite disturbing.



Strand C- Case Studies of Good Practices

Qualitative research methodology was used to explore and comprehensively document and analyse some known practices in Early Childhood Care and Education (ECCE) across the country, as case studies. These case studies give a nuanced insight into the quality aspects in early learning, practiced in diverse settings. The aim was not only to document good practices, but also collate the experiences and learning from different case studies to respond to the questions for the larger research, which have been articulated earlier. These case studies combined with remaining two strands are expected to facilitate defining of quality standards for ECCE, which will be relevant to different socio-cultural contexts .

The nine programmes studied under this activity were: *Bodh Shiksha Samiti* (Rajasthan); *Pratham* (Mumbai); Integrated Child Development Services (ICDS, Gujarat); Society for Elimination of Rural Poverty (SERP, Andhra Pradesh); *Seva Nidhi* (Uttarakhand); Gali Gali Sim Sim in ICDS (Mumbai); *Maya* (Karnataka); CLR (Maharashtra) and *Nidan* (Bihar).

The process of preparation of the case studies was unique in the sense that it brought together a community of experienced researchers to not only carry out the field based research but also come together periodically in a workshop mode to share and consult, and engage in the

process of gleaning lessons for the larger system, leading further to grounded theory building for ECE. The first drafts of the case studies were shared in a workshop organized by CECED from 8th -10th February 2013. Subsequently, all the nine case studies were sent for peer review in March, 2013. A culmination seminar for the case studies is proposed in April 2013 which will lead to the finalisation of the case studies. It is proposed to collate these analytically and bring them out in two thematic publications, for which discussion is on with some publishers.

2. Impact Assessment of Akshara Foundation's Engagement with the ICDS System
CECED was contacted by Akshara Foundation to conduct an impact evaluation of their project in Bangalore. Akshara Foundation, a Bangalore-based public charitable trust, had initiated an engagement with the ICDS programme to improve/ strengthen the quality of pre-school education. The organisation worked with six ICDS projects across 1,767 *Anganwadi* centres. The intervention was primarily in the form of;

(a) supply of a pre-school kit developed for conducting preschool education for the *Anganwadi* centres,

(b) capacity building of Anganwadi workers (AWWs) and helpers through training of 2 days' duration in a cascade mode and;

(c) re-activation of *Bal Vikas Samitis(BVS)* by training 8,000 members in 1,430 AWs, to create awareness regarding ECCE ,among the BVS members and parents of children in the Anganwadi (AWCs) and the Balwadi centers. Akshara Foundation further selected 333 centers for more intensive intervention through supply of additional materials and more training.

CECED designed and conducted the assessment, based on the following objectives:

1. To assess the basic elements of the preschool education intervention, i.e. the preschool kit and the capacity building of the staff and evaluate the impact in terms of the quality of program and learning outcomes in children.
2. To assess the effectiveness of the program in terms of sensitization and reactivation of the community regarding the importance of preschool programmes.
3. To identify the factors which have led to a systemic change, i.e., institutionalization of the structured pre-school programme in Bangalore.

The evaluation also focused on the changes that were introduced due to the intervention in terms of the understanding of pre-school education among Anganwadi workers (AWWs), helpers, and the higher rung of supervisors, CDPOs and the Director, ICDS in Karnataka.

The evaluation adopted a mixed method design, using both quantitative survey method and qualitative case studies. Using the randomized systematic sampling method, 48 AWCs were identified across the six projects for the study from both intensive and non-intensive intervention categories. For the case study, the two model and one average AWCs were selected to develop a more nuanced understanding of the Akshara model of ECE in its various shades and contexts. The evaluation thus included (a) a field study of the anganwadis and interviews and focus group discussions with the different levels of functionaries, (b) case studies of three anganwadis and (c) desk review of the preschool kit by a panel of experts, and practitioners. The field work of the evaluation was completed by March 31, 2013. Currently, the data is being processed for analysis and the report is expected to be submitted by June 2013.



B. Rapid Research Studies

AUD/BQM(14)/29.07.2013

(1) Exploring Beliefs, Values and Practices on Disciplining of Young Children in context of Right to Education Act, 2009

This rapid study broadly explored the beliefs, values and practices regarding disciplining and learning of young children. In the context of Right to Education Act, 2009, which prohibits corporal punishment in schools, this study has a great deal of significance. The objective of the study was to understand and analyse the different perceptions of corporal punishment at different levels. The study explored the perspectives of school managements, teachers, students and parents on corporal punishment in three schools.

The sample for the study included small budget private and public schools, their management, teachers, primary school students and their parents. Given the complexity and controversial nature of the issue, it was very difficult to get permission of the schools to conduct the study. Nonetheless, three schools agreed to participate along with three headmistress/head teachers of the primary school, 13 primary grade teachers, 17 primary grade students and their parents. A mixed method approach was used in the study, whereby qualitative and quantitative data was collected from different stake holders.

The findings of the study showed that, most of respondents affirmed that corporal punishment has adverse impact on the children. Many of them spoke about the psychological and psychosomatic impact of corporal punishment on children. However, awareness of the parents about corporal punishment and its prohibition varied significantly with their educational qualifications. According to many parents, though the schools are implementing the ban on corporal punishment, their wards still report incidents of corporal punishment like, slapping, scolding, standing outside the class or on the bench. Interestingly, the parents seemed to understand the negative psychological impact of corporal punishment on children, yet almost 70 per cent believed that its ban has made it difficult for the teachers to discipline the children.

Though all three schools developed policies to prevent corporal punishment in schools but they also did not appear to have taken adequate measures to educate teachers and the administration on alternative strategies to discipline children. This study is pertinent and of topical relevance given the seriousness of the issue and the larger debate on child rights and protection.

(2) Exploring Childhood in a Prison Setting

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This was an exploratory study designed to gain insight into the experiences of young children (three to six year olds) living in the prison with their incarcerated mothers. As per the Indian law directives, the imprisoned mothers are allowed to keep the children below five years in the prison, when no support is available outside.

An account of routine and experiences of 11 children attending a crèche located in a large high security prison were documented. A qualitative methodology was adopted for data collection. Interviews were conducted with teachers and mothers of the sampled children. Classroom observations were also conducted to document children's participation in the crèche. Tools such as the School Readiness Instrument (SRI), and Adaptive Behaviour Scale (ABS) were administered to assess their developmental progress and readiness to begin school.

The initial analysis suggested that, in many cases, both parents had been imprisoned. It was disturbing to observe that children often engaged in role play focusing on themes such as, lock and key, prison, police, murder and theft. They also used abusive language. The observations revealed that the children who were born in prison had difficulty in concept formation due to limited exposure. Children who had seen both the inside and the outside world, felt the pain of being confined in the prison premises as it was devoid of certain facilities and exposure to myriad experiences.

School Readiness Inventory (SRI) scores indicated that most of the children on average were moderately ready for the school in terms of cognitive and adaptive skills and concepts. Overall, the findings suggested that children may be exposed to a number of risk factors during their stay in the prison. However, support services provided by the crèche and other programs play a critical role in promoting resilience in children and do try to prepare them for school.

C. CECED's 'Policy Briefs' Series

CECED initiated this series with support of Care India, primarily to bridge the gap between research, policy and practice and facilitate more evidence based and informed advocacy for ECCE for children from birth to eight years. The Policy Briefs are prepared on the basis of secondary research and literature review on specific themes that have significance for ECCE and early learning. The policy briefs address policy makers, practitioners, professionals and parents. With this in view, the attempt is to bring research based knowledge from global sources to the readers in more readable and non-technical form and identify implications for

action in the Indian context. The objective is also to generate more informed debates and discussions in the area at national and sub-national levels, leading to more effective plans and programmes.

Published Policy Briefs:

1. 'ECE in India: A Snapshot' - This secondary research was an attempt to collate and review data from available sources on Early Childhood Education (ECE) on three to six year old children's enrolment and participation status and trends. This policy brief significantly highlights, on the basis of the review, the fragmented state of the data available on ECE in the country. The document addresses key questions pertaining to ECE in the context of the importance of ECE, related policies and programmes, inequitable distribution of teacher education institutions in the country, current child population and state wise differences in current status of provisions and enrolment of three-six years old in ECE. It also highlights the current gaps in the data in this field and indicates an urgent need for a comprehensive and updated data system for ECCE. The findings and recommendations of this policy brief were shared in a seminar organised by CECED and subsequently at an international conference in Jamia Milia Islamia University, Delhi, in March, 2013.



2. 'Unpacking care: Protecting Early childhood' - This policy brief focuses on understanding of children's continuous need for care, particularly for children below three

years of age. It emphasises the critical importance of protective, consistent and responsive care, and discusses strategies to enhance care and promote early learning opportunities for children by synthesizing existing empirical evidence in this area.

Policy Briefs under Publication:

3. Rate of returns from Investment in Early childhood Global Scenario: It is a well proven fact that the first few years of life provide a strong foundation for life-long development. Studies on the economic returns of investment indicate higher returns to society when the education investment is incurred in early childhood as compared to later childhood or adulthood. The document reviews the research in this area and discusses the global scenario of investment in ECCE in this context and makes related recommendations.

4. Addressing Multilingualism in ECCE: Multilingualism functions within the principle of social justice and social practice. Research states that children who speak more than one language have more metalinguistic awareness; they are better at problem solving; demonstrate greater creativity; perform better in school overall and express more tolerant attitudes towards others as compared to monolingual children. This policy brief elucidates how children acquire language and different pathways to acquire different languages; gives reasons to promote multilingualism especially in heterogeneous country like ours. It also busts some myths with evidence from research and draws out recommendations to promote multilingualism.

5. Brain development in the early years: the Neuroscience debate: Interest in the developing brain and its plasticity has grown rapidly in the past couple of decades and seems to be widespread across several disciplines. In particular, considerable emphasis is being laid on the first three years of life that are considered most vulnerable to adverse influences and at the same time most amenable to preventive interventions referred to as the 'window of opportunity' for children's foundation for life. The recent upsurge in early intervention programs targeted at the first thousand days of life is based on the belief that deprivation during this period is likely to have lifelong adverse consequences and that preventive/corrective action taken during this period is essential to prevent such negative outcomes. Any deficits at this stage can adversely affect development. How reversible are the deficits at this stage? This policy brief prepared for CECED by a leading neuropediatrician Prof Pratibha Singhi, tries to capture the debate and draw out implications for Indian children.

D. Framework for Right to Early Childhood Development

Early Childhood Development (ECD) is a multidimensional concept covering health, nutrition, care and early learning of children. With the recent advocacy by several social activists for legislating a Right to Early Childhood Development as opposed to just Right to ECE, it was felt necessary to create fuller understanding of what the right to ECD would entail. In this context, CECED developed a thematic paper that unpacks the concept of 'Right to ECD' in terms of potential entitlements for children below 6 years and reviews and analyses the extent to which the current status of provisions for children can support these entitlements and what are the remaining gaps.

A framework for the Right to Early Childhood Development was developed based on a desk review of secondary sources of data and consultation with experts. As an initial step, the Conceptual Framework for Integrated Child Development proposed in the World Bank report titled '*Reaching Out to the Child: an Integrated Approach to Child Development*' (2004) was examined. This framework provided a conceptual mapping of the different stages of early childhood in terms of the outcomes expected, the determinants of these outcomes and the measurable indicators for these outcomes. This was further developed and elaborated to specify what should be the entitlements for various age groups constituting the early childhood period. The determinants of these rights and their indicators were also developed. The framework that evolved through this process was shared with a group of experts. Based on the feedback received this framework was modified. Alongside, a database of existing legislations, policies, programmes, international treaties and declarations concerning Early Childhood Development (ECD) was also compiled and reviewed.

A review of the existing laws and policy framework concerning young children in India indicates that some needs and interests of young children have either not been recognized as rights in the law or are not clearly spelt out. In fact, these needs receive little or no support through policy and programmes. There are some entitlements that are provided by laws or policies but they are not operationalized through any programme/scheme for young children. This does not allow the right to become a meaningful reality for young children. There are some entitlements that are provided for by law, policies and programmes, and are adequately recognized as entitlements, but are poorly implemented. This is primarily owing to inadequate institutional mechanisms, absence of technically sound processes, lack of budget

and lack of convergence. There is also emerging need for the recognition and protection of rights within ICDS centers, crèches, day care centers, pre-schools, etc.

The analysis shows there is a need for change in the policy paradigm for the child. Broadly, this thematic paper highlights many crucial issues which have larger policy implications. This report and framework was shared with MWCD and also served as a background reference for recent advocacy initiatives by NGO alliances in this area.

II Advocacy and Networking

Advocacy and networking has always remained an integral part of CECED's core functioning. This year too, it continued to play an important role, but with a difference, and with more intensity. In addition to the regular quarterly lecture/seminar series, the year witnessed a full day event titled World Early Childhood Education Day in April 2012, which was dedicated to children and ECE stakeholders to celebrate the spirit of childhood and advocate this age group's needs. CECED organised a major South Asian Regional conference in August, 2012, with support from World Bank, UNICEF, and other organisations which received much appreciation from the participants, partners and stakeholders. As part of its advocacy efforts, CECED also disseminated the Policy brief on Status of ECE and the emerging findings from its longitudinal study, as part of its lecture/seminar-series. The details of each of the event are given below:

1. **Global Action Week-** CECED, in collaboration with National *Bal Bhawan* organized an event titled "Celebrating Childhood", supported by the United Nations Children's Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organization (UNESCO) on April 26, 2012 at Bal Bhawan. The programme was part of the Education for All Global Action Week (GAW) celebrations which primarily focused on organizations which support young children and their families. The event also advocated the need of Early Childhood Care and Education (ECCE) with effective child-centric instruments such as Education for All (EFA), Millennium Development Goals (MDGs) and Right to Education (RTE).

The event comprised of 3 segments, viz.

- a. *Panel discussion on ECCE:* The Panel comprised of Ms. Amita Tandon, Consultant & Specialist, Ministry of Women and Child Development (MWCD), Mr. Gaya Prasad, Director, National *Bal Bhawan*, Mr. Venkatesh Malur,

Education Specialist, UNICEF India Country Office, Mr. Alisher Umarov, Chief of Education, UNESCO, Dr. Adarsh Sharma, ECCE Consultant.

- b. *Parallel sessions* of stimulating activities for children (clay modelling, origami and painting) in activity rooms, involving 130 children from six different non-profit organizations (Mobile Creches, *Pratham*, Turn Your Concern Into Action (TYCIA), *Navjyoti* Foundation, *Katha*, and Kalakaar Trust) were conducted.
- c. In the concluding session, a *puppet show* was performed by the artists from *Katputli* colony, *Shadipur* depot, New-Delhi, which was followed by an interesting and engaging *story-telling session* by Ms. Savitri Singh.

The programme was received very well by the audience.



A Puppet-show

2. *South Asian Regional Conference on Early Childhood Care and Education, 2012*-CECED, in collaboration with The World Bank, organized the South Asian Regional Conference on Early Childhood Care and Education (ECCE) from August 27-29, 2012 at The Oberoi's, New Delhi. The event was planned in consultation with and support from some major development partners in the region including, UNICEF,

UNESCO, CARE India, Aga Khan Foundation, Save the Children, Sesame Street and the Government of India.

The *objective* of the Conference was to bring ECCE into center stage of policy level discussions, within and among the eight South Asian Countries at the regional level, and deliberate towards supporting governments to formulate a Regional Strategy for South Asia for ECCE.

The policy related issues that were addressed included:

- ❖ Challenges of access, inclusion and equity in ECCE and transition to primary school; linkages with primary education;
- ❖ Quality in ECCE –standards, curricula, teacher preparation, materials; tools for measuring quality;
- ❖ Strengthening Institutional and Systemic Capacity for implementing effective ECCE — ensuring institutional and human resource; systems for supportive supervision, monitoring and evaluation;
- ❖ Reaching out specially to children under three years to meet their specific needs;
- ❖ Partnerships with private sector and community; and
- ❖ Funding for ECCE.

Mr. Prem Narain, Secretary, Ministry of Women and Child Development, Government of India (GOI), with Professor Shantha Sinha, Chairperson, National Commission for Protection of Children's Rights (NCPCR), Government of India (GOI) as the Guest of Honour inaugurated the conference. A total of 232 participants, including 62 speakers, attended the conference. These included representatives from seven of the eight South Asian countries viz. Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka. The participants included senior representatives of the respective governments from each of the participating countries and from five Indian provinces, some innovative NGOs and field practitioners, representatives from international agencies, professionals, experts and representatives from the private sector; together they brought to the fore multiple perspectives and experiences onto the issues under discussion. The response in terms of *participation* for the conference was overwhelming. The Conference culminated in a series of recommendations related to a regional strategy as well as national goals and concerns in the form of a *Delhi Declaration*.



Participants engrossed in a discussion

3. **CECED Quarterly Seminar-** CECED in collaboration with CARE, India, organised a Seminar on January 28, 2013 at Central Institute of Educational Technology (CIET), the National Council of Educational Research and Training (NCERT), titled 'Quality in Early Childhood Education – Issues and Initiatives in India.' The seminar was chaired by Professor Vinod Raina, an eminent scholar and educationist. This seminar was a part of the Quarterly seminar series of CECED on issues related to ECCE. The specific objective of organizing this seminar was to highlight the gap between existing data sources and field realities and contribute towards bringing the, theory, policy and practice in alignment. Eminent educationist and professionals in the area, from Universities and NGOs contributed to the discussion. The seminar included presentations and discussion on current status of Early Childhood Education in India, sharing of findings from CECED's longitudinal impact study, certain recent quality related initiatives by Government of India, few experiences from states and NGO's initiatives in the area of Early Childhood Care and Education. The concluding session invited many interesting comments and sharing of rich experiences from the audience, with the chairperson Prof. Raina providing insightful thoughts and reflections on the realities of the Indian context. The seminar was received well by the audience.

III Clearing House

Web portal Launch & Website

Early Scope: An Early Childhood Care and Education Portal

Ecceportal.in is entering a new phase. The web portal was launched in the South Asian Regional Conference in August 2012 by CECED. The Site is currently on hold and is undergoing modification but is expected to be reactivated in April 2013. The portal will now be known as '*Early Scope: An Early Childhood Care and Education Portal*'.

Early Scope is a carefully designed portal to attract people from all the spheres of ECCE. What makes Early Scope unique is that it has spaces defined to initiate focussed interactions across policy makers, practitioners, academicians, researchers, professionals, parents and ultimately the children themselves. All the content is visible to the visitors of the website; however leaving a comment or sharing of articles is restricted to registered members only.

Our initiative is to create an e-space where the pioneer minds can meet and use it as a knowledge hub, initiate discussion on issues focusing on Early Childhood Care and Education. The key highlights of the sections of the portal include Discussion Forum, Education, Early Care, Children, Research ECCE, News, Events and Resources. Each section has a specific blog where focussed discussions can be carried out.

There will be a set of panel experts who have made significant contributions in the development of ECCE programs and policies across the world. The aim is to initiate discussions and contribute to an understanding of ECCE among all stakeholders and open doors to various perspectives. The forum can be also used to jointly advocate for policies that promote high quality services for children (under the age of eight years) and their families.

In addition to work on the portal, CECED has also been consistently updating content on its website related to its outputs and news/ events planned in the coming months (<http://ceced.net/>).

IV. Quality Promotion, Capacity Building and Policy Level Support

CECED has also been engaging in training and technical assistance in ECCE in order to support improvement in quality of services available to children. Acting on the advice received from the CECED Advisory Group to undertake the role of providing technical assistance to child care services, CECED has supported Mobile crèches (an NGO for

supporting construction labourers) for preparation of their Training Module. It has also shared its technical expertise on developing ECE curriculum in West Bengal and initiated a project on developing Early Learning Standards. With a view to support creation of a second generation of leaders in ECCE, CECED is also preparing academic programmes in the area of ECCE. Some of these activities are described below:

(1) West Bengal ECE Curriculum

CECED partnered with UNICEF West Bengal to provide technical assistance for development of an ECCE curriculum to be piloted as a part of the MWCD initiative in several states. CECED team participated as a resource agency in several workshops and consultations organised by Unicef West Bengal and SSA West Bengal, in this context West Bengal is one of the 19 states in the country which has developed a new curriculum and is piloting it in 50 *Anganwadi* centres according to guidelines provided by NIPCCD. CECED provided technical expertise to develop the curriculum, reviewed the methodology for field testing and provided some of the tools to document the implementation of the curriculum. A CECED faculty member conducted field visits to the pilot programs and also facilitated a focus group discussion with 12 *Anganwadi* workers who were participating in the pilot program. This was a very fruitful collaboration and we look forward to continuing the relationship in the coming year.

(2) Mobile Crèches

CECED provided technical support to Mobile Crèches for developing a Training Module for them for an "Orientation and Sensitisation Workshop on Early Childhood Care and Development". The content and format of the module was appreciated by the Mobile Creche and also served as new learning for the CECED team. The activities undertaken to develop the training module included reviewing the Mobile Crèches training and draft manual, jointly identifying areas that needed strengthening, compiling teaching learning support materials, and detailing of content and training process.

(3) Early Learning Standards

In response to the feedback from the field regarding inappropriate curricular practices in the area of ECCE and the gap created in the absence of any curricular guidelines in this area, CECED has developed a draft set of Early Learning Standards for children from 3 to 8 years. The concept of Developmentally Appropriate Practice (DAP) (Copple & Bredekamp, 2009)

helps to promote excellence and equity in the field of early childhood. The concept of Early Learning Standards over the years gained prominence with universalization of education and promotion of standards-based goals in the educational ecosystem. The Asia Regional Network for Early Childhood (ARNEC) describes ELS as 'as set of standards of what children are *expected to know and be able to do*'. It is a set of skills or set of knowledge that a child must acquire by a particular age. ELS help in preparation of curriculum, assessment tools and teaching strategies. Early Learning Standards (ELS) for the Indian context has been developed. by CECED, on the lines of DAP. The key domains addressed in Early Learning Standards are language and literacy; physical and motor development; cognitive development; social and emotional development; and development of creative and aesthetic appreciation.

CECED is planning to validate the Early Learning Standards in 2013 to suit the needs of the children. In the first phase, it would be tested out in pre-schools and *Anganwadis* in Delhi and NCR. This would be followed by the second phase, which would undertake an action research with a few state partners.

(4) Academic Programmes

CECED developed course outlines for the ECCE elective course in the M.A. Education Programme of the School of Education Studies. It has also initiated development of course content for launching an innovative M.A. in ECCE which offers dual exit points with possibilities of credit accumulation, leading to Diploma, Post graduate degree and MPhil. The work is still in process. This course is likely to commence from the academic session 2014-15.

(5) Visits of CECED Faculty

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

- 1. Jakarta International Conference: An International Early Childhood Care and Development conference was held in Jakarta from 5-7th November, 2012, co-organised by the World Bank, the Asia-Pacific Regional Network for Early Childhood (ARNEC), and the Indonesia Early Childhood Care and Development National Coalition. This was organised to highlight the importance of the early learning and development years. In the conference seven CECED members participated and presented papers based on CECED's research.*

2. *National Consultation on Early Childhood Care and Education Policy*: Dr Monimalika Day, Ms. Preeti Mahalwal and Ms. Devika Sharma attended a National Consultation Meeting organized by Ministry of Women and Child Development on October 29, 2012 to finalize the documents of National Policy on Early Childhood Education, ECE Curriculum and framework and Quality standards for ECE.
3. *National Consultation on extension of RTE to Pre-school Education*: Prof. Venita Kaul, Director, CECED and Prof. R. Govinda, Vice-chancellor, NUEPA presented a draft document developed by sub-committee at a National Consultation Meeting on extension of RTE to Pre School Education at NUEPA, New Delhi on 7th February, 2013, where Ms. Devika Sharma, Dr. Reema Kochar, Mr. Sandipan Paul, Ms. Parul Kohli and Ms. Aparajita Bhargarh participated.
4. A seminar organized by The World Bank titled, 'Making Early Childhood Interventions Effective' on October 19, 2013 was delivered by Harold Alderman and chaired by Prof. Venita Kaul. It was attended by some of CECED team members.
5. *Jamia Millia Islamia University Conference*: Four CECED team members participated in the first International conference on "Early Childhood Development: Small Steps to Bright Future" held on March 21-22, 2013 at Jamia Millia Islamia University, New Delhi. Prof. Venita Kaul delivered a talk on 'Demystifying Early Childhood Care and Education in Indian context'. In addition, paper presentations were made by Ms. Aparajita Bhargarh and Ms. Parul Kohli, Academic Fellows on Quality variations in Early Childhood Education programs: Evidence from three states in India and Status of Early Childhood Education in India-A Snapshot respectively and Ms. Devika Sharma, Project Associate made a presentation on Multi-lingualism: a challenge or possibility.
6. Ms. Devika Sharma attended a seminar on '*Art and Education*' at India International Center Annex on October 9, 2012 where the role of art based education was discussed by Prof. Krishan Kumar with other speakers.
7. *RTE Forum*: Ms Meenakshi Dogra from CECED presented a framework on the entitlements for children under 8 years along with the specific determinants during each sub-stage in a meeting organized by RTE Forum and Alliance for Rights to ECCD.
8. Prof. Venita Kaul participated in the *Advisory Committee Meeting* of Children's Investment Fund as a member on October 29, 2012 at London.
9. Prof Kaul was invited to give a keynote address by Govt. of Nepal on *Significance of Early Childhood Education* in its National Conference on ECE in December, 2012.

10. Prof Kaul was invited to participate in a *Global Meet in Early Childhood Development* in Washington DC on March 8 and 9, 2013 and present her research on integrated child development.

11. Prof. Venita Kaul was a member of the *National Council for Teacher Education (NCTE) Council* and participated in its meetings.

International Visitors

1. **Bhutan Delegation:** On 19th December 2012, a team of Bhutan delegates visited Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi. The delegation was led by Ms. Shreya Baruah, Education Coordinator of Save the Children, India. The agenda was to understand Early Childhood Care and Development (ECCD) interventions in India.

2. Dr Ann Di Girolamo, Senior Advisor-Early Childhood Development at CARE (USA) visited CECED to understand the Center's work in the field of Early childhood Education.

3. Ms. Lamyia, alumna of George Mason University and Ms. Mellisa Goodnight, Ph.D scholar from Graduate school of Education and Information System, University of California, Los Angeles visited CECED to become familiar with the Indian Early Childhood Education System.

Fourth CECED Advisory Committee Meeting

The Fourth Advisory Committee meeting of CECED was held on March 25, 2013, at International Guest House, Delhi University. The agenda of the meeting was to review CECED's progress from January, 2012 to March, 2013 and to discuss proposed plan of activities for 2013. The meeting had reconstituted Advisory committee members with a new chairperson, Prof. A.K. Sharma, former Director, NCERT and member of the AUD Academic Council. The Advisory Group appreciated the range of CECED's achievements in the last three years, and in particular the preceding year, and provided very useful suggestions and advice for the year ahead.

Professor A.K. Sharma (<i>Chairperson</i>)	Former Director, National Council of Education Research and Training (NCERT) and Academic Council Member, Ambedkar University, Delhi
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	(AUD)
Professor Adarsh Sharma	Early Childhood Care and Education (ECCE) Expert
Mr. Akshaya Mukul	Senior Assistant Editor, Times of India, New Delhi
Dr. Asha Singh	Associate Professor, Lady Irwin College, University of Delhi
Professor Chandan Mukherjee	Pro Vice Chancellor, Ambedkar University, Delhi
Dr. Deepa Sankar	Senior Economist, The World Bank
Ms. Deepika Shrivastava	Officer on Special Duty (Women and Child Development + Nutrition), Planning Commission
Representative	Directorate of Education Government of NCT of Delhi
Ms. Malvika Kaul	Freelance Journalist
Dr. Mridula Bajaj	CEO, Mobile Crèches
Professor Pratibha Singhi	Chief Pediatric Neurology and Neurodevelopment, Post Graduate Institute of Medical Education and Research, Chandigarh
Ms. Shahnaz Vazir	Child Development and Nutrition Specialist, Hyderabad
Ms. Swati Popat Vats	President, Early Childhood Association
Professor Usha Nayar	Senior Professor, Tata Institute of Social Sciences, Mumbai, Maharashtra

Professor Veena Mistry	Former Pro Vice Chancellor, The Maharaja Sayajirao University of Baroda, Vadodara
Dr. Veenu Wadhwa	Associate Professor, Institute of Home Economics, University of Delhi
Professor Vrinda R. Datta	Professor, Center for Human Ecology, Tata Institute of Social Sciences, Mumbai, Maharashtra
Dr. Zakia Kurrien	Former Joint Director, Centre for Learning Resource, Pune, Maharashtra
Professor Venita Kaul (Convenor)	Director, CECED, Delhi
Dr. Monimalika Day	Visiting Associate Professor, CECED, Delhi

<ul style="list-style-type: none">• Professor Venita Kaul, Director• Dr. Monimalika Day, Visiting Associate Professor• Sandipan Paul, Senior Project Officer• Parul Kohli, Academic Fellow• Aparajita Bhargava, Academic Fellow	<ul style="list-style-type: none">• Suneha Kandpal, Project Associate*• Swati Bawa, Project Associate• Shipra Sharma, Project Associate• Ikanshi Khanna, Research Assistant• Poorva Chadha, Project Assistant• Preeti Mahalwal, Project
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<ul style="list-style-type: none">• Deepika Sharma, Communications Associate• Devika Sharma, Project Associate• Dr. Reema Kochar, Project Associate• Sandeep Sharma, Project Associate• Kaushik Bhadra, Statistical Associate*	<p>Assistant</p> <ul style="list-style-type: none">• Apurva Mitra, Project Assistant• Ayesha Rames, Project Assistant• Meenakshi Dogra, Project Assistant• Kaveri, Project Assistant* <p>* Currently working elsewhere</p>
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Administration

- S P Mahala, Consultant (Accounts)
- Anil Singh Rawat, Computer Operator
- Manish Sharma, Office Attendant

PROJECT-WISE INCOME EXPENDITURE STATEMENT AS ON 31.03.2013

Sl.No.	Project/Scheme Name	Supported/Funded by	Amount Received (Rs.)	Amount spent (Rs.)	Balance (Rs.)	Remarks
1	2	3	4	5	6	7
1	Study of Impact Early - Outcome along the primary state April, 2011 to March, 2013 2015000+2316600+ 4331600	1st Installment April, 11 2nd Installment July, 11 3rd Installment Nov, 11 4th Installment Aug, 12	604499 489645 362700 396284	1094144 362700 282905	113379	
		Total of SERP	1853128	1739749	113379	
2	Study on Impact of Early... Outcome along the primary state October, 2011 to March, 2013 2943700+327325 = 6216025	1st Installment Dec., 11 2nd Installment Dec., 12 3rd Installment Feb., 13	1471850 1636162 1471850	2943700	1636162	AUD Overhead Charges Rs. 310801
		Total of MHRD	4579862	2943700	1636162	
3	Strategic Collaboration of ECCP Project period Feb, 2012 to Jan., 2013 - - - Project Cost: Rs. 1720000	1st Installment April, 12 2nd Installment Aug., 12 3rd Installment March, 13	688000 688000 540000	1606317	113683	AUD overhead charges Rs. 83683/-
		Total of CARE(INDIA)	1720000	1606317	113683	
4	Global Action Week on Childhood Celebrations on 26-04-2012 at National Bal Bhawan	UNICEF Allocation Rs. 244800	244877	244877	Nil	One day activity for UNICEF
		Total of UNICEF	244877	244877	Nil	
5	Technical Support by CECWLD to UNICEF, W.B April, 2012 to July, 2012	UNICEF West Bengal Allocation Rs. 260700	112681	112681	Nil	Short term study
		Total Of UNICEF (WB)	112681	112681	Nil	
6	Technical Support by CECWLD to UNICEF, W.B October to December, 2012	UNICEF West Bengal	50000 48000		100000	In progress short term study
		Total of UNICEF (WB)	100000		100000	
7	Analytical and Research activities in ECCE July, 2012 to Sept, 2012	1st Installment July, 2012 2nd Installment Aug. 2012 3rd Installment Sept, 2012	676000 3380000 2704000	5497065	1262935	Project in progress
		Total of World Bank	6760000	5497065	1262935	
			2237950 508484 2776693 1891359 4245500 1303500 1117389			
8	Study on Impact of Early... Outcome along the primary state - Sept, 2011 to 30-04-2013	UNICEF Period Sept, 2011 to December, 2012 Rs. 15547400/ Sept, 2011 to July, 2012	992087 15072962	15064468	8494	AUD Overhead charges Rs. 1066648 NIPCCD overhead charges Rs. 323571
		Total of UNICEF	15072962	15064468	8494	

AUD/BOM(14)/29.07.2013

Study on Impact of Early... Outcome along the 9 primary state - Upto August, 2013	BVLF budget Rs. 2708000 upto August, 2013	2708000	1945011	762989	Project in progress
	Total of BVLF	2708000	1945011	762989	
10 Analytical & Research Activities	Aga Khan Foundation	260426		260426	
	Total of Aga Khan Foundation	260426		260426	Short term study in progress
Orientation and sensitisation on 11 ECCD - Sept, 2012 to March, 2013	Mobile Creches Rs. 103200 Sept, 2012 to March, 2013	40920 30690 30690	50192	52108	AUD overhead charges Rs. 10904
	Total of Mobile Creches	102300	50192	52108	
Impact of assessment of Akshara engagement with ICDS System -Sept, 12 2012 to March, 2013	Akshara Foundation Sept, 2012 to March, 2013 Rs. 2180750	1090375 545188	1101075	534488	Project in progress
	Total of Akshara Foundation	1635563	1101075	534488	
Case studies of good practices in ECCE -August 13 to December, 2012	NRTT August to December, 2012 Rs 692000	400000		400000	Project in progress
	Total of NRTT	400000		400000	
Study on Impact of Early... Outcome along the 14 primary state - Sept 2012, to Sept, 2014	CIFF - Sept 2012 to Sept, 2014	2751879	997629	1754250	Project in progress
	Total of CIFF	2751879	997629	1754250	
Total Amount Received from External Agencies		38301678	31302764	6998914	

Brief Report of Highlights of CECED Activities (April, 2012- March, 2013)

On October 12 2012, Centre for Early Childhood Education and Development (CECED), an integral part of Ambedkar University, Delhi (AUD) completed its three years. The primary objective of establishing the Centre was to create a space for bringing together research, policy and practice within a coherent and a holistic frame. The Center has grown exponentially during this short period of time and the team is proud to say that it has clearly established itself as a leading resource center on early childhood. It has also been mentioned in the 12th Five year Plan of India.

CECED Activities and Achievements in 2012-13

CECED in accordance with its mission and vision has three major functional areas in which it has been working: These include : (a) Research (b) Quality promotion and Capacity Building and (c) Advocacy, Network and Clearing house. The activities and achievements are briefly described under each of these heads.

A. Research-

1. On-going Research

1. Longitudinal Study of Impact of Participation in ECE and Variations in Quality of ECE experiences on School Readiness and Primary level outcomes in Children.

This is a landmark study and the first of its kind in the South Asian region, which is not only studying the quality of Early Childhood Education (ECE) comprehensively, but also its immediate and medium term impact. This study, which is supported by multiple partners, has a *three strand* design, viz. a large survey, a quasi-experimental component to study impact and a third strand focused on Case studies of good practices using qualitative research methodology. The intention is to triangulate results from all three strands to engage with some grounded theory building in the Indian context.

A remarkable feature of this longitudinal research is that it is following a large cohort of 13,868 children since they were 3 to 4 years old, in three states of Andhra Pradesh, Assam and Rajasthan. The study, which is currently in the third year of implementation, is exploring answers primarily to the question of what is good quality ECE in the Indian context, which will get defined empirically on the basis of the quality variables that contribute maximally to levels of school readiness in children and subsequently to their primary grades' performance. Two comprehensive reports have already been prepared on the basis of the results of the first phase of the study and widely shared, and a third is under preparation. The results from the first phase have been shared in seminars and conferences around the world.

For the third strand, qualitative research methodology has been used to explore and comprehensively document and analyse nine known practices in Early Childhood Care and Education (ECCE) across the country, as case studies, in a collaborative mode with a community of experienced researchers. These case studies give a nuanced insight into the quality aspects in early learning, practiced in diverse settings. The aim has been not only to document good practices, but also to collate the experiences and learning from different case studies to respond to the questions for the larger research, which have been articulated earlier. These case studies combined with remaining two strands are expected to facilitate defining of quality standards for ECCE, which will be relevant to different

socio-cultural contexts. These case studies are proposed to be published in two thematic volumes.

2. Impact Assessment of Akshara Foundation's Engagement with the ICDS System.

CECED was contacted by Akshara Foundation, Bangalore to conduct an impact evaluation of their project in Bangalore. Akshara Foundation, a Bangalore-based public charitable trust, had initiated an engagement with the ICDS programme to improve/ strengthen the quality of pre-school education. The organisation worked with six ICDS projects across 1,767 *Anganwadi* centres. CECED designed and conducted the assessment with the help of a state partner. The evaluation adopted a mixed method design, using both quantitative survey method and qualitative case studies. The evaluation included (a) a field study of the *anganwadis* and interviews and focus group discussions with the different levels of functionaries, (b) case studies of three *anganwadis* and (c) desk review of the preschool kit by a panel of experts, and practitioners. The field work of the evaluation was completed by March 31, 2013. Currently, the data is being processed for analysis and the report is under preparation.

2. Completed Research Projects

(i) Exploratory Research:

(a) Exploring Beliefs, Values and Practices on Disciplining of Young Children in context of Right to Education Act, 2009: The Right to Education Act, 2009 prohibits corporal punishment in schools. The rapid study explored perspectives of school managements, teachers, students and parents on corporal punishment in 3 schools. Though all 3 schools had developed policies to prevent corporal punishment in schools, they were found to have not taken adequate measures to educate teachers and the administration on alternative strategies to discipline children.

(b) Exploring Childhood in a Prison Setting: This was an exploratory study designed to gain insight into the experiences of young children (3-6 years) living in the prison with their incarcerated mothers. As per the Indian laws, the imprisoned mothers are allowed to keep children below five years in the prison, when no support is available outside. In many cases, both parents had been imprisoned. Interesting, children often engaged in role play focusing on themes such as, lock and key, prison, police, murder and theft. They also used abusive language. The observations also suggest that the children who were born in the prison had difficulty in concept formation as they are confined to the prison premises and devoid of facilities and exposure to the myriad experiences in the outside world. It was observed that support services provided by a crèche and other programs do play a critical role in promoting resilience in children and preparing them for school. However, the findings from observation and assessment of children suggests that children may be exposed to a number of risk factors during their stay in the prison and need more systematic developmentally oriented scaffolding and support.

(ii) Policy Briefs on Early Childhood Care and Education

(a) Published Policy Briefs:

1. *ECE in India: A Snapshot* - This secondary research was an attempt to collate data from available sources on Early Childhood Education (ECE) on three to six year old

children's enrolment and participation status and trends. This policy brief significantly highlights the fragmented state of the data available on ECE in the country. The document addresses key questions pertaining to ECE in the context of the importance of ECE, related policies and programmes, inequitable distribution of teacher education institutions in the country, and state wise differences in the status of enrolment of three-six years old in ECE, as against the current child population. It also highlights the current gaps in the data in this field and indicates an urgent need for a comprehensive and updated data management system for ECE. The findings and recommendations of this policy brief were shared in a seminar organised by CECED and subsequently at an international conference in Jamia Milia Islamia University, Delhi, in March, 2013.

2. *'Unpacking care: Protecting Early childhood'* – This policy brief focuses on empirical and theoretical understanding of children's continuous need for care especially during childhood, particularly, for children below three years of age. It emphasises the critical importance of protective, consistent and responsive care, and discusses strategies to enhance care and promote early learning opportunities for children in India by synthesizing learnings from existing empirical evidence in this area.

[b] Policy Briefs under publication:

(1) Investing in Early Childhood and Rate of Returns : Global Scenario: It is a well proven fact that the first few years of life provide a strong foundation for life-long development. Studies on the economic returns of investment indicate higher returns to society when the education investment is incurred in early childhood as compared to later childhood or adulthood. The document reviews the research in this area and discusses the global scenario of investment in ECCE in this context and makes related recommendations.

(2) Addressing Multilingualism in ECCE: Multilingualism functions within the principle of social justice and social practice. Research states that children who speak more than one language have more metalinguistic awareness; they are better at problem solving; demonstrate greater creativity; perform better in school overall and express more tolerant attitudes towards others as compared to monolingual children. This policy brief elucidates how children acquire language and different pathways to acquire different languages; gives reasons to promote multilingualism especially in heterogeneous country like India. It also busts some myths with evidence from research and draws out recommendations to promote multilingualism.

(3).Brain development in the early years: the Neuroscience debate: Interest in the developing brain and its plasticity has grown rapidly in the past couple of decades and seems to be widespread across several disciplines. In particular, considerable emphasis is being laid on the first three years of life that are considered most vulnerable to adverse influences and at the same time most amenable to preventive interventions referred to as the 'window of opportunity' for children's foundation for life. The recent upsurge in early intervention programs targeted at the first thousand days of life is based on the belief that deprivation during this period is likely to have lifelong adverse consequences and that preventive/corrective action taken during this period is essential to prevent such negative outcomes. Any deficits at this stage can adversely affect development. How reversible are the deficits at this stage? This policy brief prepared for CECED by a leading neuro-

pediatrician Prof Pratibha Singhi, tries to capture the debate and draw out implications for Indian children.

(4). Framework for Right to Early Childhood Development

This policy brief unpacks the concept of right to ECD in terms of potential entitlements for children below 6 years and the current status of provisions for children. The development of the framework of rights was based on a desk review of secondary sources of data and consultation with experts. The analysis showed there is a need for change in the policy paradigm for the child. Broadly, this thematic paper highlights many crucial issues which have larger policy implications. The findings of the work were shared in Right to Education (RTE) forum and is now being used as a basic reference document by a large national alliance of NGOs for its advocacy at the policy level for making Early Childhood Development a right of every child.

B. Quality Promotion, Capacity Building and Policy Level Support

1. Technical Support to West Bengal: CECED partnered with UNICEF West Bengal to provide technical assistance for development of an ECCE curriculum to be piloted as a part of the MWCD initiative in several states. CECED team participated as a resource agency in several workshops and consultations organised by Unicef West Bengal and SSA West Bengal, in this context West Bengal is one of the 19 states in the country which has developed a new curriculum and is piloting it in 50 *Anganwadi* centres according to guidelines provided by NIPCCD. CECED provided technical expertise to develop the curriculum, reviewed the methodology for field testing and provided some of the tools to document the implementation of the curriculum. A CECED faculty member conducted field visits to the pilot programs and also facilitated a focus group discussion with 12 *Anganwadi* workers who were participating in the pilot program. This was a very fruitful collaboration and we look forward to continuing the relationship in the coming year.

(2) Technical support to Mobile Crèches

CECED provided technical support to Mobile Crèches for developing a Training Module for them for an "Orientation and Sensitisation Workshop on Early Childhood Care and Development". The content and format of the module was appreciated by the Mobile Creche and also served as new learning for the CECED team. The activities undertaken to develop the training module included reviewing the Mobile Crèches training and draft manual, jointly identifying areas that needed strengthening, compiling teaching learning support materials, and detailing of content and training process.

(3) Early Learning Standards

In response to the feedback from the field regarding inappropriate curricular practices in the area of ECCE and the gap created in the absence of any curricular guidelines in this area, CECED has developed a draft set of Early Learning Standards for children from 3 to 8 years. The concept of Developmentally Appropriate Practice (DAP) (Copple & Bredekamp, 2009) helps to promote excellence and equity in the field of early childhood. The concept of Early Learning Standards over the years gained prominence with universalization of education and promotion of standards-based goals in the educational ecosystem. The Asia Regional Network for Early Childhood (ARNEC) describes ELS as 'as set of standards of what children are *expected to know and be able to do*'. It is a set of skills or set of knowledge that a child must acquire by a particular age. ELS help in preparation of curriculum,

Coordinator of Save the Children, India. The agenda was to understand Early Childhood Care and Development (ECCD) interventions in India.

2. *Dr Ann Di Girolamo*, Senior Advisor-Early Childhood Development at CARE (USA) visited CECED to understand center's work in the field of Early childhood Education.
3. *Ms. Lamy*, alumna of George Mason University and *Ms. Mellisa Goodnight*, Ph.D scholar from Graduate school of Education and Information System, University of California, Los Angeles visited CECED to become familiar with the Indian Early Childhood Education System.

F. Fourth CECED Advisory Committee Meeting

The Fourth Advisory Committee meeting of CECED was held on March 25, 2013, at International Guest House, Delhi University. The agenda of the meeting was to review CECED's progress from January, 2012 to March, 2013 and to discuss proposed plan of activities for 2013. The meeting had reconstituted Advisory committee members with a new chairperson viz. Prof. A.K. Sharma, former Director, NCERT and member of the AUD Academic Council.

assessment tools and teaching strategies. Early Learning Standards (ELS) for the Indian context has been developed by CECED, on the lines of DAP. The key domains addressed in Early Learning Standards are language and literacy; physical and motor development; cognitive development; social and emotional development; and development of creative and aesthetic appreciation.

CECED is planning to validate the Early Learning Standards in 2013 to suit the needs of the children. In the first phase, it would be tested out in pre-schools and *Anganwadis* in Delhi and NCR. This would be followed by the second phase, which would undertake an action research with a few state partners.

(4) Academic Programmes

CECED developed course outlines for the ECCE elective course in the M.A. Education Programme of the School of Education Studies. It has also initiated development of course content for launching an innovative M.A. in ECCE which offers dual exit points with possibilities of credit accumulation, leading to Diploma, Post graduate degree and MPhil. The work is still in process. This course is likely to commence from the academic session 2014-15.

C. Advocacy and Dissemination

Advocacy and networking has always remained an integral part of CECED's core functioning. In 2012-13, the following activities were undertaken:

1. *World ECE day*: CECED's support was solicited by UNESCO and UNICEF to plan and organise a full day event titled World ECE Day in April 2012, which was dedicated to children and ECE stakeholders to celebrate the spirit of childhood and advocate this age group's needs. This was a major success.

2. *South Asian Regional Conference (SARCON), 2012*: CECED, AUD in collaboration with The World Bank, organized the SARCON on Early Childhood Care and Education (ECCE) from August 27-29, 2012 at The Oberoi's, New Delhi. The objective of the Conference was to bring ECCE into centre stage of policy level discussions, within and among the eight South Asian Countries at the regional level, and deliberate towards supporting governments to formulate a Regional Strategy for South Asia for ECCE. A total of 232 participants, including 62 speakers, attended the conference. These included representatives from seven of the eight South Asian countries viz. Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan and Sri Lanka. The response in terms of participation for the conference was overwhelming. The Conference culminated in a series of recommendations related to a regional strategy as well as national goals and concerns in the form of a Delhi Declaration. CECED prepared and published a comprehensive report of the Conference.

3. *Quarterly Seminars* : The quarterly seminar series was continued. In addition to other events described above, a Seminar titled 'Quality in Early Childhood Education – Issues and Initiatives in India' was organised, which was well attended. The specific objective of organizing this seminar was to highlight the gap between existing data sources and field realities and contribute towards bringing the, theory, policy and practice in alignment.

4. *Web portal launch*: The web portal was launched in the South Asian Regional Conference in August 2012 by CECED. The site, however, was placed on hold and underwent modification. The portal has now been re-launched and called '*Early Scope: An Early*

Childhood Care and Education Portal. The aim is to initiate discussions and contribute to an understanding of ECCE among all stakeholders and open doors to various perspectives. The forum can be also used to jointly advocate for policies that promote high quality services for children (under the age of eight years) and their families.

D. CECED's Participation in Conferences /Seminars:

1. Seven CECED team members participated and presented papers based on CECED's research in an International Early Childhood Care and Development conference held in Jakarta from 5-7th November, 2012, which was co-organised by the World Bank, the Asia-Pacific Regional Network for Early Childhood (ARNEC), and the Indonesia Early Childhood Care and Development National Coalition

2. *National Consultation on Early Childhood Care and Education Policy:* Dr Monimalika Day, Ms. Preeti Mahalwal and Ms. Devika Sharma attended a National Consultation Meeting organized by Ministry of Women and Child Development on October 29, 2012 to finalize the policy documents related to Draft National Policy on Early Childhood Education, ECE Curriculum and framework and Quality standards for ECE.

3. *National Consultation on extension of RTE to Pre-school Education:* Prof. Venita Kaul, Director, CECED presented a draft document developed by a sub-committee in which she was a member at a National Consultation Meeting on extension of RTE to Pre School Education at NUEPA, New Delhi on 7th February, 2013, where Ms. Devika Sharma, Dr. Reema Kochar, Mr. Sandipan Paul, Ms. Parul Kohli and Ms. Aparajita Bhargavh participated.

4. A Lecture organized by The World Bank titled, 'Making Early Childhood Interventions Effective' on October 19, 2013 was delivered by Harold Alderman and chaired by Prof. Venita Kaul and attended by some of CECED team members.

5. *Jamia Millia Islamia University Conference:* Four CECED team members participated and presented papers in the International conference on "Early Childhood Development: Small Steps to Bright Future" held on March 21-22, 2013 at Jamia Millia Islamia University, New Delhi. Prof. Venita Kaul delivered a talk on 'Demystifying Early Childhood Care and Education in Indian context'.

6. *RTE Forum:* Ms Meenakshi Dogra from CECED presented the framework on the entitlements for children under 8 years along with the specific determinants during each sub-stage in a meeting organized by RTE Forum and Alliance for Rights to ECCD.

7. Prof. Venita Kaul participated in the Advisory Committee Meeting of Children's Investment Fund as a member on October 29, 2012 at London.

8. Prof Kaul was invited to give a keynote address by Govt. of Nepal on Significance of ECE in its National Conference on ECE in December, 2012.

9. Prof Kaul was invited to participate in a Global Meet in ECD in Washington DC on March 8 and 9, 2013 and present her research on Integrated child development.

10. Prof. Venita Kaul was a member of the NCTE Council and participated in its meetings.

E. International Visitors to CECED

1. *Bhutan Delegation:* On 19th December 2012, a team of Bhutan delegates visited Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi. The delegation was led by Ms. Shreya Baruah, Education

The Performance-cum-Achievement Report from April 2012 to June 2013
Centre for Community Knowledge (CCK)

Executive Summary

The Centre for Community Knowledge (CCK) is an interdisciplinary research centre of the University. Contemporary application of indigenous knowledge can be sustainable and successful if the concept behind the praxis also befits the context in which it is incorporated. Present day practice of oral knowledge is built upon the legacy of a community's past, drawn from living experience, and is mostly unwritten, oral and practice based.

Community Knowledge can play a crucial role in these transformative times in a number of areas, including the empowerment of marginal communities, adapting to environmental impacts and changes in public policy. CCK works towards building interdisciplinary connections, with the communities, groups and individual knowledge holders, as well as within AUD and other national and international academic and research institutions. In this way, the Centre will aid in redressing the relative neglect faced by local community knowledge.

Despite having only one core staff, and having to raise all resources, including project assistants for its work, CCK is has been trying to work towards its goals with its meagre resources.

Current Activities

The Centre for Community Knowledge has initiated the Delhi Citizens' Memory project with a series of Neighbourhood recording workshops and temporary Neighbourhood Museums. The Madhya Pradesh project is undertaking documentation of traditional farming practices and knowledge still in use in the dry land farming regions of the Satpuras, south of the river Narmada. The North-East project has one centre at Mon, Nagaland, where a community led ethnological exploration of cultural resources is underway.

Engagement with museums is another aspect of CCK activities, in which access and digitisation of rare, unseen and historical materials held by leading museums is the starting point of reassessing historical community knowledge. A program to reassess historical material artefacts from Nagaland has been initiated with the Indian Museum, Kolkata. A similar program, in collaboration with National Museum and the National Museum Institute, New Delhi for an interdisciplinary re-examination of historical crafts and artefacts, has also been initiated.

CCK has developed a credit course on Digital audio-visual methods in social science research with faculty from Delhi University. It has also implementing a Field Fellowship Programme, hosted international Visiting Faculty, and selected students for an internship programme.

CCK is working with University IT services to develop the AUD Digital Repository. To begin with, this will house the country's first multimedia ethnographic archive. CCK is also working as the implementing agency for creating the AUD Institutional Memory Archive.

Report

The report below outlines the status of the various activities being undertaken at the Centre:

1. The Delhi Neighbourhood Memory Project was initiated to uncover and document citizen's stories, private and individual oral histories and collections that will complement archival records. The project will conduct a series of neighbourhood centred documentation workshops that culminate in temporary neighbourhood museums that are selected to reveal the diversity of the city of Delhi. The exhibitions/neighbourhood museums will document and locally exhibit personal stories and special objects that reveal why they put down roots, how they lived and made a living while they made the city their home.

The first Neighbourhood Museum at Shadipur-Khampur area of West Delhi was open to public from 26 December 2012 to 28 February 2013, and received widespread local community and media support. The pilot project was supported by AUD, and discussions are underway with National Museum Institute, ICHR, and other institutions to continue the project in more regions of Delhi.

2. As part of a Field Fellowship Programme, CCK has a Field Fellow at Pipariya, Hoshangabad district, Madhya Pradesh. Working with local organisations, the documentation has stressed oral histories and farming knowledge in dry land agriculture. Some of the grassroots innovations documented are being taken up for review in the 8th National Review of the National Innovation Foundation in July-August 2013.

In Nagaland, the CCK-NIF Field Documentation Fellow located in Mon is leading the local team to completing a study and documentation of knowledge and use of village forests, across forests located in three different areas (ranges) of the district. Some members of this were felicitated by the President of India on his visit to Nagaland on 14-15 May 2013.

3. AUD Faculty members of the multidisciplinary North East Forum (NEF), promoted by CCK, disseminated results of seven Research Projects on Community Knowledge with the theme - *Material Culture, Creation and Use: Perspectives from Inside the Community*. The research projects, conducted in 2011-12, are being written for publication as part of a compilation of invited papers on the topic - *Contemporary Material Culture and Cultural Change in North East India*, to be published later in 2013.

4. The ability of material culture to open horizons of knowledge and imagination beyond that transmitted through text is fundamental to contemporary museum practice. CCK is using digital technologies in undertaking collaborative projects with leading museums in the country as part of the process to reassess historical Community knowledge. CCK is working with leading museums to further develop the digital repatriation concept to include more tribal community participation and international indigenous participation.

a) An exhibition at the National Museum, New Delhi: *Safarnama - Journeys of a Kalamkari Hanging* - was held from 30 March - 21 April 2013. It accompanied a multidisciplinary workshop with the National Museum Institute, New Delhi on 8th and 9th April, 2013, on knowledge, practice, provenance and patronage of textile craft from the 17th and 18th century. It brought together experts from a range of academic areas - Art History, Architecture and Archaeology, Botany, Zoology, Textile and Natural Printing Craft traditions, Community Knowledge and Intangible Cultural Heritage.

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b) CCK has initiated a *Digital Repatriation* collaboration with **Indian Museum, Kolkata** for the purpose of digitising and annotating rare and unique holdings from the anthropological collections of national importance. The first workshop in the series, with historical anthropological artefacts of the Naga Tribes, was held on November 27 and 28, 2012 in Kolkata, and provided a forum for cultural revitalization and cultural collaboration with community members.

5. Teaching Courses / Workshops

a) CCK faculty coordinated field work for the 4 credit Undergraduate (BA) Course on *Delhi in History* for the summer 2012 session. Oral interviews to record citizen's memories from specific locations in the city were the subject of students field work.

b) CCK faculty conducted a 4 credit Special Interest Course for final year undergraduate BA, on Audio Visual Methods in Field Work, called **Digital Storytelling from the Field**, in the Winter 2013 session.

c) CCK faculty were adjunct faculty for field component of the MA Sociology course on *Culture, Hierarchy and Difference*.

d) CCK faculty have conducted regular documentation workshops for students and faculty of AUD to enable them to use digital multimedia in field research and documentation. In addition, these workshops are also meant to create a pool of trained students and staff to document University activities for adding to institutional memory database.

6. Fellowships/Visiting faculty

a) Under an agreement with the National Innovation Foundation, the *AUD-NIF Field Fellowship Program* was initiated to coordinate community-led documentation of traditional knowledge and grassroots innovations. The program selected two Field Documentation Fellows, who began work from 15 May 2012 at two locations in Nagaland and Madhya Pradesh.

b) Dr Stephen Monteiro, American University of Paris was *Visiting Faculty* for the month of August 2012. He mentored the North-East Forum on the report of their research on 'Community Material Culture in Transition', and worked to develop a course on Material Culture Studies.

7. Repository and Digital Archiving programmes

CCK is collaborating with AUD IT Services to implement the *AUD Digital Multimedia Repository*.

CCK has received a grant from the Ministry of Culture to create a *Community Ethnographic Knowledge Archive* on Traditional Weaving and Seafaring traditions. The primary research data and contents have been donated to the Centre for Community Knowledge, Ambedkar University, Delhi by Dr. Lotika Varadarajan, and covers a period from 1960 to 2010.

The *AUD Institutional Memory Project* is an internal AUD project that will create a formal structure for archiving of existing as well as prospective documentation.

CCK has also been approached by the executors of two leading literary figures *Anrital Nagar* and *Sajjad Zaheer*, to digitise and create two literary and social history archives.

B. Conferences / Seminar / Workshops / Papers

- a) Surajit Sarkar, Visiting faculty CCK, attended a workshop at Indian Institute of Advanced Study, Shimla on the "The Oral History and Eco-Cultural Mapping Project" from 23-25 April 2012. Subsequently, Surajit Sarkar chaired a session at the two-day Seminar on "**Recovering the Oral Histories of North-Eastern India**" organised by IAS, Shimla at Dimapur, Nagaland from 31st October to 1st November 2012.
- b) Sanjay Sharma, Director CCK and Surajit Sarkar made a presentation and submitted a paper on community knowledge outreach initiatives at the Conference on "**University Leadership for Integrating Knowledge Diversity for Sustainability**", at Alor Setar, Kedah, Malaysia from October 5-8, 2012. The conference was organised by AlBukhary International University (AIU) and Multiversity. The paper, "Oral Narratives and other Community Knowledge Studies: Initiatives with Community Knowledge Systems in a Social Science University" has been accepted for publication.
- c) Surajit Sarkar made a presentation on **Digital Access and Community Usage** and chaired a session on 'Access and Intellectual Property Rights' at the 43rd Annual Conference of the International Association of Sound and Audiovisual Archives, New Delhi, October 7-11, 2012.
- e) Subsequent to his participation in the Digital Return workshop at the Smithsonian Institution, Washington DC, Surajit Sarkar wrote a paper - *Arts, Activism and Ethnography* - which has been accepted for the Special Issue on Digital Repatriation in the summer 2013 issue of *Museum Anthropology Review (MAR)*, a peer reviewed journal in the field of material culture and museum studies.

Dr Sanjay Sharma

Director, Centre for Community Knowledge

Regulations Governing Temporary Contractual Appointments of Faculty

Existing Rules/Regulation on Visiting, Adjunct and Guest Faculty

1. The conception of AUD's faculty structure is that of a core of regular faculty with a teacher-student ratio of 1:12 (with classroom cohort size of 35-40 on an average) and in addition, a number of adjunct, visiting and guest faculty. This profile has been conceptualized keeping in view the interdisciplinary nature of AUD's academic programmes and also the advantage of the University being located in Delhi where there is possibility of drawing expert resource from various sectors.
2. A core component with a few compulsory courses and a basket of elective courses constitute ordinarily the architecture of AUD's academic programmes.
3. It is envisaged that the regular faculty take care of the entire core component of the academic programmes and as many elective courses as possible.
4. Adjunct faculty comprises experts (mostly local) each of whom would enter into a contract with the University to offer one elective course, ordinarily for a minimum period of three years, so that the course he/she offers is part of the standard pool of courses on offer at AUD.
5. Visiting faculty on the other hand are those who are either from Delhi, other parts of India or from abroad who because of the established eminence or expertise are invited to be part of the faculty for various time periods ranging from a few days to more than a semester.
6. Guest faculty are those who are invited to give one or more lectures or seminars within a programme.
7. The expenditure for appointing adjunct, visiting and guest faculty ordinarily come out of special budget heads other than salaries.

Temporary Contractual Appointments against existing vacancies (effective from 2014)

8. Regular faculty positions that fall vacant from time to time because of attrition are filled through regular faculty recruitment process when such a process is on.
9. When the regular faculty recruitment process is not on, such vacancies may be filled through temporary recruitment done every year as detailed under 10 below, depending on the urgency for such recruitment.
10. In the month of February every year, the Academic Services Division, in consultation with the various Schools and Centres, prepares a list of faculty vacancies that need to be filled through temporary recruitment for the purpose of meeting the faculty requirements for the forthcoming academic year. Temporary selection process is done in March- April through website advertisement and selection committees that do not fall under Statute 14(a), but involving at least two external experts to be nominated by the Vice Chancellor. Offer of appointments are made by the 15th of May for a period of 12 months ordinarily with effect from the 1st of July to 30th of June, or for the duration of a semester.

Interim arrangement for Monsoon Semester 2013

11. A faculty recruitment process is at present on. It is expected that this process would span a period of July to December 2013. It is expected that all the existing vacant positions will be filled up before the beginning of the winter semester of 2013-14.
12. While what is described under 10 above would ordinarily be the manner of making temporary contractual recruitment of faculty against vacancies, it is proposed that for the academic year 2013-14, an interim measure be adopted which will have the following steps, particularly to address the faculty resource needs for the Monsoon of 2013:
 - a. The Dean, Academic Services will write to all Deans of Schools requesting for a list of faculty vacancies against which temporary recruitment needs to be done keeping in view the faculty requirement for the Monsoon Semester of 2013. This information will be compiled by the 7th of June 2013.
 - b. A website advertisement is put up by the 10th of June listing these specific vacancies with an application deadline of 15 days, i.e., the 25th of June 2013.

- c. Applications and/or nominations received by the deadline will be considered by duly constituted Interim Selection Committees.
- d. The Interim Selection Committees will be constituted by the Vice Chancellor with PVC as the Chair and Dean of Academic Services, Dean of the School concerned and one external expert in the area of knowledge concerned as members.
- e. Selection process will include scrutiny of CVs, applications and/or nominations, and interviews. The Selection Committee may consider a candidate *in absentia* under special circumstances. The selection committees will meet between the 26th of June to the 3rd of July 2013.
- f. Offers of appointment will be issued for the duration of the Monsoon semester, i.e., with effect from the 10th of July to 14th of December 2013.

Appendix - 8
Resol. No. 12/BOM(14)/29.07.2013



**MINUTES OF THE
ESTABLISHMENT COMMITTEE**

(8TH CONTINUED MEETING)

Held on Thursday, 4th April, 2013 at 11:00 A.M. in the
Committee Room, Kashmere Gate Campus, Delhi-110006



AMBEDKAR UNIVERSITY, DELHI
LOTHIAN ROAD, KASHMERE GATE
DELHI 110 006

**BHARAT RATNA DR B.R.
AMBEDKAR UNIVERSITY, DELHI**

Minutes of the 8th Continued Meeting of the Establishment Committee held on Thursday, the 4th April, 2013 in the Committee Room, Kashmere Gate Campus, Delhi

Present:

Professor Shyam Menon Vice Chancellor	Chairperson
Dr. Kiran Datar Nominee of the Board of Management	Member
Professor Ashok Nagpal Dean, School of Human Studies Nominee of Vice-Chancellor	Member
Professor Chandan Mukherjee Dean, School of Development Studies Nominee of Vice-Chancellor	Member
Smt. Sumati Kumar Registrar	Member Secretary

Special Invitees:

Ms Asha R. Rungta
Controller of Finance

The Establishment Committee after due deliberation resolved and approved the Recruitment Rules for non-teaching employees of AUD (Annexure-I) with the following amendments:-

RESOLUTION NO. 1

- I. The post of Director (Administration and Planning) Campus Development will carry the pay scale of HAG 67,000/- (annual increment @ 3%)-79,000.
- II. The post of Co-Director (Technical) will carry the pay scale of PB-4 37,400-67,000 + Grade Pay Rs.10,000/-.
- III. Two posts of Caretaker will be filled up on regular basis.

- IV The contractual employees will be entitled for leave such as Earned Leave, Commuted Leave, Maternity Leave, Paternity Leave, Paternity Leave for Child Adoption, Child Adoption Leave, Leave Encashment as per CCS (Leave) Rules, 1972.
- V Home Town Leave Travel Concession once in a two years and Children Education Allowance as per Central Govt. orders.
- VI Medical insurance scheme for contractual employees with individual contribution.

RESOLUTION NO. 2

- I. The Establishment Committee resolved and approved the engagement of Shri B.B. Kaul as Senior Consultant on contractual engagement w.e.f. 19.02.2013 to 18.05.2013 or till the new incumbent joins, whichever is earlier.

**RECRUITMENT RULES
(NON-TEACHING EMPLOYEES)
2013**



**AMBEDKAR UNIVERSITY, DELHI
LOTHIAN ROAD, KASHMERE GATE
DELHI 110 006**

AMBEDKAR UNIVERSITY, DELHI

Recruitment Rules for Non-teaching Employees of AUD

S.No.	Nomenclature of Post	Scale of Pay		Page Nos.
1	Recruitment Rules for Non-Teaching Posts			1 – 5
2	Deputy Registrar	PB-3; Rs. 15600-39100 plus GP Rs. 7600	Schedule-I	6 – 9
3	Assistant Registrar	PB-3; Rs. 15600-39100 plus GP Rs. 5400	Schedule-II	10 – 14
4	Junior Executive	PB-2; Rs. 9300-34800 plus GP Rs. 4200	Schedule-III	15 – 17
5	Assistant	PB-1; Rs. 5200-20200 plus GP Rs. 2800	Schedule-IV	18 – 20
6	Caretaker	PB-1; Rs. 5200-20200 plus GP Rs. 2800	Schedule-V	21 – 23
7	Assistant Caretaker	PB-1; Rs. 5200-20200 plus GP Rs. 1800	Schedule-VI	24 – 25
8	Attendant (MTS)	PB-1; Rs. 5200-20200 plus GP Rs. 1800	Schedule-VII	26 – 27
9	System Administrator (Information Technology)	PB-3; Rs. 15600-39100 plus GP Rs. 5400	Schedule-VIII	28 – 31
10	Junior System Administrator (Information Technology)	PB-2; Rs. 9300-34800 plus GP Rs. 4600	Schedule-IX	32 – 34
11	Junior Executive (Information Technology)	PB-2; Rs. 9300-34800 plus GP Rs. 4200	Schedule-X	35 – 37
12	Technical Assistant (Information Technology)	PB-1; Rs. 5200-20200 plus GP Rs. 2800	Schedule-XI	38 – 40
13	Director (Administration & Planning)	HAG Rs. 67,000/- (annual increment @3%) – 79,000/-	Schedule-XII	41 – 43
14	Co-Director (Technical), Campus Development	PB-4, Rs. 37400-67000 plus GP Rs. 10000	Schedule-XIII	44 – 46
15	Consultant (Project / Campus Development)	PB-3; Rs. 15600-39100 plus GP Rs. 5400	Schedule-XIV	47 – 49
16	Security Supervisor	PB-2; Rs. 9300-34800 plus GP Rs. 4200	Schedule-XV	50 – 52
17	Research Officer/Planning Officer	PB-3; Rs. 15600-39100 plus GP Rs. 5400	Schedule-XVI	53 – 55
18	Public Relation Officer / Media Officer/Publication Officer	PB-3; Rs. 15600-39100 plus GP Rs. 5400	Schedule-XVII	56 – 59
19	Assistant Engineer (Civil / Electrical)	PB-3; Rs. 15600-39100 plus GP Rs. 5400	Schedule-XVIII	60 – 62
20	Junior Engineer (Civil / Electrical)	PB-2; Rs. 9300-34800 plus GP Rs. 4200	Schedule-XIX	63 – 65
21	Junior Executive (Library)	PB-2; Rs. 9300-34800 plus GP Rs. 4200	Schedule-XX	66 – 68
22	Library Assistant	PB-1, Rs. 5200-20200 plus GP Rs. 2800	Schedule-XXI	69 – 71
23	Horticulturist	PB-3, Rs. 15600-39100 plus GP Rs. 5400	Schedule-XXII	72 – 74
24	Gardener Supervisor	PB-1; Rs. 5200-20200 plus GP Rs. 2800	Schedule-XXIII	75 – 76
25	Mali	PB-1; Rs. 5200-20200 plus GP Rs. 1800	Schedule-XXIV	77 – 78
26	Agreement for Contractual Employees			79 – 81

BHARAT RATNA DR B.R. AMBEDKER UNIVERSITY, DELHI

RECRUITMENT RULES (NON-TEACHING EMPLOYEES), 2013

The Board of Management of the University in exercise of the powers conferred under Clause-11(1)(e) of Statutes of Bharat Ratna Dr B.R. Ambedker University, Delhi, framed under the Bharat Ratna Dr B.R. Ambedker Vishwavidyalaya Act, 2007 (Delhi Act 9 of 2007), hereby makes the following Rules for regulating the method of recruitment to non-teaching posts in the University namely:-

1. Short title and commencement.- (1) These Rules may be called Bharat Ratna Dr. B.R. Ambedker University, Delhi, Recruitment Rules (Non-Teaching Employees), 2013. (2) They shall come into force on the date of this notification.

2. Applications. - These Rules shall apply to the posts specified in column 2 of the Schedules annexed to these Rules.

3. Definitions:

- a) "Act" means Bharat Ratna Dr. B.R. Ambedker Vishwavidyalaya Act, 2007 (Delhi Act 9 of 2007).
- b) "Government" means the Govt. of National Capital Territory of Delhi.
- c) "University" means Bharat Ratna Dr. B.R. Ambedker University, Delhi
- d) "Competent Authority" means the Board of Management of the University.
- e) "Board of Management" means the Board of Management of the University.
- f) "Non-Teaching Employees" mean employees of the University covered under Statutes 19 of the University.
- g) "Probation" means every person selected or appointed to any post in the University by Direct Recruitment or open selection, who shall be on training for a period of one or two years as specified in the Schedule of these Rules.
- h) "Regular Service in any grade", means the period of service rendered by an employee in that grade after selection to that grade. The term shall not include any employee (s) who are working on contract or daily wages or on ad-hoc basis.
- i) "Schedule", means a Schedule annexed to these Rules.
- j) "Statutes", "Ordinances" and "Regulations" mean, respectively, the Statutes, Ordinances and Regulations of the University.
- k) "Scheduled Castes" and "Scheduled Tribes" shall have the meanings respectively assigned to them in clauses (24) and (25) of Article 366 of the Constitution of India.
- l) "Other Backward Classes" shall comprise the castes and communities notified by the Government of India/Govt. of NCT of Delhi from time to time.
- m) "Chancellor", "Vice Chancellor" and the "Pro-Vice Chancellor" mean, respectively, the Chancellor, the Vice Chancellor and the Pro-Vice Chancellor of the University.
- n) "Court" means the Court of the University.
- o) "Academic Council" means the Academic Council of the University.
- p) "Finance Committee" means Finance Committee of the University.
- q) "Registrar" means Registrar of the University
- r) "Selection Committee" means composition of members of a Selection Committee including Departmental Promotion Committee specified in the Schedules to these Rules.

4. Competent Authority - The Board of Management shall be the Competent Authority of the Cadre, which shall consider the recommendations made by the Establishment Committee of the University for approval.

5. Authorized permanent strength and temporary strength of the Service:

- (i) The authorized permanent strength of various grades of the service on the date of notification shall be as specified in the Schedule.
- (ii) After the notification of these Rules, the authorized permanent and temporary strength of the various grades of the service shall be such as may be determined by or under the authority of the University and notified accordingly, after due approval of the Competent Authority.
- (iii) Provided that the Vice Chancellor with the approval of the Board of Management may make temporary additions to any grade of the service as found necessary in the interest of the University for a given period of time and purpose.

6. Future Maintenance of Cadre or Posts - All the appointments in the University after the notification of these Rules shall be made only in accordance with the provisions of these Rules. The existing short-term contractual staff not covered by these Rules shall continue to be governed in accordance with the Provision / Rules approved by the Board of Management or the Vice Chancellor from time to time. Any future augmentation of cadres/posts shall be made with the approval of Board of Management on the recommendations of the Establishment Committee.

7. Seniority - The relative seniority of the employees of the University, appointed to any grade through promotion or direct recruitment shall be governed in accordance with the general principle of seniority on obtaining immediately after the date of commencement of these Rules. The seniority list of employees borne in each cadre of posts specified in the Schedule unless delegated to some other authority shall be maintained by the Establishment Branch of the University. Notwithstanding anything contained herein, any class or category of posts and incumbents thereof may be placed in any of the offices or establishments by general or specific orders of the Competent Authority.

8. Appointments by deputation/absorption - The Vice Chancellor, on the recommendations of duly constituted statutory Selection Committee, may appoint officers on deputation to the post(s) from the Central Government or State Government or Universities or recognized Research Institutions or Semi-Government organization or Public Sector Undertakings and autonomous bodies after due process. The period of deputation shall be three years, extendable to another two years subject to review of performance. The Pay and Allowances of the deputationist will be fixed as per the government orders in force at that time.

The employees presently working in the University on deputation basis can also be considered for absorption after following the prescribed procedure through statutory Selection Committee. The maximum age limit for appointment by deputation/absorption shall not exceed 56 years on the closing date of the applications.

9. Probation: (1) The employees appointed in the University by Direct Recruitment shall be on probation for a period of one or two years as the case may be.
- (2) At the end of the period of probation, the competent Authority shall take into account the relevant service records etc. for the purpose of assessment.
- (3) The University may extend the period of probation specified in sub-rule (1) above, if on the expiration of the said period of probation or any extension thereof, as the case may be, it is of the opinion that the probationer is not fit for permanent appointment or at any such time during such period of probation or extension, it is satisfied that the candidate shall not be fit for permanent appointment on the expiration of the period of such probation or of extension, the Competent Authority may discharge the probationer or pass such orders as it may deem fit. Probation should not be extended for more than a year at a time and in no case the extended period shall be beyond two years.

- (4) On the completion of the period of probation, the employees, if considered fit for permanent appointment, shall be confirmed in their appointment.
- (5) As regards other matters related to probation, the candidate shall be governed by the orders or instructions issued by the Government of India / UGC from time to time in this regard.

10. **Method of recruitment, Age-limit and other qualifications:**

- (i) The method of recruitment, age-limit, qualifications and other matters relating to the said posts shall be as specified in the Schedule.
- (ii) For appointment to various posts against direct recruitment or open selection, the composition of the Selection Committees for different categories of posts will be as given in Schedule to these Rules. The statutory Selection Committee for selection of regular appointees may recommend advance increments in deserving cases to be recorded in writing. The number of increments recommended in such cases shall not exceed five.
- (iii) For promotions involving Limited Departmental Examination for various posts the composition of the Departmental Promotion Committee/Selection Committee for different categories of posts will be the same as given in the respective Schedule.

Notes:

- (a) Limited Departmental Examination (LDE): Given the limited sanctioned strength as per the Datar Committee Report, i.e. 1/3rd permanent and 2/3rd on deputation / contract, the LDE Scheme will be devised and implemented as and when the 1/3rd and 2/3rd ratio of sanctioned strength is revised and/or the existing sanctioned strength is upgraded to a reasonable size.
- (b) Promotion policy for existing non-teaching employees, not covered under the MHRD/UGC guidelines, shall be finalized after the issues mentioned under (a) above are decided.
- (iv) The Recruitment year for promotions will be calendar year. In cases where promotion has been prescribed as a method of recruitment, the eligibility list for promotion shall be prepared with reference to the date of completion by the officers of the prescribed qualifying service in the cadre as on 1st January of the Recruitment year in their respective grade or post. The crucial date is only a fixed reference date or a cut-off date on which the eligibility of officer in the feeder grade in terms of these Rules e.g. educational qualification, eligibility service, etc. is to be checked before they are considered for inclusion in the eligibility list for reference to the Departmental Promotion Committee/Selection Committee. This entails that the regular service period rendered in the previous organization/State Government/Universities/Recognized Research Institutional / Semi-government /Public Sector Undertakings shall be counted for the purpose of eligibility service.
- (v) The Departmental Promotion Committee/Selection Committee will meet at least once a year in January of each year. The promotion for all Groups A, B & C will be based on seniority-cum-fitness, quality of Annual Performance Assessment Reports (APARs) for the last five years and vigilance clearance. For promotion, the gradation in APARs for the preceding five years, and the bench mark for promotion in PB-2 and PB-3 carrying Grade Pay of Rs. 6600 will be "Good" and the posts carrying a Grade pay of Rs.7600 and above will be "Very Good" provided there is no adverse entry during the preceding three years and the employee should not have been awarded any major penalty under disciplinary Rules during the preceding five years. Promotions shall be given to the employees as per promotion policy / directives of the UGC.

- (vi) The selection of candidates for the respective posts shall be based on the performance in the Written Test, wherever necessary, and interview. The Scheme of Written Examination and the weightage to be given in the Written Test and Interview shall be prescribed by the University from time to time.
- (vii) Specific job descriptions for the respective posts shall be displayed on AUD website.
- (viii) Preference will be given to the candidates who possess work experience in University/Educational Institutions.

11. **Departmental Promotion Committee/Selection Committee** - When the promotion is kept as a method of Recruitment, the detailed composition of the Departmental Promotion Committee shall be prescribed in the Schedule. In all cases, the minimum number of Officers to be included in the DPC should be 4 and the maximum number of such officers should be 5. Notwithstanding the provisions under Statutes 14(4) when the Statutory Committee does not include the internal domain Head, Head of the division concerned, shall be part of the committee as a special invitee.

12. **Allowances/Incentives** - All allowances, leave, LTC and MACP etc. to the non-teaching employees of the University will be governed as per the prevailing guidelines of the Central Government/State Government and University Grants Commission.

13. **Seven Point Scale** - The Grade of 'B' in the UGC 7 point scale (A,B,C,D,E,&F) shall be regarded as equivalent to 55% where the grading system is followed.

14. **Residuary Matters** - The powers to take decisions on residuary matters shall lie with the Vice Chancellor, to be ratified at the first opportunity by the Board of Management.

15. **Power to relax** - When the Board of Management of the University upon a recommendation made by the Vice Chancellor to that effect is of the opinion that it is necessary or expedient to do so, it may, for reasons to be recorded in writing, relax any of the provisions of these Rules with respect to any class or category of posts or persons.

16. **Savings** - Nothing contained in these Rules shall affect reservation, relaxations in age-limit and other concessions required to be provided by the University for the Scheduled Castes, Scheduled Tribes, Other Backward Classes, Physically Handicapped persons, Ex-servicemen and other special categories of persons in accordance with the orders issued by the Govt. of India / Govt. of NCT of Delhi from time to time in this regard.

17. **Interpretation:**

- (a) For any question relating to interpretation of these Rules, the decision of the Board of Management shall be final unless otherwise specifically included in these Rules.
- (b) Notwithstanding, anything contained in these Rules, the Board of Management shall have the power to alter or modify, any of the provisions of these Rules.
- (c) The Vice Chancellor, for the purpose under (a) and (b) above may constitute an Advisory Committee, if necessary.

18. **Removal of difficulties** - The Vice Chancellor may issue such directions as may be necessary to remove difficulties in the operation of any of the provisions of these Rules, from time to time. The directions issued by the Vice Chancellor in this regard, if any, shall be ratified by the Board of Management at the first opportunity.

19. Contractual Employment:

(a) The period of engagement shall be 3 years extendable by another two years, subject to review of performance each year. All contractual employees will be required to execute an agreement with AUD before joining. The contractual employee will be entitled to draw pay at the minimum of the concerned PB + Grade Pay + DA + HRA + Transport Allowance with usual annual increments. In addition, there shall be a provision of additional increments (upto 5) in exceptional cases, subject to the recommendations of the Selection Committee to be recorded in writing. The contractual employees will be entitled for leave (Earned Leave, Commuted Leave, Maternity Leave, Paternity Leave, Paternity Leave for Child Adoption, Child Adoption Leave as per Central Civil Services (Leave) Rules, 1972 as amended from time to time and Leave Encashment in terms of orders issued by DP & T, Govt. of India from time to time), Home Town Leave Travel Concession once in two years and Children Education Allowance as per Central / State Government orders issued from time to time. Medical insurance Scheme for contractual employees will be available with individual contribution as decided by the University from time to time. The educational qualifications and experience for contractual employees will be the same as prescribed for Direct Recruitment / Deputationists, as the case may be.

Officers retired from Central/State government departments/autonomous bodies/public sector undertakings/government educational institutions will also be considered for contractual employment in AUD, who will be appointed initially for a period of three years subject to review of performance each year, ordinarily upto the age of 65 years. Eligibility criteria/educational qualifications will be relaxed in such cases, if required, by the Vice Chancellor/Registrar. The pay and allowances of retired officers on their engagement will be regulated as per the provision prescribed for contractual employees. Encashment of Earned Leave will be allowed to retired officers, engaged on contractual basis after retirement even within the first two years, subject to the condition that the total number of days for which encashment is allowed on termination of contract together with the number of days of Earned Leave or Full Pay Leave for which encashment had already been allowed in previous appointments under the Government shall not exceed 300 days.

(b) The Selection Committee for appointments to contractual posts shall not be covered under Statutes 14(A). The Selection Committee for engagement on contractual basis would be as under:

(i) Upto Grade Pay of Rs.4600:

- | | |
|---|---------------|
| 1) Registrar | - Chairperson |
| 2) Two other members to be nominated by the Vice Chancellor | - Members |
| 3) One outside expert, in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor | - Member |

Internal domain Head may be co-opted as a member, if so, desired.

(Quorum: Any two members including the Chairperson)

(ii) Grade Pay of Rs.5400/- and above:

- | | |
|---|---------------|
| 1) The Vice Chancellor or a person nominated by him/her | - Chairperson |
| 2) One Dean - to be nominated by the Vice Chancellor | - Member |
| 3) Registrar | - Member |
| 4) Controller of Finance | - Member |
| 5) One outside expert, in the domain of expertise for which selection is being made, nominated by the Vice Chancellor | - Member |

Internal domain Head may be co-opted as a member, if so, desired.

(Quorum: Any three members including the Chairperson)

(c) Contractual employees will be eligible for being considered for regular posts as and when advertised. In the event of their selection, unlike as specified under Statutes 14 and 14(A), their seniority would be determined from the date of regular appointment. They would not be eligible for any pay protection on regular appointment.

SCHEDULE-I

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract.
1	2	3	4	5	6	7
Dy. Registrar	5	Group-'A'	PB-3 Rs. 15600-39100 Plus Grade Pay Rs 7600/-.	Selection	Preferably below 56 years.	<p>Essential:</p> <p>(i) Master's Degree with 55% marks or its equivalent grade of 'B' in the UGC 7 point scale.</p> <p>(ii) Nine years of experience as Assistant Professor in the Academic Grade Pay (AGP) of Rs.6000/- and above with experience in educational administration.</p> <p align="center">OR</p> <p>Comparable experience in research establishment and / or other institutions of higher education.</p> <p align="center">OR</p>

						<p>5 years of administrative experience as Assistant Registrar or in an equivalent post.</p> <p>Desirable :</p> <ol style="list-style-type: none"> I. Master's degree in Management / Law / Computer Applications II. Chartered Accountancy / Cost Accountancy / Company Secretary III. Good knowledge of computer applications. IV. Experience in University Administration / Finance and familiar with the working of University Bodies and Institutions. V. Thorough knowledge of service matters / accounts / budget / conduct of examinations
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Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	<p>1. 1/3rd by direct recruitment / Promotion failing which by absorption.</p> <p>2. 2/3rd by deputation / contract,</p>	<p>Promotion: From amongst the Assistant Registrar and its equivalents with 5 years service in PB-3, Rs. 15600-39100/- with Grade Pay of Rs. 6600/-</p> <p>Note: The pay of all incumbents in the post of Deputy Registrar will be fixed in the higher grade of PB-4, Rs.37400-67000 plus Grade Pay Rs.8700/- after completion of 5 years.</p> <p>Deputation: Officers from State Government / Universities / Recognized Research Institution / Semi-government /Public Sector Undertakings and Autonomous Organization:- (a)(i) Holding analogous post on regular basis; or (ii) 8 years regular service in PB-3, Rs.15600-39100 with Grade Pay of Rs.6600/-.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her - Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, nominated 	Not Applicable.

			<p>(b) Possessing the educational qualifications and experience as prescribed under Col.7 above.</p> <p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>(i) Possessing the educational qualifications and experience as prescribed under Col.7 above.</p> <p>(ii) Officers having served in Centre / State Govt. service / Autonomous Govt. organizations with five years of administrative experience in Grade Pay of Rs.7600/-.</p>	<p>by the Vice Chancellor - Members</p> <p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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SCHEDULE-II

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract.
1	2	3	4	5	6	7
Assistant Registrar	15	Group-A	PB-3 Rs. 15600- 39100 Plus Grade Pay Rs. 5400/-	Selection	Preferably below 56 years	<p>Essential:</p> <p>(i) Master's Degree with 55% marks or its equivalent grade of 'B' in the UGC seven point scale.</p> <p align="center">Or</p> <p>(ii) Section officers or equivalent who are holding Bachelor's Degree with at least 50% marks or its equivalent grade from a recognized university with 5 years administrative or equivalent experience in a University or similar organization, will also be eligible to apply.</p> <p>Desirable:</p> <p>i. Experience in Supervisory or equivalent Cadre in a Group 'B' post in a Government Department or a University or Educational or Research Institution or Teaching or Research experience along with proven administrative capabilities.</p>

						<p>ii. Good knowledge of computer applications and office procedure.</p> <p>iii. LLB or MBA or CA or MCA or equivalent qualification.</p> <p>Note-1: The initial period of deputation shall be 3 years. The maximum age should not exceed 56 years on the last date of receipt of applications.</p> <p>Note-2: Persons who are in the direct line of promotion will not be eligible for appointment on deputation. Similarly, the persons who are on deputation will not be eligible for promotion.</p>
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whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	1. 1/3 rd by direct recruitment / Promotion failing which by absorption 2. 2/3 rd by deputation / contract.	<p>Promotion: Junior Executive in the PB-2, Rs 9300-34800 plus Grade Pay Rs. -4200/- having 10 years regular service.</p> <p>Note: Assistant Registrar shall be eligible for the higher Grade Pay of Rs.6600 within the Pay Band of Rs.15600-39100 after 8 years of service provided, they have participated in two training programmes on Education Administration, each, of approximately four weeks' duration and their performance appraisal reports are consistently satisfactory.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her -Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor -Members 5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member 	Not Applicable

			<p>Deputation/absorption: Officers from the Government Department or University or Educational or Research or Teaching Institution:</p> <p>(a)(i) holding analogous post on regular basis; or (ii) 2 years regular service in the PB-2, Rs. 9300-34800 with Grade Pay Rs. 4800/- (iii) 3 years regular service in the PB-2, Rs. 9300-34800 with Grade Pay Rs. 4600/- (iv) 8 years regular service in the PB-2, Rs. 9300-34800 with Grade Pay Rs. 4200/-</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col. 7:</p> <p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on last date of receipt of the applications.</p>	<p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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			<p>Contract:</p> <p>(I) Possessing the educational qualifications and experience as prescribed under Col.7.</p> <p>(II) Officers having served in Centre /State Govt. service/autonomous Govt. organizations with at least 3 years of administrative experience in Grade Pay of Rs.5400/-</p>		
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SCHEDULE-III

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Junior Executive	48	Group 'B'	PB-2 Rs. 9300 - 34800 Plus Grade Pay Rs. 4200/-	Selection	Prefcrably below 56 years.	<p>Essential: Bachelor's Degree from a recognized University or Institution with at least 50% marks.</p> <p>Desirable: Working knowledge of Computer.</p> <p>Note: All the candidates for direct recruitment shall be required to appear in a written test to adjudge their ability of expression and knowledge relating to the work. The successful candidates have to then appear for an interview. The final selection will be based on the performance of the candidates both in written test and interview.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	<p>1. 1/3rd by direct recruitment / Promotion failing which by absorption.</p> <p>2. 2/3rd by deputation / contract.</p>	<p>Deputation:</p> <p>Officials from State Government/Universities/Recognized Research Institution / Semi-Govt. / Public Sector Undertakings and Autonomous Organisation:-</p> <p>(a)(i) holding analogous post on regular basis; or (ii) 6 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2800/- (iii)10 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2400/-</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>1. The Registrar or his/her nominee – Chairperson</p> <p>2.The Director, Directorate of Higher Education, Government of National Capital Territory of Delhi or his/her nominee – Member</p> <p>3. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer – Member</p> <p>4. Two experts in the domain of expertise for which selection is being made – Members</p>	Not Applicable

			<p>Note-1: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Note-2: Persons who are in the direct line of promotion will not be eligible for appointment on deputation similarly, the persons who are on deputation will not be eligible for promotion/absorption.</p> <p>Contract: Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-IV

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Assistant	34	Group 'C'	PB-1 Rs. 5200- 20200 Plus Grade Pay Rs. 2800/-	Selection	Preferably below 56 years.	<p>Essential:</p> <p>(i) 10+2 or equivalent from a recognized Board.</p> <p>(ii) A minimum typing speed of 35 w.p.m. in English or 30 w.p.m. in Hindi on computer.</p> <p>Desirable:</p> <p>(i) Excellent knowledge of Computer applications like Ms-Office, Internet etc.</p> <p>(ii) At least 2 years experience in a University System / Educational Institutions.</p> <p>Note:</p> <p>All the candidates for direct recruitment shall be required to appear in a written test to adjudge their ability of expression and knowledge relating to the work. The successful candidates have to then appear for an interview. The final selection will be based on the performance of the candidate both in written test and interview.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	<p>1. 1/3rd by direct recruitment / Promotion failing which by absorption.</p> <p>2. 2/3rd by deputation / contract.</p>	<p>Deputation:</p> <p>Officials from State Government/Universities/Recognized Research Institution/ Semi-Govt./ Public Sector Undertakings and Autonomous Organisation:-</p> <p>(a)(i) holding analogous post on regular basis; or</p> <p>(ii) 5 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2400/-</p> <p>(iii)8 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2000/-</p> <p>(b) Possessing the educational qualifications and experience prescribed under Col.7 above.</p>	<p>1. The Registrar or his/her nominee – Chairperson</p> <p>2.The Director, Directorate of Higher Education, Government of National Capital Territory of Delhi or his/her nominee – Member</p> <p>3. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer – Member</p> <p>4. Two experts in the domain of expertise for which selection is being made –Members</p>	Not Applicable

			Contract basis: Possessing the educational qualifications and experience as prescribed under Col.7.	Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).	
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SCHEDULE-V

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Caretaker	2	Group 'C'	PB-1 Rs. 5200 -70200 Plus Grade Pay Rs. 2800/-	Not Applicable	Preferably below 56 years.	<p>Essential:</p> <p>(i) 10+2 or equivalent from a recognized Board</p> <p>(ii) Working knowledge of Civil maintenance (plumbing / electrical work)</p> <p>Desirable:</p> <p>(i) 3 years experience in the relevant field.</p> <p>Note:</p> <p>All the candidates for direct recruitment shall be required to appear in a written test to adjudge their ability of expression and knowledge relating to the work. The successful candidates have to then appear for an interview. The final selection will be based on the performance of the candidate both in written test and interview.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	2 posts by Direct Recruitment	Not Applicable	<p>1 Registrar or his/her nominee – Chairperson</p> <p>2. The Director, Directorate of Higher Education, Government of National Capital Territory of Delhi or his/her nominee – Member</p> <p>3. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer – Member</p> <p>4 Two experts in the domain of expertise for which selection is being made –Members</p>	Not Applicable

				<p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-VI

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / recruits
1	2	3	4	5	6	7
Assistant Caretaker	2	Group 'C'	PB-1 Rs. 5200- 20200 Plus Grade Pay Rs. 1800/-	Not Applicable	Preferably below 56 years	Essential: (i) Matriculation from recognized school/Board (ii) Working knowledge of Civil maintenance (plumbing / electricity)

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	100% by contract	Not Applicable	<p>1. The Registrar – Chairperson</p> <p>2. Two other members to be nominated by the Vice Chancellor – Members</p> <p>3. One outside expert in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor – Member</p> <p>Internal domain Head may be co-opted as a member, if so desired</p> <p>(Quorum: Any two members including the Chairperson).</p>	N.A.

SCHEDULE-VII

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / recruits
1	2	3	4	5	6	7
Attendant (MTS)	20	Group 'C'	PB-1 Rs 5200- 20200 Plus Grade Pay Rs. 1800/-	Not Applicable	Preferably below 56 years	Essential: Matriculation from recognized school/Board OR ITI Pass

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	100% by contract	Not Applicable	<p>1. The Registrar – Chairperson</p> <p>2. Two other members to be nominated by the Vice Chancellor – Members</p> <p>3. One outside expert in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor – Member</p> <p>Internal domain Head may be co-opted as a member, if so desired</p> <p>(Quorum: Any two members including the Chairperson).</p>	N.A.

SCHEDULE-VIII

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications, required for direct recruits / contract
1	2	3	4	5	6	7
System Administrator (Information Technology)	2	Group 'A'	PB-3 Rs. 15600-39100 Plus Grade Pay Rs. 5400/-	Not Applicable	Preferably below 56 years.	Essential: Post graduate Degree in Computer Science/Information Technology / B.Tech or Master's in Computer Applications (MCA) with at least 55% marks or its equivalent grade of 'B' in the UGC seven point scale alongwith professional certification from Microsoft / Oracle / Cisco / Sun / Red Hat. At least 5 years' experience in managing networking and installation of packages in University / Government / Public / Private Organization of repute.

						<p>Desirable:</p> <ul style="list-style-type: none"> (i) Working experience on Microsoft IIS Webserver and LINUX-Apache Server, and Implementation of Intrusion Protection System (IPS). (ii) Working experience of ERP implementation, problem solution in a University system or Educational Institutions of Higher Learning.
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Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract.	<p>Deputation:</p> <p>Officials from the State governments/Universities/Recognized Research Institutions/Public Sector Undertakings / Statutory, Semi-Government or Autonomous Organisations:</p> <p>(a)(i) Holding analogous post on regular basis. (ii) 3 years regular service in PB-2, Rs.9300-34800/- with Grade Pay Rs.4600/- (iii) 8 years regular service in PB-2, Rs.9300-34800/- with Grade Pay Rs.4200/-</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her - Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, 	Not Applicable

			<p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject review of performance. The maximum age should not exceed 56 years as on the last date of receipt of the application.</p> <p>Contract: Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>nominated by the Vice Chancellor - Members</p> <p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>6. Director (IT Services): Special Invitee</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>
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SCHEDULE-IX

Name of Post	Number of post	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruit / contract
1	2	3	4	5	6	7
Junior System Administrator (Information Technology)	1	Group 'B'	PB-2 Rs. 9300-34800 Plus Grade Pay Rs. 4600/-	Not Applicable	Preferably below 56 years.	<p>Essential: B.Tech/BE Computer Science / Electrical Engineering / Electronics Engineering / MSC / MCA with one year experience OR relevant / specialized Bachelor's degree in Physics / Maths / Statistics / Computer Science /BCA with 2 years experience in e-governance of Educational Administration / Managing networks.</p> <p>Desirable:</p> <ul style="list-style-type: none"> (i) Professional Certification from Microsoft / Oracle/ Cisco/Sun/Red Hat. (ii) ERP implementation, problem solution in a University system or Educational Institutions of Higher Learning.

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	<p>Deputation: Officials from the State governments/Universities/Recognized Research Institutions/Public Sector Undertakings / Statutory, Semi Govt. or Autonomous Organisations:</p> <p>(a)(i) Holding analogous post on regular basis. (ii) 6 years regular service in PB-2, Rs.9300-34800/- with Grade Pay Rs.4200/- (iii) 10 years regular service in PB-1, Rs.5200-20200/- with Grade Pay Rs.2400/-</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<ol style="list-style-type: none"> 1. Registrar or his/her nominee - Chairperson 2. The Director, Directorate of Higher Education of the Government of National Capital Territory of Delhi or his nominee - Member 3. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer nominated by Vice Chancellor - Member 4. Two experts in the domain of expertise for which selection is being made - Members 	Not Applicable

			<p>Note : The initial period of deputation shall be 3 years, extendable to another 2 years subject review of performance. The maximum age should not exceed 56 years as on the last date of receipt of the application.</p> <p>Contract: Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>S. Director (IT Services): Special Invitee</p> <p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-X

Name of Post	Number of post	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Junior Executive (Information Technology)	1	Group 'B'	PB-2 Rs. 9300 -34800 Plus Grade Pay Rs. 4200/-	Not Applicable	Preferably below 56 years.	<p>Essential: B.Tech/BE (Computer Science)/ MSc. Computer Science / IT/ MCA/MBA(IT) with at least 50% marks, and one year's experience OR</p> <p>i) Bachelor's Degree in Physics/Maths/Statistics/Computer Science/BCA with at least 55% marks. ii) 2 years experience in administering and supervision of computer systems.</p> <p>Desirable: i) Experience in Purchase, Procurement and AMC of all IT related Hardware/ Software/ Networking and other Services. ii) ERP implementation, problem solution in a University system or Educational Institutions of Higher Learning.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	Deputation: Officials from State Government/Universities/Recognized Research Institutions/Semi-Govt. / Public Sector Undertakings and Autonomous Organisations:- (a)(i) holding analogous post on regular basis; or (ii) 6 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2800/- or (iii)10 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2400/- (b) Possessing the educational qualifications and experience as prescribed under Col.7.	1.Registrar or his/her nominee – Chairperson 2.The Director, Directorate of Higher Education of the Government of National Capital Territory of Delhi or his nominee –Member 3 A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer nominated by the Vice Chancellor – Member 4. Two experts in the domain of expertise for which selection is being made – Members 5. Director (IT Services): Special Invitee	Not Applicable

			<p>Note : The initial period of deputation shall be 3 years, extendable to another 2 years subject review of performance. The maximum age should not exceed 56 years as on the last date of receipt of the application.</p> <p>Contract: Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-XI

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Technical Assistant (Information Technology)	3	Group 'C'	PB-1 Rs.5200 -20200 Plus Grade Pay Rs.2800/-	Selection	Preferably below 56 years.	Essential: 10+2 with 3 years of work experience of Computer Applications / Hardware & Networking In Computer Centre / Lab. in University / Government / Public / Private organizations Desirable: B.Sc with diploma in Computer Applications.

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	1. 1/3 rd by direct recruitment 2. 2/3 rd by deputation / contract.	Deputation: Officials from State Government / Universities/ Recognized Research Institutions /Semi-Government/Public Sector Undertakings and Autonomous Organisations:- (a)(i) holding analogous post on regular basis; or (ii) 5 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2400/- or (iii)8 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2000/-	1. Registrar or his/her nominee – Chairperson 2. The Director, Directorate of Higher Education of the Government of National Capital Territory of Delhi or his nominee – Member 3. A representative of the Scheduled Castés or Scheduled Tribes of the rank of a Gazetted Officer nominated by Vice Chancellor – Member 4. Two experts in the domain of expertise for which selection is being made – Members 5. Director (IT Services): Special Invitee	Not Applicable

			<p>(b) Possessing the educational qualifications and experience as prescribed under Col.7.</p> <p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-XII

Name of Post	Number of post	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Director (Administration & Planning)	1	Group 'A'	HAG Rs.67,000 (annual increment @ 3%) - 79,000/-	Not Applicable	Not Applicable	<p>Essential: Master's Degree with at least 55% marks or its equivalent grade of 'B' in the UGC 7 point scale.</p> <p align="center">AND</p> <p>15 years of administrative experience in Institution of Higher Education</p> <p>Desirable: Having extensive experience in the area of Planning, Designing, Institutions Building.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	<p>Deputation: Officers from State Government/ Universities / Recognized Research Institution/Semi-Government/Public Sector Undertakings and Autonomous Organisation:-</p> <p>(a)(i) holding analogous post on regular basis; or (ii) 1 year regular service in the post of the PB-4, Rs. 37400-67000/-with Grade Pay of Rs.10000/-, or (iii) 3 years regular service in the PB-4, Rs 37400-67000/- with Grade Pay Rs. 8900/-.</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor - Members 	Not Applicable

			<p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>(I) Possessing the educational qualifications and experience as prescribed under Col.7.</p> <p>(II) Officers having served in Centre /State Govt. service/Autonomous Bodies / Universities / Educational Institutionals with ten years experience on administrative assignments, preceding their retirement.</p>	<p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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SCHEDULE-XIII

Name of Post	Number of post	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Co-Director (Technical), Campus Development	1	Group 'A'	PB-4, Rs.37400-67000/- with Grade Pay Rs. 10000/-	Not Applicable	Preferably below 56 years.	<p>Essential: B.E. / B.Tech In Civil/Electrical Engineering with 50% marks from any recognized University and with minimum six years experience as Executive Engineer with GP of Rs.7600/-</p> <p>Desirable: Supervision of construction preferably of Institution of Higher Education/PSUs.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	Not Applicable	Deputation / Contract	<p>Deputation: Officers from State Government/Universities/Recognized Research Institution/ Semi-Govt./ Public Sector Undertakings and Autonomous Organisation:-</p> <p>(a)(i) holding analogous post on regular basis; or</p> <p>(ii) 5 years regular service in PB-4, Rs. 37400-67000 with Grade Pay of Rs.8700/-</p> <p>(iii) 10 years regular service in PB-3, Rs. 15600-39100 with Grade Pay of Rs.7600/-</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, 	Not Applicable

			<p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>Possessing the educational qualifications - and - experience - as prescribed under Col.7.</p>	<p>nominated by the Vice Chancellor - Members</p> <p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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SCHEDULE-XIV

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits/ contract
1	2	3	4	5	6	7
Consultant (Project/Campus Development)	2	Group 'A'	PB-3, Rs.15600-39100/- with Grade Pay Rs. 5400/-	Not Applicable	Preferably below 56 years.	Essential: <ol style="list-style-type: none"> 1. B.E. Degree in Civil / Electrical Engineering from a recognized University or institutions. 2. At least two years relevant experience as Junior Engineer in dealing with construction of buildings. Desirable: Knowledge of Computer Aided Design.

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	<p>Deputation: Officers from State Government /Universities/Recognized Research Institutions/, Semi – Government / Public Sector Undertakings and autonomous Organizations:- (a)(i) holding analogous post on regular basis; or (ii)5 years regular service in PB-2, Rs. 9300-34800 with Grade Pay Rs. 4600/- (b)Possessing the following educational qualifications and experience as prescribed under Col.7 :</p> <p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of receipt of applications.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated ---by him/her Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, 	Not Applicable

			<p>Contract:</p> <p>(i) Possessing the educational qualifications and experience as prescribed under Col.7.</p> <p>(ii) Officers having served in Centre /State Govt. service/autonomous Govt. organizations with minimum five years experience on administrative assignments, preceding their retirement, with minimum Grade Pay of Rs.5400/-</p>	<p>nominated by the Vice Chancellor - Members</p> <p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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SCHEDULE-XV

Name of Post	Number of post	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Security Supervisor	2	Group 'B'	PB-2 Rs. 9300 - 34800 Plus Grade Pay Rs. 4200/-	Not Applicable	Preferably below 56 years.	<p>Essential:</p> <ol style="list-style-type: none"> 1. Bachelor's degree or equivalent qualification from a recognized University. 2. At least 10 years experience in Police / Central Para-Military Forces / Armed Forces of the Union not below the rank of Assistant Sub-Inspector (Exe) / Naib Subedar or an equivalent position with Exemplary service. 3. Holding a Valid Driving Licence to ride Jeep/Motor Cycle. <p>Desirable:</p> <ol style="list-style-type: none"> 1. Completion of a course in Fire Fighting or Unarmed Combat Course in Army or para-Military Force. 2. Knowledge of Local Police Act. 3. Experience of handling / supervising private / similar security jobs. 4. Good command over spoken English and Hindi.

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	<p>Deputation: Officials from University / Educational Institution / Government body/Retired Personnel from Indian Army/CPMFs/ Delhi Police</p> <p>(a)(i) holding analogous post; or (ii) 6 years regular service in the post in PB-1, Rs.5200-20200 with Grade Pay of Rs.2800/-.</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col. 7.</p>	<ol style="list-style-type: none"> 1. The Registrar or his/her nominee – Chairperson 2. The Director, Directorate of Higher Education of the Government of National Capital Territory of Delhi or his nominee - Member 3. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer nominated by Vice Chancellor – Member 4. Two experts in the domain of expertise for which selection is being made – Members 	Not Applicable.

			<p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>Possessing the educational qualifications and experience as prescribed under Col 7.</p>	<p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-XVI

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Research Officer /Planning Officer	2	Group 'A'	PB-3 Rs. 15600-39100 Plus Grade Pay Rs. 5400/-	Not Applicable	Preferably below 56 years.	<p>Essential: Master's degree in Economics/Statistics/Education/Operational Research / Management with NET / Ph.D (as per the norms prescribed by UGC from time to time).</p> <p>Desirable: Familiarity with quantitative / qualitative research methods, Experience in planning & institutional research.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	<p>Deputation:</p> <p>Officers from the State governments/Universities/Recognized Research Institutions/Public Sector Undertakings / Statutory, Semi-Government or Autonomous Organisations</p> <p>(a)(i) Holding analogous post on regular basis. (ii) 2 years regular service in PB-2, Rs.9300-34800/- with Grade Pay Rs.4800/- (iii) 3 years regular service in PB-2, Rs.9300-34800/- with Grade Pay Rs.4600/-</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her - Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, 	Not Applicable

			<p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>nominated by the Vice Chancellor - Members</p> <p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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SCHEDULE-XVII

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Public Relation Officer / Media Officer/Publication Officer	2	Group 'A'	PB-3 Rs. 15600-39100 Plus Grade Pay Rs. 5400/-	Not Applicable	Below 56 years	Essential: (i) Master's degree in Mass Communication / Journalism / PR / English with 55% marks or equivalent from an Indian University. (ii) At least 5 years of experience on a post carrying Pay Band (2) Rs.9300-34,800+GP:4800 or equivalent in public relations activities including press and electronic media, preparation of publicity material

						<p>etc. preferably in a University or institution of higher education or reputed public sector.</p> <p>(iii) Excellent Command of English & Hindi languages both in speaking and writing and strong communication skill.</p>
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Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	<p>Deputation: Officers from the State governments/Universities/Recognized Research Institutions/Public Sector Undertakings /Statutory, Semi-Govt. or Autonomous Organisations:</p> <p>(a)(i) Holding analogous post on regular basis. (ii) 2 years regular service in PB-2, Rs.9300-34800/- with Grade Pay Rs.4800/- (iii) 3 years regular service in PB-2, Rs.9300-34800/- with Grade Pay Rs.4600/-</p> <p>(b Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her - Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is 	Not Applicable

			<p>Note. The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>being made, nominated by the Vice Chancellor - Members</p> <p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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SCHEDULE-XVIII

Name of Post	Number of post	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Assistant Engineer (Civil/Electrical)	1	Group 'A'	PB-3, Rs.15600-39100/- Plus Grade Pay Rs. 5400/-	Not Applicable	Preferably below 56 years.	<p>Essential: Degree in Engineering in the relevant area from a recognized University / Institute with two years post qualification experience in relevant field</p> <p align="center">OR</p> <p>Diploma in relevant area from a recognized University/Institute with five years post qualification experience; in an organization of repute, Centre / State Government, Universities, and Autonomous Organizations.</p> <p>Desirable: Working knowledge of AUTOCAD, other relevant softwares.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	<p>Deputation:</p> <p>Officers from State Govt. /Universities/Recognized Research Institutions/ Semi-Government / Public Sector Undertakings and autonomous Organizations:-</p> <p>(a)(i) Holding analogous post on regular basis; or</p> <p>(ii) 5 years regular service in PB-2, Rs. 9300-34800 with Grade Pay of Rs. 4600/-</p> <p>(iii) 10 years regular service in PB-2, Rs. 9300-34800 with Grade Pay of Rs. 4200/-</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her -Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor -Members 5. A representative of the Scheduled Castes or Scheduled Tribes of the 	Not Applicable

			<p>Possessing the educational qualifications and experience as prescribed under Col.7.</p> <p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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SCHEDULE-XIX

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Junior Engineer (Civil/Electrical)	2	Group 'B'	PB-2, Rs.9300-34800/- Plus Grade Pay Rs. 4200/-	Not Applicable	Preferably below 56 years.	<p>Essential: B.E./B.Tech in Civil Engineering from a recognized University with 50% marks.</p> <p align="center">OR</p> <p>Three years full time (or equivalent) Diploma in Civil/Structural Engineering with 50% marks from a recognized institute with minimum one year experience in the related field.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract.	<p>Deputation:</p> <p>Officials from State Government/Universities/Recognized Research Institution / Semi-Government / Public Sector Undertakings and Autonomous Organisations:-</p> <p>(a)(i) holding analogous post on regular basis; or</p> <p>(ii) 6 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2800/-</p> <p>(iii)10 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2400/-</p> <p>(b) Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>1. Registrar or his/her nominee – Chairperson</p> <p>2.The Director, Directorate of Higher Education, Government of National Capital Territory of Delhi or his nominee - Member</p> <p>3. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer nominated by Vice Chancellor – Member</p> <p>4. Two experts in the domain of expertise for which selection is being made – Members</p>	Not Applicable

			<p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract:</p> <p>Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-XX

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Junior Executive(Library)	3	Group 'B'	PB-2 Rs 9300 - 34800 Plus Grade Pay Rs. 4200/-	Selection	Preferably below 56 years.	<p>Essential:</p> <p>(i)M. Lib Science / M.L.I.Sci or equivalent with 50% marks Or Master's Degree in Arts/Science/Commerce/any other discipline with 50% marks and B.Lib Science with 50% marks. (ii)2 years Professional experience of a Library of Standing</p> <p>Desirable: PG Diploma in Library Automation and Networking or PGDCA or equivalent.</p> <p>Note: All the candidates for direct recruitment shall be required to appear in a written test to adjudge their ability of expression and knowledge relating to the work. The successful candidates have to then appear for an interview. The final selection will be based on the performance of the candidates both in written test and interview.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	<p>1. 1/3rd by direct recruitment / Promotion failing which by absorption.</p> <p>2. 2/3rd by deputation / contract.</p>	<p>Deputation: Officials from State Government/Universities/Recognized Research Institution/Semi-Govt/Public Sector Undertakings and Autonomous Organisation:-</p> <p>(a)(i) holding analogous post on regular basis; or (ii) 6 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs 2800/- (iii) 10 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs. 2400/-</p> <p>(b) Possessing the educational qualification and experience as prescribed under Col. 7 above.</p>	<p>1. The Registrar or his/her nominee – Chairperson</p> <p>2. The Director, Directorate of Higher Education, Government of National Capital Territory of Delhi or his nominee – Member</p> <p>3. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer nominated by Vice Chancellor – Member</p> <p>4. Two experts in the domain of expertise for which selection is being made – Members</p> <p>5. Librarian, AUD: Special Invitee</p>	Not Applicable

			<p>Note : The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of receipt of the application.</p> <p>Contract: Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-XXI

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Library Assistant	2	Group 'C'	PB-1 Rs. 5200 - 20200 Plus Grade Pay Rs. 2800/-	Not Applicable	Preferably below 56 years.	Essential: (i) Bachelor's Degree from a recognized University with working knowledge of computer applications. (ii) Diploma or Certificate In Library Science. Desirable: Working experience in a computerized library of State Government/Universities/Recognized Research Institutions / Semi-Govt./ Public Sector Undertaking and Autonomous Organizations.

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract.	<p>Deputation: Officials from State Government/Universities/Recognized Research Institution/ Semi-Government/ Public Sector Undertakings and Autonomous Organisation:-</p> <p>(a)(i) holding analogous post on regular basis; or (ii) 6 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.2400/- (iii)10 years regular service in PB-1, Rs. 5200-20200 plus Grade Pay Rs.1800/-</p> <p>(b) Possessing the educational qualification and experience as prescribed under Col. 7 above.</p>	<p>1. The Registrar or his/her nominee – Chairperson</p> <p>2.The Director, Directorate of Higher Education, Government of National Capital Territory of Delhi or his nominee –Member</p> <p>3. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer nominated by Vice Chancellor – Member</p> <p>4. Two experts in the domain of expertise for which selection is being made – Members</p> <p>5. Librarian, AUD: Special Invitee</p>	Not Applicable

			<p>Note :The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of receipt of the application.</p> <p>Contract: Possessing the educational qualifications and experience as prescribed under Col.7.</p>	<p>Four members of the Selection Committee shall form a quorum for a meeting under Statutes 14 (4)&(5).</p>	
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SCHEDULE-XXII

Name of Post	Number of post	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for Deputation / Contract.
1	2	3	4	5	6	7
Horticulturist	1	Group 'A'	PB-3 Rs. 15600- 39100 Plus Grade Pay Rs. 5400/-	Not Applicable	Preferably below 56 years.	<p>Essential: M.Sc. in Agriculture/Horticulture with at least 55% marks and at least three years experience as Horticulturist of equivalent position preferably in an Government Establishment (e.g.: bodies like MCD, NDMC or DDA etc.)/Educational Institute or commercial establishment of repute.</p> <p align="center">OR</p> <p>B.Sc. Agriculture/Horticulture with atleast 8 years experience as Horticulture Assistant or equivalent position in any reputed educational institutions.</p> <p>Desirable: Experience in landscaping.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	Deputation / Contract	<p>Deputation:</p> <p>Among the persons holding analogous post in a government/ semi-government body and fulfill the qualification and experience prescribed under column No.7.</p> <p>Note: The initial period of deputation shall be 3 years, extendable to another 2 years subject to review of performance. The maximum age should not exceed 56 years as on the last date of the receipt of the application.</p> <p>Contract: Officers having served in Centre/ State Government service / Autonomous Government organizations with minimum three years experience on administrative assignments, preceding their retirement, with minimum Grade Pay of Rs.5400/-.</p>	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her - Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, nominated by the Vice 	Not Applicable.

				<p>Chancellor Members</p> <p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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SCHEDULE-XXIII

Name of Post	Number of post	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Gardener Supervisor	1	Group 'C'	PB-1 Rs. 5200-20200 Plus Grade Pay Rs. 2800/-	Not Applicable	Preferably below 56 years.	<p>Essential:</p> <p>(i) Matriculation from recognized School/Board.</p> <p>(ii) Atleast 5 years experience as Skilled Mali or an equivalent post in a University/Research Institution/Gardens maintained by Civic bodies.</p>

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	100% on contract	Not Applicable	<p>1. The Registrar – Chairperson</p> <p>2. Two other members to be nominated by the Vice Chancellor</p> <p>Internal domain Head may be co-opted as a member, if so desired</p> <p>(Quorum: Any two members including the Chairperson).</p>	Not Applicable

SCHEDULE-XXV

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract
1	2	3	4	5	6	7
Mali	6	Group 'C'	PB-1 Rs. 5200 -20200 Plus Grade Pay Rs. 1800/-	Not Applicable	Preferably below 56 years.	Essential: (i) 8 th class passed or its equivalent examination from a recognized school or institution. (ii) Elementary knowledge in gardening/landscaping with agricultural background. (iii) Must be conversant with gardening operations.

Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	N.A.	100% on contract	Not Applicable	<p>1. The Registrar – Chairperson</p> <p>2. Two other members to be nominated by the Vice Chancellor – Members</p> <p>3. One expert in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor – Member</p> <p>Internal domain Head may be co-opted as a member, if so desired</p> <p>(Quorum: Any two members including the Chairperson).</p>	Not Applicable

SCHEDULE

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract.
1	2	3	4	5	6	7
Director (Information Technology Services)	1	Group-'A'	PB-4 Rs. 37400-67000 Plus Grade Pay Rs. 10000/-.	Selection	Preferably below 56 years.	<p>Essential:</p> <p>Master's Degree in Computer Science / Computer Application / Information Technology with atleast 55% marks or equivalent grade of 'B' in the UGC seven point scale.</p> <p align="center">OR</p> <p>First Class Bachelor's degree in Computer Engineering / Information Technology followed by M.Tech In Computer Engineering.</p> <p>Experience:</p> <p>Minimum 10 years of experience in administering a large Computer Centre or Information Technology Centre or system Implementation or e-governance of which not less than 5 years experience as Associate Professor/ Sr. Systems Analyst / Systems Administrator or equivalent post in the Grade pay of Rs.7600/- and above</p>

						<p style="text-align: center;">OR</p> <p>10 years as Assistant Professor/ Systems Analyst / Systems Administrator or equivalent posts in Grade Pay of Rs.5400/- and above.</p> <p>Desirable:</p> <p>(i) PhD in Computer Science/Information Technology/Computer Application/Engineering.</p> <p>(ii) Experience in project management, conceptualization & implementation of IT initiatives within a University / Institutions of Higher Education. Familiarity with Project Management tools and techniques. Experience of executing IT projects of National importance in the area of e-governance.</p> <p>(iii) Familiarity with financial and accounting process in Central/State Government/ Autonomous Bodies/PSUs.</p>
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						<p>(iv) Having experience in developing Campus ERP for Educational Institutions /University, MIS based applications and e-governance. Facilitating admission process and tracking student lifecycle and research scholars on a web base platform.</p> <p>(v) End-to-end technology evolution, systems integration and standard operating procedures for networking, data-centre, systems and application, software development and deployment.</p>
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Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	By Direct Recruitment	Not Applicable	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her - Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4 Two experts in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor - Members 	Not Applicable.

				<p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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AGREEMENT

ARTICLES OF AGREEMENT made this..... day of..... BETWEEN....., son/daughter of Shri..... at present residing at..... hereinafter referred to as party of the first part) of the First part and the Registrar (HEREINAFTER CALLED THE UNIVERSITY") of the second part.

WHEREAS it has been agreed between the parties that the party of the first part shall be appointed as the in the, with effect from the afternoon of..... for a period of years or until further orders on contract basis on the terms and conditions herein contained.

NOW THESE PRESENTS WITNESS AND THE PARTIES HERETO RESPECTIVELY AGREE AS FOLLOWS:

1. The University has agreed to engage the party of the first part and the party of the first part has agreed to serve the University..... in the..... with effect from the afternoon of for a period of years or until further orders on contract basis on the terms and conditions here contained. The party of the first part shall submit himself/herself to the orders of the University and the officers and authorities under whom he may from time to time be placed by the University and shall remain in the service subject to the provisions herein contained.
2. The party of the first part shall devote his/her whole time to his/her duties and shall perform such duties as may be assigned to him by the University.
3. The appointment of the party of the first part as in the shall continue for a period ofyears or until further orders of the University, subject to the provisions contained in the following clause 4.
4. The service of the party of the first part may be terminated as follows:
 - i. By the University or their officers, having proper authority, without any previous notice if the party of the first part shall be guilty of any insubordination, intemperance or other misconduct or of any breach or non-performance of any of the provisions of these presents or of any rules pertaining to the branch of the public service in which s/he may belong.
 - ii. By giving three calendar months' notice in writing at any time during the terms, of his/her appointment under this agreement either by the party of the first part to the University or by the University or its authorized officer to the party of the first part without assigning any reasons whatsoever.

PROVIDED ALWAYS THAT THE University may in lieu of any notice hereinbefore provided for give the party of the first part a sum equivalent to the amount of his/her pay plus allowance for three months, or for the period by which such notice falls short of three month.

5. The party of the first part shall receive a consolidated amount of Rs..... (Rupees.....) by the University to the party of the first part. Aforesaid payment and allowances shall be paid to the party of the first part for such time as he shall serve under this agreement and actually perform his/her duties commencing from the aforesaid date and ceasing on the date of his/her quitting service or on the date of his/her discharge therefrom or on the expiration of his/her terms of service under this agreement or on the day of his/her death if s/he shall die whilst in service.

6. Notwithstanding anything hereinbefore contained, the party of the first part shall, unless otherwise decided by the University be entitled to receive in whole or in part, as may be authorized by the University, the benefits of any improvement that may be sanctioned by the University subsequent to the date of these presents in the terms and conditions of service applicable to the class of officers serving the equivalent post to which the University may declare the party of the first part to correspond in status or conditions of service and the decisions of the University in respect of such improvement in the terms and conditions of service of the party of the first part shall operate so as to modify to that extent the provisions of these presents.

7. In respect of any matter relating to the conduct, discipline and other conditions of service and in respect of which no provisions has been made in this agreement, the provisions of the C.C.S (Conduct) Rules, 1964 and C.C.S. (C.C.A.) Rules 1965, or any other rules made or deemed to be made under article 309 or contained under article 313 of the Constitution shall apply to the party of the first part to the extent to which they are applicable to the service hereby provided for and the decision of the University as to their applicability shall be final. If any declaration given or information furnished by the appointee proves to be false or if s/he is found to have willfully suppressed any material information, s/he will be liable for disengagement from the contract and also such other action as the Competent Authority may deem necessary.

8. The stamp duty payable on this agreement shall be borne by the University.

IN WITNESS WHEREOF the party of the first part and Shri/Smt..... have hereunto set and subscribed their respective hands the day, the month and year first above written.

Executed by Shri/Smt.

At

In the presence of :

Witness:

Name:

Designation:

Address:

Executed for and on behalf of the Registrar

By.....

At New Delhi in the presence of:-

Witness:

Name:

Designation:

Address:

Appendix - 9
Resol. No. 14/BOM(14)/29.07.2013

The recommendations of the Selection Committees for Empanelment of Sports Coaches

The Vice-Chancellor approved the recommendations of the Selection Committee meetings as authorized by the Board of Management at its meeting held on 29.1.2013. The list of recommendation of the Selection Committees held after the 13th meeting of Board of Management, is as under.

S.No.	Name of position	Date and Time of Meeting	Recommendations
1.	Sports Coach	29 th January, 2013 at 2.30 p.m.	The Committee recommended the following candidate(s) in order of merit for empanelment of coaches: <ol style="list-style-type: none"> 1. Mr. Smith Kumar Keshew 2. Dr. Sunil Kumar Dahiya 3. Ms. Ambrin Fatma 4. Dr. Surender Singh

Meeting of the Selection Committee Constituted by the Vice-Chancellor for empanelment of Sports Coaches, Ambedkar University, Delhi, was held on Tuesday, 29-01-2013 at 02.00 p.m. in the Office of the Dean, Academic Services, Kashmere Gate Campus.

The following members were present.

1. Professor Ashok Nagpal, Dean, Academic Services (Chair)
2. Professor K. Mamkoottam, Dean, Students Services
3. Dr. Yogesh Snehi, Assistant Professor, SLS, Convener, Sports Committee
4. Dr. Meera Sood, Associate Professor, Secretary, Sports Council, University of Delhi, Expert Member

The Screening Committee shortlisted the following candidates who were called for interview:

S.No.	Name
1.	Ms. Ambrin Fatma
2.	Mr. Smith Kumar Keshew
3.	Dr. Sunil Kumar Dahiya
4.	Dr. Surender Singh
5.	Mr. Yashwant Singh

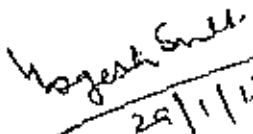
The candidates as at Sl Nos. mentioned below presented themselves before Committee and were interviewed:

S. No. 1, 2, 3 and 4.

The Committee recommended that the following be empanelled as Sports Coaches:

1. Mr. Smith Kumar Keshaw
2. Dr. Sunil Kumar Dahiya
3. Ms. Ambrin Fatma
4. Dr. Surender Singh


(K. Mamkoottam)
29/1/13


(Yogesh Snehi)
29/1/13


(Meera Sood)
29/1/13


29/1/13

The meeting of the Selection Committee constituted by the Vice-Chancellor (on p.2/N) was held on 29-01-2013 for empanelment of Sports Coaches. The screening committee had shortlisted five candidates to be called for interview, and out of which four candidates appeared for the interview.

The Selection Committee recommended the following four candidates for empanelment as Sports Coaches:

- 1. Mr. Smith Kumar Keshaw
- 2. Dr. Sunil Kumar Dahiya
- 3. Ms. Ambrin Fatma
- 4. Dr. Surender Singh

If approved, the recommendations of the Selection Committee (placed on file) may be submitted to the Vice-Chancellor for approval.

[Signature]
1.2.13

Dy. Registrar
(Academic Services)
01-02-2013

Office of the Vice-Chancellor
Sl. No. 1647
Date 4/02/13

~~Dean (Academic Services)~~

[Signature]
1.2.13

~~VC~~

[Signature]
4/2

~~Dean~~

[Signature]
8.2.13

DR (AS)

Letter and Notification issued

[Signature]

The fixation of pay of Pro-Vice Chancellor in AUD

The Board of Management in its 13th meeting held on 11th February, 2013 has resolved and approved the appointment of Professor Chandan Mukherjee as first Pro-Vice Chancellor of AUD on the recommendations of the search-cum-selection Committee. Accordingly, he has assumed the charge of the post w.e.f. 15th February, 2013.

As per Clause 6(2)(a) of the Statutes of this University (Annexure-I), **the salary of a Pro-Vice Chancellor shall be decided by the Board of Management with the approval of the Chancellor.**

It is proposed to grant a Special Pay @ of Rs. 4,000/- per month, as per UGC norms (Annexure-II), to the incumbent of the post of Pro-Vice Chancellor, in addition to the existing pay drawn by the officer on the date of on the assumption of the charge of this post, subject to the condition that total pay in the pay band and special allowance shall not exceed Rs. 80,000/-.

In view of the above, the pay of Professor Chandan Mukherjee as Pro-Vice Chancellor may be fixed as under:-

Pay as on 15.02.2013	Rs. 72,710/-
In HAG scale of Rs. 67,000/- (Annual Increment @3%) - 79,000/- plus allowances:	
Pay as on 01.07.2013	Rs. 74,900/-
Special Pay	@ Rs. 4,000/- per month

Chancellor assumes office or until the existing Vice-Chancellor resumes the duties of his office, as the case may be.

Powers and functions of the Vice-Chancellor.

5. (1)

The Vice-Chancellor shall be entitled to be present at, and address, any meeting of any other authority or any other body of the University but shall not be entitled to vote thereat unless he is a member of such authority or body.

(2)

It shall be the duty of the Vice-Chancellor to see that the Act, the Statutes, the Ordinances and the Regulations are duly observed and he shall have all the powers necessary to ensure such observance.

(3)

The Vice-Chancellor shall have all the powers necessary for the proper maintenance of discipline in the University and he may delegate any such power to such officer or officers as he may deem fit.

(4)

The Vice-Chancellor shall be empowered to grant leave to any officer of the University and make necessary arrangements for the discharge of the functions of such officer during his absence.

(5)

The Vice-Chancellor shall grant leave of absence to any employee of the University in accordance with the rules and, if he so decides, may delegate such power to another officer of the University.

(6)

The Vice-Chancellor shall have the power to convene or cause to be convened the meeting of the Court, with the approval of the Chancellor, and the meetings of the Board of Management, the Academic Council, the Planning Board and the Finance Committee.

Pro-Vice-Chancellors.

6. (1)

Every Pro Vice-Chancellor shall be appointed by the Board of Management on the recommendation of a search committee consisting of the Vice Chancellor of the University, a nominee of the University Grants Commission and the Secretary (Higher Education) to Government.

Provided that if the recommendation of the committee is not accepted by the Board of Management, the matter shall be referred to the Chancellor who may either appoint the person recommended by the search committee or request the Vice-Chancellor to recommend another person for consideration of the Board of Management.

Provided further that a Pro Vice-Chancellor shall retire on attaining the age of sixty-five years.

Provided also that a Pro Vice-Chancellor shall, while performing the functions of the Vice-Chancellor under clause (4) of statute 3, continue in office notwithstanding the expiration of his term of office as Pro Vice-Chancellor until a new Vice-Chancellor assumes office or until the existing Vice-Chancellor resumes his duties, as the case may be.

- (2)(a) The salary of a Pro Vice-Chancellor shall be as decided by the Board of Management with the approval of the Chancellor.
- (b) Every Pro Vice-Chancellor shall be entitled, without payment of rent, to the use of a furnished residence throughout his term of office and no charge shall fall on the Pro-Vice-Chancellor personally in respect of maintenance of such residence.
- (c) In addition to the salary specified in sub-clause(a), a Pro Vice-Chancellor shall be entitled to such leave, benefits and other allowances as are admissible to the employees of the University from time to time.
- (d) Every Pro-Vice-Chancellor shall be entitled to such terminal benefits as may be fixed by the Board of Management from time to time.
- (e) Every Pro-Vice-Chancellor shall be entitled to subscribe to the contributory provident fund of the University till the end of his tenure:

Provided that where an employee of the University or a college or an institution or of any

other university or institution maintained by or affiliated to such other university is appointed as Pro Vice-Chancellor, he shall continue to be governed by the same retirement benefit scheme to which he was entitled prior to his appointment as Pro Vice-Chancellor till he continues to hold his lien on that post. However, the pay for the purpose of subscription to the General Provident Fund or subscription to the University Contributory Fund shall be the pay drawn by him as Pro-Vice-Chancellor.

- (f) Every Pro Vice-Chancellor shall assist the Vice-Chancellor in respect of such matters as may be specified by the Vice-Chancellor in this behalf from time to time and shall also exercise such powers and perform such functions as may be delegated to him by the Vice-Chancellor.

Deans.

7. (1) Every Dean shall be the head of a school of studies.
- (2) Every Dean shall be appointed by the Vice-Chancellor from among the professors of the University for a period of three years and he shall be eligible for reappointment:

Provided that a Dean on attaining the age of sixty two years, shall cease to hold office as such :

Provided further that if at any time, there is no professor in a department, the Vice-Chancellor, or a Dean authorized by the Vice-Chancellor in this behalf, shall exercise the powers of the Dean of the school of studies.

- (3) When the office of the Dean is vacant or where the Dean is by reason of illness, absence or any other cause unable to perform the duties of his office, the duties of his office shall be performed by the senior most professor of that school of studies.
- (4) The Dean shall be the head of the school of studies and shall be responsible for the conduct and maintenance of the standards of teaching and

university.

(xvii) Discretionary award of advance increments for those who enter the profession as Associate Professors or Professors with higher merit, high number of research publications and experience at the appropriate level, shall be within the competence of the appropriate authority of the concerned University or recruiting institution while negotiating with individual candidates in the context of the merits of each case, taking into account the pay structure of other teachers in the faculty and other specific factors.

(b) Professors in Under Graduate and Post Graduate Colleges:

(xviii) Ten percent of the number of sanctioned posts of Associate Professor in an Under Graduate College shall be that of Professors and shall be subject to the same criterion for selection/ appointment as that of Professors in Universities, provided that there shall not be more than one post of Professor in each Department; and provided further that One-fourth (25%) of the posts of Professor in UG Colleges shall be directly recruited or filled on deputation by eligible teachers and the remaining three-fourths (75%) of posts of Professors shall be filled by merit promotion from among eligible Associate Professors of the relevant department of the Under Graduate College. Identification of posts of Professor in an Under Graduate College for being filled through direct recruitment/deputation shall be within the competence of the University acting in consultation with the College. Where the number of posts of Professor worked out as a percentage of the number of posts of Associate Professor for merit promotion or direct recruitment/ deputation is not an integer, the same shall be rounded off to the next higher integer.

(xix) There shall be one post of Professor in each Department of a Post Graduate College and shall be subject to the same criterion for selection/ appointment as that of Professors in Universities, provided that One-fourth (25%) of the posts of Professor shall be filled on deputation/direct recruitment from among eligible teachers and the remaining three-fourths (75%) of posts shall be filled through merit promotion from among the eligible Associate Professors in the relevant department of the Post Graduate College. Identification of posts of Professor in a Post Graduate College for being filled through direct recruitment/deputation shall be within the competence of the University acting in consultation with the College. Where the number of posts of professor for merit promotion or direct recruitment/ deputation worked out as a percentage of the total number of posts in a Post Graduate College is not an integer, the same shall be rounded off to the next higher integer. The UGC shall issue separate guidelines to ensure availability of minimum standards of academic infrastructure (library, research facilities etc.) for starting Post Graduate Courses in Colleges.

3. Pay Scales of Pro Vice Chancellor / Vice Chancellor of Universities:

(i) Pro-Vice Chancellor

The posts of Pro-Vice Chancellor shall be in the Pay Band of Rs 37400-67000 with AGP of Rs. 10000 or Rs 12000, as the case may be, along with a Special Allowance of Rs.4000 per month, subject to the condition that the sum total of pay in the Pay Band, the Academic Grade Pay and the Special Allowance shall not exceed Rs. 80,000.

(ii) Vice Chancellor

The posts of Vice Chancellor shall carry a fixed pay of Rs. 75000 along with a Special

The Proposal for Setting up a Student Cell

A Vision:

The University is imagining a Student Cell on the campus. The University in the past has experimented with this idea. However, it was a faculty- driven initiative and it was realised that in order for this initiative to sustain, student involvement was crucial. Thus, in the month of October, 2012, the University began a fresh imagination of a student cell as a presence in the campus. For this purpose a research team was constituted under the Vice Chancellor's office on a project mode, comprising two senior students and three faculty members. It is proposed that the project be instituted in University as the Student Cell.

Any university, however big or small, comes into being because of the students it nurtures. Students are the *raison d'être* and the life of a university. For a learning institution, knowing its students is then most natural. However, often the institutional structures and processes alienate the different limbs – the students, teachers, staff and management - of the university from each other. As a result, we lose the coordination, so essential to walk and grow together. AUD is a new space, still finding its footing. The ideals which guide the establishment and working of Ambedkar University are humanism, social justice, equality, collegiality and nurturance of creativity. but only when these ideals become a part of the university culture, alive in us, around us, would we be able to come together.

The effort then is to create a space which is both relational, academically and intellectually stimulating, that allows for the many margins in the lives of the students and in the community of the university, to come forth and to be engaged with.

The Student Cell would primarily act as a buffer between the students and the administration and the student presence would help ensure sustained engagement with the concerns and needs of the students. The Student Cell is a quasi-official body meant to act as a liaison between Student Services and the students. It would become the first space for students to approach in case of need.

The Student Cell would also be an activity centre, a hub of student activities. At the same time student initiatives are important –proactive activities would also come under the aegis of the student cell- the various colours of the university. The student cell initiative depends on the student's sense of responsibility towards themselves, and on their sense of identification with the university. Such an effort may help in the creation of a culture of the university that would be

marked by a sense of community and ownership, aimed at addressing the alienation that is often felt in such large spaces.

Why the Need for a Student Cell?

At present, the university has an office of the Dean, Student Services which is officially constituted to deal with the students. Some of the current functions of the Student Services are:

- 1.) The filing and maintenance of students' records such as-
 - Applications of all those students who are selected for admission
 - Attendance data (at least partially)
 - Assessment data (semester-wise)
 - Particulars of those students who have been selected for fee-waivers and scholarships
- 2.) The disbursement of fee waivers, scholarships, assistantships are overseen and coordinated by the SS. The Earn while you Learn scheme will be coordinated by the SS.
- 3.) Dean, SS is the Chair of the University Admissions Committee. SS issues advertisements and oversees the printing of the Bulletins of Information. The various schools do their own admission procedures. SS compiles admission lists and announces admissions. Counseling etc for admission seekers happens informally at the time of receiving applications. SS and the various schools make arrangements for faculty or senior students to provide counseling.
- 4.) Sports and Co-curricular activities are overseen by teachers nominated through SS. SS oversees organization of cultural activities, except those initiated by specific schools.
- 5.) Meeting the clarifications and queries about anything in general about the university by the students (except those pertaining to their course, programmes and schools). SS has been doing this function sporadically. There is no system of method for this as yet.

However, for the office to perform all the functions fully that are provisioned for in the Ordinance 1 (Under Statute 7A, attached as Appendix I), it is suggested that student involvement is necessary.

Issues:

The research team constituted for the purpose of conceptualizing a student cell, in its various explorations with the students and administration (through surveys and discussions with graduates and current students, through its interaction with the School of Undergraduate Studies (SUS) for monitoring of attendance and through its involvement in the Admissions process, 2013) found that:

- There is no systematic process for feedback of the students to reach the administration in place in the university.
- The office of Dean, Student Services, from the survey of responses, appeared to be an unfamiliar space for the students to approach and students seemed to be struggling with a lot of gap in information regarding scholarships, fee waivers and other such information.
- Many students feel that the university is 'disorganized' and that there should be an enquiry office or other such arrangement.
- Many times the classroom alone is unable to contain the differing voices and students feel that a space outside the classroom was needed where students from various backgrounds could come together and share their experiences.
- Students feel that the faculty was able to address many of their academic concerns but larger issues regarding the university largely went unheard.
- Students often did not know who to approach for help with their various problems regarding the basic facilities in the university, like Photostat shops, medical facilities, library, canteen etc.
- At the same time, there were many students who feel a sense of alienation and marginalization because of cultural divide in the classroom and other university spaces that emanates out of the social class differences and the language divide among the students. This also affects their academic performance.
- Many students are struggling with emotional difficulties in adjusting to an environment different from their own home environments, and financial support alone was insufficient. Some counseling and support services are needed.
- It is seen that students, especially those in their first semester or out station students, struggle with settling in the university and hence some support, like information regarding accommodation, transport etc would be helpful.
- It was also found that at the time of admissions there was a need for ready access and availability of information regarding programmes and courses. Often prospective students would not know where to go and hence there is a need for an organized flow of information.
- Placement cells have been conceptualized within schools but there is no central placement body in the university.

- The research team feels that the university's relation to it's alumni needs to be strengthened.

The University has made a couple of attempts in the past to establish structures and processes to engage with students in general, particularly students from the margin: 1. The Mentorship system, where students across programmes and years would be part of stable mentorship groups each under the supervision and care of a member of faculty; 2. A Student Support Cell under the aegis of the Division of Student Support, staffed by members of faculty who have special aptitude and interest in working with students. Both these attempts did not succeed. Thus, from our past experience as well as keeping in mind workings of institutions, the following concerns must be engaged with:

- The student community and faculty have been divided into two distinct groups located in two campuses at considerable distance from each other.
- These attempts hinged critically on time and motivation that faculty is called upon to invest.
- It is evident from past experiences that often students who need help most are unable to access these spaces. This could be for various reasons—the social distance between some students and teachers and among the students themselves.
- It has been felt that when some identified students are directly approached – they often find this stigmatizing and it leads to their being further alienated from University life, this has been evident from the Basic English Proficiency Course experience.
- Often all such processes risk becoming a 'top down concern' initiatives and ignore the voices as well as initiatives coming from student community.
- Reaching out for support is an inter-subjective process and thus it seems that irrespective of what formal structure gets created for student support, students or an individual tends to choose to seek help, preferentially, from people they feel would be a holding space for them.
- An issue on which the student support structures would have to engage, it was felt, was around the language politics of classrooms and university social life in general. Language, it was observed, is a political and emotional issue and often creates seemingly insurmountable barriers between people in the classroom space.

Structure of the Student Cell:

In light of the above, it is proposed that the Student Cell would be essentially staffed and managed by the students of the University. This would ensure that it is a student initiative, which the students can own as their own, and is grounded in their needs. However, at the same time, it is important that there is some faculty involvement to help maintain the necessary structure of

the body, integral to its continuity, efficiency and stability and to prevent the initiative from becoming hijacked by student politics which would defeat the purpose of it being a student welfare center. The students would also be helped by the faculty in dealing with the many shades of problems that might come their way.

- It is proposed that the Student Cell be located organisationally within the office of the Dean, Student Services.
- The cell would be a physical presence in the Kashmere Gate campus. The proposed location of the cell is the large room near the classroom complex known as the Sardar lab". It would house a front office of the Student Services, a counselling room, a meeting hall, and workstations for the day to day working of the Student Cell team.
- The functions of the Cell would be steered by a steering committee, chaired by the Dean, Student Services, and comprising core management team (comprising a few senior students and members of the faculty) and assisted by student volunteers. The students would all be compensated for the time they devote under the University's 'Earn while you Learn Scheme'.

Functions of the Student Cell:

The Student Cell would comprise of the following wings which would be working in close coordination with each other:

1) Research and Documentation Team:

The exploratory work being carried out now would become a seed for the Student Cell. *

Using the university-wide ERP system, there is a need to hook on to information routinely collected by the University and subject these to meaningful analyses. Apart from this, the Student Cell needs to generate certain minimum data through its own periodic but routine surveys. For example,

- Attendance records of the students of the university- Preventive steps could be initiated that would involve identifying students who can be potential dropouts through talking to students whose attendance is poor and understanding their difficulties in attending college. For example, one student spoke about how he had to travel two hours every day on the local train to reach college and as a result he often missed his first class. Such information would feed into the information and support team of the cell.
- Teacher's classroom experiences – teacher's experiences in the class could help identify students who were in need of some support. Teachers also often become the first space

students approach for help. However, teachers are not always able to pointedly take up student concerns. Thus, the cell could step in and think of possible help and support.

- The team would also coordinate with the various SFC's of each programme in an effort to generate information regarding student experiences.
- Alumni - regarding their experience of the university. For example, when the research team contacted the graduates, it was found that a few students felt a 'feedback fatigue' regarding their programme, that is, despite them giving some feedback to their faculty, they felt that no change had been initiated. It would also be important to know where they are at present and how they could be of help to the students (this information would be crucial for the placement cell).
- Students who have dropped out of the university - For example, the research team became aware through its contact with the student services that there were 47 first semester undergraduate students who had applied to withdraw from the University. The team contacted these students to understand their reasons for withdrawal, to understand their experience of the university and to see what could be done, in the present or for the future.

This process of creating an information base would allow for generating feedback loops between the students and teachers, students and administration, the administration and the alumni and the alumni and the students.

A Suggestion box would be placed outside the office of the student cell to allow for anonymous complaints, suggestions etc.

2) Information and Support Team:

- Front office of the student services – for easy access to information- Working with the administration to improve the basic facilities and resources of the university, such as library, canteen, medical facilities etc. *"enquiry office or a general office created for all enquiry and information to be passed would be greatly a treat. I find the institution very disorganized as compared to my earlier DU programme experience" (Student 1, AUD*)*.
- Generation of database and initiating steps that would help students settle into the university experience and to make the most of it.
 - Information regarding hostels
 - Tuition
 - Contacts for Medical Emergencies

- Assistance in travel –bus pass, train pass etc.

"I think when people are from different social backgrounds then they feel a lot of problem in adjusting in a totally new setting with new language, weather, food etc. so in that case this kind of cell which could be a constitution of students from different backgrounds and fields can help such people when they need help in terms of language, understanding culture and accessibility of resources, food, clothing etc." (Student 2, AUD)*

- A bulletin board for the students outside the student cell having relevant information – like contacts of the members of the student cell.

"I think we as a student and as a requirement of the course we should be provided with a printer for the availability of the readings or some other stuff required to study and research upon, which are not accessible to us due to some circumstances. I would also recommend that AUD should have its own canteen to avoid the rush and to avoid the wastage of time by standing in long queues. AUD should also have a proper Photostat shop with more than one person who could make the availability of the required Photostat material on time. It should also have it's own medical facilities for instance chemist shop and a proper stationary shop with reasonable prices (amount) for students in order to buy the required material."(Student 3, AUD)*

- At the time of admissions, the cell would perform an active role in helping the potential students find their way through the various admission procedures and then in helping them become a part of the university culture.
- To assist and expand the Language cell – to take care of the language difficulties of the students, like providing for translators, helping find relevant texts in Hindi, help with reading and writing skills, holding workshops, encouraging expressions in multiple languages and other such activities.

"I face difficulty at the level of communication and expression. At the level of language it adversely affects me at emotional and personal level. This forced me to remain reserved and quiet" (Student 4, AUD)*

- Counselling services – the cell would look to provide some emotional support for students facing difficulties in the university, which could be academic, financial or emotional. In case of acute problems, the Cell would direct students for psychological help to ehsaas, the university clinic on campus.

- Coordinating with SFC's for all academic difficulties. If students approach the student cell with academic difficulties, possible solutions and support could be initiated through the concerned SFC.

Community Activities Team:

"Right now the major problem I see is how we are all within our respective programmes. The student cell will hopefully help us know each other better and be an open forum" (Student 5, AUD).*

- Creating awareness and student participation through activities like discussions and talks. For example,
 - Gender sensitization in the campus.
 - Orientations held by the student services at the time of new admissions
 - Open House on fee waivers, scholarships available etc.

"The student cell should make aware of the various scholarships and will organize events in which everybody shall participate..." (Student 6, AUD).*

- The Team would also be responsible for helping with the conceptualization and management of "co-operatives" like the canteen, library, bookstore etc.
- Engagement with the non – teaching staff of the university and taking proactive measures to look into their concerns.
- One representative from each of the cultural societies of the University may become a part of this team in order to ensure coordination of the various societies as and when required, especially during college and school festivals.

"One of my classmates is from north east and I feel that she is sometimes not able to relate with us or feel uncomfortable with our culture/language but I must say that our university environment accepts such differences...for example in the recent fest I observed that they had planned to show north east culture, dance, clothing and things like that. It was a good and meaningful attempt to show others that we respect everyone" (Student 7, AUD).* This would also make the Student Cell the centre of student activities.

- To coordinate with the administration regarding publicity of the university and ensuring adequate dispersal of information.

The research team of the Student Cell, through its groundwork in the last several months, especially through its interaction with the SUS (Report attached in Appendix II) and during its involvement in the Admissions process feels that the presence of a Student Cell, working in close association with Student Services, would help the communication between the students and the administration of the University. It would make smooth the flow of information and ensure a continuous feedback into the system. This would help to lessen the gap that is often felt in such spaces and to build a sense of community. The need for a Student Cell has been reiterated by the students again and again and their response to it and to becoming a part of it has been enthusiastic. At present the Cell has received many student applications and is looking to expand from its current pre-conceptualization stage to a full team, both in terms of student and faculty involvement.

*All quotes are taken from the students responses from the feedback instrument that the students of the University responded to (The questionnaire is attached as Appendix III).

APPENDIX I

Ordinance 1 (Under Statute 7A)

Dean, Student Services

- (1) The Dean, Student Services shall have the following powers and shall perform the following functions:
- (a) To consider, in consultation with the Schools concerned, the processes and procedures for the admission of students to various programmes of the University, and to recommend them to the Academic Council for approval;
 - (b) To arrange for, and where possible provide, advice and guidance to admission seekers on the choice of programmes, courses and/or their combinations, to enable students to take the maximum advantage of their stay at the University;
 - (c) To organise and maintain an effective, comprehensive and reliable information system that provides all key information to students on progress of studies, payment of all dues, examinations and student performance;
 - (d) To frame the rules and procedures for the admission and stay of students in the University Hostels (Halls of Residence), and recommend them for consideration of the Vice Chancellor/ Board of Management;
 - (e) To assist the Vice Chancellor in formulating and implementing various programmes and activities for the general well-being of students and for the promotion of community life on the campus;
 - (f) To oversee the implementation of various scholarships and fellowships, and other schemes of financial assistance instituted by the University and other organisations or agencies for the students of the University;
 - (g) To formulate and implement, with the approval of the Board of Management, schemes for the provision of part-time jobs for the students on the campus including temporary assignments like tutorship, assistantship, mentorship, etc.;
 - (h) To arrange for the provision of appropriate advice, counselling and guidance to students on such matters as the prosecution of their studies, financial assistance, health and other concerns of campus life;
 - (i) To arrange for and, where possible, provide for, the placement of students on completion of their studies in various employing organisations;
 - (j) To arrange for the provision of counselling and guidance services on career opportunities and also on further education;
 - (k) To perform such other functions and exercise such other powers as may be assigned to him/her by the Act, the Statutes and the Ordinances.

APPENDIX II
Attendance Feedback Report
11th April, 2013

In the months of March-April, the office of the Dean, SUS, in coordination with the Student Cell decided to undertake a project to monitor the attendance of all the undergraduate students. It was decided that the students whose attendance fell short of 70% in the Monsoon Semester -2012, would be looked at to understand their reasons for not being able to attend classes and their concerns around that.

As a first step, an email was sent to all the students whose attendance was below 70% from the office of Dean, SUS, informing them that they would be contacted by the Student Cell. The Student Cell Research team chose a random sample of 15 students from the list of all the students below the 70% mark, excluding the students who were repeating, and contacted them to set up a meeting.

The students were met individually by a team of two.

General Observations

Of all the 15 students contacted, the Student Cell met 6. 3 students initiated contact on their own. 1 out of them was not in the random sample but still contacted us. 3 other students accompanied their friend who was contacted to meet the Student Cell.

Though a very small number, a vague sense that seemed to emerge was that those students (in all 3) who were in the attendance range of 50-60% had long term difficulties –e.g. financial difficulty and had to support himself through tuitions and coaching / had ill parents in another state and had to travel many times to look after them or to look after the business/ was selected in NDA and had to prepare for the interview.

Only 1 student got back to us from the 30-50% bracket who was candid enough to share that he was "just being lazy" as there was no such rule about attendance earlier. Another student from that bracket has cancelled her registration.

Other reasons for not attending were marriage in the family, illness for which one did not procure a medical certificate as there was no such rule earlier, not liking the foundational courses and not finding them either useful or interesting.

Some of the salient points that came through these various meetings are:

Late notification for penalizing attendance below 70%

- Some students felt that the notification about there being a grade cut for low attendance came in the middle of the semester and at that time they found themselves unprepared. There was a request for the rule to be applied from the next semester onwards. They also felt that such information should have been made available right at the time of admissions and should also be mentioned in the Bulletin.

Confusion regarding the policy

- The students were unsure about what the implications of the rule were. For example, they did not know whether the grade cut would be for overall attendance or for attendance in individual subjects. Students also did not know whether there was a differential grade cut for attendance.

Dissatisfaction with the policy

- Many students felt that though such measures were needed, they were also harsh. Some particularly felt that 70% was a high mark and they compared it to DU where it is 66%. It was also felt that a grade cut based on attendance affected the academic records and their motivation. One suggestion was that there be an overall grade cut rather than for each subject.

Lack of Interest in attending foundational courses

- Some students felt that attendance should not be compulsory in the foundational courses. Some did not see the relevance of studying these interdisciplinary courses along with their core subject. Some others felt that they were not gaining much by attending classes and could do with not being present in class.

Grade Improvement Irrespective of attendance

- Students wanted an opportunity to improve their grades even if they were not on the border of failing.

Inconsistency in application of rules in the University

- "Why is the University so lenient? A friend of mine got late in registering, however he said "this is Ambedkar University, everything is possible here"" "Why is the University concerned about listening to reasons. Rules should be applicable to all."

Flow of Information

- Information should be made available through various channels rather than just emails.

Divide between Students

- One student shared how he felt that the division of students into EPC1 and EPC2 courses had created a social and emotional divide in class. Another student felt that often English as a medium of instruction became a challenge.

Extra-Curricular Activities

- It was shared that during the AUD fest students had been promised attendance for the classes they missed for preparation of activities. However, this was not followed through. It was also felt that the University did not encourage participation in ECA and also did not support it through any funding.

It has been decided that the Student Cell shall focus on the students whose attendance falls in the range of 40-60%, for now.

APPENDIX III
Questionnaire

Please feel free to omit any information that you are not comfortable in sharing.

Personal Information

Name:
Age:
Gender:
Year:

Background Information

Educational Background:
Educational Qualifications of Parents:
Occupation of Parents:
Resident of - State: City/ Town:

1. What made you choose AUD?
2. How do you think what you studying at AUD is relevant to you?
 - a. Personally
 - b. Academically
 - c. Professionally
3. What do you think about the mode of teaching at AUD?
4. Do you experience the teachers largely as accessible and available, when you face academic difficulties or otherwise?
5. By and large, how do you feel about the assessment and examination requirements and are you able to keep pace with them?
6. We differ from each other in terms of the socio-cultural contexts (language, socio-economic, religious) we belong to. Do you think the university environment accepts such differences and makes you feel a part of its culture? Could you suggest ways in which this may be facilitated?
7. There are different kinds of difficulties that affect our work and presence in the university, from academic to basic facilities and resources, from social to emotional. Could you share some such difficulties relevant to you and your thoughts on them?

8. There are times when a friend or a peer may have faced a difficulty, which you may not have. Could you share any such experience with us?
9. How do you think the university community comprising teachers, students and administration can address these difficulties?
10. Are there some students in your class that you are not able to communicate with? What can you do to make the classroom a more inclusive space for yourself as well as others?
11. If you found yourself alone in your struggles, were you able to seek help and support from your peers? What difficulty, if any, did you face in accessing them? How would you have liked to be helped at that time?
12. The university proposes setting up a student cell that is essentially managed by its students that would enable 'hand -holding' for the students, considering that AUD derives its students from diverse strata of socio-economic and emotional environments. How do you think such a student cell in the university would be a useful support structure?
13. If you were to design such a student centre, what would it be like?
14. Apart from the student cell, do you think there are other ways in which such difficulties (or other kinds of) could be dealt with? Please share.
15. Any more thoughts you might want to share...

The revised policy on "Prevention of Sexual Harassment and
Discrimination based on Gender Identify and sexual orientation

Dear members of the Board of Management,

We are happy to share with you the revised version of the draft policy on prevention of sexual harassment at AUD. We have prepared this version after many rounds of consultation from all concerned communities of AUD and outside.

As you are aware the Gender Issues Committee has been working for the last one year to formulate and bring into effect a policy on prevention of sexual harassment at AUD. The recent context of events (December 16th, 2012 gang rape incidence; Verma Committee report's recommendations and Act 2012) that have taken place have led to certain changes in the draft since the last time we circulated the draft policy to all members of the Board and AUD community. These events have also laid a legal and constitutional obligation on us to bring into effect a policy against sexual harassment at AUD. In February 2013, Parliament has enacted the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act, 2012) which places a statutory obligation on employers of a workplace to set up internal committees to receive, investigate, and decide complaints of sexual harassment at the workplace.

You are already well familiar with the main body of the draft policy prepared by us and have contributed to this process by giving us your feedback and suggestions at many stages when the draft policy was circulated earlier. The draft policy that was finally prepared was placed before you followed subsequently by a long discussion workshop on the draft policy with members of Board of Management, Senior Management Team and senior colleagues of AUD. As a result of this rigorous and constructive process of consultation we have received feedback which has been incorporated in the current version of the draft policy.

We have prepared a table 'Chart of Revisions to Draft Rules' for a quick and easy reference for you to see the feedback we received and the concomitant changes we have made. The most prominent of these changes can easily be located in the draft policy as they are highlighted in color. The introduction (social context of the policy) has also been simplified but that is not highlighted.

We have, as per your suggestion, also once again circulated the current draft policy to all members of AUD community. We have also attached a report of significant initiatives taken up by the present Gender Issues Committee.

We hope that the current draft policy will be satisfactory to all constituencies of AUD and will reflect the most recent changes that have happened in the legal and cultural arena. We also hope that the draft policy will suit and benefit a university space such as ours for bringing closer our vision of social justice, safety, dignity and freedom for all.

warmly
Gender Issues Committee

Prof. Venita Kaul (Chairperson)

Members: Drs. Rachna Chaudhary, Ghazala Shahabuddin, Sanju Thomas, Mamatha Karollil, Yogesh Sneh, Anup Dhar, Rukmini Sen, Shubhra Nagalia

CHART OF REVISIONS TO DRAFT RULES CONSEQUENT UPON 2012 ACT AND BOM RECOMMENDATIONS

	Provision/ Amendment	Rationale
1.	Recent developments and the 2012 Act	<p>The Verma Committee Report in January 2013 has highlighted the need to address the issue of sexual harassment at the workplace, while also critiquing some of the provisions of the <i>Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2012</i> (hereafter "2012 Act"). This Act was passed by Parliament later this year and has come into force, but unfortunately without the changes recommended by the Verma Committee.</p> <p>While incorporating changes in the Bharat Ratna Dr. B.R. Ambedkar University, Delhi Rules and Procedures for the Prevention, Prohibition and Punishment of Sexual Harassment at the Workplace Rules, 2013 (hereafter "Draft Rules"), the Gender Issues Committee has taken care to bring the Rules in conformity with the 2012 Act, while also ensuring that the provisions which have been criticized by the Verma Committee are not included, since their validity is likely to be challenged.</p> <p>The 2012 Act places an obligation upon employers to set up an Internal Complaints Committee for redressal of sexual harassment (hereafter 'SH') complaints, failing which such complaints will be examined by an external body known as the Local Complaints Committee headed by the District Magistrate.</p> <p>It is fortuitous that the Ambedkar University, Delhi (hereafter "AUD") is already in the process of finalizing the Draft Rules for the University, which, while being slightly different from an ordinary workplace, is nonetheless bound by the mandate of the new law.</p>
2.	Introduction and background	<p>In the unlikely event that the AUD policy is challenged in a Court of law, there is a possibility that criticism may be raised against it for going beyond the 2012 Act, in that it includes not just sexual harassment of women but gender based harassment of a wider nature, including on the basis of sexual orientation. It is to clarify the approach of the AUD that the issue is clearly dealt with in the <i>Policy on Prevention of Sexual Harassment and Discrimination Based on Gender Identity and Sexual Orientation</i> (hereafter "Policy"). This is explained in the Introduction, in that the creation of a safe environment</p>

		for intellectual growth is a specific aspiration, even a necessity, in a University. An effort has been made to simplify the principles articulated in the said Policy in order to make it more accessible.
3.	Definition of Sexual harassment	Flowing from the statement of purpose in the Policy, the definition of SH in the Draft Rules is naturally broader than that contained in the 2012 Act (which is limited to sexual harassment of women only). As stated earlier, this is in accordance with the need to protect an atmosphere of learning in the AUD, and prevent its vitiation by any kind of sexually oppressive behavior. It is also important to point out that a complete definition of SH in the 2012 Act is found by reading Section 2(n) together with Section 3(2). When read together in this manner, the definition in the 2012 Act and the definition in the Draft Rules is not very different in the range of behaviors covered.
4.	Conciliation	The option of encouraging parties in a SH complaint to reconcile always exists in law as well as in practice. That such space exists is also recognised under Rule 3.1(ii) which places an obligation on the CPSH to pursue the complaint in a non-adversarial manner, and further enables it to provide counseling to all concerned parties.
5.	Confidentiality	Rule 3.1(vii) places an obligation on the CPSH to maintain strict confidentiality with respect to both parties, the complainant as well as the defendant. This is important in order to maintain fairness to both parties.
6.	Delegation of powers	It is trite that a number of powers which vest in the Vice Chancellor are delegated to the CPSH and other Committees under these Rules. It is possible that at some future date these powers may be challenged on the ground of excessive delegation, even though the AUD Statutes empower the VC to delegate his powers as he sees fit. For this reason, by way of abundant caution, Rule 3.2 (i) has been incorporated in the Draft Rules. This clause is based on the following key legal principles: (1) A delegated power cannot be permanent, nor can it exclude the origin of the power. Therefore, the power can always revert to the original

		<p>authority in a specific situation, in this case the VC. It needs to be remembered that the VC can continue to exercise the power if he wants to;</p> <p>(2) Once a power has been delegated, it cannot be further delegated. Therefore, care has been taken to include ALL the committees in the clause;</p> <p>(3) Where a power is delegated, the delegation is very specific and clearly defined, and the delegate cannot go beyond the natural meaning of the provision. Therefore, care has been taken to observe "to the extent and in the manner contained below", so that no Committee in future goes beyond the scope of the Rules.</p>
7.	Term of office of CPSH members	<p>The 2012 Act provides that the Internal Complaints Committee (ICC) be constituted for 3 years. The Draft Rules have been amended accordingly. At the same time, the term of the student members has been kept at 2 years, since the usual length of a course of study is 2-3 years, and we may find ourselves confronted with a situation where a student member continues as part of CPSH even after completing his/her course.</p>
8.	Election of CPSH	<p>The Gender Issues Committee has visualized the CPSH as an elected and representative body, with the Enquiry Committee (which coincides with the ICC visualized by the 2012 Act, and this has been clarified in the definitions clause) as a nominated body. This provision is consonant with the provisions of the 2012 Act in spirit and there is no conflict. It is also noteworthy that the functions of the CPSH extend far beyond the holding of enquiries alone (see Rule 5).</p> <p>Composition of the ICC and the Vacations Committee also have been increased to 5 members in accordance with the Act.</p> <p>It may further be noted that in a recent judgment <i>Dr. B.N. Ray vs. Ramjas College and Ors</i> (WP (C) 4427 of 2008) the Delhi High Court has ruled that:</p> <p><i>"It was very much in the domain and competence of the University to provide, by way of Ordinance, that the members of the Committee would include representatives from all the sections of the college community."</i></p>

9.	Proportion of women in the CPSH	It was pointed out that the manner in which the CPSH was constituted in the previous Draft Rule resulted in a disproportionate number of women members necessarily dominating the Committee. Accordingly, in the interest of fairness and to enhance the representative nature of the CPSH, the Gender Issues Committee has made necessary changes in the composition to ensure that the minimum percentage of women members is approximately 50%, as required by the law. (See Rule 4.2(i)).
10.	Time frame for completion of Enquiry	The 2012 Act requires that the enquiry process should be completed in 90 days. Requisite amendments have been made throughout the draft to ensure that this timeframe is maintained.
11.	Procedure must be in conformity with the Service Rules	<p>Any enquiry procedure conducted by an institution such as AUD must satisfy the requirements of the rules of natural justice. This requirement is further re-inforced by the recent judgment of the Supreme Court in the <i>Medha Kotwal Lele case</i>, where it has held that an enquiry by a sexual harassment committee will be in the nature of a disciplinary proceeding. Therefore, every effort has been made to ensure that principles of natural justice and the rights of the defendant to a fair hearing are properly protected.</p> <p>The AUD statutes require that a person being proceeded against be given "reasonable opportunity of showing cause against the action proposed to be taken against him." (See Section 20(4)). The Draft Rules take this right further by articulating concrete provisions for ensuring a fair process and reasonable opportunity to be heard and participate.</p>
12.	Appeals Committee	Although the 2012 Act provides for an appeal to the Tribunal and does not contemplate an internal appeals process, the Gender Issues Committee has visualized the importance of such a process to act as a check and balance. Also the internal appeals process will be much less expensive and cumbersome and aggrieved parties would probably prefer it. In any case, the Rules do not preclude the filing of an appeal before the Tribunal, nor does the 2012 Act preclude an internal appeals mechanism. Therefore would be advisable to retain as it

		Is a very constructive process.
13.	Dissenting opinions	As recommended at the BOM meeting, clause 7.3(xxiii) has been amended so that the findings of the Enquiry Committee inclusive of dissenting opinions are forwarded to the CPSH. Similarly, clause 7.4(iv) has been amended so that the recommendations of the CPSH forwarded to the Vice Chancellor along with dissenting opinions.
14.	Penalties	The classification created in the earlier draft Rules between penalties which can be imposed on different categories of respondents has been removed. All possible penalties are listed together in Rule 9.2, by and large in order of seriousness. This is because the recommendation on penalties made by the CPSH is an advisory, and the decision in any event rests with the Vice Chancellor.

**Draft Policy on Prevention of Sexual Harassment and Discrimination based on
Gender Identity and Sexual Orientation**

Submission of the Draft Policy unanimously adopted by the Gender Issues Committee on 27/06/2013 after revising the draft policy as per the suggestions and feedback from members of Board of Management and Senior Management Team, AUD to be placed for ratification in Board of Management.

Prof. Venita Kaul (Chairperson, GIC)

Mamatha Karollil

Rachna Chaudhary

Sanju Thomas

Shubhra Nagalia

Anup Dhar

Rukmini Sen

Yogesh Snehi

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**Draft Policy on Prevention of Sexual Harassment and Discrimination based on
Gender Identity and Sexual Orientation**

by

**Bharat Ratna Dr. B.R. Ambedkar University, Delhi
2013**

Initiatives taken by the Gender Issues Committee

- The Gender Issues Committee has been working for the last year (2012-2013) to finalise the Policy for the Prevention of Sexual Harassment at AUD. This has been an ongoing rigorous process of a series of deliberations, consultations, incorporating feedback and revisions. Consultations were carried out with experienced members of other universities in Delhi such as, JNU and DU. This was accompanied by consultations with experienced lawyers such as Ms, Vrinda Grover and Ms. Shomona Khanna. Repeated consultations with members of AUD community, students, senior faculty and members of Board of Management were accompanied by wider panel discussions that were organized by us in AUD. This is a process nearing completion as the draft policy is to be placed for ratification in the upcoming Board of Management, AUD meeting in July 2013.
- Panel Discussion on the theme 'Engendering Dignity' to discuss Verma Committee Report's Recommendations on February 13th, 2013. The panelists were Ms. Vrinda Grover, Ms. Kavita Krishnan, Dr. Rukmini Sen and Mr. Muralidharan.
- Discussion on February 6th, 2013 of the draft policy on prevention of sexual harassment at AUD with students as part of ongoing discussions towards finalizing the draft policy on prevention of sexual harassment. The discussants were Drs. Anup Dhar and Shubhra Nagalia.
- A Discussion on the theme 'Rape, Sex and Gender' on January 23rd, 2013. This was organized by Forum AUD students in the context of ongoing discussions on sexual violence after the December 16th, 2012 gang rape incidence in Delhi. Drs. Shad Naved, Anup Dhar and Rukmini Sen spoke in this discussion.
- GENDER SENSITIZATION EVENT was organized on 23-24 March, 2012. The theme was 'Violence and Voice(s).' It included poster making competition, Poetry Reading, Panel discussion on the experiences and challenges faced by committees for prevention of sexual harassment in different universities. The speakers were Prof. KumKum Roy, Mr. Rahul Roy; Ms. Mudita Mohile; Ms. Kanika Singh. The Event also included dance performances and a play performance.

- Preparing a power point for the class campaign by members of the committee introducing and visiblising the committee. The campaign covered discussions in all classes by various members of Gender Issues Committee.
- Inter University Dialogue was held on 8 April, 2011. It was a day long gender sensitization event organized by Ambedkar University, Delhi (AUD) and National Law University (NLU), Delhi. The theme of the Dialogue was 'Towards Creating Gender Friendly Campus Spaces. Understanding Sexual Harassment, Dignity and Freedom.' The event included a film screening and discussion on masculinities by Rahul Roy, talk on gender and patriarchy by Ms. Kamla Bhasin; discussion on laws pertaining to sexual harassment and a panel discussion on how to formulate a 'voluntary' code or a policy for the prevention of sexual harassment with participation and consensus of all the communities of the university. The discussion was led by Prof. Babu Matthew, Kanika Singh and Dr. Shubhra Nagalia.

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PART A: PREAMBLE

1. LARGER SOCIAL CONTEXT OF SEXUAL HARASSMENT AND DISCRIMINATION

Universities and classrooms are increasingly becoming microcosms of society. The caste, class and gender composition of the student body is changing in university spaces, especially in regional universities. With the changing student profile, social exclusion and social justice are emerging as issues. Questions, on the one hand, of gender bias and gender blindness, and on the other, of gender equity and gender justice can no longer be put aside. It is hence incumbent upon these microcosms to envision themselves as *gender-sensitive* spaces.

Two problems haunt Indian universities. One, *sexism* – which, for us, denotes any form of overt male violence, statements, attitudes, practices, behaviour and theories implying that women are inferior along with the assumption that such treatment is legitimate. In the university context, sexism translates into direct hostility towards or obvious devaluation of woman in general, of both the non-stereotypical woman and man, and of non-stereotypical sexualities. Two, *gender blindness* – which may stem from non-awareness of issues regarding gender, sexuality and power. Often this may not translate into direct hostility or obvious devaluation, however it can lead to a subtle, at times, unknown, at times unacknowledged stereotyping. Not only women, but non-normative genders and sexualities can also be at the receiving end of stereotyping on and outside campus.

However, rather than being mere mirrors of the problems of the larger social structures, universities could be seen as spaces of reflection on the problems of the social as also as harbingers of personal change. Which is why, though violent conduct is prohibited both by the law of the land and by University rules, a more specific policy defining sexual harassment and discrimination on campus is required to address the specific form and extent of sexual harassment and discrimination in the University. The policy also needs to

recognize that sexual harassment is an act of power, and a public and collective violation that is often trivialized by labeling it an interpersonal transgression.

It is therefore a violation of larger processes of gender equality and also, of the right to a safe education and work environment for all. Sexual harassment does not only affect a few individuals but reinforces gender-based discrimination in general. It, therefore, becomes imperative that various educational institutions, and civil society as a whole, should take adequate measures to ensure the safety, security, dignity, rights and equality of women as much as of non-stereotypical women, men and sexualities. Such measures would go a long way towards strengthening social and professional relationships in the workplace.

Gender operates in multiple aspects of our everyday experience ranging from the 'inner/psychological world' to 'family life' to the 'public world.' It is not always experientially evident to members of the university community that a specific behavior or attitude constitutes gender discrimination. In order to facilitate the primary function of the university and a space of egalitarian education it is vitally necessary that gender discrimination not take place in this space. It is with this in mind that we have tried to frame a policy which is expansive and broad-based, taking into consideration all forms of sexual harassment and discrimination, even the relatively minor and subtle ones.

Keeping the specific nature of a university space in mind it is crucial that such a policy does not translate into a policy of control and surveillance. The policy is not intended to sanitize or flatten the space of interaction among students, faculty and staff. Rather our attempt is to prevent any coercion in the domain of relationships. The *Gender Studies* programme of the University and the University Clinic shall therefore be crucial co-accompaniments of the policy and Committee for Prevention of Sexual Harassment. The *Gender Studies* programme of the University and the University Clinic shall therefore be crucial co-accompaniments of the policy and Committee for Prevention of Sexual Harassment. The university clinic

Ehsaas provides low cost psychotherapy for students with emotional difficulties. Given the stage of life of the students and the rapidly changing social context, issues of sexuality are

one of the predominant areas of conflict. However, these may also sometimes be a manifestation of more serious difficulties that require psychological or psychiatric assistance.

The aim of the policy is to create a space of (i) friendship, (ii) sensitivity to difference, (iii) responsibility, (iv) respect for those with less power, and (v) reflexivity. The latter refers to awareness of how apparently innocent or innocuous action or language may violate or marginalize another. In short, it is to create gender-sensitive university spaces as against gender-biased and gender-blind ones; and this is envisaged against the backdrop of an expanded reading and understanding of sexual and gender violence. The larger ambition would be to create a gender-sensitive environment; an equal space of meaningful interactions between women, non-stereotypical women and men, non-stereotypical sexualities, and men.

In evolving this policy, Bharat Ratna Dr. B.R. Ambedkar University, Delhi (henceforth referred to as 'Ambedkar University, Delhi' in the policy document) has borne in mind that the institution functions within a social context. Given the social marginalisation of women and non-stereotypical gender roles and sexualities; the social stigma associated with anything sexual; and the gradient of power between various hierarchies, for example, between faculty and students, a majority of instances of sexual harassment go unreported to the university or even remain unmentioned to friends and peers. The policy, therefore, has evolved mechanisms that are accessible, transparent and are aimed to ensure confidentiality. It has also attempted to ensure fair, accountable and representative procedures for the redressal and resolution of even the subtle forms of gendered-othering. It has, in addition, put in procedures of appeal/revision.

2. BACKGROUND TO THE AMBEDKAR UNIVERSITY, DELHI POLICY

This policy defines sexual harassment and the mechanisms of redress by looking at the specific structures, needs and imperatives in Ambedkar University, Delhi. It is guided by the definition of sexual harassment given by the Supreme Court in 1997 in Vishaka and

Others vs. State of Rajasthan and Others (AIR 1997, Supreme Court 3011) (hereafter "Vishaka Judgment"). Article 15 of the Constitution of India, and the United Nations Convention on the Elimination of All Forms of Discrimination against Women, 1979 also form principal bases to this document. It is further guided by the Justice Wad Committee Report of 1994 (University of Delhi) which in its definition of sexual harassment included quid pro quo, that is, "when submission to unwelcome conduct is explicitly or implicitly made a condition or the basis for employment decisions" and a Hostile Work Environment (for example when a supervisor or co-worker(s) harasses someone solely because of his/her gender to the point that the conduct makes it more difficult for her/him to perform his/her job or the conduct creates an intimidating, hostile or offensive working environment, including the harassment of someone due to their actual or perceived sexual orientation).

The Hon'ble Supreme Court in a subsequent judgment titled Apparel Export Promotion Council vs A. K. Chopra, on 20th January, 1999 (AIR 1999 Supreme Court 625) has reiterated that incidents of sexual harassment violate fundamental rights to gender equality and right to life and liberty. Most recently, the Hon'ble Supreme Court in its judgment dated 19th October 2012 in Medha Kotwal Lele & Ors. vs. Union of India & Ors. (2012 (10) SCALE 458) has further explicated the duties of employers with respect to prevention of sexual harassment at the workplace, and has held that the report of the Enquiry Committee shall not be treated as a mere preliminary enquiry, but is deemed to be an enquiry report in disciplinary action for misconduct against the defendant.

In January 2013 the Vishaka Committee Report, a landmark exercise which crystallized the legislative process for the women's movement to enact a law provision for the future. In addition to the report, the issue of sexual harassment at the workplace as a part of the constitutional right to equality and dignity of women has further recognised that universities and educational institutions should be included in the definition of workplace under the 2012 Act. It should be noted that the report is a landmark in the history of

~~In February 2013, Parliament has enacted the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2012 (hereafter "2012 Act") which places a statutory obligation on employers of a workplace to set up internal committees to receive, investigate and decide complaints of sexual harassment at the workplace, which imperative is also binding upon the Ambedkar University, Delhi insofar as it is a workplace.~~

The present Policy, while following the spirit of the above mentioned legal ~~doctrines and statutory obligation, and while recognising that the University is not merely a workplace but also a place of learning and intellectual development for students and teachers,~~ seeks to cover a wider spectrum of sexual harassment and discrimination based on gender identity and sexual orientation in consonance with the requirements of an institution of higher education such as the Ambedkar University, Delhi.

3. OBJECTIVES AND SCOPE OF THE AMBEDKAR UNIVERSITY DELHI POLICY

- To uphold the commitment of the Ambedkar University, Delhi to provide an environment free of gender-based and sexuality-based discrimination.
- To build on the directives of the Supreme Court enjoining all employers to develop and implement a policy against sexual harassment at the work place and take it forward in the direction of creating gender-friendly university spaces.
- To evolve a permanent mechanism at Ambedkar University, Delhi for the prevention and redressal of sexual harassment cases and all other acts of gender based violence, major and minor, overt and covert, including acts or statements that are discriminatory.
- To ensure the implementation of the policy in letter and spirit through proper reporting of the complaints and their follow-up procedures.
- To create a secure physical, emotional and social environment, which will deter acts of sexual harassment and discrimination.
- To raise awareness about sexual harassment and discrimination in its various forms and reduce such incidences.

- To generate larger public opinion against sexual harassment and all forms of gender-based violence.

In formulating a policy for preventing and redressing sexual harassment, and further addressing the issue of gender discrimination, it is taken into consideration that the Ambedkar University, Delhi consists of Schools, Centres and administrative offices which are located on two campuses. The interpretation of the term, "work place", for the purposes of addressing the issue of sexual harassment, therefore, will extend to all public spheres that remain in contact with members of the University community. Such public spaces include not just the physical premises under the supervision of the University system, but also areas in and outside Delhi, where University members reside or travel to as part of their work as members of the University. The jurisdiction will include fieldtrips, sports tournaments, conferences, college festivals and all other activities undertaken by any person as a member of the University. The University community which the present Policy seeks to cover is guided by the Report of the Committee on Organizational Structure and Personnel Policy (Datar Committee Report, 10 December, 2009) approved by the Board, and also by the Statutes of Ambedkar University, Delhi under Bharat Ratna Dr. B. R. Ambedkar Vishwavidyalaya Act, 2007 (Delhi Act 9 of 2007).

It may be borne in mind that the problem of sexual harassment is aggravated by lack of sufficient lighting and security personnel, poorly constructed roads and bad traffic regulation. Due to inadequate lighting and lack of traffic regulation, it is easier for those who harass on the streets and other places to harass and make a getaway. It compounds the problem of resistance to harassment as well. To rectify this current situation, it is necessary to outline the security measures that can accompany the policy guidelines, thus addressing both prevention and redressal of the problem.

The present Policy recognises the need to set up, in terms of the objectives and aims described above, mechanisms for the redressal of incidents of sexual harassment which

tend to vitiate the atmosphere of gender equality and learning which the Ambedkar University, Delhi aspires towards and seeks to provide. In this direction, there shall be a Committee for Prevention of Sexual Harassment, which shall examine and investigate into complaints of sexual harassment, and shall submit its findings and recommendations to the office of the Vice-Chancellor of Ambedkar University, Delhi. A procedure for appeal before an Appeals Committee is also provided for. The mechanisms shall follow procedures which are gender sensitive and at the same time have due regard for the rules of natural justice.

PART B: BHARAT RATNA DR. B.R. AMBEDKAR UNIVERSITY, DELHI RULES AND PROCEDURES FOR THE PREVENTION, PROHIBITION AND PUNISHMENT OF SEXUAL HARASSMENT AT THE WORKPLACE, 2013

1. PRELIMINARY

(i) These Rules shall be called the Bharat Ratna Dr. B.R. Ambedkar University, Delhi Rules and Procedures for the Prevention, Prohibition and Punishment of Sexual Harassment at the Workplace, 2013.

(ii) These Rules shall come into effect immediately upon their being approved by the Board of Management of the Ambedkar University, Delhi.

(iii) These Rules and Procedures shall apply to all members of the University including management, academic staff, non teaching staff, university functionaries, administrative staff, technical staff, support staff, students, consultants, visitors, and service providers, those holding permanent, temporary, honorary, deputation, ad hoc, voluntary or short term positions. They will further apply to members of Centres/ Institutions associated with the University to the extent that they are engaged in activities relating to the Ambedkar University, Delhi.

(iv) These Rules and Procedures shall be applicable to all instances of sexual harassment as provided herein:

(a) occurring on the University campus, irrespective of the parties;

(b) between or among the members of the University, irrespective of their location;

(c) where the complaint is made by a third party against a member of the University and where such member is/was involved in an activity pertaining to the University, irrespective of their location; and

(d) any other situation involving a member of the University in which the CPSH determines it is necessary to intervene.

(v) In any case that is brought before it, the CPSH may also recommend that the University authorities initiate action by making a complaint with the appropriate authority, and shall actively assist and provide available resources to the complainant in pursuing the complaint.

2. DEFINITIONS

2.1 DEFINITION OF SEXUAL HARASSMENT

~~Sexual harassment shall include but will not be limited to the following:~~

(i) When submission to unwelcome sexual advances, requests for sexual favours, and verbal or physical conduct of a sexual nature are, implicitly or explicitly, made a term or condition of teaching/guidance, employment, promotion, participation or evaluation of a person's engagement in any University activity;

(ii) When unwelcome sexual advances, and verbal, non-verbal and/or physical conduct such as loaded comments, remarks or jokes, letters, phone calls, text messages or e-mails, gestures, exhibition of sexually explicit or offensive material in any medium including pornography, lurid stares, physical contact, stalking, sounds or display of derogatory nature have the purpose and/or effect of interfering with an individual's performance or of creating a hostile environment;

(iii) When a person/s use/s, with a sexual purpose, the body or any part of it or any object as an extension of the body in relation to an/other person/s without the latter's consent or against that/those person/s's will, whether or not such conduct amounts to sexual assault;

(iv) When deprecatory comments, conduct or any such behaviour is based on the gender identity/sexual orientation of the person(s) and/or when the classroom or other public forum or academic activities of the University is used to denigrate/discriminate against

person(s), or create a hostile environment on the basis of a person's gender identity/sexual orientation;

Explanation: A "hostile environment" is said to be created when any act of sexual harassment has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile or offensive employment, education or living environment.

2.2 SEXUAL HARASSMENT AS DEFINED IN THE POLICY

Sexual Harassment as defined under the Policy on Prevention of Sexual Harassment and Discrimination based on Gender Identity and Sexual Orientation and in these Rules and Procedures, shall amount to misconduct in employment under the relevant Conduct and Service Rules and Regulations of the University Statutes, and anyone found guilty of sexual harassment under the present Rules will be subject to disciplinary action, including but not limited to the penalties listed in Rule 9 herein

2.3 OTHER DEFINITIONS

(i) "Academic staff" shall include all such persons such as, Professors, Associate Professors, Assistant Professors and others as may be designated as such for imparting education/instructions by the University or for giving guidance or rendering assistance to students for pursuing any course of study with the University or conducting/participating in research projects. It includes any person on the staff of the University who is appointed to a teaching and/or research post, whether full time, temporary, ad-hoc, part-time, visiting, honorary, consultancy, or on special duty or deputation and shall include persons employed on a casual or project basis.

Provided that persons on the academic staff of any of the Schools/Centres/Institutions associated with the University are covered by this Policy only to the extent that they are performing University-related activities;

(ii) "Appeals Committee" shall have the meaning assigned in Rule 6.2 herein;

(ii) "**Campus** includes" all places of work and residence at the University, such as places of instruction, research and administration, as well as staff quarters, hostels, health centres, sports grounds, parks, streets, lanes and canteens, etc. on the University campuses allotted and/or administered by the University or shared with other institutions, located at the present locations of the University at Kashmere Gate and Dwarka in Delhi, and all locations which may be designated as campus by the University in future;

(iv) "**Centre for Studies and Research**" shall mean a unit of academic organization created for undertaking specified tasks and responsibilities that will contribute to the fulfillment of the objectives of the University;

(v) "**Chief Enquiry Officer**" shall have the meaning assigned in Rule 6.1 herein;

(vi) "**Counselor**" includes any person, empanelled by the Committee for Prevention of Sexual Harassment and/or appointed by the University authorities, who has proven expertise in social and personal counseling on matters arising out of incidents of sexual harassment and discrimination based on gender identity or sexual orientation;

(vii) "**Committee for Prevention of Sexual Harassment**" or "**CPSH**" means the Committee for Prevention of Sexual Harassment of the Ambedkar University, Delhi as constituted under Rule 4 herein;

(viii) "**Ehsaas**" is the University clinic for psychotherapeutic services or any other such body or institution by whatever name it is called;

(ix) "**Enquiry Committee**" refers to the Enquiry Committee constituted under Rule 6.1 herein;

(x) "**Managerial functionaries**" means and includes persons on the Board of Management, Academic Council, and Planning Board of the University and any other person appointed, designated or nominated by the University to a position of service in the University, such as Dean of Student's Welfare, Deans of Schools, Directors of Centres, Proctors, Provosts, as well as persons discharging administrative responsibilities, such as the Registrar and the Controller of Finance, or anyone working in a managerial capacity;

(xi) "Member" includes students, residents, academic staff, managerial functionaries and non-teaching staff of the University, provided that employees, academic staff, managerial functionaries and non-teaching staff of its affiliated Centres and Partner institutions are included only to the extent that they are performing University related activities;

(xii) "Non-Teaching Staff" means any person on the staff of the University or working for the University, not included in the category of academic staff. It shall also include any person such as, administrative staff, technical staff, officers, consultants, support staff, contractual workers, daily wagers and so on employed by the University to perform any university related non-academic task. These would thus include a person employed for any work directly, by or through any agency (including a contractor), with or without the knowledge of the principal employer, whether for remuneration or not, or working on a voluntary basis, whether the terms of employment are express or implied, and includes any person employed as a temporary, casual, *baddi*, piece-rated or contract worker, probationer, trainee, apprentice or as called by any other name.

(xiii) "Outsider" means any person who is not a member of the University, and includes but is not limited to any person offering residential, food or any other facilities to members of the University, relatives of the members staying on campus; visitors to the University, participants of a seminar, workshop or a training programme, members' relatives or friends, alumni or members from another university;

(xiv) "Outside expert" means and includes an eminent academician or NGO representative or any other expert, having a known contribution and experience in working for gender sensitivity; provided that such outside expert is not a member of either the academic or the non-teaching staff of the University; provided further that at least two-thirds of the membership of the organisation or institution to which such an outside expert belongs shall not include any person who is a student, resident, service provider, or a member of the academic staff or non-teaching staff of the University.

(xv) "**Partner Institutions**" means any institution with which the University enters into an agreement in furtherance of its objectives, and includes representative/s of such institutions;

(xvi) "**Policy**" refers to the Policy on Prevention of Sexual Harassment and Discrimination based on Gender Identity and Sexual Orientation of the University;

(xvii) "**Resident**" means and includes any person who is a temporary or permanent resident of any of the accommodations or premises managed and/or allotted by the University, irrespective of whether he/she is the person to whom the accommodation is officially allotted;

(xviii) "**Service provider**" means any person who runs or manages commercial enterprises, or provides services, on the campus, and includes without being limited to, persons working in shops, canteens, hostels on the campus, as well as persons working in premises allotted on the campus, such as the Public Works Department, Banks and any other such similar services;

(xix) "**School**" means every School of Studies as listed and defined under Statute 12 A of the University Statutes;

(xx) "**Student**" means any person who is enrolled for any course, whether full time or part time, with the University and includes an undergraduate or postgraduate student, certificate/diploma student, a research scholar, as well as a student of another institution who has been placed or has opted for short-term courses at the University;

(xxi) "**University**" means and refers to the Bharat Ratna Dr. Ambedkar University, Delhi;

(xxii) "**Vacations**" means vacations as stipulated in the University Academic Calendar;

(xxiii) "**Vacations Committee**" shall refer to the Committee defined and constituted in Rule 4.10 herein;

(xxiv) "Vishaka judgment" refers to the judgment of the Supreme Court of India delivered in the case Vishaka and Others vs. State of Rajasthan and Others and reported in All India Reporter 1997 Supreme Court 3011;

(xxv) "Warden" shall refer to any person, who is nominated, appointed, or designated by the University as a Warden of a hostel allotted and/or administered by the University.

3. GENERAL OBLIGATIONS AND RESTRAINING ORDER

3.1 GENERAL OBLIGATIONS OF COMMITTEES UNDER THESE RULES

(i) The CPSH and all other Committees under the present Rules shall make every effort to ensure that the Complainant and the witness/es deposing on behalf of the complainant are not further victimized or discriminated against while it is dealing with the complaint.

(ii) The CPSH and all other Committees under the present Rules shall, with the objective of ensuring that the atmosphere of learning and collaboration in the university is not vitiated, endeavour to pursue the process of enquiry in a non-adversarial manner, making effort to create opportunities towards a counsel for all parties involved. Members of Ehsaas can be called upon in situations where either the complainant or the defendant seems traumatized or disturbed in a manner that requires psychological intervention.

(iii) The Committees shall be empowered to take appropriate action, including the issuance of a restraining and/or protective order, against any person who victimizes, intimidates or causes any pressure to be brought upon the complainant or witnesses deposing on his or her behalf or any member of a Committee, or who causes any obstruction in the process of enquiry during or after the enquiry.

(iv) It is clarified that the filing of a complaint or an appeal under the present Rules shall not adversely affect the Complainant's status or job or salary or promotion or grades or any other terms of employment or engagement in the University.

(v) In strict accordance with the Vishaka judgment, and in the interest of protecting the complainant from facing any serious threat to his or her health or safety, at no time during the complaints receiving, enquiry and appeals procedure shall the defendant and the complainant be placed face to face, or put in a situation where they may be face to face, such as being called at the same time and be made to wait in the same place.

(vi) At no time in the complaints receiving, recording, enquiry or appeals procedure shall any Committee constituted under the present Rules probe into the past sexual history of the complainant, and such information shall be deemed irrelevant to a complaint of sexual harassment. A Committee may, however, consider as relevant, if there are, complaints of sexual harassment and discrimination against the defendant.

(vii) It shall be the duty of every Committee constituted under the present Rules to ensure and maintain strict confidentiality at all times about the details of a case, including the identity of ~~all parties concerned~~.

(viii) In the event a defendant fails or refuses to participate in the Enquiry or Appeals process under the present Rules, the concerned Committee shall have the power to proceed against such person ex-parte and no decision of such Committee shall subsequently be called into question on the ground of such ex-parte process.

3.2 POWER TO ISSUE RESTRAINING OR PROTECTIVE ORDERS

~~(i) The power vested in the Vice Chancellor of the University by virtue of his office to issue restraining and/or protective orders are hereby delegated to the CPSH, its Committees, and the Appeals Committee to the extent and in the manner described iterant below.~~

(ii) Where deemed necessary by the CPSH or any of its Committees or the Appeals Committee, at any point of time after the institution of a complaint, it shall have the power to issue a restraining and/or protective order against the defendant, either on its own motion or upon the request of the complainant.

(iii) Such order shall be in Form IV and provide a summary of the complaint, the date(s), time(s), and location(s), of the alleged incident(s), and shall warn the defendant/s that any

attempt on her/his part or by persons acting on his/her behalf, to contact, or influence, or intimidate, or exert pressure on the complainant or any person in the complainant's confidence or any of the witnesses may prove prejudicial to her/his case.

(iv) The complainant or any other person should intimate in writing to the Chairperson of CPSH and/or the Enquiry Committee of any violation of the order of restraint by the defendant, or any persons acting on her/his behalf.

(v) Should the Chairperson of CPSH, or the Enquiry Committee be convinced of the truth of such allegations, the Chairperson of CPSH and/or the Chief Enquiry Officer may summon the defendant in person and issue a verbal and written warning that such behaviour may lead to an adverse inference being drawn against her/him.

(vi) Where the defendant or anyone on his/her behalf harasses or continues to intimidate or influence the complainant or any person in the complainant's confidence or any witness or witnesses and the matter is brought to the notice of the Enquiry Committee or the CPSH by the complainant in writing, the Committee shall advise the concerned University authorities to issue warnings, suspension or any other order against the defendant pending the enquiry proceeding.

(vii) The Enquiry Committee and the CPSH shall consider all violations of the restraint order when determining the complaint of sexual harassment against the defendant.

4. CONSTITUTION AND COMPOSITION OF CPSH

4.1 The Committee for Prevention of Sexual Harassment

(i) There shall be a Committee for Prevention of Sexual Harassment at the University which shall be empowered to carry out the mandate of the Policy and the present Rules. Findings of the CPSH shall be binding upon the University, which shall take action based on the recommendations made by the CPSH within a stipulated time frame as provided under Rule 7.4 herein.

(ii) The determination of the composition of the CPSH will be premised on the following principles:

(a) In order to make the CPSH accountable and democratic, a combined method of elections and nominations is to be used to constitute every Committee;

(b) In order to create autonomous and transparent institutional structures to look into complaints of sexual harassment, the CPSH shall empanel a pool of outside experts with known contribution to gender issues, which shall be reconstituted annually, and will strive to maintain continuity in the membership of outside experts in the CPSH.

(c) To make the Committee representative, each category of University members is given representation in the Committee;

(d) To ensure continuity and a steady mix of student members elected in the previous elections and newly elected student members in the committee at any given point of time;

(e) In accordance with the Vishaka Judgment, it shall be mandatory for each Committee under the present Rules and Procedures to have a woman chairperson as well as at least 50 per cent women members.

(f) No person with a proven history of sexual harassment and/ or discrimination based on sexual orientation or gender identity will be a member of CPSH, or of any of the Committees constituted under the present Rules and Procedures.

4.2 COMPOSITION OF CPSH

(i) The CPSH shall have a membership of fifteen persons, of which at least half the members shall be women at any given time. The composition of these members is given below:

- (a) Five academic teaching staff specially elected to serve on the CPSH, of which at least three shall be women;
- (b) Four students specially elected to serve on the CPSH, of which at least two shall be women;
- (c) Two non-teaching staff specially elected to serve on the CPSH, of which at least one shall be a woman;
- (d) One Warden and one hostel resident, of which at least one shall be a woman;
- (e) Two outside experts from the panel constituted for this purpose, of which at least one shall be a woman.

(ii) The CPSH may invite one or more persons, at least one of whom is a woman, from Ehsaas, the university clinic for psychotherapeutic services, to assist it in its functioning from time to time and when required.

4.3 PROCESS FOR CONSTITUTION OF CPSH

- (i) The process of direct elections for the representatives of academic teaching and non-teaching staff and students as members of CPSH shall be conducted from among the members of their respective constituency, for which electoral procedure shall be completed by the end of January every year;
- (ii) The representative of the Wardens shall be elected by the Hostel Management Committee of the University;
- (iii) The Hostel resident shall be elected by residents of both boys' and girls' hostels;
- (iv) Two outside experts from the panel constituted for this purpose, to be recommended by the existing or outgoing CPSH to the newly constituted CPSH;
- (v) Student members will be elected for a term of two years;

(vi) The constitution of the first CPSH, including the process of election and nomination of members, shall be supervised and overseen by the Gender Issues Committee.

4.4 TERM OF OFFICE OF CPSH MEMBERS

Except to the extent provided in Rule 4.3 above, the tenure of each member of the CPSH shall be ~~three~~ years from the date of assumption of office, and shall be subject to a maximum of two consecutive terms.

4.5 DISQUALIFICATION OF CHAIRPERSON AND MEMBERS OF COMMITTEES

A person shall be disqualified for being appointed, elected, nominated or designated as, or for being continued as, a member of the CPSH or any of its Committees or from the Appeals Committee if there is any complaint or finding concerning sexual harassment or discrimination based on sexual orientation/gender identity pending against her/him.

4.6 CHAIRPERSON AND ACTING CHAIRPERSON OF CPSH

(i) The Chairperson of the CPSH shall be a woman from the academic staff and shall be elected by the members of the CPSH from amongst themselves.

(ii) In the event the Chairperson of CPSH resigns or is unable to discharge her duties for a period exceeding 21 days (barring the period when the University is on vacation), the CPSH shall designate from amongst its members a woman faculty member as Acting Chairperson of the CPSH for that period. As and when the Chairperson resumes duty, the Acting Chairperson shall cease to hold office.

(iii) The Acting Chairperson of the CPSH shall have all the powers and duties of the Chairperson of the CPSH outlined herein.

4.7 VACANCY OF A MEMBER OWING TO ABSENCE WITHOUT INTIMATION OR RESIGNATION

(i) If a member elected or nominated to the CPSH remains absent without written intimation to the CPSH from three consecutive meetings, her/his office shall thereupon become vacant.

(ii) A member of the CPSH may resign her/his office at any time by tendering her/his resignation in writing to the Chairperson of the CPSH. Such a person shall be deemed to have vacated her/his office as soon as the CPSH has accepted the resignation.

(iii) The Chairperson may resign from her office at any time by tendering her resignation to the Vice Chancellor of the University.

4.8 FILLING A VACANCY IN CPSH

(i) If a vacancy arises in the CPSH, the Committee shall coordinate with the relevant member constituencies to arrange for the filling up of the vacancy in the particular category, within four weeks, barring the period during which the University is on vacation. If the vacancy remains unfilled after the specified period, the Vice-Chancellor of the University may, in consultation with the CPSH, fill up the vacant position by appropriate nomination for the residual period.

(ii) No act or proceeding or order of the CPSH shall be invalidated merely by reason of the existence of a vacancy or vacancies.

4.9 MEETINGS OF THE CPSH

(i) The CPSH shall meet at least once a semester and at such intervals as may be necessary.

(ii) Members shall be intimated of meetings in writing or by electronic communication.

(iii) Minutes of all meetings shall be recorded, confirmed and adopted.

(iv) The quorum for a meeting of the CPSH shall be ~~50%~~ 50% of the existing members of CPSH. Motions shall be carried by a simple majority of those present and voting.

(v) Any member of the CPSH may request the Chairperson to call an Ordinary Meeting. At least forty-eight hours notice shall be required for such a meeting to be called.

(vi) Any member of the CPSH may request the Chairperson to call an Emergency Meeting. At least twenty-four hours notice shall be required for such a meeting to be called.

(vii) The CPSH shall hold at least one public meeting every year where it shall report to the University community about its activities. This meeting shall be called specifically for the purpose of the presentation of the Annual Report of the CPSH. The CPSH shall ensure that strict confidentiality of the complainants and of all persons involved at all times in these reports.

4.10 FUNCTIONING OF CPSH DURING VACATIONS

(i) In the period when the University is on vacation, the CPSH shall strive to ensure the discharge of its duties and functions through the constitution of a Vacations Committee.

(ii) The Vacations Committee shall comprise of ~~five~~ designated members, which would include at least one faculty member, one student and one non-teaching staff.

(iii) In the event that a complaint is received during the vacations or immediate action is necessary, the Vacations Committee shall, in consultation with the Chairperson of CPSH, convene a special meeting to initiate further action on the complaint in accordance with the present Rules and Procedures.

5. FUNCTIONS OF THE CPSH

5.1 Gender Sensitisation and Orientation

(i) The CPSH will ensure prominent publicity of the Policy on Prevention of Sexual Harassment and Discrimination and the present Rules and Procedures in all Centres, Schools, Hostels, offices of administration, as well as in all public places on the campus such as the library, health centre, residential areas, canteens, shopping centres, etc.

(ii) The CPSH will organize programmes for gender sensitisation of the University community through workshops, seminars, posters, film shows, debates, skits, etc. It may enlist the help of specialized NGOs and any campus body to carry out these programmes.

(iii) The CPSH will strive to conduct at least one major activity every semester involving large sections of the University community.

(iv) The CPSH will co-ordinate with the campus security services to devise ways and means by which systems that are gender-sensitive as well as prompt and effective are put in place. It will maintain regular contact with the campus security services to ensure that in crises arising out of incidents of sexual harassment, CPSH members, identified by it, shall be intimated without delay.

(v) To become accessible to all members of the University community, the CPSH shall ensure widespread publicity of the contact details of all its members.

(vi) The CPSH will organize workshops for members to equip them to handle sexual harassment cases, which may include legal, psychological and medical aspects of aid.

(vii) The CPSH will work closely with the School of Human Studies of the Ambedkar University, Delhi especially with regard to counseling, which comes with the experience and training of working in the clinic set up on the campus.

(viii) The CPSH will strive to establish networks with legal experts, legal aid centers, counseling centers, health centers, police stations and their anti-stalking cells and other help lines, Crimes Against Women Cells, women's groups in the city, and other organizations such as the National /State Commissions for Women and National / State Human Rights Commissions.

(ix) In cases in which sexually motivated conduct against a member, a resident, outsider, representative of NGO, outside organisation or partner institution or a service provider amounts to a specific offence under the Indian Penal Code or any other Indian law, the CPSH shall assist the affected party in making a complaint to appropriate authorities outside the University and in pursuing available legal recourse.

5.2 Enquiry into complaints of sexual harassment:

The CPSH shall be empowered to receive, investigate and enquire into complaints regarding sexual harassment, and to submit a report along with its findings and recommendations to the University authorities, in accordance with the provisions of the present Rules and Procedures. The mechanism for registering complaints should be safe, accessible and sensitive, and the procedure followed for the investigation and enquiry into such complaints shall be gender sensitive and follow the principles of natural justice.

5.3 Suo motu action in cases of grave violations of the Policy:

The CPSH shall take suo moto notice of grave violations of the basic principles of gender sensitivity and gender justice on the campuses and take steps as it deems necessary.

5.4 TRANSPARENCY IN FUNCTIONING

(i) All information received in the course of the examination and enquiry into a complaint of sexual harassment shall be held in trust by the CPSH, the Vacations Committee, the Appeals Committee and all members of the CPSH. It is clarified that disclosure of such information may endanger the life or physical safety of the complainant or any of the witnesses and is therefore contrary to the public interest.

(ii) As required by the Vishaka Judgment, the University shall forward to the government department concerned, the Annual Report of CPSH together with a written report on the Action taken by them on the recommendations of the CPSH and, where relevant, the Appeals Committee. In all such reports, confidentiality of the complainants and all persons involved will be maintained.

(iii) These reports will be accessible to the University community and other organizations that network with the University.

(iv) The information and materials received by the Committees and the members of the CPSH during the course of any examination or enquiry into a complaint of sexual harassment shall be deemed to be held in a fiduciary relationship, the disclosure of which is

not in the public interest. Accordingly, such information shall not be made available pursuant to an application under the Right To Information Act, 2005 and is hereby deemed to be covered by the exception under Rule 8 (1) (e) of the said Act.

Provided that an exception to this Rule may be made when the Complainant applies for information under the Right to Information Act, 2005.

6. CONSTITUTION AND FUNCTIONS OF ENQUIRY AND APPEALS COMMITTEES

6.1 ENQUIRY COMMITTEE: Composition and Function

(i) Upon receipt of a recommendation from the two members designated for this purpose that an enquiry is required into a complaint of sexual harassment the CPSH shall, at a meeting specially convened for this purpose, constitute from amongst its members an ~~internal complaints committee known as the~~ Enquiry Committee to examine, enquire, investigate and prepare a report.

(ii) The composition of the Enquiry Committee shall conform to the following guidelines:

(a) The Enquiry Committee shall consist of ~~five~~ members.

~~(b) The members of the Enquiry Committee should preferably be persons with commitment to gender issues or with experience and knowledge of social work and related issues.~~

(b) It shall have at least 50% women.

(c) It shall include at least one outside expert.

(d) In cases involving students/academic staff/non-teaching staff, it shall include a representative of the constituency of the complainant and the defendant (i.e., if the complaint is filed by a student against an academic staff member, then the Enquiry Committee shall include one student and one academic staff member).

(e) No person who is a complainant, or witness, in the complaint of sexual harassment shall be a member of an Enquiry Committee enquiring into that particular complaint.

(f) No person who is a defendant or a relative of the defendant/s shall be a member of the Enquiry Committee.

(g) The membership of an Enquiry Committee shall not be changed or in any other way modified during its proceedings except in an emergency or in case of personal unforeseen personal circumstances.

(h) The CPSH may, at its discretion, co-opt any person or persons with demonstrable sensitivity to gender issues to be a part of an Enquiry Committee, provided that the majority of members are the members of the CPSH, and further provided that such a person shall not serve as the Chief Enquiry Officer.

(iii) ~~The CPSH shall designate from within the members of such committee the Chief Election Officer who shall be a senior level woman academic staff of the University.~~

6.2 APPEALS COMMITTEE: Constitution and Composition

(i) There shall be an Appeals Committee which shall be empowered to receive and decide upon appeals filed against the report of the CPSH.

(ii) The Composition of the Appeals Committee shall be as provided herein:

(a) One former Chairperson of the CPSH or any former senior woman member of CPSH nominated by the Vice-Chancellor of the University, who shall also be the Chairperson of the Appeals Committee.

Provided that in the first Appeals Committee constituted under the present Rules, the Vice Chancellor of the University shall nominate a senior woman academic staff member of the University, who shall be the Chairperson of the first Appeals Committee.

(b) One person nominated by the Board of Management of the University from amongst its members;

(c) ~~One non-teaching staff and one academic staff of the University, of which at least one is a woman, will be elected by the CPSH.~~

(d) One outside expert.

7. PROCEDURE FOR COMPLAINTS FILING AND APPEALS

7.1 COMPLAINTS FILING PROCESS

(i) All complaints of sexual harassment must be brought by the complainant in person and shall be recorded in Form I, subject to the following exceptions:

(a) In cases of forced confinement of the person, a complaint may be brought by another person on behalf of the complainant, in which case the Committee will examine whether an enquiry, intervention or some other assistance is needed.

(b) In cases of persons who are unable to directly approach the Committee on grounds such as a disability or medical condition, the CPSH may, on consideration whether the complaint falls within the purview of the present Rules, , decide to institute enquiry proceedings.

(ii) Complaints can be lodged directly with any member of the CPSH.

(iii) The complaint may be verbal or in writing. If the complaint is verbal, it should be transcribed by the CPSH or member thereof, as the case may be, and authenticated by the complainant under his/her dated signature or thumb impression.

(iv) Upon receipt of the complaint, the CPSH member to whom the complaint is made shall forthwith, and in any event not later than within 48 hours, forward the same to the Chairperson of the CPSH.

(v) If the complaint is made through any other channel, the person to whom the complaint is made should bring it to the notice of the CPSH within two working days of its receipt by her/him.

7.2 PROCEDURE OF CPSH ON RECEIPT OF A COMPLAINT

(i) Upon receipt of a complaint in any manner as described in Rule 7.1, the Chairperson shall immediately and in any event not later than within two working days, designate two members of the CPSH to determine whether the complaint filed comes within the purview of the present Rules and Procedures.

(ii) The said members of the CPSH shall, after making an examination of the complaint and any document/s filed with it, make a recommendation in this regard in writing to the Chairperson of the CPSH within two working days.

(iii) Upon a recommendation by the said members of the CPSH that the complaint does not fall within the purview of the present Rules, the Chairperson of the CPSH shall communicate the same to the complainant/s along with the reasons.

(iv) Upon a recommendation by the said members of the CPSH that the complaint falls within the purview of the present Rules, the Chairperson of the CPSH shall convene a meeting of the CPSH within seven working days, for the purpose of constituting an Enquiry Committee.

(v) If required the CPSH shall be responsible for making counseling services available to a person/s requesting for it.

(vi) In the case of outsider harassment, with the consent of the complainant, the Committee along with relevant University authorities may initiate action by making a complaint with the appropriate authorities having jurisdiction over the offence. Further, the University and the Committee will actively assist and provide available resources to the complainant in pursuing the complaint.

7.3 PROCEDURE TO BE FOLLOWED BY THE ENQUIRY COMMITTEE

The Enquiry Committee thus constituted shall follow the following procedures:

(i) The Enquiry Committee shall complete the enquiry in the shortest possible time, not exceeding two months from the date on which it is constituted for the purpose of enquiring into the said complaint, except for reasons that the Enquiry Committee shall record in writing.

(ii) The Enquiry Committee shall follow the general principles enumerated in Rule 3.1 above while conducting an enquiry into a complaint of sexual harassment. It shall have the power to devise its own procedures for meeting any eventuality not provided for hereunder, in conformity with such general principles.

(iii) The Chief Enquiry Officer shall convene the meetings of the Enquiry Committee.

(iv) Within two days of the institution of enquiry proceedings by the CPSH, the Enquiry Committee shall prepare and issue summons to the defendant in Form II containing details of the complaint and an intimation regarding the date, time and venue of the enquiry proceedings. The Enquiry Committee shall also make available to the defendant a true copy of the original complaint lodged by the complainant, along with a copy of the present Rules and Procedures. This shall be handed over to the defendant in person and also by registered post to his or her last known address.

(v) Also within two days of the institution of enquiry proceedings by the CPSH, the Enquiry Committee shall prepare and issue summons to the complainant in Form III with the date, time and venue of the enquiry proceedings, including with it a copy of the summons issued to the defendant and a copy of the present Rules and Procedures.

(vi) Within not more than two working days on the receipt of the first intimation of the enquiry, the complainant and the defendant shall submit to the Chief Enquiry Officer, in writing, a list of witnesses, together with their contact details, that she/he desires the Enquiry Committee to examine.

(vii) The Enquiry Committee shall issue summons to the witnesses in Form V. It may also call any other person to appear as a witness if it is of the opinion that it shall be in the interests of justice, to whom summons may be issued in Form VI.

(viii) If the complainant, defendant, or witness desire to appear before the Enquiry Committee accompanied by one companion of their choice, they shall communicate to the Chief Enquiry Officer the name of that person. Such a person shall have only observer status and her/his presence during the proceedings shall be restricted to the testimony of the individual she/he is accompanying.

(ix) The identities of all witnesses shall throughout be protected by the Enquiry Committee by the use of a coding system or any other convenient mechanism for this purpose.

(x) The complainant(s) and the defendant, or any one person on her/his behalf, shall have the right to examine written transcripts of the witness statements with the exclusion of witnesses' names and identities. The complainant(s)/defendant should inform the Chief Enquiry Officer specifically if they wish to exercise this right. Any person nominated by the complainant and/or the defendant on her/his behalf shall be (only) either a student, or a member of the academic or non-teaching staff of Ambedkar University, Delhi. No person who has been found guilty of sexual harassment shall be accepted as a nominee. The Chief Enquiry Officer may allow access to such documents on a specific date to be intimated at least two days in advance to each of the parties concerned. At no point in time, however, can the concerned parties take these documents outside the office of the CPSH.

(xi) Any behaviour, verbal or otherwise, on the part of the defendant or her/his nominee, that is designed to intimidate or subject the complainant or any witness on his or her behalf to mental and physical trauma, shall be construed as an obstruction of these proceedings, more so if an order of restraint has been issued by CPSH.

(xii) The complainant and the defendant shall be responsible for presenting their witnesses before the Enquiry Committee.

(xiii) The Enquiry Committee shall have the right to call for as many times as required, the defendant, complainant and/or any witnesses for the purpose of supplementary testimony/ies and/or clarifications.

(xiv) In the event that the Enquiry Committee thinks that supplementary testimony is required, the Chief Enquiry Officer shall forward to the persons concerned a summary of the proceedings and allow for a time period of seven days to submit such testimony, in person or in writing, to the Enquiry Committee.

(xv) The complainant and the defendant shall have the right of cross-examination of all witnesses. Such cross-examination shall be conducted in the form of written questions and responses via the Enquiry Committee, which may reject a question or questions if it is irrelevant or inappropriate to the proceedings being conducted at that time.

(xvi) Where the Enquiry Committee is convinced that the absence of either of the parties to the disputes is on valid grounds, it shall adjourn that particular meeting of the Committee for a period not exceeding five days. The meeting so adjourned shall be conducted thereafter, even if the person concerned fails to appear without valid reason.

(xvii) All proceedings of the Enquiry Committee shall be recorded in writing and the same together with the statement of witnesses shall be endorsed by the persons concerned in token of authenticity thereof.

(xviii) The Enquiry Committee shall have the power to ask for any official papers or documents pertaining to the complainant as well as the defendant.

(xix) Where either party desires to tender any documents by way of evidence, the Enquiry Committee shall supply true copies of such documents to the opposite party.

(xx) All persons heard by the Enquiry Committee, as well as observers /nominees, shall take and observe an oath of secrecy about the proceedings. Any violation of the oath of secrecy may invite the full range of penalties as outlined in the relevant Rules below.

(xxi) The Enquiry Committee shall have the right to terminate the enquiry proceedings and to give an ex parte decision on the complaint, should the defendant fail, without valid ground, to present herself /himself for three consecutive hearings convened by the Chief Enquiry Officer.

(xxii) The Chief Enquiry Officer shall be responsible for making the defendant and the complainant aware that counseling services can be made available if so desired.

(xxiii) After concluding its enquiry, the Enquiry Committee shall submit to the Chairperson of the CPSH a detailed reasoned report in which it shall record its findings, ~~including~~ ~~disseminating opinions~~ on whether sexual harassment has been committed by the defendant, and whether it amounts to misconduct according to the University statutes. It shall further record its recommendation/s regarding the nature of disciplinary action/s to be taken as referred in Rule 9.

(xxiv) If the Enquiry Committee finds no merit in the complaint, it shall write to the Chairperson of CPSH, giving reasons for its conclusions.

7.4 PROCEDURE TO BE FOLLOWED BY THE CPSH UPON RECEIPT OF THE ENQUIRY COMMITTEE'S REPORT

(i) Within three to seven working days of the receipt of the report and recommendations of the Enquiry Committee, the Chairperson of CPSH shall convene an Emergency meeting of the CPSH.

(ii) Each member of the CPSH shall have the right to access the entire enquiry proceedings, or any part thereof.

(iii) The report of the Enquiry Committee shall be deliberated upon by the CPSH and a decision taken whether the same is adopted or otherwise. The report of the Enquiry Committee together with the summary of the opinions of the members of CPSH (including dissenting opinions) at such meeting shall be deemed to be the Report of the CPSH in the complaint of sexual harassment before it.

(iv) Within three working days of such meeting, the Chairperson of CPSH shall forward the report of the CPSH, including dissenting opinions, to the Vice-Chancellor of the University.

(v) Within three working days of such meeting, the Chairperson of CPSH shall forward the report of the CPSH to the defendant and the complainant.

(vi) Nothing precludes CPSH from taking cognisance of any new fact or evidence which may arise or be brought before it during the pendency of the enquiry proceedings and even after the communication of the findings to appropriate University authorities, and from reconvening the Enquiry Committee in order to examine the complaint in light of the said new fact or evidence.

Provided that such reconvened Enquiry Committee shall consist of at least half the members of the Enquiry Committee that originally enquired into the said complaint.

(vi) The report of such reconvened Enquiry Committee shall be examined by the CPSH as provided under sub-clause (i) to (iv) above.

(vii) Where the report of the CPSH recommends the imposition of a penalty under Rule 9 or any other disciplinary action against the defendant, the Vice Chancellor of the University shall forward the report of the CPSH to the concerned disciplinary authority for taking a decision upon the recommendation of the CPSH, or take a decision himself in the event he/she is the disciplinary authority, in accordance with the University Rules and Procedures.

(ix) In the event that a decision is not taken by the disciplinary authority of the University within three weeks of the receipt of the CPSH report, the office of the Vice Chancellor shall communicate the reasons to the CPSH in writing.

7.5 WITHDRAWAL OF COMPLAINT AND/OR APPEAL

(i) The complainant may submit a request in writing to withdraw his/her complaint or appeal at any time during the complaints receiving or enquiry or appeals procedure.

(ii) The Enquiry Committee or the Appeals Committee, as the case may be, shall make every reasonable attempt to ascertain that such request for withdrawal is not the consequence or effect of coercion and intimidation exerted by the defendant or any person on her/his behalf, on the complainant or any person on his or her behalf.

(iii) Where the concerned Committee is informed, knows, or has reason to believe, that the request of the complainant is a result of such coercion or intimidation, it shall immediately inform the CPSH, which shall strive to provide counseling and other support to help the complainant in overcoming the fear and let the Committee complete the enquiry or appeal.

(iv) The enquiry or appeals procedure shall be terminated if the complainant refuses to revise her/his decision to withdraw the complaint or appeal.

7.6 APPEALS

- (i) In the event that the CPSH fails to take any action on a complaint, or where the complainant or the defendant wants to appeal against the report of the CPSH, he/she shall have the right to appeal in Form vii to an Appeals Committee within a period of 3 months from the date of the receipt of the report of the CPSH in the manner as provided below.
- (ii) The Appeals Committee shall have all the powers and duties of an Appellate body. It shall consider the appeal, with the appellant deposing in person.
- (iii) The Appeals Committee shall forward a copy of the appeal to the opposite party who shall have an opportunity to present his/her opposition to the appeal in writing and shall also be heard in person by the Committee.
- (iv) The Appeals Committee shall have the power to summon any person as witness as well as any official record/s. The Appeals Committee/Committee shall further enquire into the matter, if on the basis of all the records before it, including the deposition of the appellant, it is satisfied that the matter needs to be further enquired into.
- (v) The Appeals Committee shall prepare a detailed reasoned report with its findings and recommendations and forward the said report to the office of the Vice-Chancellor, with copies to the complainant, defendant and the Chairperson of the CPSH.
- (vi) The relevant authority of the University shall take action upon the report of the Appeals Committee in terms of the procedure provided in Rule 7.4 sub-rules (vii) and (viii) above.

8. OBLIGATIONS OF UNIVERSITY

8.1 OBLIGATIONS OF UNIVERSITY AUTHORITIES AND FUNCTIONARIES

- (i) The University authorities shall, through a notification in each academic year, notify the names and contact details of the members of the CPSH, and publicise the fact that the CPSH is the University body responsible for gender sensitisation and for conducting enquiries into complaints of sexual harassment.

(ii) The University authorities shall provide necessary exemptions from their University website to the members of the Committees formed under the present Rules and Procedures and in particular to members of the Inquiry Committee and the Appeals Committee during the period when enquiry of an appeal into a case of sexual harassment is in progress.

(iii) The University authorities will ensure that the Policy and the present Rules are included in the University website and references to them are included in the Admission Brochure and circulated at the time of admission. The University authorities will ensure that recruitment announcements to all academic and non-teaching positions include the following statement, as notification of the Policy: *Ambedkar University, Delhi has a Policy on prevention of sexual harassment and discrimination based on gender identity and sexual orientation and is committed to providing an environment free from gender discrimination and harassment.*

(iv) The University in collaboration with the CPSH and the Schools/Centres/Institutions associated with the University will strive towards developing curriculum of the University from a gender perspective.

(v) In order to ensure the accessibility of the Policy and the present Rules and Procedures, the University authorities and functionaries shall arrange for several copies to be placed on notice boards for display in prominent places, such as the entrances to the campus, academic and administration buildings, hostels, etc.

(vi) The University shall make available the Policy and these Rules and Procedures to individuals/agencies/hired service providers to ensure that they are aware of such Policy and Rules and their implications.

(vii) In cases in which sexually motivated conduct against a member, a resident, outsider, representative of NGO or outside organisation or partner institution or a service provider amounts to a specific offence under the Indian Penal Code or any other Indian law, the University shall, in collaboration with the CPSH, provide legal, medical, counseling or any such assistance to the affected person, and in particular assist the affected party in making

a complaint to the appropriate authority outside the University and in pursuing the legal recourse available.

(viii) ~~The University shall within a maximum of 3 working days from receipt forward all complaints of sexual harassment to the CPSH, save in cases in which the complainant has expressly prohibited such forwarding.~~

(ix) The University shall maintain full confidentiality with respect to matters pertaining to the CPSH enquiries into complaints of sexual harassment.

(x) The University authorities shall extend all necessary assistance for ensuring full, effective and speedy implementation of these Rules and Procedures.

(xi) The University shall provide the CPSH with the referral support of empathetic legal, psycho-therapy and health experts for ready first aid, consultation and guidance.

(xii) As is required by the Vishaka Judgment, the University shall strive to create a workplace in which the functioning of the CPSH and the interests of justice are not subjected to undue pressure from senior levels.

(xiii) As required by the Vishaka Judgement, the University shall forward to the government department concerned, the Annual Report of CPSH together with a written report on the action taken by them upon the decisions/recommendations of the CPSH and/or the Appeals Committee.

(xiv) It shall be the obligation of the University and its functionaries and authorities to provide all necessary resources to ensure the complainant's safety on the campus during the pendency of any proceedings under the present Rules and Procedures, and also thereafter.

(xv) It shall further be the obligation of the University authorities to provide all necessary financial, administrative, infrastructural and human resources support to the CPSH during the process of its constitution through elections and nominations.

8.2 FINANCIAL ASSISTANCE

The University will allocate a fund for the functioning of the Committees each year based on its recommendations. An office space, with required personnel, shall be provided to the CPSH.

8.3 ADDITIONAL ADMINISTRATIVE MEASURES

(i) The University will work towards achieving the following measures towards prevention of sexual harassment:

(a) Roads are adequately lit on and around the University campus and residential areas.

(b) ~~Vehicular traffic~~ within the Campus is regulated.

(c) ~~Safe transportation is provided to students, employees and other members who work on campus after office hours.~~

(d) Every hostel authority shall act as per the Policy and measures provided in the present Rules, and students shall give an undertaking to abide by the Policy at the time of admission to the hostel.

(e) Washrooms are well lit.

(f) Trained security personnel (both men and women) shall be deployed around the campus.

(g) Women members are not to be asked to work over time alone in late evening hours.

(ii) The University shall, in collaboration with the CPSH, facilitate the conduct of a safety audit on an annual basis of the University campuses and premises associated with it, in order to identify spaces which are unsafe, and shall take remedial measures to address the same.

9. PENALTIES

9.1 PROCEDURE FOR RECOMMENDING PENALTIES

(i) The disciplinary authority of the University shall, in accordance with the University statutes and procedures, be empowered to **recommend** penalties and disciplinary action, including but not limited to the penalties provided herein below in order of severity, against any person, including member, service provider, resident, or outsider, who is found to have committed sexual harassment as provided under the present Rules.

(ii) In case of a second or subsequent offence, the University authorities, on the recommendation of CPSH, may reach a finding of severe misconduct and impose a major penalty.

9.2 TYPES OF PENALTIES

Keeping in mind the impact of the offence on the atmosphere of learning and intellectual enquiry in a gender sensitive environment in the University, the disciplinary action against a person who is found to have committed sexual harassment under the present Rules may include one of the following penalties:

(i) Warning, reprimand, or censure;

(ii) Transfer, including transfer to another hostel;

(iii) A letter, communicating her/his misconduct, to her/his place of education, employment or residence;

(iv) Withdrawal of hostel accommodation for a period up to one semester;

(v) Withdrawal of the right to an official character certificate from the University;

(vi) Withdrawal of hostel accommodation for or upto the entire period of study;

(vii) Rustication from the University for a period up to two semesters;

(10) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(11) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(12) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(13) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(14) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(15) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(16) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(17) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(18) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(19) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(20) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

(21) - ~~Not to be engaged by the University campus as an employee, contractor, agent, or a part-time or seasonal worker, or to be engaged by any other person or organization to provide any services on the University campus, including termination of any existing contract of agreement~~

10. AMENDMENTS

10.1 AMENDMENT TO THE RULES & PROCEDURES OF CPSH

Amendments to the present Rules shall be effected in the following manner:

(i) Amendments to the present Rules and Procedures may be proposed by a decision taken in a special meeting of the CPSH called for the purpose, to the Board of Management of the University, which is empowered to pass the same in accordance with the University statutes;

(ii) Amendments may also be made by the Board of Management in accordance with the University statutes, after prior consultation with and ratification by the CPSH, in a special meeting of the CPSH called for the purpose;

(iii) The proposed amendment(s) as made in clause (i) or (ii) above, as the case may be, together with the objectives and reasons thereof, shall be recorded in writing and circulated by the proposer of the amendment(s) to all the members of the CPSH at least fifteen working days prior to the Special Meeting called for the purpose.

(iv) The minutes of the special meeting of the CPSH called for the purpose of considering any amendment to the present Rules shall be forwarded to the Board of Management along with any recommendations and suggestions.

(v) An Amendment motion in the CPSH shall be earned by two-thirds of the members present and voting. In the event of an equal number of votes in favour and against the motion, the Chairperson of the CPSH shall have a casting vote.

10.2 Miscellaneous

(i) These Rules shall be duly incorporated within any other Statute(s), Circular(s) or Ordinance(s) of the University as may be relevant, in keeping with the Vishaka Judgment.

(ii) The proceedings under these Rules and Procedures of the CPSH shall not, in any way, be affected by any other proceedings against the defendant simultaneously undertaken by the complainant under any other provision of civil or criminal law, except to the extent specifically directed by a court of law.

(iii) The provisions of these Rules and Procedures of the CPSH shall not restrict the powers of the University or the right of the complainant to proceed against the defendant for any other misconduct, or pursue criminal or civil remedies, whether or not connected with the misconduct within the purview of these Rules.



COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)
 BHARAT RATNA DR. B.R. AMBEDKAR UNIVERSITY, DELHI (AUG)
 NEW DELHI, INDIA.

FORM I
Proforma for Recording Complaint of Sexual Harassment
See Rule 7.1

I. COMPLAINANT(S)

STUDENT/RESIDENT/ACADEMIC STAFF/NON-TEACHING STAFF/ OUTSIDER/
 SERVICE PERSON

Name _____
 Age _____ Sex _____
 Address _____
 Centre/School _____
 Phone number _____
 Email _____

Name _____
 Age _____ Sex _____
 Address _____
 Centre/School _____
 Phone number _____
 Email _____

II. PERSON (S) AGAINST WHOM THE COMPLAINT IS LODGED:

STUDENT/ RESIDENT/ ACADEMIC STAFF/ NONTEACHING STAFF/ OUTSIDER/
 SERVICE PERSON

If the contact details are not known, please give physical description.

Name _____
 Age _____ Sex _____
 Address _____
 Centre/School _____
 Phone number _____
 Email _____

Name _____
 Age _____ Sex _____
 Address _____

Centre/School _____
 Phone number _____
 Email _____

Name _____
 Age _____ Sex _____
 Address _____
 Centre/School _____
 Phone number _____
 Email _____

III. THE COMPLAINT (additional details may be recorded on a separate sheet)

1. Is the defendant known to the complainant(s)?
2. Is this the first incident of this kind? If yes, skip 3 and 4.
3. Were exactly the same person(s) involved? If no, specify further.
4. Was the first incident reported? To whom? When? What action, if any, was taken?
5. Approximate date(s), time(s) and location(s) of incidents (starting from the most recent):

Complaint recorded by _____

Signature _____ Date _____
 Name _____ Place _____



COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)
 BHARAT RATNA DR. B.R. AMBEDKAR UNIVERSITY, DELHI (AUC)
 NEW DELHI, INDIA.

FORM II
Enquiry Committee
Summons to the Defendant
(See Rule 7.3)

Dear

A complaint of sexual harassment against you has been lodged with the CPSH by _____ (name(s) of complainant(s)) on _____ (date). The complaint refers to an incident(s) that allegedly took place on/in _____ (date/period in which the alleged incidents took place) in _____ (locations), where you allegedly _____

The CPSH has determined that this complaint falls within its purview in terms of the B.R. Ambedkar University Rules and Procedures for the Prevention, Prohibition and Punishment of Sexual Harassment at the Workplace, 2013 and has instituted an Enquiry proceeding into the complaint.

The CPSH has designated an Enquiry Committee of _____ persons, and the Chief Enquiry Officer of the same is the undersigned.

Based on the complaint the CPSH Enquiry Committee will look into the following charge(s) against you:

You are required to appear before the CPSH Enquiry Committee on _____, at _____ a.m./p.m. in the CPSH Office. Should you desire to be accompanied during your testimony by a person known to you, and/or to have any witnesses examined, please inform the Chief Enquiry Officer (in writing) the names, postal addresses and telephone numbers of such person(s) on or before.....(date). Requests for change in time or date of your deposition must also be directed to the Chief Enquiry Officer.

In order to ensure the safety and confidentiality of the complainant and the impartiality of the CPSH formal redressal procedures, the CPSH is empowered to issue an order of restraint to every person against whom such a complaint is lodged. Copy of such order datedis enclosed and you are directed to abide by the conditions laid down in this order.

For information, please find enclosed a copy of the abovementioned complaint and a copy of the Rules and Procedures of the CPSH. Please note that failure to appear at the hearing without a valid reason could go against you according to Rule 7.3.(xxi) of the said Rules and Procedures.

Yours truly,

_____ Phone (O) _____ (R) _____

Chief Enquiry Officer

Date:



COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)
 BITARAT RATNA DR. B.R. AMBEDKAR UNIVERSITY, DELHI (AUD)
 NEW DELHI, INDIA.

FORM III
Enquiry Committee
Summons to the Complainant
(See Rule 7.3)

Dear _____

This is with reference to the complaint of sexual harassment against _____ (name(s) of defendant(s)) that you lodged with the CPSH on _____ (date). The CPSH has determined that a formal enquiry proceeding be conducted into your complaint under the B.R. Ambedkar University Rules and Procedures for the Prevention, Prohibition and Punishment of Sexual Harassment at the Workplace, 2013. The CPSH has designated an Enquiry Committee of _____ persons, the Chief Enquiry Officer of which is the undersigned.

Based on your complaint the CPSH Enquiry Committee has prepared a summons to the defendant. A copy of this summons along with a true copy of your original complaint has been made available to the defendant, and I enclose a copy for your records.

This is to request you to meet with the CPSH Enquiry Committee on _____, at _____ a.m./p.m. in the CPSH Office. Should you desire to be accompanied during your testimony by a person known to you, and/or to have any witnesses examined, please inform the Chief Enquiry Officer (in writing) the names, postal address and telephone numbers of such person(s) on or before _____ (date). Requests for change in time or date of your deposition must also be directed to the Chief Enquiry Officer.

In order to ensure the safety and confidentiality of the complainant and the impartiality of the CPSH grievance redressal procedures, the CPSH is empowered to issue an order of restraint to any person against whom a complaint is lodged.

_____ (names(s) of person(s) against whom complaint is lodged), has/have been issued this order on _____ (date).

Any violation of the restraint order must be reported to the CPSH immediately. For any clarifications regarding the CPSH Rules and Procedures, or for a change in the time or

date of your appointment with the CPSH Enquiry Committee, please contact the undersigned.

Please find enclosed a copy of the Rules and Procedures of the CPSH for information.

Yours truly,

_____ Phone(O) _____ (R) _____

Chief Enquiry Officer

Date:



COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)
BHARAT RATNA DR. B.R. AMBEDKAR UNIVERSITY, DELHI (AU/D)
NEW DELHI, INDIA.

FORM IV
Order of Restraint (in duplicate)
See Rule 3.2

Issued to _____ on _____ by _____

This is with reference to the complaint lodged by _____ on
_____ alleging _____ on
_____ at _____.

During the pendency of the CPSH's investigative and enquiry procedures into the complaint against you, you are enjoined to respect the human rights and the confidentiality of the complainant, his/her/their family, friends, and witnesses.

You shall not commit any act (either directly or by implication) that invades the privacy of the complainant(s), threatens his/her/their security, violates his/her/their human rights, or adversely affects his/her/their living, working, and/or educational environment. You (or any person on your behalf) shall not make any attempt to contact the complainant(s), or any person in his/her/their confidence, with the purpose of influencing, intimidating, or exerting pressure upon the complainant on any matter, especially those that pertain to his/her/their complaint of sexual harassment against you.

You (or any person on your behalf) shall respect the right of complainant(s) to full confidentiality on all matters, especially those pertaining to his/her/their complaint of sexual harassment against you. You (or any person on your behalf), shall not publicise, or cause to become publicly known, any fact, conjecture, or speculation about the complainant's personality, character, or motivations in any of his/her actions, including those involved in his/her/their lodging a complaint of sexual harassment against you.

You are put to notice that any attempt on your part or by persons acting on your behalf, to contact, or influence, or intimidate, or exert pressure on the complainant or any person in the complainant's confidence or any of the witnesses, or any violation of this order of restraint may prove prejudicial to your case resulting in an adverse inference being drawn against you and it may also induce the CPSH to recommend immediate disciplinary action against you, in accordance with the provisions of of the CPSH Rules & Procedures.

Please affix your signature in the space provided below to confirm that you have received the above restraint order and are informed of its provisions.

Signature _____ Date _____

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Name _____ Address _____



COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)
BHARAT RATNA DR. B.R. AMBEDKAR UNIVERSITY, DELHI (ACU)
NEW DELHI, INDIA.

FORM V
Enquiry Committee
Summons to Witnesses Named by the Complainant/Defendant
(See Rule 7.3)

Dear

This is with reference to a complaint of sexual harassment against
_____ (name(s) of defendant(s)) lodged
by _____ (name(s) of complainant(s)) with the CPSH on
_____ (date). The complaint refers to an incident(s) that allegedly
took place on/in _____ (date/period in which the alleged incidents took
place) in _____ (locations), where the defendant allegedly

The CPSH has instituted a formal enquiry proceeding into the complaint, the Chief Enquiry Officer of which is the undersigned.

_____ has requested that the CPSH Enquiry Committee solicit your co-operation to corroborate/clarify certain aspects of his/her testimony. We would therefore like to meet with you on _____, at _____ a.m./p.m. in the CPSH Office. We also request you to bring along any documents, or other evidence, that you may feel to be relevant to some aspect of the case.

Please find enclosed a copy of the B.R. Ambedkar University Rules and Procedures for the Prevention, Prohibition and Punishment of Sexual Harassment at the Workplace, 2013 for information.

Yours truly,

_____ Phone(O) _____ (R) _____

Chief Enquiry Officer

Date:



COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)
 BHARAT KATIYA DR. B.R. AMBEDKAR UNIVERSITY, DELHI (AUB)
 NEW DELHI, INDIA.

FORM VI
Enquiry Committee
Summons to Witnesses
(Sec Rule 7.3)

Dear _____

This is with reference to a complaint of sexual harassment against _____ (name(s) of defendant(s)) lodged by _____ (name(s) of complainant(s)) with the CPSH on _____ (date). The complainant has alleged that the defendant _____

The CPSH has instituted a formal enquiry proceeding against the defendant. In the course of its proceedings, the CPSH Enquiry Committee has formed the impression that you may be in possession of information that may prove relevant to the Committee's deliberations on the complaint, and this is to solicit your cooperation in this regard. In particular, the CPSH Enquiry Committee would like to ascertain your information of the following matter(s):

The CPSH Enquiry Committee would be appreciative if you could arrange to meet with the Committee on _____, at _____ a.m./p.m. in the CPSH Office. We also request you to bring along any documents, or other evidence, that you may feel to be relevant to some aspect of the case.

Please find enclosed a copy of the B.R. Ambedkar University Rules and Procedures for the Prevention, Prohibition and Punishment of Sexual Harassment at the Workplace, 2013 for information.

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Yours truly,

_____ Phone(O) _____ (R) _____

Chief Enquiry Officer

Date:



COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)
 BHARAT RAJNA DR. B.R. AMBEDKAR UNIVERSITY, DELHI (AUB)
 NEW DELHI, INDIA.

FORM VII
Proforma for Appeal
Sec Rule 7.6

Before the Appeals Committee

Designated under the B.R. Ambedkar University Rules and Procedures for the
 Prevention, Prohibition and Punishment of Sexual Harassment at the Workplace, 2013

Date: _____

1. **Name and address of the Appellant/s** :
 Centre/School :
 Phone number :
 Email :
2. **Name and address of the Opposite party/parties** :
 Centre/School :
 Phone number :
 Email :
3. **Date of Complaint** :
4. **Particulars of Report of CPSH against which appeal is preferred** :
5. **Brief facts of the case** :
6. **Grounds for the appeal** :
7. **Prayer or relief sought** :

Signature _____ Date _____
 Name _____ Place _____



COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)
 BHARAT RATNA DR. B.R. AMBEDKAR UNIVERSITY, DELHI (A.U.)
 NEW DELHI, INDIA.

FORM VIII
Written Apology
(To be hand-written by the Defendant)
See Rule 9.1

(Name of the complainant) _____

This is to place on record my understanding that my misbehaviour towards you on (date) _____ in (place) _____, constitutes an act of sexual harassment, which is a conduct that violated your right to dignity, equality and security in the University. Although I am aware that an apology for my unwelcome and gender-insensitive misconduct cannot redress the physical and emotional insecurity that my actions have visited upon you, I wish nevertheless to apologise for my actions.

I, _____, undertake that henceforth, I shall not commit any act (either directly or by implication) that invades your privacy, threatens your security, violates your human rights, any provision of the Dr. B.R. Ambedkar University, Delhi Policy against sexual harassment, or adversely affects your living, working, and/or educational environment.

I, _____, undertake that henceforth, I (or any person on my behalf) shall not make any attempt to contact you, or any person known to you, with the purpose of influencing, intimidating or exerting pressure upon you on all matters, especially those which pertain to your complaint of sexual harassment against me.

I, _____, undertake that henceforth, I or any person acting on my behalf, shall respect your right to full confidentiality on all matters pertaining to your complaint of sexual harassment against me. I, or any person acting on my behalf, shall not publicise, or cause to become publicly known, any fact, conjecture, or speculation about your personality, character, or motivations in any of your actions, including your lodging a complaint of sexual harassment against me.

I, _____, undertake that I shall attend the gender sensitisation programmes organised by CPSH. I shall make every effort to ensure that I shall never again commit an act of sexual harassment, and shall do everything in my powers to deter sexual harassment by to others.

Signature: _____

Name: _____

Date: _____

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Place: _____

Ambedkar University, Delhi

Minutes of the Ninth Meeting of the Finance Committee
Wednesday, July 24, 2013, 2.00 PM

Venue: Committee Room, AUD Campus, Kashmere Gate, Delhi 110006

Members Present:

- | | |
|--|-------------------|
| 1. Professor Shyam B. Menon, Vice-Chancellor | (Chairperson) |
| 2. Dr. Kiran Datar
Board of Management Representative | (Member) |
| 3. Professor Chandan Mukherjee
Board of Management Representative | (Member) |
| 4. Prof. Ashok Nagpal, Dean
Academic Services | (Special Invitee) |
| 5. Smt. Sumati Kumar, Registrar | (Special Invitee) |
| 6. Smt. Asha R Rungta, Controller of Finance | Secretary |

Sri Shakti Sinha, Principal Secretary (Finance) and Sri Rajender Kumar, Secretary (Higher Education), GNCT of Delhi could not attend the meeting.

Item 1

To confirm the Minutes of the Eighth meeting of the Finance Committee held on December 18, 2012.

Minutes of the Eighth meeting of the Finance Committee held on December 18, 2012 were confirmed.

Item No. 2

To report the Action taken on the decisions taken in the eighth meeting of the Finance Committee held on December 18, 2012.

The Committee noted the actions taken on the decisions of the eighth meeting of the Finance Committee held on December 18, 2012, as under:

Item	Description	Action Taken
3	To consider the appointment of Chartered Accountants for audit of the University Accounts for the Financial Year 2012-13.	M/s Verma & Associates, the Chartered Accountant firm was appointed for the audit of the University accounts for the Financial Year 2012-13.
4	To consider the matter relating to conduct of TDS Audit through external auditors.	The Finance Committee had suggested hiring of TDS consultants, as and when required. The suggestion was noted.
5	To consider and approve the Works	Necessary proposals for requisite grant

	estimates for AUD's campus at Rohini and fund availability under Capital account to the tune of Rs.11.50 Crores.	of Rs 11.66 crs (revised by the PWD and received on 12 th December 2012) had been submitted to the DHE, GNCTD. The project is still awaiting approval and funding from the government.
6	To consider and approve the allocation of funds under Capital account to the tune of Rs.100 Crores for purchase of land at Dheerpur from DDA.	<p>The requisite amount was subsequently revised by DDA to Rs 111.63 crs Necessary proposals for requisite grant has been submitted to the DHE, GNCTD, which has since been deposited with DDA by the Directorate of Higher Education.</p> <p>Further Rs 3.13 crs have also been sought on 20.06.13 from the DHE, GNCTD for the construction of the boundary wall on the Dheerpur Land.</p> <p>Currently, the matter of handing possession of the land has been stayed by an order of the Delhi High Court because a portion of the area allotted to AUD had already been allotted to a Group Housing Co-operative Society. The latest position is that an alternative plot to the above Society has been indicated by the DDA at the instance of the High Court and the Society has to indicate whether the alternative site is acceptable to them. The next hearing is on 5th August, 2013.</p>

The Committee directed that there should be further follow up on the release on the amount of Rs 3.13 Crores for the Dheerpur boundary wall, in view of the possibility of the land being handed over to the University soon after the next hearing by the Hon. High Court on the 5th of August, 2013.

Item No.3

To consider the Annual Accounts for the financial year 2012-13 and internal Audit report.

The Committee adopted the Annual Accounts of the University for the FY 2012-13 and noted the Auditor's Report (**Annexure-1**) thereof prepared by the Chartered Accountants - M/s Verma & Associates. The Committee resolved that the accounts may be forwarded to Directorate of Higher Education, Govt. of NCT of Delhi as well as Examiner Local Fund Accounts (ELFA) and



CAG for the Government audit. The Committee suggested the following while deliberating on the audit paras.

- (i) PWD may be requested to settle the advances in the form of Form-65 at the earliest and also the matter may be reported to the Works Advisory Committee. Further, if the PWD is likely to delay the issue of a Completion Report in the case of completed works, a tabular list of works completed along with the sanction number and amount and duly signed by the PWD may be obtained from them and produced for verification by the audit.
- (ii) Electricity charges levied by the IGIT may be paid to them but usage and charges must be subject to a six monthly review.
- (iii) Short deduction of TDS may be deposited and the TDS issues settled, wherever ascertainment of short deduction not having been made good by the individual or the company is not possible.
- (iv) The committee viewed the issue of delay in the settlement of advances very seriously. Most of the advances were drawn for the purpose of executing various activities of the University such as seminars, workshops, conferences, field visits, expert committee meetings, etc. The committee was informed that a certificate to this effect has been obtained from the employees as per the advice rendered by Chartered Accountants that the said advances were lying unsettled as on 31.3.2013 but have been settled since 31.3.13. There are about 15 advance cases pertaining to the previous financial year and the concerned incumbent has been asked to settle the advances urgently. Further, in order to lower the number of advances and ensure an early settlement, the Committee suggested creation of a small centrally located 'Event Management Cell' under an Assistant Registrar in the Administration Division to organize seminar/workshops/conferences/ functions, etc.
- (v) Audited Utilization Certificates may be obtained from the external agencies to which grants were sanctioned for carrying out impact studies in CECED, as pointed out by the Auditor.
- (vi) Service Tax registration issue may be discussed with experts and resolved quickly.
- (vii) Library Discount Policy may be derived as per the standard procedures adopted by the other Universities and institutions. The committee also suggested that efforts may be made to avail the maximum discount possible.
- (viii) The committee also directed that the steps taken to reduce the liability being carried forward beyond six month from the date of issue of cheque in case of unencashed cheques must be implemented with immediate effect.

Item No.4

To note and ratify the proposal for re-appropriation of funds for the FY 2012-13 under certain budget heads where the expenditure exceeded the RE allocation.

The committee ratified the proposal. However, the committee directed that re-appropriations both to and from may be clearly indicated in future.

Item No.5

To consider the proposed amendment to Delegation of Financial Powers approved by the Board of Management in its 12th meeting held on 31st July.

The item was deferred.

Item No.6

To report Action taken by the University regarding investments made from the funds available from deductions under NPS.

The committee viewed seriously the issue of non-introduction of New Pension Scheme in respect of employees of the University even after five years of its existence and suggested that, efforts to get an approval from the GNCTD need to be continued, given that the scheme is already operational in both the 14 new Central Universities created after 2008 (same time as AUD) and seven Grant-in-aid colleges under GNCTD. The Committee directed that this matter be taken up with the Government at the appropriate level urgently.

Item No.7

To note the Resolution of the 13th meeting of the BoM dated 11.02.13 to earmark funds equivalent to the cost of hiring 12 full time Professors on a regular basis, under the existing budget head for Adjunct/Visiting/Guest Faculty. (Resolution No.23a/BoM(13)11.02.2013).

The Committee resolved to approve the proposal of earmarking the annual funds equivalent to the cost of hiring 12 full time Professors under the budget head 'Adjunct/Visiting/Guest Faculty' for accessing national and international expertise across 34 programmes to cater to short term requirements, without having to create permanent liabilities.

Item No.8

To note the resolution of the BoM to create 10 additional posts each of Academic Fellows and Research Assistants as per norms already approved by the Board. (Resolution No.23a/BoM(13)11.02.2013).

The Committee resolved to approve the proposal and to create ten additional posts of Academic Fellows and Research Assistants as proposed.

Item No.9

To create a fund under the new head 'Quality Enhancement in Learning'.

The Committee resolved to approve the proposal and to create new budget head 'Learning Enhancement' with appropriate provision. A notification may be issued to this effect along with details and modalities.



Item No.10

To consider enhancement in the funds appropriated for the University for 2013-14.

A tabulated version of proposed budget with four possible scenarios was presented to the Committee, in view of the natural growth leading to inevitable proportionate expenditure. The statement has been enclosed as Annexure - II. It was explained to the Committee that the University had gone to the Directorate of Higher Education (DHE) with Scenario-I as the BE for 13-14. However, Scenario II was prepared after discussion and at the behest of Directorate of Higher Education on the assurance that if required D/o HE would be amenable to further allocation over and above the amount mentioned in the Scenario II at the time of RE. But the actual allocation by D/o Finance was further reduced to only Rs 20 crs, which is grossly insufficient.

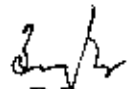
The Vice-Chancellor explained the fund scenario of the University and growth of the University since its inception. After detailed deliberations, the committee decided that the University must postpone any new activity despite getting the ground work done for them. The proposed programmes on Global Studies, Comparative Literature and Translation Studies, School of Law, Governance and Citizenship, Centre for Publishing, etc., shall be postponed as there was dearth of adequate funds to take them up. Instead AUD must now consolidate and given the paucity of funds, try and sustain what has already been commenced and running. Hence it was decided to not propose Scenario IV, (proposed already as the Annual Plan for 13-14 to the D/o Higher Education), but decided to propose Scenario I to the tune of **Rs.40.84 crores** as the absolutely realistic budget to be proposed to the D/o Higher Education.

Item No.11

To report the action taken by the University with regard to compliance of deposition of TDS in respect Shri C M Sharma, Former Adviser (Finance), AUD and Ex Chief Controller of Accounts, Govt. of NCT of Delhi.

The committee resolved that the matter may be taken up with GNCTD for proper advice to close the case permanently failing which, the University must under intimation to the GNCTD pay the short deduction with the penal interest to the TDS Department and bring the matter to a close.

The meeting ended with vote of thanks to the chair.


 (Asha R Rungta)
 Secretary, Finance Committee

7/1/11/10/10-11

**BHARAT RATNA Dr. B.R. AMBEDKAR UNIVERSITY
KASHMERE GATE, DELHI-110006**

BALANCE SHEET AS ON 31.03.2013

LIABILITIES	SCHEDULE	AMOUNT Rs. P.	ASSETS	SCHEDULE	AMOUNT Rs. P.
EXCESS OF INCOME OVER EXPENDITURE AS PER INCOME & EXPENDITURE A/C		8,02,44,504	FIXED ASSETS	II	12,69,22,575
CURRENT LIABILITIES & PROVISIONS	I	4,67,03,210	INVESTMENT		1,49,78,558
UNSPENT GRANT AMOUNT OF CECEED AND OTHER PROJECTS	VI	1,12,62,642	CURRENT ASSETS AND LOANS AND ADVANCES	III	12,32,31,798
CAPITAL FUND					
- OPENING BALANCE		98768092			
- ADD ADDITION DURING THE YEAR		28154533			
TOTAL		26,51,32,931	TOTAL		26,51,32,931
PLACE : NEW DELHI DATE : 12.7.2013			AS PER OUR REPORT OF EVEN DATE ATTACHED		
<i>Accounting always Note, on the accounts</i>	VII				
<i>[Signature]</i>			<i>[Signature]</i>		
HANDAN MUKHERJEE (PRO VICE-CHANCELLOR) AMBEDKAR UNIVERSITY			ASHA R RUNGTA (CONTROLLER OF FINANCE) AMBEDKAR UNIVERSITY		M. VERMA & ASSOCIATES, CHARTERED ACCOUNTANTS

**Pro-Vice Chancellor
AMBEDKAR UNIVERSITY, DELHI
Lothuan Road, Kashmere Gate
Delhi-110006**

वित्त नियंत्रक
CONTROLLER OF FINANCE
अम्बेडकर विश्वविद्यालय, दिल्ली
AMBEDKAR UNIVERSITY, DELHI
से०-९, द्वारका, न०.दि०-77/Sec-9, Dwarka, N.D.-77
वेबसाइट / Website: www.aud.ac.in



**BHARAT RATNA Dr. B.R. AMBEDKAR UNIVERSITY
KASHMERE GATE, DELHI-110006**

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING 31.03.2013

EXPENDITURE	SCHEDULE	AMOUNT		INCOME	SCHEDULE	AMOUNT	
		Rs.	P.			Rs.	P.
FIXED ASSETS	II	2,81,54,533		BALANCE B/F FROM PREVIOUS YEAR		7,25,64,752	
ADMINISTRATION COST	IV (A)	18,23,53,661		GRANT RECEIVED		20,00,00,000	
ACADEMIC COST	IV (B)	2,00,12,600		SALE OF FORMS/ PUBLICATIONS/TENDER DOCUMENTS		10,70,252	
				CECED OVERHEAD CHARGES RECEIPTS		4,05,445	
				COURSE FEES		3,03,37,500	
				HOSTEL FEES		14,13,500	
				WELFARE FUND		3,66,000	
				MISCELLANEOUS RECEIPTS		2,25,124	
EXCESS OF INCOME OVER EXPENDITURE C/O TO BALANCE SHEET		8,02,44,504		BANK INTEREST			
				- ON FIXED DEPOSIT		4,12,655	
				- ON SAVING ACCOUNT		33,82,153	
				PRIOR PERIOD ITEMS		5,87,917	
TOTAL		31,07,65,298		TOTAL		31,07,65,298	

PLACE : NEW DELHI
DATE : 12.7.2013

AS PER OUR REPORT OF EVEN DATE ATTACHED

CHANDAN MUKHERJEE (PRO VICE-CHANCELLOR)
AMBEDKAR UNIVERSITY

ASHA R RUNGTA (CONTROLLER OF FINANCE)
AMBEDKAR UNIVERSITY

M. VERMA & ASSOCIATES,
CHARTERED ACCOUNTANTS



Pro Vice-Chancellor
AMBEDKAR UNIVERSITY, DELHI
Lothian Road, Kashmere Gate
Delhi-110006

वित्त नियंत्रक
CONTROLLER OF FINANCE
अम्बेडकर विश्वविद्यालय, दिल्ली
AMBEDKAR UNIVERSITY, DELHI
सै-8, इंदिरा, नो-रि-77/Sec-8, Dwarka, N D 77
वेबसाइट/ Website: www.aud.ac.in

**BHARAT RATNA Dr. B.R. AMBEDKAR UNIVERSITY
KASHMERE GATE, DELHI-110006**

RECEIPT AND PAYMENT ACCOUNT FOR THE YEAR ENDING 31.03.2013

RECEIPTS	SCHEDULE	AMOUNT		PAYMENTS	SCHEDULE	AMOUNT	
		Rs.	P.			Rs.	P.
OPENING CASH & BANK BALANCE		4,43,44,213		FIXED ASSETS	II	2,42,58,277	
GRANT RECEIVED		20,00,00,000		INVESTMENT		56,34,599	
MESS CHARGES		2,30,950		ADMINISTRATION COST	IV (A)	15,63,50,048	
UGC FELLOWSHIP (NET)		5,93,233		ACADEMIC COST	IV (B)	1,58,01,325	
HOSTEL FEES		14,13,500		PREVIOUS YEAR LIABILITY		71,47,256	
SUSPENSE RECEIPT		91,821		ADVANCE PAID TO STAFF AND OTHERS	V	78,38,146	
WELFARE FUNDS		3,66,000		CLOSING BALANCE			
CECED AND OTHER PROJECTS (NET)		1,05,94,582		CASH IN HAND		6,628	
SIR JAMSETJI TATA TRUST'S PROJECT (NET)		44,30,864		BANK BALANCE		8,38,80,434	
PRIOR PERIOD ITEMS		3,87,917					
CANCELLATION OF STALE CHEQUES		2,16,817					
CECED OVERHEAD CHARGES RECEIPTS		4,05,445					
MISCELLANEOUS RECEIPTS		2,25,476					
SALE OF FORMS/PUBLICATIONS/TENDER DOCUMENTS		10,70,252					
COURSE FEES (Net of Refund etc.)		3,03,37,500					
CAUTION MONEY (NET)		12,35,000					
SECURITY DEPOSIT		15,90,990					
BANK INTEREST							
- ON FIXED DEPOSIT							
- ON SAVING ACCOUNT		33,82,153					
TOTAL		30,09,16,713		TOTAL		30,09,16,713	

PLACE : NEW DELHI
DATE : 12.7.2013

AS PER OUR REPORT OF EVEN DATE ATTACHED

CHANDAN MUKHERJEE (PRO VICE-CHANCELLOR)
AMBEDKAR UNIVERSITY

Pro-Vice Chancellor

AMBEDKAR UNIVERSITY, DELHI
Lothian Road, Kashmere Gate
Delhi-110006



ASHA R RUNGTA (CONTROLLER OF FINANCE)
AMBEDKAR UNIVERSITY

वित्त नियंत्रक
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वेबसाइट / Website: www.aud.ac.in

M. VERMA & ASSOCIATES,
CHARTERED ACCOUNTANTS



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SCHEDULE I- CURRENT LIABILITIES AND PROVISIONS

PARTICULARS	SCHEDULES	AMOUNT
Security Deposit		21,94,770
Sundry Creditors		1,69,23,498
Duties & Taxes		6,29,321
Employee Liabilities		1,62,60,832
Sundry liabilities F.Y 2011-12	I (A)	80,617
Amount payable to Students	I (B)	1,72,850
Visiting Faculties/Experts		1,00,406
Audit Fees Payable		2,86,050
Expenses payable		62,54,555
Caution Money		28,62,000
Mess Charges Payable		2,53,257
Expense Receipt		91,821
JGC Fellowship		5,93,233
TOTAL		4,67,03,210

SCHEDULE I (A)- SUNDRY LIABILITIES F.Y 2011-12

PARTICULARS	AMOUNT
Liabilities with respect to deductions from salary	17273
Daulat Ram College	16171
IGNOU	190
NIPFP	212
Secretary DUTWF	100
SLBSV	600
Liabilities with respect to Honorariums	54572
Liabilities with respect to Vendors	8772
Total	80617

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PARTICULARS		AMOUNT
Financial Year 2011-12		136200
Fee waiver	70000	
Scholarship	66200	
Financial Year 2012-13		36650
Scholarship	36650	
Total		172850

CHANDAN MUKHERJEE (PRO VICE-CHANCELLOR)
AMBEDKAR UNIVERSITY



Pro-Vice Chancellor
AMBEDKAR UNIVERSITY, DELHI
Lothian Road, Kashmere Gate
Delhi-110006

SHA R RUNGTA (CONTROLLER OF FINANCE)
AMBEDKAR UNIVERSITY

वित्त नियंत्रक
CONTROLLER OF FINANCE
अम्बेडकर विश्वविद्यालय, दिल्ली
AMBEDKAR UNIVERSITY, DELHI
स. 9, द्वारका, न.दि. 77/Sec-9, Dwarka, N D-77
वेबसाइट / Website: www.aud.ac.in




M. VERMA & ASSOCIATES,
CHARTERED ACCOUNTANTS

SCHEDULE II- FIXED ASSETS

Particulars	Gross Block as on 01.04.2012	Addition During the Year (Charged off to Income Expenditure A/c)	Gross Block as on 31.03.2013
	Amount RS	Amount RS	Amount RS
Furniture & Fixtures	5,90,99,174	65,44,895	6,56,44,069
Computer & Peripherals	2,27,47,738	42,35,519	2,69,83,257
Office Equipment	22,57,112	4,77,193	27,34,305
Books	1,46,64,018	1,68,96,926	3,15,60,944
Total	9,87,68,042	2,81,54,533	12,69,22,575
Fixed Purchased from Advances/Imprests		2,15,237	
Fixed Assets purchased in Credit		36,81,019	
Fixed Purchased in Cash		2,42,58,277	


CHANDAN MUKHERJEE (PRO VICE-CHANCELLOR)
AMBEDKAR UNIVERSITY

 Pro-Vice Chancellor
AMBEDKAR UNIVERSITY, DELHI
 Lothian Road, Kashmir Gate
 Delhi-110006


ASHA R RUNGTA (CONTROLLER OF FINANCE)
AMBEDKAR UNIVERSITY

वित्त नियंत्रक
CONTROLLER OF FINANCE
 अम्बेडकर विश्वविद्यालय, दिल्ली
AMBEDKAR UNIVERSITY, DELHI
 से०-९, द्वारका, न०दि०-७७/Sec-9, Dwarka, N D.-77
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		A.MOUNT
PART-A, CURRENT ASSETS		
FDs Recoverable*		63,191
Cash in Hand		6,628
Bank Balances		8,38,80,434
AUD unspent grant	2,73,18,445	
AUD Fees	35944744	
CECED and other projects unspent balance	12799184	
SIT unspent balance	4435908	
Bank interest earned during the year	3382153	
TOTAL (A)		8,39,50,253
PART-B, LOANS & ADVANCES		
Advance To PWD For Dep Work		3,76,43,549
Advance to staff		10,75,502
Advance to Suppliers*		5,92,658
Deposit A/c		10,000
Telephone Connection Deposit		12,500
TOTAL (B)		3,93,34,209
TOTAL (A+B)		12,32,84,462
Less: Provision held for unrecoverable Balances		52,664
GRAND TOTAL		12,32,31,798


MANOJ MUKHERJEE (PRO VICE-CHANCELLOR)

AMBEDKAR UNIVERSITY



Pro-Vice Chancellor
AMBEDKAR UNIVERSITY, DELHI
Lothian Road, Kashmere Gate
Delhi-110006




SHA R RUNGTA (CONTROLLER OF FINANCE)

AMBEDKAR UNIVERSITY

M. VERMA & ASSOCIATES,
CHARTERED ACCOUNTANTS

वित्त नियंत्रक

CONTROLLER OF FINANCE

अम्बेडकर विश्वविद्यालय, दिल्ली

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SCHEDULE IV (B)- ACADEMIC COST

PARTICULARS	AMOUNT
Seminars/Conference/Workshops/functions	22,28,414
Journals / Periodicals / Subscription	78,77,495
Newspaper and Periodicals	81,207
Stipend to Students	41,87,393
Examination Expenses	1,81,074
Scholarship	13,43,649
Research Project	1,24,929
Field Based Learning/Project Work	10,06,577
Adjunct & Visiting Faculty	29,81,862
TOTAL	2,00,12,600
Less: Expenses Payable	42,11,275
Academic Cost Paid	1,58,01,325.00



CHANDAN MUKHERJEE (PRO VICE-CHANCELLOR)

AMBEDKAR UNIVERSITY



Pro-Vice Chancellor
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ASHA R RUNGTA (CONTROLLER OF FINANCE)

AMBEDKAR UNIVERSITY

वित्त नियंत्रक

CONTROLLER OF FINANCE

अम्बेडकर विश्वविद्यालय, दिल्ली
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SCHEDULE IV (A)- ADMINISTRATION COST

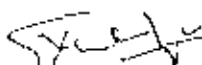
PARTICULARS	AMOUNT
Consultative / Selection Committee Meeting	29,07,451
Advertising and Publicity	50,96,831
Audit Fees	3,71,462
Audit Expense	15,000
Bank Charges	24,673
Electricity Expense	97,90,573
Hiring of Vehicle	34,80,705
Horticulture	1,04,886
Medical Expenses	9,29,292
Meeting Expense (Statutory Bodies)	1,21,821
Office Contingency	9,49,568
Postage and Courier	75,836
Printing and Stationery	31,55,848
Refreshment and Catering (Entertainment)	5,72,968
Repair and Maintenance	11,75,788
NPS Employers Contribution	38,01,776
Employees Cost	11,78,63,917
Sanitation	49,19,066
Security Expenses	87,18,194
Sports Equipments	1,05,376
Student/Staff Welfare	45,000
Student Volunteer Payment	2,05,500
Telephone and Internet Expense	24,20,491
Travelling Allowance (Foreign)	15,10,108
Travelling Allowance (Domestic)	14,61,652
Water Expenses	20,16,956
Professional Charges	3,33,155
Convocation	24,45,897
Membership	4,00,000
ERP & Softwares	26,31,030
Prior Period Expense	47,02,841
TOTAL	18,23,53,661
Less: Expenses Payable	2,60,03,613
Administration Cost Paid	15,63,50,048



PARTICULARS	AMOUNT
Advance with CPWD	3,76,43,549
Advance with Staff Members	10,75,502
Advance to Suppliers	5,92,658
Imprest with Staff	10,000
Telephone connection Deposits	12,500
TOTAL	3,93,34,209
Less :	
Advance to CPWD	3,11,10,545
Advance to Suppliers	10,338
Imprest with Staff	1,00,000
Advance to Staff	2,62,680
Telephone connection Deposits	12,500
TOTAL	3,14,96,063
ADVANCES PAID IN CASH	78,38,146


SCHEDULE VI-UNSPENT GRANT AMOUNT OF CECED AND OTHER PROJECTS

PARTICULARS	AMOUNT
CECED AND OTHER PROJECTS	68,31,778
SIR JAMSETJI TATA TRUST	44,30,864
	1,12,62,642


SANDAN MUKHERJEE (PRO VICE-CHANCELLOR)
AMBEDKAR UNIVERSITY



Pro-Vice Chancellor
AMBEDKAR UNIVERSITY, DELHI
 Lothian Road, Kashmere Gate
 Delhi-110006


ANIL RUNGTA (CONTROLLER OF FINANCE)
AMBEDKAR UNIVERSITY

CONTROLLER OF FINANCE
 अम्बेडकर विश्वविद्यालय, दिल्ली
AMBEDKAR UNIVERSITY, DELHI



M. VERMA & ASSOCIATES,
CHARTERED ACCOUNTANTS

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SCHEDULE VI (A)-ADVANCES TO STAFF MEMBERS AND OUTSIDE AGENCY OF CECEED AND OTHER PROJECTS		
PARTICULARS	STAFF (Amount in Rs)	OUTSIDE AGENCY (Amount in Rs.)
Akshara Foundation	100,000	656,000
BVLF	515,000	165,000
CIFF	400,000	
ICSSR	195,000	
Mobile Creches	21,000	
SERP		282,905
UNICEF	807,260	5,213,654
World Bank	4,161	
SAIL	-19,202	
Total	2,023,219	6,317,559

CHANDAN MUKHERJEE (PRO VICE-CHANCELLOR)
 AMBEDKAR UNIVERSITY

ASHA R RUNGTA (CONTROLLER OF FINANCE)
 AMBEDKAR UNIVERSITY

M. VERMA & ASSOCIATES,
 CHARTERED ACCOUNTANTS

SCHEDULE VII(A) SIGNIFICANT ACCOUNTING POLICIES AND NOTES TO ACCOUNTS**(A) SIGNIFICANT ACCOUNTING POLICIES****1. Basis of preparation of Financial Statements**

The accounts are prepared under the historical cost concept on accrual method of accounting with generally accepted accounting principles in accordance with mandatory accounting standards and disclosure requirements

2. Revenue Recognition

Income and Expenditure are accounted for on accrual basis except stated below;

- i. Fees and other receipts from students & Government Grants are accounted for on receipt basis
- ii. Annual subscription paid for journals is charged off fully in the year of payment.

3. Fixed Assets

Fixed Assets are stated at cost and charged off fully in the year of purchase

Annual Subscription paid for journals is charged off fully in the year of payment.

4. Accounting for Grants

Grant in Aid received from Government is recognised in the Income and Expenditure Account as Income in the year of receipt.



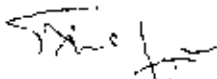
Schedule VII(B) Notes to Accounts

1. (a) Rs. 6533004.00 and Rs.31110545.00 paid during the year and previous years to PWD as advance for various deposit works such as installation of Air Conditioned at Dwarka and Kashmere Gate Campus, Electric installation, repair and maintenance etc. Adjustment of advances amount is pending for current year and previous years as submission of bills, completion certificates, measurements, status of work is not submitted by the PWD despite of AUD request. In respect of most of the work awarded, the work are completed by PWD and handed over the site to AUD for their utilisation however due to non availability of adequate data/ bills/ measurements/completion certificate the adjustments of advances is pending. Impact of above on AUD's advances/Fixed Assets/Expenditure/Capital Reserve is not ascertainable at this stage.

(b) During the year work orders were awarded to PWD for various jobs. Out of above 28 work orders with estimated cost amounting to Rs.303.00 lacs were outstanding. As on 31.03.2013 various work were completed by PWD or were in progress, however due to non submission of bills, measurement, completion, status of the work, the liability for the same are not ascertainable hence not provided.
2. Electricity and Water Charges includes Rs.6805820.00 and Rs.3503397.00 account for on the basis of bills raised by Indira Gandhi Institute of Technology (IGIT) for Kashmere Gate Campus in the ratio of 60:40 (AUD's Share 40%) for the consumption of Electricity and Water during the current year and previous year. IGIT and AUD are jointly sharing the Kashmere Gate campus and due to non availability of separate meters PWD on the basis of area and other factors have allocated the ratio of consumption as 60:40.
3. Campus area at Dwarka were jointly used by AUD and NIT for part of year 2012-13. During this period charges for common utilities such as electricity, sanitation, security etc were paid by AUD and proportionate share of utilities consumed was to be borne by NIT. Recoverable amount from NIT on account of above has not been account for as the actual consumption ratio is not yet ascertained.
4. Liability on account of non/short deduction of Tax at source and interest and penalty thereon in respect of discrepancies observed and reported is not ascertained and provided for. AUD is in the process to contact the deductees for the recovery of amount/ to ascertain the status of tax paid by them.
5. Employees liabilities include Rs.7454787.00 and Rs.5738854.00 for the year and previous years towards employees and employers contribution of New Pension Scheme (NPS) as the approval from Directorate of Higher Education is awaited and the amount is yet to be remitted to appropriate authority. Amount of interest/penalty, if any, for non remittance at this stage is not ascertainable hence not provided.
6. During the Year AUD has received Grant/Financial support for various CECED/Other projects from Government/Other organisations. Amount of Bank Interest earned on unspent balance of grant/support is treated as AUD's income.




7. Advance to some of staff members and Others are subject to reconciliation and are unconfirmed, consequential Impact for the same on income and current assets of the University are not ascertainable.
8. i.) As on 31.03.2013 balance outstanding Rs.6831778.00 and Rs.4430864.00 under CECEd and Other projects and Sir Jamsetji Tata Trust Project respectively is representing the balance unspent after adjusting the advances paid amounting to Rs.2023219.00 to staff and Rs.6317559.00 to outside agencies and expenses on cash basis. The amount of expenses incurred till 31.03.2013, if any, against the advances paid to other organisation has not been account for due to non availability of their audited utilisation certificate/statement of accounts.
- ii) AUD is maintaining record showing the grant received, cumulative amount paid for expenses and advances and unspent amount of grant outstanding at the beginning and close of the year. Further AUD is in the process to maintain the record showing item wise expenditure according to the approved budget heads and to meet the other requirement with regard to record maintenance of the donor/grantor organisations.
- iii) Some of the projects are continuing till 31.03.2013, as per sanction terms/MOU executed with the donor organisation, the tenure of these projects were expired on or before 31.03.2013. Although the extension of these projects from the donor organisations are not obtained, the management is of the view that the non availability of the extension of validity of these projects shall not have any financial impact as the delay in the completion of projects are otherwise approved by the donor organisations.
- iv) Some of the organisations while extending the fund for various projects had executed the MOU/Contract/ Work order and have assigned the project to AUD/CECEd in the capacity of consultant/service provider. Management is of the view that provisions of the Service Tax Acts are not applicable as the funds are transferred for social welfare projects in the largest public interest. However AUD is in the process to clarify the matter with the donor/grantor/project awarding organisations.
- v) During the year overhead Charges on account of AUD allocable expense on CECEd projects is charged for two projects viz. UNICEF and CARE India only. Management is of the view that the overhead charges on the other projects shall be charged on their certainty of realisation/ completion of projects.
9. Current liability includes suspense receipt Rs.91821.00, due to non availability of nature of above amount the impact on the results of the University is not ascertainable at this stage.


CHANDAN MUKHERJEE (PRO VICE-CHANCELLOR)
AMBEDKAR UNIVERSITY



Pro-Vice Chancellor
AMBEDKAR UNIVERSITY, DELHI
 Lothian Road, Kashmere Gate
 Delhi-110006


ASHA RANI RUNGTA
CONTROLLER OF FINANCE

वित्त नियंत्रक
CONTROLLER OF FINANCE
 अम्बेडकर विश्वविद्यालय, दिल्ली
AMBEDKAR UNIVERSITY, DELHI

प्री-9, इंदरपुरा, पिन-110077/Sec-9, Dwarka, N D -77



M.VERMA & ASSOCIATES
CHARTERED ACCOUNTANTS

1209, HEMKUNT CHAMBERS
NEHRU PLACE, NEW DELHI-19
TELEPHONE NO.+91-41078098
EMAIL : MVERMASSOCIATES@YAHOO.IN

AUDITOR'S REPORT

1. We have audited the attached Balance Sheet of Bharat Ratna Dr. B.R. Ambedkar University, Delhi as at 31st March, 2013 and also the Income & Expenditure Account for the year ended on that date annexed thereto. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.
2. We conducted our audit in accordance with auditing standards generally accepted in India. Those Standards requires that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatements.
3. An audit includes examining, on test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.
4. We believe that our audit provides a reasonable basis for our opinion.
5. We report that :
 - i. Loans and Advances includes Rs.6533004 and Rs.31110545 paid to PWD during the year and in previous years respectively for various depository work awarded. As per record and information provided to us various works awarded were completed by PWD during the year and in previous years and AUD is utilising those assets/facilities. Due to non submission of bills/measurement/completion certificate/status report by PWD liability of the work conducted has not been ascertained and provided and the amount paid is still appearing as advances. In view of above amount of advance are overstated and liabilities,expenditure are understated, quantum of which has not been ascertained.(Refer Note no.1)
 - ii. Disclosure required as per Accounting Standard 15 "Employee Benefits" and Accounting Standards-29 "Provisions, Contingent Liabilities and Contingent Assets" has not been made.
 - iii. In the absence of appropriate instructions employer and employee contribution deducted during the year and previous years of New Pension Scheme (NPS) has not been remitted to the appropriate authorities and amount is kept in the form of Bank's FDR/separate bank account. Liability on account of interest/penalty if any for non/late remittance of amount has not been ascertained and provided.
 - iv. During the year and in previous years University has deducted employees pension contribution from the salary of lien employees. In respect of some of the employees Amount deducted along with employer's contribution and amount of leave salary has not been remitted by the University to the employee's respective parent organisations.
 - v. Liability on account of non/less deduction of Tax and on late remittance of tax has not been ascertained and provided by the University.(Refer Note no.4)
 - vi. Advances to some of the Staff and Others are subject to reconciliation and are unconfirmed, consequential impact for the same on income and expenditure and current assets of the University are not ascertainable.



vii. Purchase procedure for the procurement of books needs to be improved in terms of followings :

As per purchase procedure \ Library purchase policy provided to us vide clause no V "The discount rate may vary at the discretion of the AUD authorities and shall be acceptable to empanelled supplier. Further as per clause 5.ii, notwithstanding the discount rates so decided the AUD library shall have the right to procure books / publications at higher rates of discount. Further as per schedule of discount the discount on the basis of year of publication and medium of language etc are mentioned. In this regard we have observed that books were purchased during the year at the discount rates stated in the schedule of discount irrespective of discount rates available in the market. No documentary or other evidence available for our verification which reflect that the discounts on published price were obtained from the other sources / electronic media and compared before purchasing the books from the existing sources whereas as per purchase policy AUD library shall have the right to procure books / publication at the higher rate of discount . We have further observed from the record available for our verification no quotation / tender invite during the year for the procurement of books . During the year 2012-13 books worth Rs 169.00 lacs app were purchased which constitute a substantial portion of the total expenses of AUD therefore the purchase procedure needs to be strengthen for the optimum utilisation of funds.


We further report that :

- I) We have obtained all the information and explanation which, to the best of our knowledge and belief, were necessary for the purpose of our audit.
- II) In our opinion, proper books of accounts, as required by law, have been kept by the University, so far as appears from our examination of those books.
- III) The Balance Sheet and the Income & Expenditure Account, dealt with by this report, are in agreement with the books of account.
- IV) The Balance Sheet and Income & Expenditure Account, dealt with by this report comply with the accounting standards issued by the Institute of Chartered Accountants of India, so far as applicable except stated in point no.5.(ii)
- V) In our opinion and to the best of our information, and according to the explanation given to us, the said accounts, subject to point no. 5(i) to 5(vii) above and subject to notes on accounts as per schedule no VII , give a true and fair view in conformity with the accounting principles generally accepted in India :
 - a) In the case of the Balance Sheet, of the state of affairs of the University as at March 31,2013 and
 - b) In the case of the Income & Expenditure Account, of the excess of Expenditure over Income for the year ended on that date.

Place : New Delhi

Date: 12.07.2013

M.VERMA & ASSOCIATES
 CHARTERED ACCOUNTANTS



Mohender Gandhi
 Membership No. 088396

AMBEDKAR UNIVERSITY, DELHI						
Statement showing the details of Expenditure incurred upto 30th June, 2013.						
						(Rs. in lakhs)
Sl. No.	Account Description	SCENARIO - I (BE 2013-14 Proposal submitted to DHE)	SCENARIO-II (BE 2013-14 as per Finance Committee)	SCENARIO - III (BE 2013-14 as per GIA)	SCENARIO-IV (As per Annual Plan proposals 2013-14)	Exp. Incurred upto June 2013 (Including Advances)
ACADEMIC EXPENSES						
1	Seminars/Conference/Workshops/Function	40.00	40.00	20.00	33.00	2.17
2	Books/Library Newspaper &	200.00	200.00	70.00	752.00	1.28
3	Examination Expenses	10.00	10.00	5.00	10.00	0.85
4	Scholarships/Prizes/ Awards/Stipends	25.00	20.00	15.00	20.00	7.35
5	Research Projects	30.00	30.00	10.00	330.00	0.70
6	Field Based Learning	12.00	12.00	10.00	12.00	3.93
7	Adjunct & Visiting Faculty	158.00	30.00	20.00	158.00	8.87
	TOTAL	475.00	342.00	150.00	1315.00	25.15
ADMINISTRATIVE EXPENSES						
8	Salary	1,885.00	1,590.00	1,350.00	3,039.69	435.07
	LTC					2.33
	Children Allowance					2.04
	Leave Salary & Pension Contribution					21.11
	TOTAL	1885.00	1590.00	1350.00	3039.69	460.55
9	TA/DA (Domestic)	15.00	12.00	8.00	12.00	0.29
10	TA/DA (Foreign)	18.00	10.00	10.00	10.00	0.99
11	Electricity Charges	70.00	70.00	40.00	70.00	12.49
11(a)	Electricity Charges paid to IGIT					60.06
12	Water Charges (Paid to IGIT)	8.00	8.00	8.00	8.00	31.20
13	Pol. Charges/ Maintenance/Hiring of Vehicles	40.00	40.00	35.00	40.00	9.17

AMBEDKAR UNIVERSITY, DELHI

Statement showing the details of Expenditure incurred upto 30th June, 2013.

(Rs. in lakhs)

Sl. No.	Account Description	SCENARIO - I (BE 2013-14 Proposal submitted to DHE)	SCENARIO-II (BE 2013-14 as per Finance Committee)	SCENARIO - III (BE 2013-14 as per GIA)	SCENARIO-IV (As per Annual Plan proposals 2013-14)	Exp. Incurred upto June 2013 (including Advances)
ACADEMIC EXPENSES						
14	Telephone & Internet	35.00	35.00	25.00	35.00	2.19
15	Security	70.00	70.00	65.00	70.00	16.26
16	Repair, Maintenance & Renovation	507.00	7.00	10.00	507.00	0.84
17	Office Contingency	10.00	10.00	5.00	10.00	1.63
18	Advertisement & Publicity	70.00	70.00	25.00	70.00	0.84
19	Professional Charges	10.00	5.00	5.00	5.00	0.59
20	Rent, Rates, & Taxes	2.00	2.00	2.00	2.00	-
21	Postage	3.00	3.00	3.00	3.00	0.36
22	Printing & Stationary	25.00	25.00	15.00	25.00	3.26
23	Horticulture	15.00	15.00	8.00	15.00	-
24	Sanitation	40.00	40.00	50.00	40.00	18.49
25	AMCs/Repairs & Maintenance of	20.00	10.00	10.00	10.00	1.12
26	Legal Expenses	2.00	2.00	2.00	2.00	1.36
27	Insurance	0.50	0.00	0.00	0.00	0.00
28	Student Welfare	5.00	10.00	0.00	10.00	5.02
29	Earn while you Learn Scheme.	2.00	5.00	5.00	5.00	1.14
30	Gym/Games/Sports Items	10.00	8.00	5.00	8.00	0.11
31	Medical	35.00	15.00	15.00	15.00	16.82
32	Consultative/Course/Curricular /Selection Committee Meetings	35.00	20.00	15.00	20.00	2.55
33	Hospitality Expenses	1.00	1.00	1.00	1.00	0.00
34	Meetings of Statutory Bodies	5.00	5.00	5.00	5.00	0.74
35	Purchase of Vehicles	0.00	10.00	10.00	10.00	0.00
36	Furniture & Fixtures	200.00	100.00	40.00	100.00	1.71

AMBEDKAR UNIVERSITY, DELHI

Statement showing the details of Expenditure incurred upto 30th June, 2013.

(Rs. in lakhs)

Sl. No.	Account Description	SCENARIO - I (BE 2013-14 Proposal submitted to DHE)	SCENARIO-II (BE 2013-14 as per Finance Committee)	SCENARIO - III (BE 2013-14 as per GIA)	SCENARIO-IV (As per Annual Plan proposals 2013-14)	Exp. Incurred upto June 2013 (including Advances)
ACADEMIC EXPENSES						
37	Climate Control (Air Conditioning &	60.00	5.00	5.00	5.00	0.00
38	Computer Hardware & Other Equipments	200.00	50.00	25.00	688.90	1.57
39	University Wide Resource Management	50.00	20.00	15.00	32.00	1.46
40	Convocation	0.00	25.00	15.00	25.00	0.00
41	Hostel Expenses	5.00	0.00	0.00	0.00	0.00
42	Staff Welfare	5.00	5.00	1.00	5.00	0.00
43	Professional Development of Faculty and Staff.	10.00	5.00	4.00	5.00	0.66
44	Memberships & Subscriptions	10.00	10.00	4.00	10.00	0.00
45	Vice-Chancellor's Relief Fund	5.00	5.00	4.00	5.00	0.00
46	Creche	5.00	5.00	1.00	5.00	0.00
47	Utilities/Health Centre/Canteen	20.00	0.00	0.00	20.00	0.00
48	New Initiatives	100.00	25.00	4.00	25.00	0.00
	Total	1,723.50	763.00	500.00	1,933.90	192.92
	Grand Total	4,083.50	2,695.00	2,000.00	6,288.59	678.62

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Ambedkar University, Delhi (AUD)**4th Meeting of the Academic Council held on 10 July 2013 and 19 July 2013**

The 4th meeting of the Academic Council was held on 10 July 2013 at 10.30 a.m. at AUD campus, Kashmir Gate, Delhi.

The following members were present:

Prof. Shyam B. Menon Vice-Chancellor	(In Chair)
Professor Ashoke Chatterjee <i>Nominee of the Government of NCT of Delhi</i>	Member
Professor K. Ramachandran <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Mathew Varghese <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Anuradha Kapur <i>Nominee of the Government of NCT of Delhi</i>	Member
Prof. Chandan Mukherjee Pro Vice-Chancellor	Member
Professor Ashok Nagpal Dean, Academic Services	Member
Professor Salil Misra Dean, School of Liberal Studies	Member
Professor Shivaji K. Panikkar Dean, School of Culture and Creative Expression	Member
Professor Honey Oberoi Vahali Dean, School of Human Studies	Member
Professor Venita Kaul Director, School of Educational Studies	Member
Professor Denys P. Leighton School of Liberal Studies	Member
Dr. Sumangla Damadoran Associate Professor School of Development Studies	Member

Dr. Praveen Singh Assistant Professor School of Human Ecology	Member
Prof. Kuriakose Mamkootam Director School of Business, Public Policy and Social Entrepreneurship	Member
Prof. Alok Bhalla School of Liberal Studies	Member
Professor Jatin Bhatt Dean, School of Design	Member
Prof. Geetha Venkataraman School of Liberal Studies	Member
Ms. Sumati Kumar Registrar	Secretary

Professor A K Sharma nominee of the University Grants Commission and Dr. Raja Mohan nominee of the Government of NCT of Delhi could not attend the meeting on 10th July 2013 due to other commitments.

The following resolutions were passed:

Resolution No. 1

Resolved that the minutes of the 3rd meeting of the Academic Council held on 10 December 2012 be confirmed. It was suggested that the minutes of the subsequent Academic Councils should also include the salient features of the discussions. It was decided that, as an experiment, the minutes of the adjourned meeting on 19 July 2013 will contain a general summary of the discussion also.

Resolution No. 2

Resolved that the report of action taken on the minutes of the 3rd meeting of the Academic Council held on 10th December 2012 be recorded.

Resolution No. 3

The Council resolved and ratified the re-constitution of the Standing Committee on Academic Programmes (SCAP) with the following suggestions:

1. The Pro Vice-Chancellor to Chair the committee instead of the Vice Chancellor
2. The Vice Chancellor shall be permanent invitee

This should also apply to the Standing Committee, Research (SCR). However, the Standing Committee, Students should continue to be chaired by the Dean, Student Services.

Resolution No. 4

The Council considered and approved the Academic Calendar for the Academic Session. It was suggested that the calendar should be prepared in terms of weeks so that a standardized calendar valid for each year may be prepared. (*Appendix - 1*)

Resolution No. 5

The Council considered and approved the recommendations of the Standing Committee (Academic Programmes) (SCAP) on the following:

- Masters in Gender Studies, offered by the School of Human Studies (SHS)
- Masters in Psycho-Social and Clinical Studies, offered by the SHS
- Masters in Economics, offered by the School of Liberal Studies (SLS)
- Masters in History, offered by the SLS
- Masters in English, offered by the SLS
- Masters in Sociology, offered by the SLS
- One-Year Post-Graduate Diploma in Publishing, offered by the School of Business, Public Policy and Social Enterprise (SBPPSE)
- Masters in Social Design, offered by the School of Design (SDE)

It was suggested that SLS should include summer internships and field trips in its masters programmes. This would impart the much needed practical component to the programmes and enable the students to connect their knowledge with field experience.

In addition, the Council also approved the new courses added to the basket of the Post-Graduate programmes offered by the School of Culture and Creative Expressions (SCCE) and the School of Educational Studies. These programmes have already been approved by the Academic Council at its second meeting held on 23 August 2012 (Resolution No. 7/AC/2/23.08.2012).

Resolution No. 6

The Council resolved to accept the recommendations of the Standing Committee (Students) of the Academic Council.

Resolution No. 7

The Council resolved to accept the recommendations of the Standing Committee, Research (SCR) on the following.

1. the Ph.D programme in Development Studies, offered by the School of Development Studies (SDS)
2. the Ph.D programme in Sociology, offered by the SLS.
3. the system of filling the reserved seats for all the research programmes at the University level (that all the reserved seats for all the research programmes will constitute a common pool and the candidates will be selected at the University level).

The Council approved the recommendations of the SCR to fix the upper limit as ten on the number of seats open to admissions each year in every M.Phil Programme, with the following qualifications:

- a. For the M.Phil in Women's and Gender Studies, the annual intake of students will remain at 18 as per the MOU between AUD and CWDS, with a proviso that only 10 will be awarded stipend by AUD. This will continue as long as the aforesaid MOU is in force.
- b. For the M.Phil in Development Practice the annual intake of students will remain at 25 as long as the project funding from SDTT continues.

In both these above M.Phil programmes the 85% reservation for candidates from within NCT, Delhi will be restricted to 10 seats.

Resolution No. 8

After much deliberation, the Council resolved to approve the setting up of an Incubation Centre for Social Entrepreneurship and Innovation.

The Centre would endeavour to create not just seekers of employment but creators of employment. It would aim to promote entrepreneurial activities at micro level. It would also try and create an alternative business model, one that would not be vertical but participatory, involving communities. It was suggested during discussion that the Centre should maintain an active dialogue with many similar ventures outside. It was also suggested that the Centre should draw its resources from all the Schools of the University. It was also hoped that eventually the Centre would become self-supporting. (*Appendix – 2*)

The adjourned meeting of the Academic Council was held on 19 July 2013 at 10.30 a.m. at the AUD campus, Kashmere Gate.

The following members were present:

Prof. Shyam B. Menon Vice-Chancellor	(In Chair)
Professor A K Sharma <i>Nominee of the UGC</i>	Member
Professor K. Ramachandran <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Mathew Varghese <i>Nominee of the Government of NCT of Delhi</i>	Member
Dr. Anuradha Kapur <i>Nominee of the Government of NCT of Delhi</i>	Member

Prof. Chandan Mukherjee Pro Vice-Chancellor	Member
Professor Ashok Nagpal Dean, Academic Services	Member
Professor Salil Misra Dean, School of Liberal Studies	Member
Professor Shivaji K. Panikkar Dean, School of Culture and Creative Expression	Member
Professor Honey Oberoi Vahali Dean, School of Human Studies	Member
Professor Denys P. Leighton School of Liberal Studies	Member
Dr. Sumangla Damadoran Associate Professor School of Development Studies	Member
Dr. Praveen Singh Assistant Professor School of Human Ecology	Member
Prof. Kuriakose Mamkoottam Director School of Business, Public Policy and Social Entrepreneurship	Member
Professor Jatin Bhatt Dean, School of Design	Member
Prof. Geetha Venkataraman School of Liberal Studies	Member
Ms. Sumati Kumar Registrar	Secretary

Dr. Raja Mohan, Professor Ashoke Chatterjee, Professor Venita Kaul, Professor Alok Bhalla could not attend the meeting.

The continued meeting of the Academic Council on 19th July 2013 opened with the note of the Vice-Chancellor on the first five years of AUD. He apprised the Council on the major accomplishments, lessons learnt and the major challenges faced by AUD. Maintaining a healthy student-teacher ratio has been one of the challenges. Inability to fill the seats in the reserved category (particularly in the OBC category) has been one of the factors affecting the student-teacher ratio.

Resolution No. 9

The Council deliberated upon the Vice-Chancellor's report and took note of the student-teacher ratio mentioned in it. The Council also noted that the reserved seats, particularly in the OBC category, are not getting filled and this adversely affects the student-teacher ratio. Since it is not advisable for the public resources to be left under-utilized, the Council resolved to redeploy seats reserved for the OBC category to general category *after all the efforts at admitting reserved category students have been exhausted*. However, this transfer of seats from the OBC category to the general category should be made only after making all the efforts to fill the reserved seats, and after intimating to Government.

Resolution No. 10

The Council resolved that a Perspective Plan be prepared, which should include a business plan and financial arrangements for the next ten years. This would enable the University to cope with problems of financial resources.

Resolution No. 11

The Council deliberated upon the tabled item placed on 10 July 2013 on the coding of academic courses. The minutes of the committee on the coding of courses were discussed keeping in mind the variations across Schools and Programmes. The Council decided to defer this item for wider consultations. It will be considered by the AC through circulation.

Resolution No. 12

The Council resolved and adopted the proposal to institute the system of concurrent appointments across Schools. This would facilitate mobility across Schools and Programmes. However, the AC suggested certain modifications in the concurrent appointment form.

The Council also suggested that the concurrent appointment committee should include the Dean, SUS in addition to the Deans of Schools concerned and the Dean, Academic Services. *(Appendix - 3)*

Resolution No. 13

The Council resolved and approved the proposal of Setting up of a Centre of English Language Teaching. The Council discussed at length the nature and functions of the proposed Centre. The need for a Centre of English Language arose because of problems of deficiency in English language faced by AUD students at all the levels. AUD's instructional design is heavily loaded in favour of writing, from short essays to long dissertations. Given AUD's language policy and diverse social backgrounds of AUD students, a support system in English language is absolutely essential, both at social and pedagogical levels. *(Appendix - 4)*

Resolution No. 14

The Council resolved and approved the proposal for the Centre for Development Practice, jointly proposed by SHS and SDS.

The Council also noted that the need for such a Centre arises both from the newness and the nature of the idea of 'development practice'. It is a nascent field and needs to be developed, and the nature of the field is practice-based with a strong rural focus. The proposed Centre would create a new area of enquiry and also cater to the needs of the 'Development Sector' at large. The proposed Centre would also try to move away from the mono-dimensional idea of research focusing only on social knowledge. Instead the Centre will link research to change and work not just *on* the rural but also *with* the rural. The proposed Centre would contribute to a new imagination of both social sciences and university spaces. The Centre would also reinforce the linkage between knowledge and practice.

During the discussion that followed, a few suggestions were made. Given a kind of overlap of focus between Schools and Centres, any duplication needs to be avoided. The two should complement each other without any duplication. At the same time the organic link between Centres and Schools needs to be recognized and established. It was also suggested, as a note of caution, that while promoting the link between knowledge and practice, universities should be careful about not getting reduced merely to extension activities. The primary focus on knowledge creation should not get diluted in the name of 'practice'. It was also suggested that the proposed Centre should not concentrate exclusively on the rural. The policy statement of the Centre should be more inclusive in focusing on the areas of concern and activities. *(Appendix - 5)*

Resolution No. 15

The Council resolved and approved the proposal for the Centre for Psychotherapy and Clinical Research (CPCR), proposed by the SHS.

It was also noted that the need for such a Centre arose because of a hiatus that exists between research and practice. This problem needs to be addressed. The proposed Centre will therefore focus on both research and therapy. On the whole it would have a five-fold purpose: service, training, research awareness building, and advocacy. The experience gained from the practice of therapy will feed into research. And research would provide new insights that will contribute to the practice of therapy. The proposed Centre is in keeping with the philosophical vision of the Psychology programme at the SHS and also in response to the needs of mental health care, training and community intervention. The proposed CPCR will work under the aegis of the SHS but will also have links with other Schools and Centres of the University *(Appendix - 6)*.

Resolution No. 16

The Council deliberated upon the on the report of the committee constituted by the Vice-Chancellor on the formulation of ordinances, rules, and regulations for teachers and other academic staff. However on the UGC regulations on the Career Advancement Scheme (CAS),

The Council resolved and constituted a committee, consisting of the following members:

- Pro-Vice-Chancellor - Chair
- Dean, Academic Services
- Prof. K. Ramchandran
- Prof. A.R.Khan, IGNOU
- Dr. Sumangala Damodaran
- Dr. Praveen Kumar Singh

This committee will look at the Ordinance 12: Promotion under Career Advancement Scheme – 2010. and soon formulate a response. This would be circulated to the members of AC for their consideration and approval.

On the proposed Ordinance 14 (Code of Ethics of the Teachers and Other Academic Staff of the University), the Council constituted a committee consisting of the following members of the AC:

- Dr. Mathew Varghese
- Prof. Kuriakose Mamkoottam
- Prof. Honey Oberoi Vahali

The Committee will look at the issue of an ethical framework for AUD teachers in the light of the proposed Ordinance 14 of AUD and also the UGC's Code of Professional Ethics.

All the other aspects of the proposed ordinances will be examined later.

Additional Tabled Items:**Resolution No. 17**

The Council resolved and approved the proposal for the Support for Quality Enhancement in learning with the suggestion that it should be called "learning enhancement" instead of "quality enhancement". (Appendix-7)

Resolution No. 18

The Council ratified the constitution of the following Standing Committee for reviewing the Fee Structure.

1. Pro - Vice Chancellor - Chair
2. Dean (Academic Services)
3. Dean (Student Services)
4. Controller of Finance
5. Dr. Kiran Datar (Government nominee in the BoM)

Resolution No. 19

The Council ratified the constitution of the following Committee to formulate Reservation Policy for Physically Handicapped Persons in direct recruitment for faculty positions/non-teaching posts.

1. Prof. Ashok Nagpal, - Chair
Dean (Academic Services)
2. Ms. Sumati Kumar, Registrar
3. Dr. Rachana Johri,
Deputy Dean (Student Services)
4. Shri Narendra Mishra,
Assistant Registrar (IT Services)
5. Dr. Anita Ghai, JMC/NMML

In the end the AC expressed its deep appreciation of the contribution of Prof. Shyam Menon, the Vice-Chancellor, towards making the Academic Council a forum for a lively and meaningful debate. Under his leadership the AC emerged as a platform where all the academic issues were debated with total freedom and fairness, and the decisions taken only after a thorough examinations of the issues.

The meeting ended with a vote of thanks to the Chair

APPENDIX - 1

Academic Calendar

Monsoon Semester (21 weeks)	From the Monday nearest to the completion of the first week of July to the Friday nearest to the completion of the first two weeks of December, excluding the Dusshera break
Classes in Monsoon Semester (16 weeks)	Teaching begins (in all Schools except in those where a trimester system is in operation) on the Monday nearest to the 1st of August and ends on the Saturday nearest to the 30th of November.
Autumn Break (one week)	One week which includes the three festive days of Dusshera
Aud@city	First Friday-Saturday of November (or the first Friday-Saturday after the Dusshera break if it falls within the Dusshera break)
Annual Convocation	1 st Friday of November (or the first Friday after the Dusshera break if it falls within the Dusshera break)
Winter Break (Three weeks)	Three weeks beginning on the Saturday after the close of the Monsoon semester to the Sunday preceding the beginning of the Winter semester.
Winter School (Three weeks)	(For winter courses, outreach programmes, repetition of courses, etc.) from the Monday after the close of the monsoon semester to the Saturday preceding the beginning of the winter semester.
Winter Semester (20 weeks)	From the Monday nearest to the completion of the first week of January and to the Friday nearest to the completion of the first three weeks of May.
Classes in the Winter semester (16 weeks)	Teaching begins (in all Schools except those which have a trimester system) on the Monday nearest to the completion of the second week of January and ends on the Saturday nearest to the completion of the 1 st week of May.
Sports Day	Second Saturday of March
Summer Break (seven weeks)	Seven weeks beginning from the Saturday after the close of the Winter Semester to the Sunday preceding the beginning of the Monsoon semester
Summer School (seven weeks)	(For summer courses, outreach programmes, repetition of courses, etc) From the Monday after the close of the Winter semester to the Saturday nearest to the 30th of June.

Note:

1. There will be sixteen weeks devoted to teaching in every semester inclusive of assessment.
2. Teachers will work for 21 weeks in the monsoon semester and 20 weeks in the winter semester. including work related to admissions, curriculum design, organizational planning and reflections and evaluation in addition to teaching.
3. There will be 11 weeks of vacation -- seven weeks in summer, three weeks in winter and one week around Dusshera.

APPENDIX - 2

**Incubation Centre for Social Entrepreneurship & Innovation
Ambedkar University Delhi**

Vision

Ambedkar University Delhi (AUD) aspires to combine equity and social justice with excellence. The University believes that knowledge and learning becomes socially productive only by liberating it across society, transcending barriers of caste, creed and class, thereby contributing to the promotion of equality, social justice and excellence. AUD strives to mould its students into informed and sensitive professionals who will engage with their social responsibilities and will react to the needs of the less privileged and marginalised sections of our society.

Within the ambit of the larger vision of AUD an incubation centre for social entrepreneurship & innovation is visualized to be created. The proposed centre for social entrepreneurship & innovation aims to achieve the two-fold objective: (i) to translate theoretical and conceptual learning into socially useful practice; and (ii) to reach out to the less-privileged sections of society who may not otherwise have access to new knowledge and contemporary practices.

Social entrepreneurship is the process of pursuing innovative solutions to social problems; to create and sustain social value. It pursues opportunities to this end by adapting and learning. Social entrepreneurs draw upon the best thinking in both the business and non-profit worlds and can operate in all forms of organisations: large and small, new and old, non-profit, for-profit. Unlike business entrepreneurs who typically measure performance merely in terms of profit, social entrepreneurs take into account the societal dividend, apart from profit. Social entrepreneurship typically furthers broad social, cultural, and environmental goals. It is based on the belief that there is nothing more powerful than a new idea and that meeting societal needs cannot be left solely to government or business.

Although the term social entrepreneurship is relatively new, Florence Nightingale, founder of the first nursing school and developer of modern nursing practices; Robert Owen, founder of the cooperative movement are examples of social entrepreneurs and social entrepreneurship in early history, effectively impacting the civic, governmental, and business worlds. Of course, Muhammad Yunus, founder of Grameen Bank is the most well-known contemporary social entrepreneur.

Objective:

Business today stands at a cross-road; wealth growing disproportionately creating a distorted pyramid of distribution. Managers as business leaders need to have new tools and skills that best prepares businesses to serve the billions of people living in the so-called bottom of the pyramid (BOP).

The proposed centre is visualised to complement the academic programmes of several schools of AUD. The School of Business, Public Policy & Social Entrepreneurship offers a two-year (full time) MBA programme and a one-year PG Diploma in Publishing; the School of Design offers a Masters programme in Social Design (SDes); the school of Human Studies offers a MPhil programme in Development Practice; the School of Development Studies offers a Masters degree in Development and the School of Education offers Masters in Education. In addition, centre for community knowledge is engaged in reconstructing local knowledge and traditional practices followed by various communities in different parts of India including the neighbourhood of AUD. The proposed centre for Social entrepreneurship & innovation will work closely with the activities of these schools,

especially between the School of Business, Public Policy & Social Entrepreneurship and the School of Design by interfacing the knowledge and expertise available in these programmes.

Activities of the Centre

The proposed centre will invite innovative ideas, nurture them through a process of mentoring and organising/ facilitating financial assistance from angel investors/ venture capitalists to convert those ideas into real business ventures. It will provide opportunity to those with ideas for starting his/her own business in social entrepreneurship. It will facilitate learning the skills required to design and set up a low cost business model and an opportunity to develop and test new ideas. Create possibility to share other success stories that have emerged from working with experienced mentors from various sectors/ fields. The centre will provide incubation support to start-up ventures of fresh graduates, such as infrastructure support, mentoring, and networking which are crucial to such a start-up.

More specifically the Centre will

- organise workshops/ seminars for social entrepreneurs by providing education, vocational training, savings planning, and business development, including in the rural sector.
- encourage and support wealth creators, rather than wealth managers, especially in the social sector.
- promote social entrepreneurship among young, the less privileged segments of society and women.
- encourage ideas to improve quality of life of the common man by focusing on facilities in the social sector, such as health, education, sanitation, environment etc.
- focus on change-makers who are willing to undertake initiative to build communities of practice around pressing issues of the larger society.
- explore the role of the modern medium of the internet and social networking for the success and collaboration of Social Entrepreneurs. Use of social media to allow ideas to be heard by broader audiences, help networks and investors to develop globally, and achieve their goals with little or minimum start-up capital.

In summary, the Centre will focus on three main areas of activities:

1. **Ideation and Knowledge sharing** to convert ideas into implementable business plans and skills to execute the plans into a sustainable business. Workshops and seminars on organizational growth and business expansion models will be organized to enhance skills on expanding capacities, strategic planning, financial models, human resource planning, governance, communications and networking. Mentoring facilities will be made available.
2. **Organise initial capital** through angel investors and venture capitalists, by taking ideas to people/ organizations which will be willing to extend financial support the new business.
3. **Develop human resources** to manage the business by imparting skills in the areas of marketing, accounts/ finance and managing people (leadership, communication etc.).

Organisation Structure & Resources

The centre will be both a physical space and an intellectual medium for faculty and students of various schools and programmes, as well as professionals and individuals with innovative ideas to come together and work towards developing social entrepreneurship in India. The centre will start modestly with minimum investment of space, staff and resources.

- The centre will be managed by the Director of the Centre (part-time), under the overall guidance of a Board of Advisors.
- For day to day operations of the centre, a full-time Manager, supported by minimal support staff (1-2 Junior Executives and an Office Assistant) may be appointed.
- The centre will have provisions to invite at a given time 1-2 experienced (social entrepreneurs) as Entrepreneur-in-Residence to spend time at the centre to provide mentoring and other technical advise to the budding entrepreneurs.
- Office space to locate the above personnel will be required.
- 2-3 laptops/desktops, printer, scanner, a photocopier, telephone, internet are the minimum facilities required immediately.
- An amount of Rs. 10,00,000 may be advanced as seed money to set up the Incubation Centre for Social Entrepreneurship at AUD.

APPENDIX - 3

Resolved and approve the system of the Concurrent Appointment of the faculty

The proposal to institute a system of concurrent appointments was incorporated into the architecture of the University in the third meeting of the Board of Management held on 3 November 2008:

Teachers will be appointed to the University and not to a specific School or Centre, and a teacher thus appointed will ordinarily be attached to more than one School or Centre. This will support the interdisciplinary character of programmes and Schools, and will also ensure that the very same teachers who undertake postgraduate teaching and research will also teach undergraduate students. This arrangement also enables reconfiguring research-groups and programme-teams periodically, keeping in perspective the fluidity in the contours of knowledge.

The Mid-Term Review (MTR) of the University (2013) commenting on the concurrent appointment system in AUD observed that the system has yet not been formalised administratively and, "concurrency in practice, by and large, is based on voluntarism, informal identification of interests and requests by programme teams from one School to get faculty members from a different School to teach in their programmes or offer electives. Consequently only a few teachers seem to be teaching across Schools and their workload then is proportionately higher than that of others."MTR has noted that the University must proactively pursue operationalization of Concurrent Appointment system within AUD before disciplinary entrenchments become resistant to change and structurally inhibit flexibility.

MTR has recommended that AUD needs to make a restatement of the requirement that every faculty member needs to teach in more than one School. Parallel to this, it has recommended, must be the administrative restatement and articulation of rules and guidelines facilitating concurrence and bringing transparency in the process of allocation of academic duties and other administrative responsibilities.

It is towards addressing these recommendations that a Concurrent Appointment Form has been prepared. It is proposed that this form, administered through the Dean, Academic Services, would be made mandatory for each faculty member to fill and share their teaching and other interests at the beginning of each academic year. This would facilitate a transparent process for workload assignment of faculty across Schools and programmes.

It is expected that collection of such information would facilitate the formalisation of the process required to make the system of concurrent appointment work efficiently.

Enclosures:

- (a) Concurrent Appointment form
- (b) Draft Concurrent appointment letter



Ambedkar University, Delhi

CONCURRENT APPOINTMENTS FORM

1. Which school/ programme/ centre are you associated with at present

2. Every faculty member is automatically a concurrent faculty in the School of Undergraduate Studies (SUS). Which School(s)/ programme(s)/ centre(s) are you and/or would you like to be associated with in addition to the SUS and the School/programme/ centre that you have been primarily associated with?¹

School/ programme/ centre	Tick (√) to indicate existing involvement	Tick (√) to indicate preferred involvement
School of Undergraduate Studies		
- BA Honours Economics		
- BA Honours English		
- BA Honours Psychology		
- BA Honours Sociology		
- BA Honours Mathematics		
- BA Honours History		
- BA Honours Social Sciences and Humanities		
School of Liberal Studies		
- MA Sociology		
- MA History		
- MA English		
- MA Economics		
School of Educational Studies		
School of Human Ecology		

¹ Optimally, every faculty member may be associated with one School/ programme/ centre other than his/her involvement with SUS and the School/ programme/ centre he/she has been primarily associated with. While his/her concurrent appointment to SUS is of a permanent nature, his/her concurrent appointment to any other School(s)/programme(s)/ centre(s) would be for a period of 3 years at a time.

- MA Environment and Development		
School of Development Studies		
- MA Development Studies		
- MPhil Development Practice		
School of Human Studies		
- MA Psychology		
- MA Gender Studies		
- MPhil Psychotherapy and Clinical Studies		
School of Culture and Creative Expressions (MA programme)		
School of Business, Public Policy and Social Entrepreneurship		
- MBA		
Centre for Community Knowledge		
Centre for Early Childhood Education and Development		
Centre for Social Science Research Methods		
School for Law, Governance and Citizenship		
School of Design		
Any other		

3. A committee of the Deans of the Schools concerned including the Dean, School of Undergraduate Studies and chaired by the Dean Academic Services will recommend the concurrent appointment of the faculty members to the Academic Council on the basis of the academic qualifications, research work and interest of the faculty member concerned and the requirements of the University. To facilitate this process,

(a) Please provide below your accomplishments (including research/work experience/social activism/teaching/work with development agencies) in the areas relevant to the School(s)/ programme(s) / centre(s) that you are/would like to be associated with.

(b) If you have already been involved with School(s)/ programme(s) / centre(s) other than SUS and the School/ programme / centre that you have been

primarily associated with, please indicate what such involvement has entailed so far (including courses you may be teaching on and University-level initiatives you may have helped organize).

- (c) Please indicate if there is a particular course that you would like to offer and/or teach on in the School(s)/ programme(s) / centre(s) other than SUS and the School/ programme / centre that you have been primarily associated with. This information would be helpful in formalizing your involvement with the same through the system of concurrent appointments.

4. MA students are eligible to take up elective interdisciplinary courses across programmes, schools and centres. Would you like to offer such a course individually or in collaboration with another faculty member? If yes, please provide some details below.

5. Have you taken up any relevant responsibility in University-level bodies and/or initiatives (e.g. participation in University-level committees, consultative meetings for programme formulation, grant-writing and other University level body)?
 - a) If yes, please give details of the same.
 - b) If no, please indicate whether and/or how you would like to do so.
6. Please use the space below to provide any other information that you consider relevant to this form and to formalizing your concurrent appointment(s).



Ambedkar University, Delhi

Draft proforma to understand work commitments of faculty

In order to understand current work commitments in various capacities in AUD, please provide details in the tables given below.

Information being sought is for the current academic year (2012-2013) and for the coming academic year (2013-2014).

Please insert additional rows/pages where necessary.

Name -

Designation -

School/Centre/Programme Affiliation -

1. Classroom Teaching(Please mention number of students per course in the relevant space)

CLASSROOM TEACHING	Monsoon semester 2012-2013 (teaching hrs per semester)	Winter Semester 2012-2013 (teaching hrs per semester)	Monsoon semester 2013-2014 (teaching hrs per semester)
Programme title and School			
Course name			
Course name			
Course name			
Course name			
Programme title and School			
Course name			
Course name			
Course name			
Course name			
Programme title and School			
Course name			
Course name			
Course name			

Course name			
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2. Involvement in Course Teams (i.e. Curriculum development and revision)
 Please indicate approximate no. of hours of engagement per semester
 Please specify wherever you are the course coordinator

INVOLVEMENT IN COURSE TEAMS	Monsoon Semester 2012-2013 (Write Course Names & hours of engagement/semester)	Winter Semester 2012-2013	Monsoon Semester 2013-2014
School Name:			
Programme Title:	1. 2. 3.	1. 2. 3.	1. 2. 3.
School Name:			
Programme Title:	1. 2. 3.	1. 2. 3.	1. 2. 3.
School Name:			
Programme Title:	1. 2.	1. 2.	1. 2.

	3.	3.	3.
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3. Membership in School-/Programme-/Centre-level Committees (excluding Course Teams)

Please indicate approximate hrs of engagement per semester

COMMITTEE NAME	Monsoon Semester 2012-2013 (hrs of engagement per sem)	Winter Semester 2012-2013	Monsoon Semester 2013-2014

4. Involvement in Individual/School-/Centre-level Research Projects

Please indicate approximate hours of engagement per semester
 In each of the semester columns, please provide nature and extent of your
 involvement during this period

INVOLVEMENT IN RESEARCH PROJECTS (Give project title and indicate whether Individual/School-/Centre-level)	Monsoon Semester 2012-2013 (provide nature and extent of your involvement during this period)	Winter Semester 2012-2013	Monsoon Semester 2013-2014

5. Other Responsibilities Pertaining to the University

When you tick applicable in a particular semester, please indicate approximate hours of involvement in it.

NATURE OF RESPONSIBILITY	Monsoon Semester 2012-2013 (√ whether applicable to the given period)	Winter Semester 2012-2013 (√ whether applicable to the given period)	Monsoon Semester 2013-2014 (√ whether applicable to the given period)
1.			
2.			
3.			
4.			
5.			

Date:

Mz/Ms/Dt/Professor
 School of
 Ambedkar University Delhi

Dear

I am writing to you regarding the matter of concurrent appointments at AUD. The system of concurrent appointments was incorporated into the architecture of the University as early as the 3rd Board of Management Meeting held on 3rd November 2008:

'Teachers will be appointed to the University and not to a specific School or Centre, and a teacher thus appointed will ordinarily be attached to more than one School or Centre. This will support the interdisciplinary character of programmes and schools, and will also ensure that the very same teachers who undertake postgraduate teaching and research will also teach undergraduate students. This arrangement also enables reconfiguring research-groups and programme-teams periodically, keeping in perspective the fluidity in the contours of knowledge.'

Engagement with the School/Centre/programme to which you have been attached in the first instance, and the School of Undergraduate Studies (SUS) are mandatory whereas involvement in other Schools/Centres and/or programmes would be as per individual faculty member's interest and expertise and the University's requirements. The University, in fact, values the unique interdisciplinary skill set that you possess and encourages you to contribute to not only the SUS and the School/Centre/programme that you have been attached to in the first instance but also other Schools and/or Centres.

Statute 12 A, defines a School of Studies thus: "Every School of Studies ... shall be organized on an interdisciplinary basis, and shall bring together knowledge, scholarship and other resources to offer programmes of studies and research across a range of disciplines in liberal arts, humanities and social sciences." The Statute specifies that in the membership of the School and the Board of Studies and in the dispensation of functions thereof, faculty members 'assigned concurrently' will be treated at par with those 'assigned wholly' to a School. The Statute vests in the Board of Studies of each School the power and the function *inter alia* 'to establish mechanisms and procedures for cooperation and collaboration with other Schools for sharing resources, improving efficiency and enhancing the overall performance of the University.'

While concurrent appointments are already at work in some spaces in the University, with faculty members being involved across programmes, Schools and Centres, and courses being offered to students across certain programmes and Schools, the need to formalize some of the practices and processes associated with the system has been felt and expressed. To initiate this process of formalization of concurrent appointments, the Office of the Dean, Academic Services requests that you take time out to fill out the following form.

Upon careful scrutiny of the forms, a committee of the Deans of Schools chaired by the Dean, Academic Services will recommend the concurrent appointment(s) of the faculty members for approval through due process on the basis of the academic qualifications, research work and

interest of the faculty member concerned and the requirements of the University. To expedite the process of formalization, I request that you submit your duly completed form to the Office of the Dean, Academic Services no later than ____ days after the receipt of this letter.

I thank you in advance for your cooperation, and look forward to receiving your filled-in form.

With regards,

Yours sincerely,

Dean, Academic Services

APPENDIX - 4

Proposal
for
the setting up of the
Centre of English Language Education

A. The Context

English language proficiency is unarguably one of the most essential requirements for university study. Whatever the field of study in humanities/social sciences, knowledge of English is crucial for accessing the vast body of knowledge to pursue academic study, since most of the materials one needs to access are available only in English (as opposed to other Indian languages). In addition, the ability to listen to lectures and take notes, writing assignments, making oral presentations and defending one's point of view, etc is also necessary for a student to do justice to the programme s/he undertakes. Given this premise, a student who is not so proficient in the language is disadvantaged. Therefore students whose proficiency at the time of admission to the university courses is not at the required level, find themselves at a loss since courses offered at the Ambedkar University, Delhi are through the medium of English. Moreover, once a student lags behind, s/he finds it increasingly difficult to make up since the course demands through the semester only keep mounting.

Taking this situation into consideration, AUD has instituted proficiency courses at the UG level, as part of the foundation courses. The scheme also provides for those with a higher level of proficiency to join the course at a higher level directly, while those who need more help are required to do a two-semester course to achieve the required proficiency. The entry level is determined through a diagnostic test. The courses are innovative in that the materials used on the course are flexible, loose-leaf, task-based activities that aim to address the needs of young adults. They allow of modifications/additions and deletions by the teacher as and when necessary. The assessment scheme focuses on a range of abilities related to reading, writing, listening and speaking skills through its formative and summative modes in a variety of contexts related to study, work and social purposes. The courses are taught by teachers who have had prior orientation to ESL pedagogy and assessment.

The two semester course may however be inadequate for purposes mentioned above, i.e. study of humanities and social sciences, if students do not possess the required level of proficiency at the time of admission, which is the case with a substantial number of students in AUD. Given its mandate of achieving equality, social justice and excellence through its teaching and research programmes in social sciences and humanities, the university does not prevent anyone from enrolling on programmes based on their proficiency in the English language; in fact it strives to bring their level up to the desired level through its credit based as well as other non-credit courses. Such non-credit or short need-based courses would also have to be made available to all those students who join the PG and research programmes directly. In order to fulfil this objective of supporting students on an ongoing basis it is necessary to have dedicated faculty members with expertise in English language teaching/learning (ELT) to undertake the work exclusively in the area. This will involve, among others,

- (i) offering credit-based courses that will essentially involve curriculum renewal on an ongoing basis so that the courses are fine-tuned and meet the changing needs of students and
- (ii) addressing the language needs of other students/research scholars continually.

B. Need for a Centre in English Language Education:

For this, it is proposed that the ELT faculty can function from a Centre, known as the Centre for English Language Education, set up exclusively for the purpose. The Centre can be visualized to serve two main purposes: one, support students of the University with their English language needs; and two, provide for and nurture ELT needs of professionals through pre-service and in-service programmes. The specific objectives for achieving these two purposes are as follows:

1. Offering credit-based courses to UG students and non-credit courses to PG/research scholars; ongoing curriculum renewal /research to feed into work at the Centre;
2. Offering ELT courses to pre-service and in-service teachers at Diploma/UG /PG /Ph.D. levels
3. Provide consultancy services to organisations that require ELT expertise;
4. Undertaking projects in the area of ELE.

Details of how the objectives can be realized through the Centre are briefly outlined:

The different components of the taught courses, i.e. curriculum, pedagogy and assessment would have to be strengthened in order to make the courses effective. Further, those students who need further help would need to be supported continually throughout their study at the university in collaboration with subject experts from different schools/departments. A *research and development* approach to curriculum design and implementation would need to be adopted to keep the courses/inputs relevant and effective. The Centre would have the responsibility to offer state-of-the-art, relevant and useful courses to students. The teachers teaching these courses would have ELT expertise for this purpose. Where necessary, teachers should have opportunities to develop/update the expertise.

The Centre will also provide English language education (ELE) through short and UG/PG level programmes to prospective and current ELT practitioners to enable them to undertake ELE work in primary, secondary and tertiary educational institutions as well as in other private /non-governmental organizations. At the

primary level, the policy requires all teachers to teach English apart from other subjects. Given the RTE act and with the introduction of English from Class 1 in 27 of the 35 states in India, the number of teachers required for teaching English is astounding. Ironically, the training programmes offered through DIETS (District Institutes of Education and Training) have little or no ELT/pedagogy orientation. At the secondary level, although English teachers may have gone through a paper in English methodology at the B.Ed. level, the quality of the course offered is far from satisfactory: the paper, which is one of the two subjects that prospective teachers study, gives at best a bird's eye view of ELE; very often it is archaic and does not equip the teacher to deal with complex issues and approaches that ELE is currently confronted with.

Even at the university level, a majority of the language courses follow a language through literature approach with anthologies of prose and poetry, if from contemporary writers, to teach basic language skills to students. Most often, the exams are memory-based, paper-pencil tests which demand knowledge of content from the prescribed text books. This trend is changing gradually with these compulsory courses becoming language courses. There is however an urgent need for teachers at the University level with systematic training in and exposure to English language education. They would understand and appreciate the need for offering English language courses with appropriate end-tests that test students' language ability as opposed to content/memory.

There is also a concomitant need for research in different aspects of English language education that should ideally feed into curriculum design and implementation. This can only be met when a Centre focuses exclusively on training and research in ELE. Institutions that focus on ELE needs for the country are too few (just 4 institutions, Guwahati University, The EFL University, AMU and HM Patel Institute of English which offer a Master's level course in ELT) and therefore there is an urgent need to set up a Centre that meets these needs.

Apart from pursuing careers in schools and colleges/universities, those who successfully complete ELE programmes will also be able to take up jobs in the areas of curriculum design, materials development, e-learning, assessment in different private/non-governmental organizations. This sector has in recent years emerged as one that requires trained ELE professionals with different areas of specialization; the Centre can fulfil such a requirement, while providing job opportunities to its students.

The Centre, with its dual focus on helping students to become better language users and supporting ELT practitioners, will be able to demonstrate the important link between 'live' proficiency courses and language teacher education, one informing the other; practitioners will have the opportunity to learn about, teach on, and research into different aspects of language courses such as curriculum design, materials development, appropriate methodology and proficiency testing; proficiency courses will in turn go through curriculum renewal on an ongoing basis. This would be a unique feature of the Centre that existing ELE courses elsewhere in the country do not have.

C. Courses to be offered

Language proficiency courses (general as well as specific purpose)

- Foundation courses at the Undergraduate level
- Short need-based courses for UG, PG and research students, e.g. Advanced English for academic writing, academic writing.
- Provide continuing support to students with their English language needs in collaboration with subject teachers in different departments/schools

Possible Programmes/Courses in ELE

- A range of credit-bearing Courses as part of BA (English), MA (English), MA (Education)
- MA (Education-ELE): 12 months or two years with a provision to exit with a Diploma or Certificate depending on the number of credits obtained.
- MA (Education-ELE-elementary/secondary/tertiary) depending on the core and optional modules.
- Short, need-based, stand alone courses, e.g. teacher development, action research, mentoring, starting a teachers' association, trainer training, development of tests at particular levels
- Ph.D. (Education-ELE)
- Consultancy services to be offered in ELE

(Note: 1. The courses could be offered as regular/part time/weekend courses

2. Since the UGC does not offer NET in ELE, this requirement is waived in case of ELE)

D. The structure of the Centre:

Full time as well as part-time faculty (Assistant professors, Associate professor, and Professors) would be required for the Centre to function effectively, with a Head/Director to coordinate the work. There are three sanctioned faculty positions assigned to CELE. The rest could be through part-time or full-time secondment from among regular faculty in other Schools or through adjunct/Visiting faculty arrangements.

APPENDIX - 5

Proposal
for
the setting up of the

Centre for Development Practice (CDP)

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UNIVERSITY VISION AS BACKGROUND (for Inter-Disciplinarity and Engaged Scholarship):

Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya, Delhi (Ambedkar University, Delhi or AUD for short), was established by the Government of the NCT of Delhi through an Act of Legislature with a mandate to focus on research and higher learning in the social sciences and humanities. The University became operational in August 2008. The University has schools and programmes in development studies, human ecology, clinical psychology and psychotherapy, business, public policy and social entrepreneurship, gender studies, culture and creative expressions, design, education studies, law, governance and citizenship and in the core disciplines of the social sciences and humanities.

Keeping in tune with Ambedkar University, Delhi's (AUD) vision of setting up interdisciplinary and practice orientated domains/fields of enquiry and engagement, AUD in collaboration with PRADAN, a leading development sector agent, launched an MPhil programme in Development Practice (duration: 2 years; credits: 64; seats: 25) in August, 2012. In-house AUD Faculty, Visiting Faculty and Field Guides from PRADAN have been working collaboratively to train the first batch of MPhil students both within the university setting and also during their field immersion in rural development practice. The plan is to offer to the country at large and to the developmental sector a cohort of 25 trained developmental professionals every year.

The idea driving this MPhil programme is that this new cadre of professionals trained in rural transformational skills would help fulfill the *bottom-up version* of the Indian developmental dream. There are not many programmes in the formal education sector that meets this need. The experience of Ambedkar University, Delhi's partner organisation PRADAN has for the last 30 years demonstrated a model to meet this need. AUD is building on their existing work in the rural and developing the MPhil programme. The MPhil programme shall also lead to the creation of a body of documentation and teaching-learning material on development practice; lessons learnt from the collaboration between academic community and development practitioners shall also be shared.

CONTEXT AND RATIONALE FOR THE SETTING UP OF THE MPhil IN DEVELOPMENT PRACTICE:

Going by the State of the World Population 2007 Report (United Nations, New York), even by 2030, at least 60 per cent of the population in India is likely to continue to live in rural settings. However, there is little societal focus on the issues faced by the rural poor. After 60 years of independence, there remains a huge deficit in the availability of quality human resources to work in the villages, along with communities. In order to transform such mainstream perspectives, there is an immense need to institutionalise, legitimise, and bring rigour to the field of rural development practice, research and policy. This requires new thinking about development (beyond mere critique), that is grounded in everyday rural realities of poverty, lack of basic services and inability to influence larger societal processes as also thinking that incorporates local traditions of sharing and collectivity. The MPhil in Development Practice is the first programme of its kind, based on these premises; it is helping evolve a professional identity for the grassroots worker and is expected to act as a model for the country and the development sector.

The proposed programme in Development Practice however has two broader/larger goals:

(i) (a) to institutionalize in a University setting the professionalizing of rural development practice (where developmental practice is seen as a socially meaningful and legitimate arena of work)

(b) to de-institutionalize the existing imagination of the University (which is largely academic, urban and elite) through its partnership with a grassroots level developmental sector agent of change (here PRADAN) and take it to the rural sector, make its University-level work relevant to the needs of the rural poor and

(ii) to build 'capacities' in terms of developing and increasing the pool of quality human resource in the developmental sector.

The MPhil programme in Development Practice is fulfilling need (ii). But it is only the setting up of the field/discipline of Development Practice and being in dialogue with both the University

space and the space of practice/activism that can fulfill need (i) (a) and (i) (b) as mentioned above. This would also involve an understanding of development paradigms over time, alongside building a perspective on the normative themes of social justice, transformation and change in the Indian context.

APPEAL FOR THE SETTING UP OF THE CENTRE FOR DEVELOPMENT PRACTICE (CDP):

To give a formal and sustainable shape to the idea of a field/discipline called Development Practice, AUD in collaboration with development sector agents (like PRADAN) would now like to set up a **Centre for Development Practice (CDP)** in the University. This Centre will emerge as a research, documentation, capacity building, and reflection site for the developmental sector scholars and agents, engaged with issues like rural livelihoods, education, governance and health. The proposed Centre for Development Practice is also expected to serve as a nucleus to deepen and further AUD's engagement with social development.

The need for the setting up of the CDP also emerges out of the Dean, SHS and Dean, SDS's realizations emanating from learnings in the one-year long engagement in the MPhil programme in Development Practice. The Deans feel that we now need to set up the CDP in order to accomplish our larger aims and objectives (need [i] [a] and [i] [b] as stated above); and in which the most important one is our attempts to make 'development practice' a distinct and unique field/discipline. In fact, this aim demands a lot in terms of rigorous research, documentation, academic training and engagement with practice. 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. This is also a movement towards a *repositioning of the social sciences* (as also humanities) – repositioning it in terms of its direct conversation with the society and not just market). It is also a movement towards 'problem solving' modes of research and knowledge production that is tuned to the needs of the contemporary social. CDP will thus contribute to revisiting the received/inherited idea of the University itself.

We shall in the next section briefly share our initial efforts at SHS and SDS at constructing Development Practice as a discipline. We shall summarise the limitations and challenges that we have been confronted with in this process and explain how the establishment of a CDP would help us overcome those shortcomings and accomplish our larger aims and objectives.

CDP shall also work with the awareness that 'development' as a concept has multiple connotations and the complexity of its many contours and trajectories have become an area of intense contestation in the social sciences and in what has now come to be known as the 'developmental sector'. Further, the idea and practice of development in India has been largely constructed in terms of the discourses of European modernity; we shall incessantly ask: do we need to imagine our futures differently; do we need to look for resources – resources for a habitable future – elsewhere, perhaps in non-western locations, perhaps in our own past. Needless to say, the extant practice of development has failed to address the lived experiences and the livelihoods-health-education-governance issues of a large segment of the Indian rural (and urban) poor since independence. This does not mean that developmental initiatives of the State and the non-State sector has not made any change in the lives of the rural (and urban) poor; but such changes, fostered by primarily mainstream notions of development, have not been sustained, deep-rooted and participatory, especially when it comes to poverty alleviation, cultural and political empowerment, and self-determination. The 'rural', even if in transition, continue to be seen as 'backward' and 'under-developed'. CDP through

(a) an examination of

(i) the unexamined 'underdevelopment of the rural' and the

(ii) equally unexamined 'royal road to Development', and

(b) the setting up of a long-term and intimate relationship with the rural

wishes to give birth to Development Practice as a field/discipline and to Development Sector Professionals who would have the capacity to initiate transformative social action in rural India. The MPhil programme is an attempt to introduce each year into the development sector a cohort of 25 developmental professionals imbued with alternative visions of development and

innovative grassroots level action plans borne out of (i) a critical engagement with theories of development, (ii) rural immersion, (iii) practice-based learning, (iv) self-reflection and (v) engaged scholarship. Building on PRADAN's existing work in the rural this programme, housed in an University, is thus an attempt to offer to the country at large a cohort of professionals who do not just 'study' the rural but bring change to the rural and become themselves harbingers of social transformation. However, the work of CDP shall not be restricted to collaborating with the 25 MPhil students; also because the running of the MPhil programme shall primarily be the preserve of SDS and SHS. CDP shall extend itself towards (a) research, (b) training and (c) capacity building for the whole development sector. It shall train 'grassroots level community professionals' in the districts in addition to SDS and SHS training MPhil students.



MPhil Development Practice Batch (2012-14)

'DEVELOPMENT PRACTICE': SETTING UP THE FIELD/DISCIPLINE at CDP

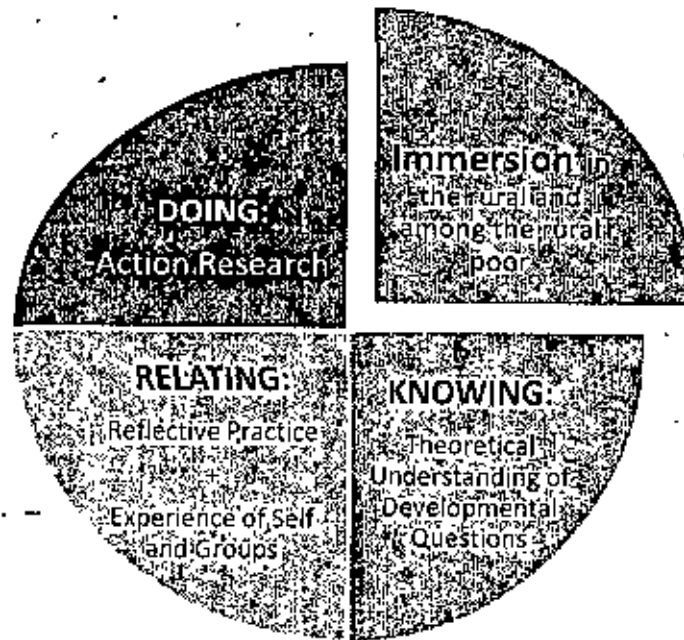
The work of the CDP shall be directed towards the setting up of the field/discipline of *Development Practice* at Ambedkar University, Delhi (AUD) in collaboration with PRADAN -

a discipline that could be called an 'orphan discipline' – primarily because although it is housed between AUD and PRADAN, it is neither a conventional academic programme nor a conventional programme of developmental intervention, and secondarily because although it is housed between School of Human Studies (SHS) and School of Development Studies (SDS) – it is neither a conventional psychology or gender studies programme nor a conventional development studies programme. However, all of the above continue to exercise their pull (at least at the level of ideas) on this orphan discipline. In that sense, somewhat paradoxically, this discipline has perhaps too many parents. Maybe being an orphan is not its problem. Having too many parents and parental aspirations perhaps is its problem. It finds itself pulled and pushed in contradictory directions by conventional social science imaginations and because its self-description has not yet taken shape it finds itself split from time to time, between different kinds of dualisms, sometimes it is theory/practice, at other times, it is thinking/doing, feeling/acting, academia/activism, research/intervention.

The Process of setting up the Discipline (2010-13):

Through a number of consultations in 2010, 2011 and 2012 with leading development sector experts SDS and SHS have tried to secure the self-definition of the discipline of Development Practice (it is time a Centre like CDP devotes itself to the sharpening of the contours of the discipline). However, doubts emanating from standards set up by standard social science disciplines come to haunt the emergent discipline of Development Practice from time to time. SDS and SHS have organized Faculty level workshops to deliberate on these doubts, doubts relating to whether the programme should only be focused on the rural (how could the programme also relate to the urban), whether PRADAN should be the only partner, whether 'scholarship' would be guaranteed by the classroom exchange, whether 'engagement' with the rural would be guaranteed by Immersion of about 8 months, what kind of courses should be taught, how could theory and practice/praxis come to speak to each other in the courses, how would the student become an 'engaged rural scholar', what competencies (in terms of critical-analytical skills, perspectives, standpoints) would the student need to have at the end of the course. The major output of these workshops was the Course Outline for the MPhil in

Development Practice – a course outline that was marked by the mutual constitutivity of knowing-doing-relating in the context of rural immersions.



In the process, we saw that the idea of Development Practice (and the MPhil programme) was getting torn between two dominant imaginations – one coming from AUD: *Development Studies* (marked by a conventional understanding of University, research and theory) – and the other coming from PRADAN: *Development Apprenticeship* (marked by a certain understanding of State-World Bank-NGO, training/capacity building and practice). The challenge before us could be marked in terms of a few questions: how to mark *difference* with both Development Studies and Development Apprenticeship and find a self-definition for Development Practice? How to *differ* with both ‘entrenched academism’ and ‘do-goodism’? How to not get sucked into one or the other? How to maintain a relationship with both and yet not be reduced to either? How to find a *middle path/ground*? How to move beyond (a) “*only* writing on poverty in rural India” and (b) “working at the grassroots honestly to alleviate poverty and yet not having a good sense of the critical theoretical take on poverty”? How to move beyond ‘*only* writing’ on people’s miseries and ‘*only* practice’? The Faculty level workshops have tried hard to find the middle path/ground or the in-between. It has looked for ideas, roadmaps that would strengthen the orphan discipline.

In the first year of the MPhil programme (2012-13) it would not be incorrect to say that SDS and SHS has struggled to give form and shape to the *idea* of development practice at both AUD and PRADAN. In other words, we have struggled to give form and shape to a space in-between what has been conventionally called theory and conventionally called practice. We have in the process come to a few realizations – realizations we would like to share – also because we hope to give shape to this orphaned/over-parented discipline in the coming years collaboratively.

CDP shall emerge as a space where the field/discipline of Development Practice shall be given shape through inter-disciplinary collaborative research, documentation, resource building and engagement with practice; a body of work shall thus get created in the coming years which in turn will form the academic backbone of the field/discipline.

The MPhil Programme: a Five-Fold Agenda

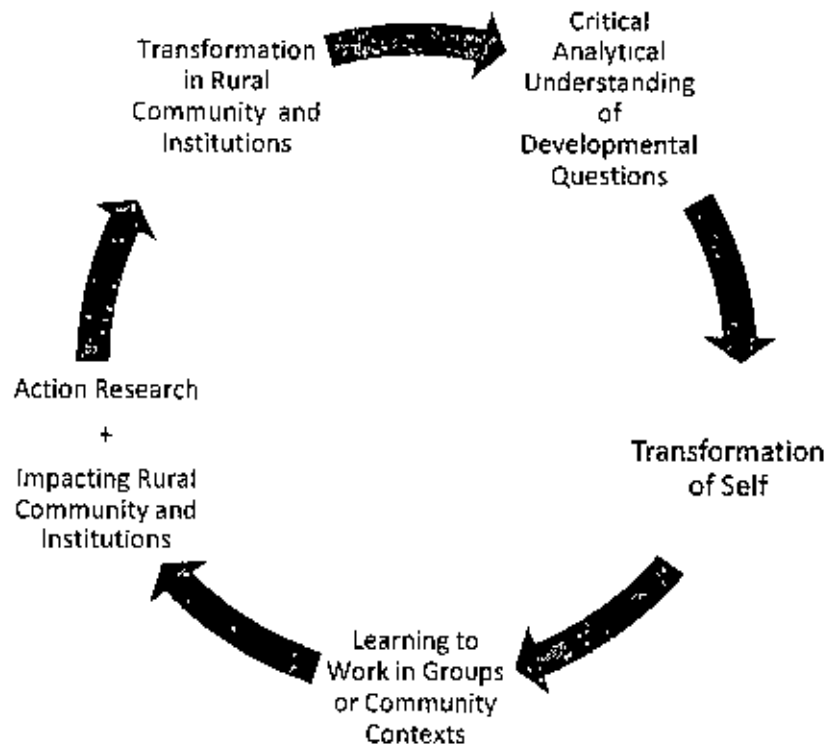
The Advisory Board (see page 30) suggested that the MPhil programme needs to be built around four components – perspective, reflection, experience and development sector specific skills – in a balanced mix. In our deliberations over the last two years, the MPhil programme in Development Practice seem to be evolving around a five-fold agenda:

(a) Develop a critical-analytical-reflective relation with the mainstream discourse of development (not to criticize or discard, but to re-form). Courses like *Philosophy of Development Practice*, *Understanding the Rural*, *Equality Discrimination Marginalization in Rural Contexts*, *Philosophy of Justice*, *Discourses on Well-Being*, *Politics Resistance Transformation in the Rural*, *Gender and Development* etc. were making an attempt to generate such a sensibility, without which we shall remain passive implementers of given (western) models of development.

(b) Engender a kind of self-transformation; engender perhaps a ‘non-coercive reorganization of desire’. We try to do this in courses like *Experiencing the Self: Relating with Others*, *Listening Learning Communicating*, *Immersion I (Village Stay)*, without which development would remain

quantitative, top-down, Statist and would have no 'human or relational context'. This is also important because bottom-up or grassroots level developmental work is not just about knowing or about getting the numbers right but has much to do with feeling-states; developmental practice/action without feeling is most often a liability to both the sector and the community. *Immersion I* is crucial to a reaching of this feeling-state in terms of one's nascent identification with the (suffering of the) rural poor women; the fact that students actually live in the household of a villager, which in other words, is the living of the life of the rural poor for a month in the second semester. This gives the student a sense of what it is to live in destitution/marginalization, as also to remain torn between hope and despair.

(c) Learning to relate with Groups and learning to work in Community Contexts. We try to do this in *U-Groups* and in *Immersion II*, as also in courses like *Participatory Rural Appraisal* and *Grassroots Engagement Methodology: the Theatre Workshop* (Theatre of the Oppressed) conducted at Kcsla would have also contributed; where we see community not as something *given* but as an ever-emergent *being-in-common* (we have in mind Jean-Luc Nancy's book on the question of community: *Inoperative Community*). Much of Higher Education in India focuses on individual excellence. There is hardly any training in working in groups and learning through group processes. The MPhil in Development Practice is a training to also relate to groups (in rural contexts) and to the rural in terms of groups and not in terms of just individuals. This in addition to strengthening the inner resolve of the student (about to emerge as a development practitioner), sets to tune and balance the inner compass of the self between 'self-perspective/standpoint' and 'group-perspective/standpoint'.



(d) Develop a framework for Action Research. We try to give shape to the action research proposal of each student through *Dissertation Seminars* and *Research Methodology* courses: More on this in the section on Revisiting Research.

(e) Learning to Impact Institutions (family, rural community, Self Help Groups, State, panchayats, gram sabhas etc.). We shall try to do this through a particular and student specific action agenda in *Immersion III*. The impact of this action agenda shall be deepened over the years because we plan to continue to work in the five districts – Gumla and Hazaribagh in Jharkhand, Rayagara in Orissa, Dhamtari in Chattisgarh and Dindori in Madhya Pradesh – we are currently working in for some time (5 years at least) so as to make possible appreciable change in these spaces of extreme impoverishment.

We see the CDP as a space where this five-fold agenda will take shape in their mutual constitutivity and not just as add-ons. CDP shall be the space

where scholars specializing on developmental questions (both theoretical and practical, both discursive and experiential), on group processes (and group dynamics), on psychologies of the self – both suffering and re-creative, on action research, and rural grassroots work shall come together to give shape to the field/discipline through exchange, discussion and collaborative research/action.

Re-setting up the *idea* of Rural Immersion:

We have through the Field Faculty workshops in the first year taken a closer look at the context, structure, rationale, objective of the three village Immersions:

- (1) The focus of *Immersion I* (Jan-Feb, 2nd semester) is primarily on the 'self'; this two-month Immersion divided into Village Stay (in a rural household, for 1 month) and Village Study (for 1 month) is about setting the compass of the inner self, in the direction of *becoming* a development practitioner, right. It is about being in touch with one's inner conviction, conviction to work in the rural, with the rural poor, and among poor women. However, *Immersion I* is not just about the self but also about extending oneself towards community/groups and learning to relate with them.
- (2) The focus of *Immersion II* (June-July, 2nd semester) is on the Community and on Group Processes. *Immersion II* is about setting up a relation with the rural community/group; it is about finding community/group voice; but also about extending oneself (and community) towards a *shared* research agenda – a research agenda emerging out of the needs of the community. *Immersion II* thus has a double/dual role. *Immersion II* is on the one hand about forming (self help) groups, at least one (ideally two, because then one has a *comparative perspective*). The Field Faculty felt that group formation is a skill students need to have. *Immersion II* on the other hand is about deepening and bringing clarity to the Action Research question/agenda.

- (3) The focus of *Immersion III* (Jan-April, 4th semester) is on Action Research; it is about setting up a relation with the research question, about conducting research and moving towards research findings; but also about extending the research findings towards Action and Institutional Change – even if minimal.

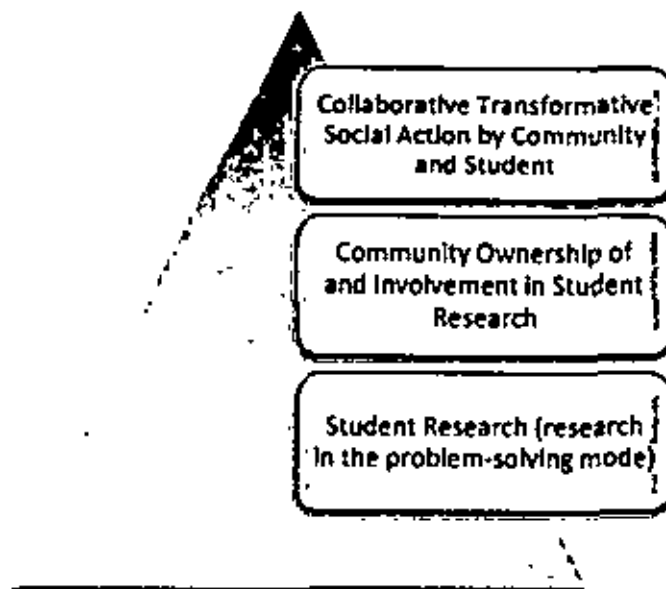
To bring more clarity to the *idea* of ‘immersion’ (as distinct from ‘field work’) CDP shall bring to AUD practitioners (as also their learnings) based in rural India. CDP shall emerge as a hosting site for rural women who have been part of the process of community reconstruction. There is not much space for practitioners (as also developmental practitioners) and for activists in new social movements in the University setting. CDP shall host both developmental practitioners and activists of new social movements. SDS and SHS feel that the *idea* of the three immersions can take shape through a sustained dialogue between academics and practitioners. CDP shall emerge as a space for such dialogue – a dialogue much needed to both re-imagine and re-position the social sciences and technological studies as also rethink developmental practice/action.

Revisiting the *idea* of Research:

The AUD-PRADAN collaboration arrived at the understanding that *Immersion II* is to have a double/dual role. The two roles/purposes are however not separate, but closely interrelated. On the one hand, *Immersion II* is a course that would take the student to a sound understanding of groups and community contexts, as also an appreciation of *how groups work* (or *not work*; when it does not work), how groups are *forged*. On the other, *Immersion II* is also about a deepening of one’s nascent Action Research question. However, the deepening of the Action Research question is not something one does alone. To put it telegraphically; it is not done in the ‘I’, ‘me’, ‘mine’ mode. One is expected to do it in the ‘we’/‘us’ mode. The *idea* is to deepen the Action Research project in collaboration with the community/group one is working with. The *idea* is to *also see* what the community/group ‘need’ is and relate ‘my need to know’ with the

'community/group need to transform'; thus bring the two needs to a productive dialogue and a dialectic; reach a middle ground/path. In this new imagination of research 'poor rural women' are not our *objects* of knowledge, but our co-researchers. They are not just 'native tribal informants' but 'co-producers of knowledge'. The 'gendered subaltern' thus becomes a colleague in research and action. The local SHGs see possibilities of transformative social action based on our research findings.

FORBORNHOICA



The community has *ownership* over the research that is being conducted in its village. It is *involved* in our research. The community wishes to build on our research and develop/design a *frame of action/change/transformation*. The idea is that the community would continue to use our research as ground for its action even after we have finished our MPhil and are no more in the village.

CDP is expected to emerge as a space for the documentation and publication of action research in Development Practice.

THE FIRST BATCH OF STUDENTS (2012-14):

The first batch of students are a diverse group of young people. They are from psychology, gender studies, history, rural management, political science, economics, engineering. Some are coming with a work experience in the development sector. They see this programme as an attempt to re-think the top-down approach to 'development', understand development in a deeper sense, to be able to thus give shape to social transformation. These students are a committed lot with a perceptive sense of awareness and observation which tries to question the structures not just in the rural villages but also the institutions that get attached to 'developing' the 'rural'. Some of them are growing into building a real sense of the 'rural', working 'with' and into the community, along with the working on one's own self.



A student working in rural settings with poor men and women faces continuous challenges and dilemmas in relation to his/her own role and positionality vis-à-vis the community. It is not easy to work long-term in rural areas; given the primarily urban or semi-urban upbringing of most

university students, it would require a somewhat higher level of psychic resilience. The MPhil programme therefore addresses important personal conflicts and self-doubts that may arise out of one's rural location by enabling the learner to be self-reflexive and in touch with their own emotions, which in turn could enable him/her to be sensitive to and be in tune with the needs and feelings of 'rural others'. Interactions based on principles of mutual respect, willingness to listen and to learn, can potentially transform the lives of both the student and the communities with whom he/she is working. Such understanding can contribute to a process of collective solidarity and action whereby demands for change are pursued in relation to larger goals and structures. There is no such programme that builds on these premises of reflective practice, of change in self, as key to the processes of education that focuses on changing society.

Facilitating rural transformation also requires intellectual resources alongside personal maturity. The MPhil programme therefore envisages coalescing theory, research and practice, self-reflection and community engagement as well as epistemological openness to different knowledge systems/streams. The programme is fundamentally *interdisciplinary* in its approach, combining a mix of methods for transacting the curriculum, and strengthening the balance between knowledge (theoretical and practical field-based), conceptual clarity and reflection. The programme, in addition to philosophies and histories of development, is also informed by the long history of work in 'depth psychology'. This helps students cope with the stress and the hope/despair dyad of transformative work in the rural.

The MPhil programme is based on a *learner-centred and immersion-based pedagogy*. The structure of the field allows for reflection-based learning, so that the learner can draw on real life experiences to understand and engage with key conceptual ideas as well as develop *grounded theory*. The immersion component has multiple benefits: it can help make an informed decision about career choice, provide hands-on learning through exposure to the field under the supervision and with the support of mentors and guides, help concretise the theoretical learning of the classroom, and finally enable safe experimentation in the field under supervision. The programme also strengthens research skills, particularly in relation to developing appropriate methodologies, both participatory and action-oriented, for answering critical questions arising from the field. It is envisaged that dissertations would involve reflective exercises applying analytical tools to understand the implications of specific development interventions in which the

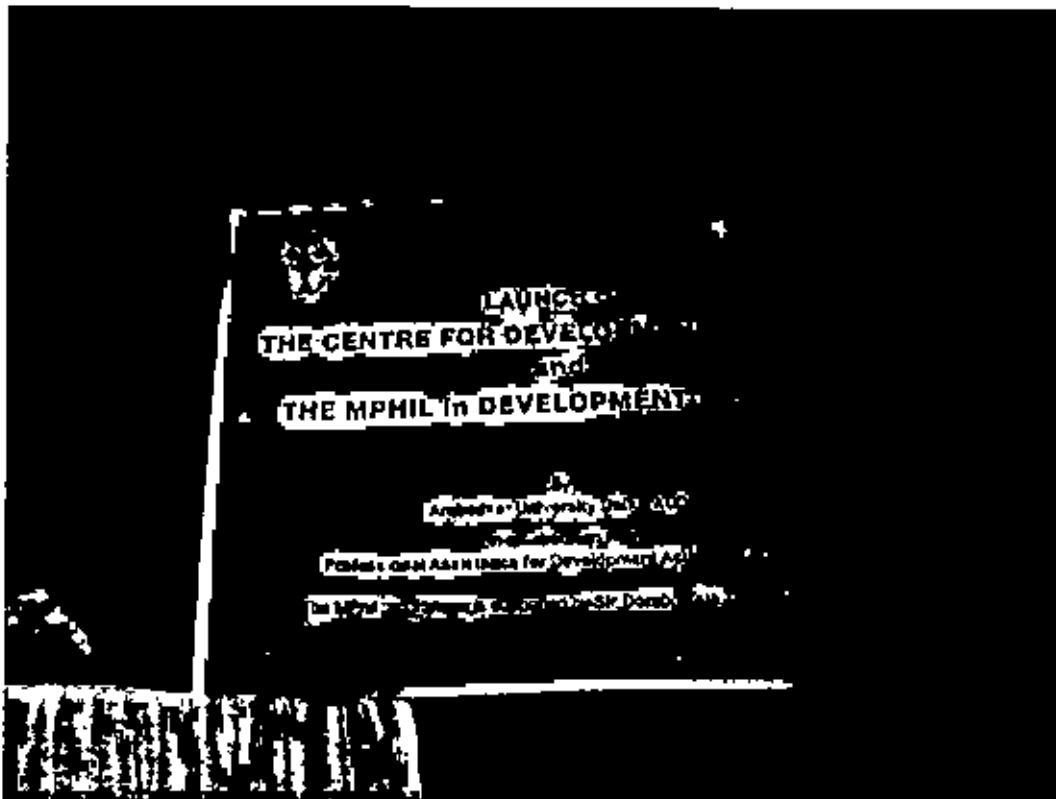
learner may have been involved themselves. The programme provides the *conceptual, methodological* and *emotional skills* for a unique progression from understanding the rural context and problematising the developmental issues therein to engaging with processes of change and transformation. The focus on discovery and open-mindedness is coupled with intellectual rigour and the development of professional skills.

CDP shall continue to have a relation with the MPhil students, who have been trained as 'engaged scholars'. CDP shall host 5 MPhil students every year as Research Associates after they have been granted their MPhil degrees. Each student shall be placed in one of the five districts mentioned above along with the new batch of students. The Research Associates shall continue their action research agendas, create a body of scholarly work and help bring more clarity to the field/discipline of development practice.



FURTHER ACTIVITIES OF SDS AND SHS IN 2012-13 WHICH LEAD TO THE SETTING UP OF CDP:

1. FORMAL LAUNCH OF MPhil IN DEVELOPMENT PRACTICE



The Launch

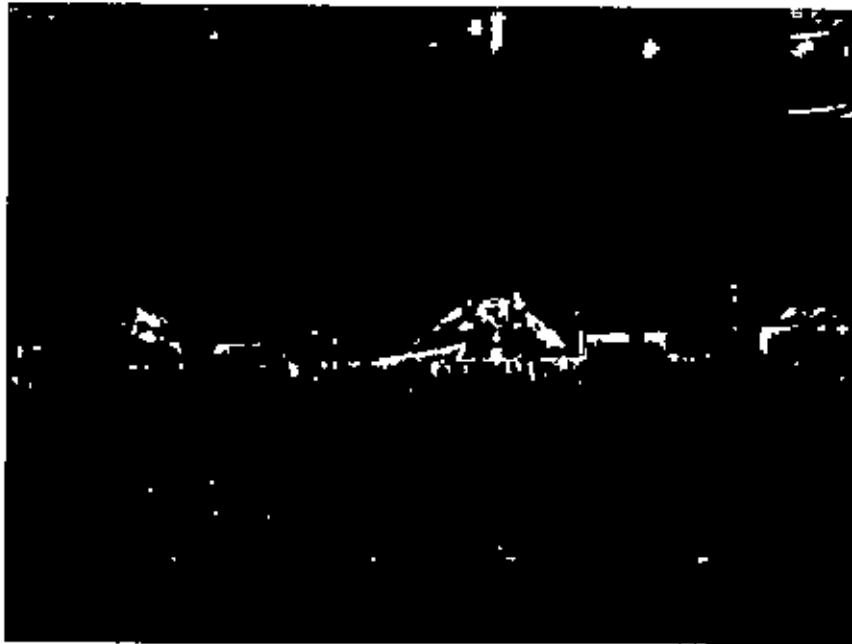
The MPhil programme in Development Practice was formally launched in a public event at Teen Murti Bhavan on August 20, 2012. Mr. Jairam Ramesh, Minister for Rural Development was the Chief Guest and Mr. Deep Joshi, leading development-professional and Magsaysay Award winner, was the guest speaker. The programme was as follows:

1. Welcome by Kelsang Sherpa and Neeraj Joshi (MPhil students in Development Practice)
2. Introduction to the MPhil Programme and the Centre for Development Practice and the collaboration with PRADAN: Prof. Shyam Menon, Vice Chancellor, AUD

3. Talk by Mr. Deep Joshi
4. Address by Ms. Rukmini Datta, SDTT
5. Address by Mr. Jairam Ramesh, Minister for Rural Development
6. Concluding Remarks: Mr. Manas Satpathy, PRADAN, Prof. Ashok Nagpal and Prof. Chandan Mukherjee



The students with Mr. Jairam Ramesh, Prof. Menon, Deep Joshi



The Panel of Speakers



Students presenting a group activity work

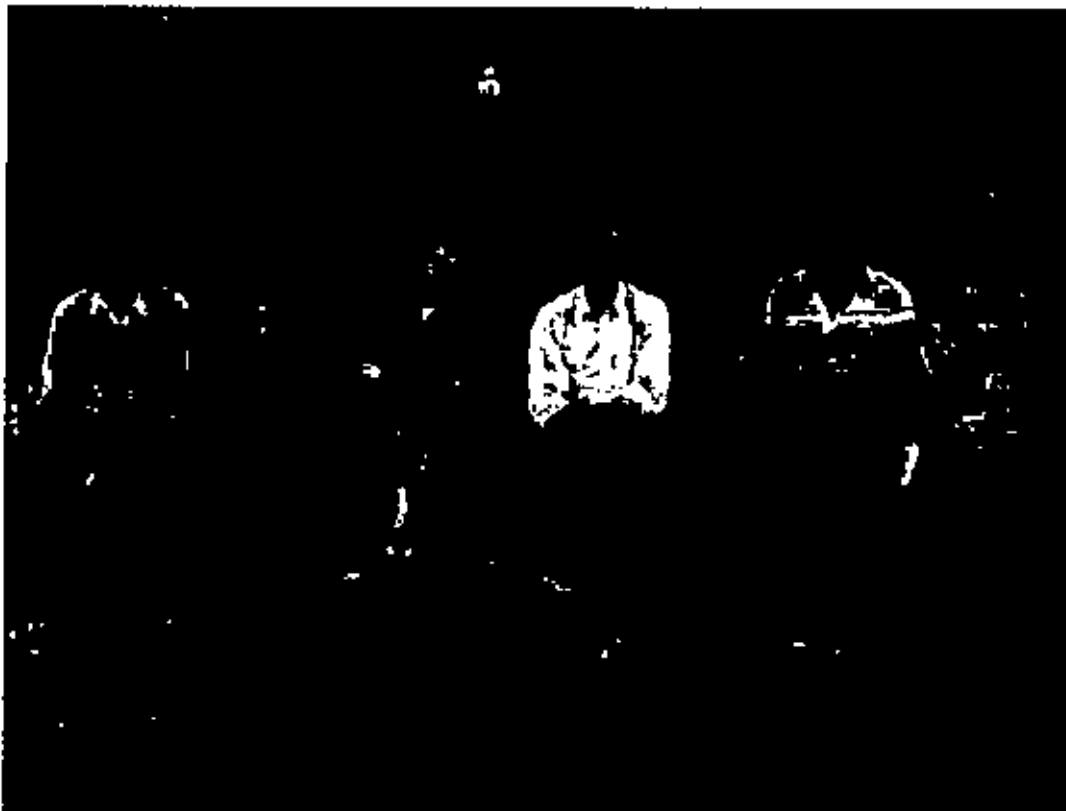


II. HIRING PROJECT STAFF

To run the MPhil programme in Development Practice, SDS and SHS recruited a team of four people; Project Manager, Academic Fellow, and Project Assistants (2). The purpose of the 4 member Development Practice Project Team has also been to work towards the setting up of the Center for Development Practice. The team is also in the process of developing 'research thematics' with our students. The project staff is thus geared towards helping SDS and SHS run the MPhil programme smoothly, coordinating with the field faculty, creating a vision of 'development practice' which gets re-visited. The team is moving towards enabling a process of documentation. The team has generated a short film/video on the MPhil programme with the students representing their village experiences. The team is trying to move towards creating another film which will document the student(s) journey's in the villages, the relationships they form, the groups they forge, the people they impact etc. The *Journal of Development Practice* is also a part of this documentation process.



Students from the Rayagarha district



III. VISITING PROGRAM FACULTY

SDS and SHS have invited a host of Guest Faculty from outside AUD. The aim is to allow the students engage in a dialogue with the various stake-holders as well as people thinking on/about development. We invited four Guest Faculty in the first and second semester. They were Prof. Anjan Chakrabarti, Dr. Nandan Nawn, Dr. Ravi Chopra, and Prof. Rajni Pariwala.

Prof. Anjan Chakrabarti was invited to take a lecture in the course Philosophy of Development Practice (first semester). Prof. Chakrabarti is currently in the Department of Economics, University of Calcutta, specializing in political economy, development, third world studies.

Dr. Nandan Nawn was invited to take a lecture in the course Philosophy of Development Practice (first semester), to talk on 'Development Studies and Development Practice'. Dr. Nawn is an Assistant Professor in Economics, West Bengal National University of Juridical Sciences, Kolkata. He has been teaching compulsory courses in Economics and optional courses on Law and Economics and Ecology, Law and Economics. His PhD thesis was titled 'A Comparative Study of Modern Chemical Based Agriculture and Organic Farms in terms of Sustainability', at Centre for Economic Studies and Planning (CESP), School of Social Sciences (SSS), Jawaharlal Nehru University (JNU). He has also taught Economics at various colleges in the University of Delhi in the past and has also been involved in the Environment Policy Cell, National Institute of Public Finance and Policy, Delhi. He has also published in various important journals.

Dr Ravi Chopra was invited to take the course on Environment, Natural Resources and Development (second semester). Dr. Chopra is the Director of People's Science Institute, Dehra Doon and a Managing Trustee of Himalaya Foundation, New Delhi. The Institute, a non-profit public interest research and development organization, is known for its innovative work in the areas of water resources management, environmental quality monitoring and disaster mitigation and response. As a researcher, Ravi Chopra has focused on the interactions between technology and society and, environment and development. He first received national recognition when he helped produce the first citizens' report on the The State of India's Environment in 1982. This report was critically acclaimed as "a unique effort anywhere in the world". His recent analysis of India's water requirements in the 21st century has also attracted attention. It specifies the nature of India's water crises and sustainable methods for resolving them. Ravi Chopra has worked for

nearly four decades in the field of development and has helped establish several pioneering organizations. The issues addressed by them include involving youth in India's development, using science and technology for empowering the poor, protection of democratic and human rights, rehabilitating survivors of natural and human-made disasters and creative education of children, including the mentally handicapped.

Prof. Rajni Palriwala was invited to take a Lecture in the course, Gender and Development (second semester). She is a Professor of Sociology, at the Department of Sociology, University of Delhi. Her research interests include gender, kinship and marriage, feminist theory and politics, agrarian and development studies and comparative sociology. She has done fieldwork on a range of topics and fields, including a village in Rajasthan (gender, work and family), in Leh, Ladakh, (on the theme of urban forms and social organization), in slums in Delhi (women's collective action), and in Leiden, The Netherlands (single parents and the welfare state). Her research and writings have been within the broad area of gender relations, covering women and work, kinship and gender, dowry, women's movements, fieldwork methodology, and more recently care, citizenship, and the state. Cross-cultural comparison is an underlying interest. She has authored *Changing Kinship, Family and Gender Relations in South Asia: Processes, Trends and Issues* (1994) and co-authored *Care, Culture and Citizenship: Revisiting the Politics of the Dutch Welfare State* (with C. I. Risseuw and K. Ganesh, 2005).

IV. LECTURE SERIES IN DEVELOPMENT PRACTICE

The Lecture Series in Development Practice was an attempt to bring to the university setting scholars who have straddled the space of both academic rigor and 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. We are transcribing the talks and plan to publish 10-12 of such talks (1 to be held every month) in a bound volume. We wish to name the bound volume: *Journal of Development*

Practice. The first volume of the Journal of Development Practice shall be published in June 2014.

The Special Lecture Series in Development Practice was inaugurated with the first talk by **Dr. Mihir Shah**, (Member, Planning Commission) on *Civil Society and Development: Emerging Concerns*. Dr. Mihir Shah is Co-Founder, Samaj Pragati Sahayog (SPS), one of India's largest grass-roots initiatives for water and livelihood security, working with its 122 partners on a million acres of land across 72 districts in 12 states. The work of SPS shows that farmer-driven, location-specific watershed development combined with bio-diverse agriculture, other nature-based livelihoods and micro-finance, can result in sustained higher incomes and empowered communities, providing an enduring panacea to India's suicide-ridden drylands. A Ph.D. in Economics from the Jawaharlal Nehru University, New Delhi, Dr. Shah co-authored *India's Drylands*, a study for the UNDP, which was published and released worldwide by the Oxford University Press in 1998. Dr. Shah was Adviser to the Commissioner appointed by the Supreme Court of India in the Right to Food case from 2002-2009. In 2007 he co-founded the National Consortium of Civil Society Organisations that works to support Panchayat Raj Institutions for more effective implementation of NREGA. He was a member of 3 Working Groups set up by the Government of India for the 11th Five Year Plan related to rural science and technology and rainfed areas. He was also part of the Hameed Committee set up by the Prime Minister in 2007 to suggest a completely new structure for CAPART.

The Second Talk in the Lecture Series was by **Dr. Rajarshi Dasgupta**, Assistant Professor, Centre for Political Studies, School of Social Sciences, Jawaharlal Nehru University. The topic was *Shifting Identities: Refugee Politics and Urbanization in West Bengal*. The abstract as shared by the speaker is as follows: There is an emerging pattern of politics that marks an important segment of the poor in West Bengal – the refugee population living in the suburbs of Kolkata. The paper will try to outline this pattern through a particular case study of the *Bhadrakali PI. Camp*, located in *Uttarpara*, Hooghly district. The population of this camp has been facing serious threats in the past decade from two directions: the government's steady rollback of welfare measures supported by a growing indifference among major political parties, and the gradually unfolding process of neoliberal urbanization. The camp's response has been sporadic and varied, from organizing meetings and deputations to seeking legal redress to

mobilizing civil society opinion, mostly in vain, apart from staggering the eviction process. However, the move we want to highlight is a recent and seemingly successful mobilization of the camp-dwellers as devotees of a lower caste sect that has become politically powerful of late in the state. Although such a development appears novel, we want to contend that it is revealing of a wider and deliberate refugee strategy. It involves a capacity for *shifting identities* that is carried out in keeping with periodic changes of regime or location experienced by the refugees in south Asia. Drawing parallels from other cases, like the *Geneva Camp* – a slum settlement of Bihari Muslim refugees in Dhaka, the paper will try to explore what this means for political subjectivity and the democratic process in the days to follow.

V. SETTING UP THE ADVISORY BOARD

The Vice Chancellor of AUD set up an Advisory Board for the smooth functioning of the MPhil programme in Development Practice and for the setting up of the Centre for Development Practice. The members of the Advisory Board are:

- (i) Mr. Deep Joshi (Chairperson)
- (ii) Prof. Ashok Nagpal (Dean, Academic Services, AUD)
- (iii) Prof. Honey Oberoi (Dean, School of Human Studies)
- (iv) Prof. Chandan Mukherjee (Pro-VC and Dean, School of Development Studies)
- (v) Prof. Chiranjib Sen (Azim Premji University, Bangalore)
- (vi) Ms. Nivedita Narain (PRADAN)
- (vii) Dr. Preeti Mann (Project Co-Director)
- (viii) Dr. Mihir Shah (Member, Planning Commission)
- (ix) Mr. Sandeep Dixit (Member of Parliament)
- (x) Mr. Manas Satpathy (Director, PRADAN)
- (xi) Prof. Sanjeev Phansalkar (SDTT) and
- (xii) Dr. Anup Dhar (Project Director).

The first Advisory Board Meeting was held on April 16, 2013 (2-5 pm) at AUD, Kashmere Gate Campus. **The Advisory Board suggested that the CDP be set up.**

VI. SETTING UP INSTITUTIONAL COLLABORATIONS

SDS and SHS members are in touch (as Advisory Board/ Curriculum Committee members) with three institutions

- (i) the *Institute of Rural Management Anand*, Gujarat, India
- (ii) 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 its mandated with important functional domains of Policy development, Training, Teaching and Research; it already has 5 important MA programmes related to Youth Development)
- (iii) Vidyasagar University, Bengal

who are about to 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.

We also presented the MPhil programme in Development Practice in the Workshop on *Rethinking Universities in India: "Intermediaries for Socially Inclusive Development"* at JNU, 8-9 Jan. This workshop was trying to see how and whether universities can relate to the developmental needs of the country (socially inclusive or otherwise). **The CDP could be an interdisciplinary site for such exchange – including work in *Community Mental Health* and work on questions of 'gendered violence'.**

CDP shall also make an endeavor in the coming years to extend its collaboration to other institutions – both government and non-government.

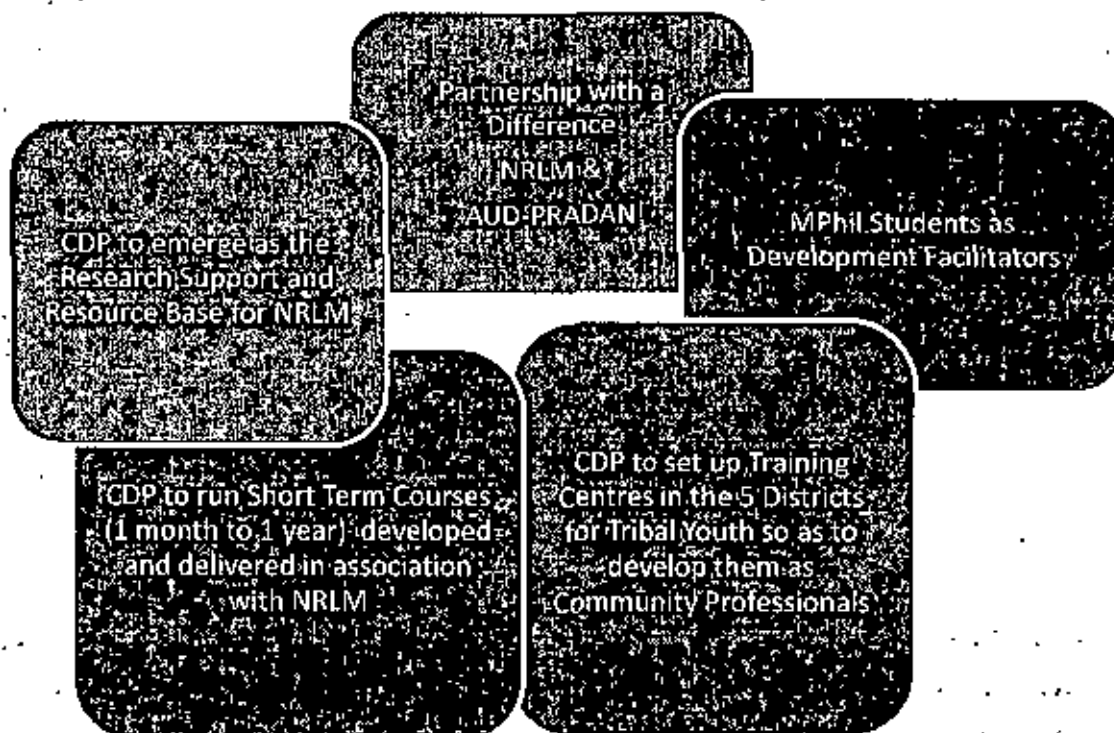
VII. NETWORKING WITH THE MINISTRY OF RURAL DEVELOPMENT

Prof. Shyam Menon (Vice Chancellor, AUD), Dr. Anup Dhar (Project Director), Mr. Deep Joshi, Mr. Soumen Biswas (former Director, PRADAN) and Ms. Nivedita Narrain (PRADAN) have in their respective capacities met the Honourable Minister of Rural Development, Mr. Jairam Ramesh twice in the last year and have applied to the Ministry for a corpus grant to set up a *Centre for Development Practice* in the University. This Centre will not just run an MPhil programme but will emerge as a research, documentation, capacity building, and reflection site for the developmental sector agents, engaged with issues like rural livelihoods, education, governance and health. The University has approached the Government as well as other agencies (like the *Bill and Melinda Gates Foundation*) for establishing a corpus, the proceeds of which will help set up and support the activities of the Centre. As a first step towards the establishment of the *Centre for Development Practice*, the University had first applied to the Ministry of Rural Development for the instituting of a Chair in the name of Dr. Joseph Cornelius Kumarappa [1892-1960] the pioneering economic philosopher and architect of the Gandhian rural economics programme. The second proposal was geared towards the setting up of the *Centre for Development Practice*. The proposed Centre for Development Practice is expected to serve as a nucleus to deepen and further AUD's engagement with social development. The university has computed an anticipated annual recurring expenditure of about 2.5 Crores to run the Centre of Development Practice, at today's rates. To yield an annual recurring income/funding of 2.5 Crores, the university would need a Corpus amount of 35 Crores (calculated at an average annual interest rate of 8% and also allowing for inflation).

VIII. SETTING UP A RELATIONSHIP WITH NATIONAL RURAL LIVELIHOODS MISSION

The idea driving the MPhil in Development Practice was to *institutionalize* in a University setting the *professionalising* of rural development practice. It was also an attempt to *de-institutionalize* the existing imagination of the University through its partnership with PRADAN, make its University-level work relevant to the *needs of the rural poor*. In the process, we wished

to increase the pool of quality human resource in the developmental sector. However, we do not want to just restrict ourselves to the running of the MPhil programme in Development Practice. In association with the NRLM (we are in conversation with the NRLM functionaries) we wish to contribute to the building of strong grassroots institutions of the poor (through women's SHGs and through new social movements).



With the above mentioned aim in mind, we wish to see the Centre for Development Practice (CDP) emerge as a research support and a resource base for NRLM in the future. With the help of MPhil students as Development Facilitators we wish to run five Training Centres in the five districts for Tribal Youth who would then become Community Professionals. CDP shall also run Short Term Courses (1 month to 1 year) developed in association with NRLM.

IX. COLLABORATION WITH THE ROHINI GHADIOK FOUNDATION (RGF)

AUD has set up a collaboration with the RGF. The collaboration shall be carried out through activities which initially shall include:

- The Rohini Ghadiok Oration which will be organized by the Foundation and AUD every year on the 26th April, which is Rohini Ghadiok's birthday. This oration will be delivered by a Scholar who works at the interface of theory and practice or by some development practitioner. AUD will publish the talk as a monograph.
- The Rohini Ghadiok Foundation shall also offer a fellowship of Rs.15000 for 22 months to 3 students of the MPhil Development Practice batch every year. These students will be known as 'Rohini Ghadiok Fellows'.
- AUD and the Rohini Ghadiok Foundation shall also come together to document and publish life stories and narratives of development practitioners including Rohini Ghadiok's life as a practitioner, in either printed or audio visual form in the near future. CDP shall be the site for such activities.

The Rohini Ghadiok Memorial Lecture was delivered by Dr. Binayak Sen this year (2013) on 'Public Policy, Access to equity and Justice'.



Dr. Binayak Sen, 26th April 2013

Proposed Structure of the Centre for Development Practice:

This Centre will run an MPhil programme in Development Practice and will emerge as a research, documentation, capacity building, and reflection site for the developmental sector agents in the country.

Projected Human Resource:

1. Dr. J. C. Kumarappa Chair (Professor) = 1

2. Associate Professors = 2 (1 to be drawn from School of Human Studies and 1 to be drawn from School of Development Studies)
3. Assistant Professors = 2 (1 to be drawn from School of Human Studies and 1 to be drawn from School of Development Studies)
4. Academic Fellows = 2
5. Research Assistants (Level I) = 2
6. Research Assistants (Level II) = 5

Projected Activities of CDP:

1. Collaborative research (with development sector agents) in Development Practice that would in turn contribute to the teaching of courses in MPhil in Development Practice
2. Setting up of a Resource Centre in Development Practice, with Online Library facilities
3. Organizing 1 International Seminar and 3 National Seminars on different aspects and various theoretical and practical dimensions of Development Practice every two years
4. Conducting 4 National Workshops on select themes every year for the continuing training of personnel employed in various Development Sector Agents
5. Publications: Edited Volumes in English (1 every two years) and Monographs (2 every year) in the vernacular on Development Practice
6. Publish *Journal of Development Practice* (annual)
7. Collaborate with the NRLM of the Indian state and engage in collaborative research
8. Collaborate with the Ministry of Rural Development, India and engage in collaborative research
9. Collaborate with other institutions who are in the process of setting up MA programmes in Development Practice
10. Assist SDS and SHS in the running of the MPhil in Development Practice.

APPENDIX - 6

Centre of Psychotherapy and Clinical Research
SCHOOL OF HUMAN STUDIES

"It is possible that the conscience of society will awake and remind it that the poor man (woman) should have just as much right to assistance for his mind... that the neurosis threaten public health no less than tuberculosis... . Then institutions and outpatient clinics will be started, to which analytically trained physicians will be appointed so that men who would otherwise give way to drink, women who have nearly succumbed under the burden of their privations, children for whom there is no choice but running wild or neurosis, may be made capable. by analysis, of resistance and efficient work. Such treatments will be free. It may be a long time before the State comes to see these duties as urgent. ... Some time or other, however it must come to this."

Sigmund Freud (1918)

1.1 Introduction: Mental Health needs in India

In India, mental health disorders account for nearly a sixth of all health-related disorders. The prevalence rate of mental disorders indicates that 65 out of 1000 persons are at some point of time in their life in need of psychological care for a mental illness. Yet we have just 0.4 psychiatrists and 0.02 psychologists per 100,000 people, and 0.25 mental health beds per 10,000 population. The GDP has shown a high growth rate (3.8- 8%) but the health care indicators do not indicate improvement at the same pace. While 65 million Indians suffer from mental illnesses (Ministry of Health and Family Welfare, 2009), India spends just 0.83% of its total health budget on mental health (WHO 2001a). Further it needs to be noted that while 75 % of the health infrastructure, medical human power and other resources are concentrated in urban areas, mental illness is a medical minority. The so called mentally ill are thus relegated to a fate of, utter neglect, invisibility and social disgrace or else ruthless control and involuntary institutionalization.

Recent data on mental health morbidity and research on psychiatric epidemiology suggest the following:

1. The burden of mental disorders, especially in Urban India, is highest among young adults aged 15-44 years. This implies that students in schools, colleges and universities are especially vulnerable to major psychological upheavals, be they

depression, drug addiction, identity crises, emotional impact of conflicts in families, trans-generational issues, disturbances and confusions in the arena of sexuality and the body, aggressive and destructive urges, self harm and/or suicide.

2. In comparison to all health related emergencies, analyses from the present trends indicate that there is likely to be a substantial increase in the burden of mental disorder in the next two decades. For instance, India has a high rate of suicides -- 89,000 persons committed suicide in 1995, increasing to 96,000 in 1997 and 104,000 in 1998, which is a 25% increase over the previous year (WHO 2001b). Data from official statistics point to a scaring number of unprecedented suicides committed by 211559 in 2009 (Mental Health Report, 2010). This calls for a momentous urgency to respond to the mental health concerns at the primary health care level, in educational institutes as well as in the community at large.

Thus it is clear that a large proportion of the Indian population is in need of health care for serious mental illness but the treatment modality dominating the scene is primarily one of psychiatric pharmacology. Not only is there a severe lacuna of training of professionals needed to cater to the overwhelming need but there is also an absence of any engaged thinking about care, recovery and reintegration of those who are affected by mental illness. With the limited number of trained mental health professionals, psychotherapists or clinical psychologists often find themselves attending to severe clinical categories with simply a focus on symptom management. Unfortunately such an approach excludes any understanding of a person's relational ambit, life-history or socio-cultural and politico-historical location. Moreover it takes away the space to relate to symptoms through deep listening and a caring inter-personal lens. When numbers take precedence in a service sector, quality of care is often the casualty.

Outside the ambit of the medical and psychiatric institution, there are a range of healing perspectives, ranging from the spiritual to the cultural, indigenous and traditional orientations, which too cater to a multifarious range of people's emotional crises. However as they fall outside the purview of the "normalizing", rational, Scientific medical perspective, they are generally seen as being "backward" or the "Other" and thus rendered to a marginal and insignificant space within the discourse of modern Science. The divide and rupture in the relationship between psychiatric, medical knowledge and that emanating from traditions of faith and cultural healing, points to a tragic loss of mutual understanding which could have enriched the entire field of psychic and emotional health.

The enormity of the prevalent situation calls for a serious rethinking in the mental health care system and encouraging community-based interventions in India. It is in keeping with the philosophical vision of the Psychology programmes in SHS and in responding to the needs of mental health care, research, training and community interventions in mind that we are proposing a Center of Psychotherapy and Clinical Research (CPCR) which will work under the aegis of the School of Human Studies, Ambedkar University Delhi. 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. (For a fuller explication of the vision which guides the psychology programmes at SHS from B.A. onward till PhD, please refer to Annexure-1). 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, Centre for Early Childhood Education and Development, Centre for Community Knowledge and the newly proposed Centre for Development Practice.

2. History and background

2.1 The Present Project Ehsaas - Psychotherapy and Counselling Clinic at Ambedkar University.

The CPCR will take forward the work of Ehsaas- the Ambedkar University Psychotherapy Clinic (also referred to as "The Project")- which itself is a new and innovative initiative of the School of Human Studies. Since 2011, Ehsaas is functioning in a project mode and the University has provided for certain facilities to make the clinic functional. The University has allocated of five rooms for clinical work. Since 2011 there were three Research Assistants who were working at the Clinic and helping to set it up along with the teachers at SHS. Since January 2013, three full time and two part time psychotherapists were appointed to enable the smooth functioning of Ehsaas- the psychotherapy, counseling and research clinic. The contractual positions of full time psychotherapists are remunerated at par with that of Assistant Professors. Under the Project Ehsaas- the University has made an additional provision for a part time, visiting psychiatrist on a once a week basis. There is also a sanctioned budget with provision for furniture as well as for equipping the clinics with

special requirements- for instance, toys and play material for the child clinic, psychodiagnostic tests etc.

At the Clinic we are committed to working with mental illness and training of socially sensitive mental health professionals. After much reflection, consultation and thought (as well as experience gathered at the *Centre for Psychoanalytical Studies*, University of Delhi, where the idea of running a University Clinic and training psychodynamically oriented, socially sensitive psychotherapists had been tried, explored and tested by a few of us for some years), the Ehsaas Clinic at AUD came into existence in September 2011 and since then it has been functioning as the training, teaching and practice site, particularly for the students enrolled in MPhil Psychotherapy and Clinical Thinking. The psychotherapists working at Ehsaas provide regular supervision and mentoring to the MPhil trainees. We are hopeful that overtime the clinic will also grow into an integral training and practice site for the M.A. Psychosocial Clinical Students as well as for M.A. Gender Studies and to some extent for MPhil Development Practice students. It goes without saying that the B.A. Honours programme in Psychology too will intrinsically draw from the vision and work of the Clinic and the *Centre for Psychotherapy and Clinical Research*. Thus, for all of the academic programmes being offered at SHS, the clinic is as critical a site for training, practice and research as is a laboratory for any Science Institute and department. (Please refer to Appendix 2 and 3 for a detailed understanding of how theory papers in M.A. Psychology and M.Phil Psychotherapy and Clinical Thinking are integrally linked with the work and vision of Ehsaas).

At the time of its inception, Ehsaas was 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*. At present Ehsaas is in the process of establishing and consolidating its above mentioned five units. In addition, over time the clinic will also provide for psychological assessment and psycho-diagnostic testing. As mentioned earlier, there is provision for a visiting Psychiatrist along with a referral service. The Clinic is a crucial juncture where the knowledge generated aims to bridge the gap between academia and research into the marginalized selves and lives of the society. We envision a movement from a hierarchical to

a relational understanding of human experience while representing values of humanism, social justice, equality and creativity.

For the last one and half year, along with the sliding fee structure we have been providing **low cost and free counseling and psychotherapy** to cater to a variety of people coming for emotional help from diverse socio-economic backgrounds. Within the mental health system in India this responds to a glaring and urgent need. As is well known, the entire health sector is today divided into immutable categories- the Private and Public sector. While the former promises to offer quality service, it can only be accessed by a small elite and economically privileged minority. On the other hand, the Public health sector, like the Educational system, caters to a large minority but is unable to meet the psychological distress of people in any qualitative sense. Hence our promise at Ehsaas 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 and a provision for an engaged understanding of the life context and an empathic amelioration of their pain and symptoms.

For the past one and a half years we have worked with about 150 patients over short and long periods of time. Our team comprises of four psychotherapists, 17 Mphil students and members of the faculty of the School of Human Studies. Most of our work has been with students and teachers and non-teaching staff who belong to Ambedkar University and other student populations nearby. The psychotherapeutic work with students involves a link between their academic performance and their internal lives which are affected by the multiple social locations they occupy, dynamics within their families and the relationships around them. Often we find that a collapse or a conflict in one sphere affects all of the other. Students in the University often experience that the intellectual atmosphere in which they exist **does not engage with their difficulties in relationships and in their self-experience** which affect various parts of their lives but they don't find an adequate representation. The clinic becomes a space where through mutual recognition of absence(s) a representation is evolved, which provides a generative potential in the individual's life. Some of our effort has also gone into working with children who have been referred from schools and who suffer from intense experiences of rage, maladjustment in the class room and an inability to cope with their academic work.

2.2. The Clinic in a University: A Reflective Statement

The School of Human Studies, in Ambedkar University, Delhi was founded to re-think, re- envision and question our relationship with what we call and know as being *human*. *Ehsaas*, the Psychotherapy Clinic constitutes one of the core machineries which stimulates and often poses disturbing questions about how we experience ourselves and others in being human. Out of the various images of marginality which exist in our society, the mentally ill and their internal states find no representation. Madness contains within it fragments of memories, an ongoing timeless inchoateness, an eternal sense of vulnerability and a belief in an order that contains an anti-thesis - the rupture of an internal sense of history. The mentally ill don't occupy a social position as their voice is never believed and there is no social space that recognizes that their acute states of disorganization and chaos also carry within them a need to be believed, related to and made sense of. In most mental health institutions where the mentally ill and the suffering of their family is deposited, their psychological self is caricatured as being symptomatic and the effort is to control the symptoms and to quickly have them readjusted back to the "normalizing flow of life.

The Clinic is a site where people bring in a range of states of disorganization — from the breakdown of the self, to acute states of psychosis, to bringing up disavowed, marginalized and exiled self parts, all of which in some form or the other, are urging for recognition, holding and eventually expression. Clinical work involves reaching a fuller experience of one's identity by working through pieces of a broken self. The journey is often an unknown one in which repressed parts of the Self begin to emerge in the patient. This journey to unknown selves is undertaken in the clinic as the patient develops faith in his or her relationship with the therapist. For long it may be the therapist who experiences emotions, including pain, dreams the "unthought of trauma" and inaugurates psychic themes on behalf of the patient. Often left to feel pain, chaos and states of numbness on behalf of one's patients, clinical work for a therapist involves an ongoing struggle to arrive at thinking about experience. The therapist may experience depressive and unbearable emotional states, and gradually as these un-articulated experiences begin to ebb into the psychological space of the clinic, they enable the patient to reconnect to memories and reach forms of thinking where none existed. The psychotherapeutic work in the clinic is constantly besieged by the concern that can madness be understood by first and foremost being included in a relational mutuality? In almost all MPhil and several M.A. Psychology courses at SHS, this clinical model is seen as informing and constituting the core of human relationships, where un-lived

and unknown parts of human experience seek and find an expression and often are met with in states of intimacy, chaos, conflict and sadness.

The University is a special site for situating the clinic. Within the dominant discourse of rationality and intellect where self assertion and argumentativeness is privileged, the clinic is a refuge for wordlessness. Psychotherapy engages with the complex and unthought of relationship between language and affect with its emphasis on paying fine attention to the unfelt, unthought and un-symbolised dimension of human experience. Psychological symbols, present to us the presence of a complexity of human experience where the self can view and experience itself from the position of multiple selves, thereby also asking us to imagine the presence of multiple selves in one's psychobiography and which exist in the core of our identity. In a University where different forms of marginality find an echo, the clinic espouses a dialogue between mental illness and academia. Long term depth oriented psychodynamic clinical work offers many insights into the suffering of those who have experienced personal and social violence and how this has affected the inner recesses of their mind and interrupted their experience of themselves.

2.3 Learning from Ehsaas: September 2011 to 2013

The pilot work at Ehsaas has helped us to consolidate the following understandings:

A. Consolidating the Psychodynamic orientation: In comparison to most other forms of psychiatric and psychological 'cure' psychodynamic or insight oriented psychotherapy provides an alternative to the narrow emphasis on locating complex human predicaments and conflicts within simplistic diagnostic or biologically driven symptomatic categories. Psychoanalysis preserves an understanding that psychic conflict is an inevitable part of human life and it assumes symptomatic forms when the intensity of one's inner conflicts and emotions is experienced as being unbearable. Therefore, the method of empathic engagement and reflective "two person meditation" (on human subjectivity), in psychodynamic work is considered to be critical in helping the patient gain subjective knowledge about one's personal self. Psychodynamic thinking sees a movement from a hierarchical to a relational understanding of human experience while representing values of humanism, social justice, equality and creativity.

Psychoanalysis and related psychotherapeutic processes understand mental illness as a crisis that carries a deep potential for change and growth for the individual and the collective. In painful experiences the mind loses its capacity to think or to feel and the

psyche also works to keep out the disturbing feelings. Therapy enables the building of a relationship with the silent and the articulated pain. It augments an individual's journey towards self exploration to embrace dreams of hope and aliveness. It requires an engagement with loss to move towards healing.

It is important to point out that the vision of *Ehsaas* is in close congruence with the vision that Ambedkar University upholds, especially with the ideals of becoming socially productive, transcending class barriers and striving for social equity and justice.

"The University strongly believes that no knowledge becomes socially productive unless it spreads across society, transcending barriers of caste, creed and class. Only then can teaching and learning become liberating undertakings, contributing to the promotion of equality, social justice and excellence."

Within this imagination *Ehsaas* could grow into being a distinctive place where one begins to form a relation with suffering to reach health.

B. Training: Keeping alive the ideal of disseminating knowledge, *Ehsaas* is also involved in training. Like in many other parts of the world, but more so in India, the opportunities to be trained as a mental health professional and especially as a psychodynamic therapist, are extremely rare, if not non-existent. This mental health clinic envisions training socially sensitive psychotherapists, who have a self-reflexive ethical position and who can address a wide range of distressing states as early as possible; those that if not engaged with may lead to established clinical disorders or an acute manifestation of one.

As stated above, the clinic is integral to the development of students enrolled in the MPhil Psychotherapy and Clinical Thinking Programme. Along with the SHS faculty, the psychotherapists offer regular clinical supervision and mentoring to the MPhil students. Clinical case conferences and seminars are held on weekly basis. The training of the psychotherapists and the work in the clinic hopes to address the needs of the local population through the following:

- Individual therapy
- family therapy,
- community outreach,
- suicide prevention,
- rehabilitation for individuals dealing with psychotic states

- supporting children's development through play centre, and
- focussed group work for issues around mental health, domestic violence and issues of gender and sexualities.

C. Free work and Low fee Psychotherapy: Free work and low fee psychotherapy is our special effort to do psychotherapeutic work with people who belong to socially and economically backward sections of the society and who cannot afford therapy. *Ehsaas* 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.

Such a process involves the clinician to revisit the notions of *class* and the *unconscious* and to rethink their interplay by reflecting on how psychic themes unfold across different class locations. Education doesn't always result in insight or enrichment about one's own experience. For the individuals living at the edges of society, even this opportunity remains afar, thereby keeping their experience at a larger distance. Psychoanalysis, as an evolutionary perspective claims that we always return to what we leave behind or where we start from, and the psyche is constantly caught up in this movement.

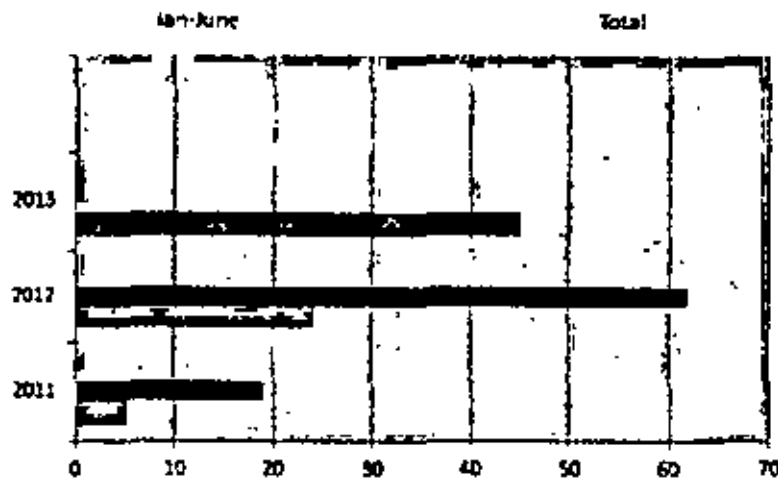
Such an endeavor of doing low fee clinical work differs from other modes of intervening with poverty since here the clinician engages with internal spaces of intimacy, loss, trauma and sexuality as all of these are woven in psychotherapeutic work. This form of clinical work calls upon the psychotherapist to be able to access his states of shame, disgust, rage and one's own internal experience of poverty and the unbearable ruminations that it can evoke in the presence of someone who belongs to the margins. The clinic becomes a psychic space where the patterns of human experience that exist between individuals of social classes acquire a more intense form where both the patient and the therapist are forced to see the cultures that they have internalised and inhabit.

3. The Clientele at *Ehsaas*

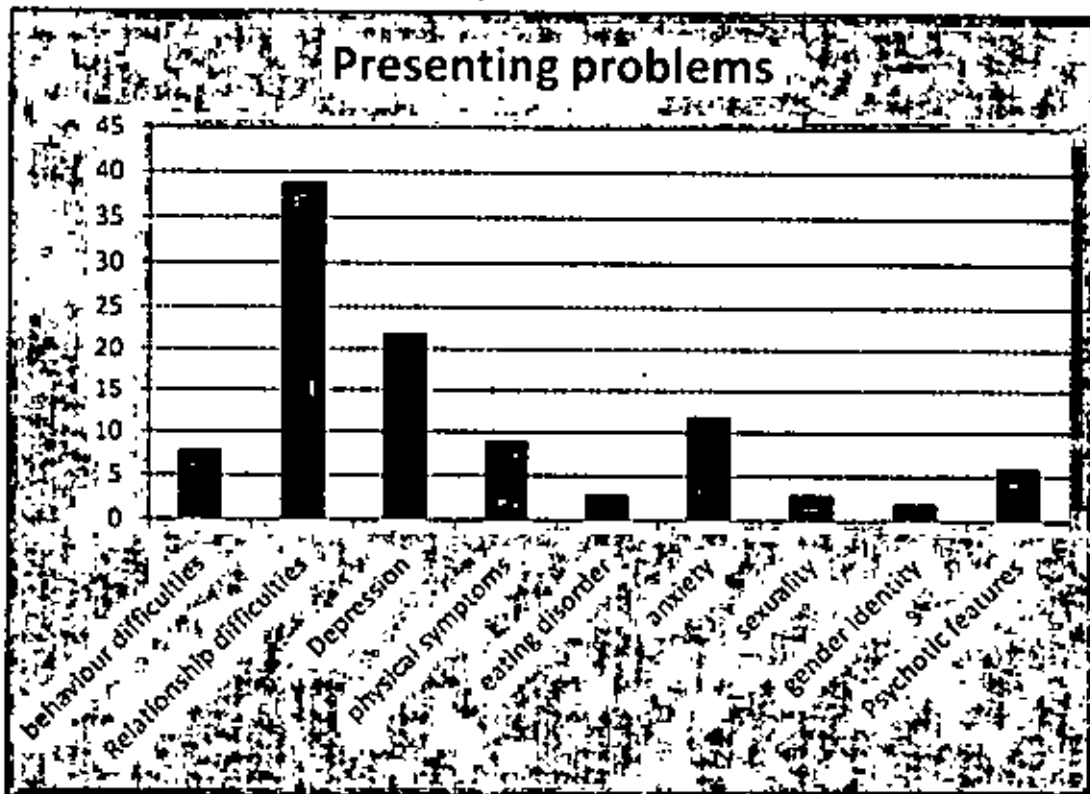
The *Ehsaas* team has made concentrated efforts to understand the mental health needs of the various constituents of the University community as well as the general population of Delhi. Our understanding points towards a critical urgency for establishing *Ehsaas* and CPR as a

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 the 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 to *ehsaas* 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.



A glimpse at these states or conditions suggests a wide spectrum of issues that can potentially disrupt self-cohesion, efficacy and trust, either within oneself or in structures surrounding us, such as family, school, vocation or relationships. The clientele at Ehsaas includes children, young adults and men and women who have sought help in times of crisis or come for brief counselling or long term psychodynamic psychotherapy. Being a University clinic with low fee praxis, most of our referrals belong to student population from universities and colleges or from mental health professionals who sent clients or families with economically backward backgrounds. As we reflect back, we feel happy to have been found by young people in identity transitions or families who courageously floundered to help a member in distress, both signifying a turn to a professional help in the absence of any other established alternative. During the initial contact, the patients present their problems as isolated or independent from their relational world and expect relief through psychotherapy. However it is in this phase of therapy that they learn the meaning of the symptom, its embeddedness in the emotional conflict often brought on by a crisis in individual's relationships or life choices. Ehsaas, through its philosophy of care for the dis-eased parts of the self, attempts to foster a reflexive-nurturing space for individuals to develop a capacity to recognize relation between

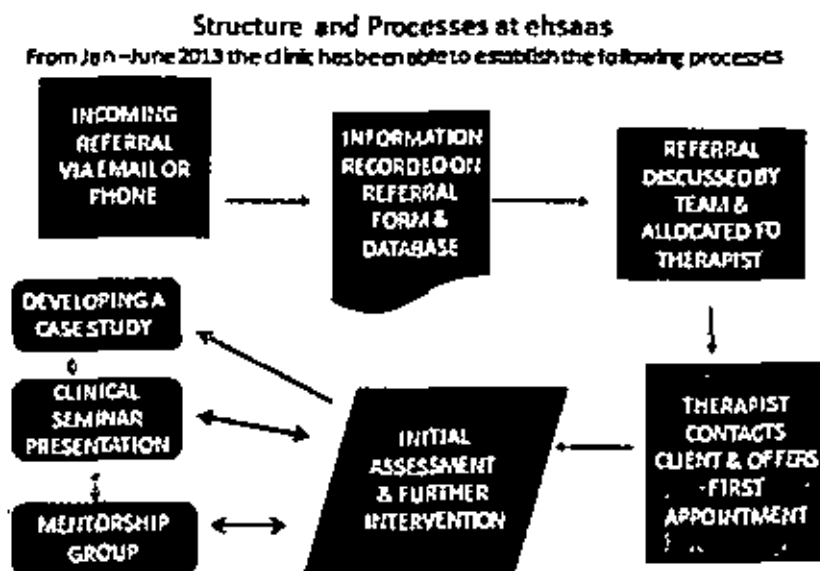
disconnected parts of the inner world or history, to survive pain and restore a meaningful self-other relationship in one's life. Even as many patients come to Ehsaas with emotional distress, deep anxiety about the symptom and need to return to a world of 'functional' selves, it is empathy for the symptom and care for the exiled parts of one's self that augment a change. Our experience with the clientele at Ehsaas teaches us that in addition to a symptom focussed intervention, individuals require us to facilitate their search for inner freedom and a capacity to tolerate reality through a supportive relationship.

The Ehsaas team specialises in multiple types of interventions:

- Crisis intervention for depressive and suicidal patients
- Brief psychodynamic psychotherapy for adjustment issues, relationship problems and child-related work
- Long-term therapeutic work for individuals seeking personal growth
- Basic consultations for information sharing related to mental health.

At any given time there have been approximately 40 patients regularly visiting the clinic.

Through commitment and hard work, the Ehsaas team has enabled its patient population to counter numerous life challenges with the help of psychotherapeutic care.



Over the last couple of years, Ehsaas has established links with the following institutions:

- Lady Harding Medical College
- Tulsi Foundation

- Psychoanalytic Unit of the Mental Health & Behavioral Sciences Department, Fortis Hospitals

- NIPCCD: National Institute of Public Cooperation and Child Development

Our association with the above-mentioned organisations has helped the M.Phil Psychotherapy students of AUD obtain hands-on training in patient care and work alongside psychiatrists, psychologists, social workers and child-care specialists.

The Present Proposal

Moving from Ehsaas to the Centre of Psychotherapy and Clinical Research

We propose to now set up a *Centre of Psychotherapy and Clinical Research (CPCR)*. This Centre will become a research base to generate culturally rooted insights into the understanding of the human psyche and subjectivity. It will strive towards equity and excellence by providing qualitative Mental Health services to those in urgent need of help. Even though the Centre will work under the aegis of the School of Human Studies, it will have intimate 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 Design, School of Liberal Studies, School of Development Studies, Centre for Early Childhood Education and Development, Centre for Community Knowledge and the newly proposed Centre for Development Practice and Incubation Centre.

Objectives:

In strengthening the work of Ehsaas and in generating research in the field of mental health and psychotherapy, the Centre of Psychotherapy and Clinical Research will *serve*

(a) to offer quality services in the area of mental health to all in need and to especially those who are unable to access and receive help in private clinics and hospitals due to lack of economic and or social resources.

(b) as a therapy, research and resource unit to enrich the postgraduate programmes in Psychosocial Clinical Studies and Gender Studies as well as M.Phil in Psychotherapy and

Clinical Thinking. The Centre will also serve as a practice site for M.A. Psychology and MPhil psychotherapy students. The Centre will all also link itself to the undergraduate and PhD Programmes in Psychology at AUD.

(c) Overtime CPCR will work in collaboration with mental hospitals and asylums in a bid to initiate psychological workshops therein with inmates, patients and staff members.

(d) CPCR will evolve work, establish linkages, understand and then offer assistance in community spaces, child care social systems- including ICDS, mobile crèches, anganwadis and schools

(e) Will offer psychodiagnostic services and psychological testing including I.Q., cognitive and projective testing

(f) It will work to evolve an ethics of care, such that it responds to the subtler currents and the multifarious aspects of "the Indian psyche and mind".

research

(g) to promote psychoanalytic research and awareness, and understanding of the human mind and psyche in a culturally rooted and sensitive manner. As is well known, in the Indian context, a person is intricately linked to one's familial matrix and hence research in the Centre will endeavor to offer relevant reflections on the struggles of the individual-family matrix as represented also in the unconscious, intrapsychic conflicts of those arriving at the Centre for help.

(h) CPCR will function as a research base on issues related to the practice of Psychotherapy and Clinical Thinking, social dreaming, conscious and unconscious flows of the psyche, understanding early childhood experiences and their impact on later life, the relationship between Culture and the human psyche, the intricate connection between the individual and the family, family studies, social and psychic transitions, sexualities and a depth model of the human psyche relevant to Indian society and culture.

(i) to study the cultural resistances to psychotherapy and to advance a dialogue between healing traditions such as psychotherapies of various persuasions, those based on Faith and those based on Science and medicine.

(j) Initiating a research project with the Delhi Police on understanding youth involved in crime in an urban city-Delhi

(k) Research in areas such as trans-generational trauma, emotional vulnerabilities caused by political and social displacements, implications of community and individual work will be the focal points at the centre. Along with this, we would also be keen to initiate research in indigenous healing traditions and practices and how they contain and transform mental distress of individuals, families and even sometimes collectives.

(l) Intra-clinical research at CPR will comprise research *in* psychoanalysis and research *on* psychoanalysis. Psychotherapists are constantly *searching* the inner geographies of their patients, but research requires a certain degree of formalization and systematic categorization of clinical work. Patients formulate the cosmos of psychotherapy, hence delving deep into detailed cases and their relationship with the cultural, social and political idioms may be examined. Hopefully, over the years the research will fructify into a 'Journal of psychotherapy and Clinical Research'.

(j) Women's mental lives in communities under transition

(k) Socio-economic class and the symbolization of distress. How does social class create or affect the manifest symbols of the unconscious?

(l) In what context does therapeutic striving start?

training and professional networking

(m) In addition to training socially sensitive psychodynamic psychotherapists, researchers and thinkers, overtime the Center will offer training in psychodynamics and psychotherapy to a diverse representation of Mental Health Professionals, be they medical doctors, psychiatrists, clinical psychologists, psychiatric nurses, ward personnel and staff members in mental hospitals and asylums.

(n) The Centre will invite membership from psychotherapists across the country and will provide a structure for professional development through medium such as weekly or bi-weekly supervision groups, peer reading meetings and public lectures. The centre will also be a space dialoguing with and exploring other therapeutic perspectives such as existential, humanistic, art based work, be it-dance and drama therapy- and encouraging alliances with professionals already engaged in similar work.

(o) The Centre will prepare manuals, workbooks, educational and training material emerging from its work which could be used by other mental health professionals, including psychotherapists, clinical psychologists, psychiatrists and nurses and those working in N.G.Os. It will serve as a hub for documentation, knowledge creation and theory building in the area of psychotherapy, clinical thinking and research

advocacy and policy related work

(p) to contribute to the formulation of the Disability Rights Act and Mental p) CPR will collaborate with partners in the legal, medical and social systems to reduce stigma around mental illness, formulate health Policy.

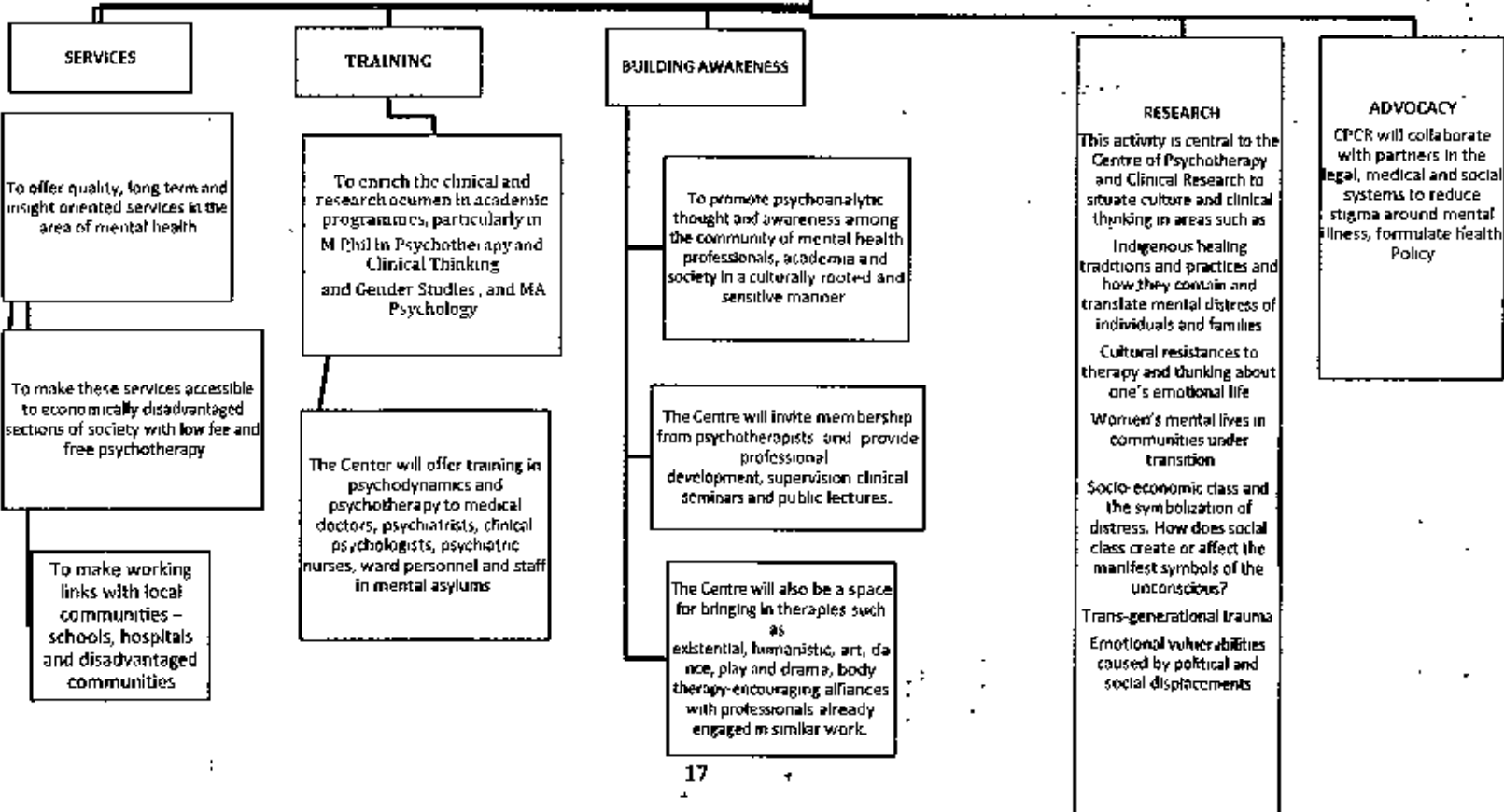
(q) CPR will also work to spread awareness and to create social acceptance for persons with special psychological challenges.

(r) working towards advocacy by establishing links with programmes of clinical psychology, psychodynamic psychotherapy and psychiatry in India and elsewhere in the world

(d) writing for newspapers and building awareness in the general media around mental health issues.

CPCR : Our Vision at a glance

Main Objectives
 Research in mental health
 Humane and reflective care of mentally ill individuals beyond symptom management
 Training of mental health professionals
 Establishing a social ethic of care



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Proposed phases of CPR's growth: 2013- 2016

The following five phases of CPR's proposed growth in the next three years are closely interrelated with each other. They do not follow a linear progression as may appear from the manner in which they are being presented. In fact at any given point of time, work in different phases is envisioned to be complementing that in other phases. Also, it needs to be stated that there would be a simultaneous process of activating research on themes (mentioned above and those emerging) which would closely resonate with the clinical work being undertaken at any point of time in CPR.

Phase -I

- Consolidating work in the adult (Anubhav) and adolescent (Abhivakti) clinics at Ehsaas
- Setting up all the five clinical rooms and equipping them with essential facilities
- Setting in place a referral and networking system and a clinical directory with database of all mental health professionals in the city of Delhi and the different States in India.
- Firming up the supervisory role of CPR to MPhil students and M.A. students
- Instituting a clinical seminar in SHS on a bi-monthly basis
- Beginning a process oriented detailed documenting of the clinical work being done at CPR and linking with process oriented research into psychodynamic psychotherapy.
- Initiating a research project with the Delhi Police on understanding youth involved in crime in an urban city-Delhi

Phase -II

Setting up the child clinic-*Khel Khel Mein*- and linking with Centres of child care in the community

During this phase of the work at CPR, we will make the child clinic functional, explore its links with other centres for early care, including CECED and community based units such as anganwadis, mobile crèches, ICDS, a few selected orphanages etc.

In doing the above mentioned work we remain guided by the understanding that in the field of mental health, prevention and early intervention are possible and preferable to working with established and entrenched difficulties. Childhood is a life phase that has the bases for many later difficulties, especially in adolescence and early adulthood. At CPR we hope to make forays into earlier life stages with an early intervention model. This approach allows greater creativity to reach a wider audience and often requires work in groups, brief therapeutic interventions with families or individuals or a few consultation meetings rather than long term therapy with clients.

For this we have conceptualized a two level model:

Forging linkages with Child care centres in the community

We are eager to form links with the Integrated Child Development Scheme (ICDS, which runs the aanganwari scheme) at Chandini Chowk and Jama Masjid: this is a space where local mothers and young children are supported to access health and nutrition. These projects are very active, supporting thousands of families. Our Mphil students have been making visits to the local aanganwaris and the medical centers to raise awareness among the staff. At CPR we would like to learn from close observations and interactions with community members, particularly mothers, infants and children who visit these centres and to later on respond to their emotional and psychological needs.

Working therapeutically through play:

In psychodynamic literature and in psychotherapeutic work, children's play holds a central place. The capacity to play is seen as the precursor to later mental health since it links with the capacity to trust one's environment and carers, the capacity to be alone, various measureable cognitive, emotional and social benefits. Play can be considered the most serious activity children engage in. Free play, not linked to learning, diagnosis, entertainment or guidance, gives children the opportunity to express and explore emotional situations through imagination. It allows them to experience frustration and perseverance, express anger and other difficult emotions in a safe setting. It gives parents the opportunity to observe their children's capacities; often to be surprised by them. However, it is not often that parents know how to play with their children. Parent's joining their children in play often becomes about educating or leading. Child-led-play is not an activity many parents participate in.

We hope to start a play group for young children at CPR. The play area is a room with toys and comfortable, floor level seating for children under 5 and their carers. It will be open on

weekdays in the mornings and evenings for two hours each and will be accessible to all. The aim of this play group is:

- To increase the opportunity for interaction between local residents/parents and the staff at the clinic.
- Facilitate conversations between local residents and our staff on the importance of children's emotional lives and development
- Raise awareness about potential emotional difficulties in children and young people that could benefit from early intervention
- Increase the possibility of families accessing services at *Ehraas* for their emotional or relational difficulties

The play group will take time to be accepted within the local community and there will be some initial obstacles. However, it can serve as a safe, non-threatening space to introduce to families the importance of early intervention in problems beginning in childhood – which may become entrenched or intractable in adolescence and early adulthood.

This theme of safety is of central importance in any community based mental health work. A space needs to be experienced as safe enough where deeply shameful or embarrassing personal and familial details can be shared in confidence, without the fear that their neighbours will know all about them.

Simultaneously at this stage, we will begin *researching* into infancy and early life, childhood and emotions, the mother-father- infant world and the nascent beginnings of the unconscious.

Phase -III

Exploring and developing work in the Community:

During this phase CPCR will reach out to establish enduring relationships with the poorer and marginalized sections of the society. In order to operationalize this, it is crucial that CPCR be proactive in reaching out to the local community rather than wait for people to visit the clinic. The clinic would be an unfamiliar, threatening site, looked at with suspicion till people is able to make a supportive relationship with the space.

The lay-person's imagination of mental health issues is often that of the severe end of the spectrum, where mental = mad; this view is one laced with fear and fascination – the ranting mad person, unable to connect with others, unable to be productive or responsible. This

extreme view can make it very difficult for many people to acknowledge problems within the family or themselves. Less extreme but no less troubling are problems of

- aggression within the family.
- low mood; apathy; anxiety
- alcoholism, addiction
- not being able to hold down a job,
- children running away from home,
- not doing well at school,
- bullying other children
- developmental delay in children

The above are some common problems which many families face and which they may not discuss with outsiders. CPR could be a place where people can be supported to look at the deeper underlying deprivation, losses, anger and disappointments that make their lives difficult and how to overcome them to reach their potential.

To further this aim we will intensify several of the ongoing activities of Ehsaas. Raising awareness of the work at CPR will be the first step to outreach. Regular group and individual discussions with people on and outside the campus, in the neighbourhoods around Kashmir Gate, have already begun. Specifically, these are:

- a. We have been eager to involve ourselves with the psychosocial and emotional life of certain marginalized communities, both within and outside of Ambedkar University Delhi. Within the University we hope to relate to the ongoing emotional struggles of guards, safai karmcharis and class IV employees of AUD. It is our hope that in listening closely to them we will much learn about their aspirations, strivings, difficulties and problems. It will be our endeavor to offer Mental Health related services to them and to their family members by first and foremost understanding their felt crisis from a proximal relational space.
- b. In our work outside of the premises AUD, we would like to focus our attention on a nearby community in Delhi (the chosen site of work maybe a slum or a group of street dwellers existing close to Kashmiri Gate). Our empathic efforts would be geared towards learning from them about their lives, their culture and traditions. And by 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 community's imagination of cure and care. We would also like to work in

the community with issues related to gender equality and sensitization. A focus on the psychological needs of girls, mothers and women, in particular, may enable us to do proactive and preventive work ensuring better possibilities of psychological health in their's, as well as, in their children's life. Intensive work on issues related to mothering, fathering and the felt struggles of both men and women may contribute to the health of the community at large.

- c. Links with local hospitals: St. Stephen's hospital's departments of psychiatry and gynaecology are important for us to link with and these are being explored.

Phase-IV

CPCR and Schools

One of the most effective ways to dovetail early, accessible intervention in mental health difficulties with raising awareness and outreach in the community is to make links with local government schools - both primary and secondary. Linking a mental health initiative with a school has the potential to create changes at many levels.

A few examples are:

- (a) being able to support students at important transition phases such as the move from primary to secondary school or from secondary school to university or vocational training. supporting students to manage the curriculum while struggling with emotional, familial or developmental difficulties
- (b) being able to work with those children who would otherwise not be able to reach an appointment at a clinic due to parental inability, inattention or ignorance
- (c) being able to work with and support 'the quiet child' - the child who does not get noticed, does not get into trouble and does not merit comment from any teacher. Often girls, these children are usually struggling with emotional difficulties which are not visible because they do not impinge upon others the way noisy, aggressive children do.
- (d) targeted group work to help children with social skills, self esteem and communication.

For any measure of success in working with a school, it is crucial to take a systemic view - to see the school as composed of multiple layers, each of which need to be supported skilfully in order to gain entry into its complex workings and avoid the common pitfall of the school!

counselor becoming just another member of the teaching staff. In order to achieve this, we propose the following:

(1) supporting the teaching staff - the difficulties students face while at school do not exist in a vacuum. They impact upon and may even be contributed to by the interactions between students, staff and the curriculum. Teachers in schools are often struggling with huge workloads and large class sizes which make it impossible to pay attention to the nuances of student's emotional worlds. Working with teachers so that they see PCR as empathic to their place is crucial to gain any access to students.

(2) group work - with students and staff - to raise awareness of emotional difficulties masking learning difficulties and the other way around.

- involving parents
- mental health day

It is proposed that this phase of the project begin with one local primary school; adding a school every year or two. The aim is to not begin by offering a counselor for the school but a relationship with PCR and to lead a school to a point where a school counselor on-site can be used appropriately. Linking this initiative with the M. Phil. in Psychotherapy and Clinical Thinking could be beneficial to both the course and the community.

Phase-V

PCR and mental asylums and prisons:

Thinking of some of the most marginalized and deprived sections of society, two pertinent states of human life characterized by neglect and dehumanization (amongst others) are those of "chronically ill", institutionalized mental patients and prison inmates. It goes without saying that the life context of these "forgotten millions of history" remains largely divested of any understanding and care.

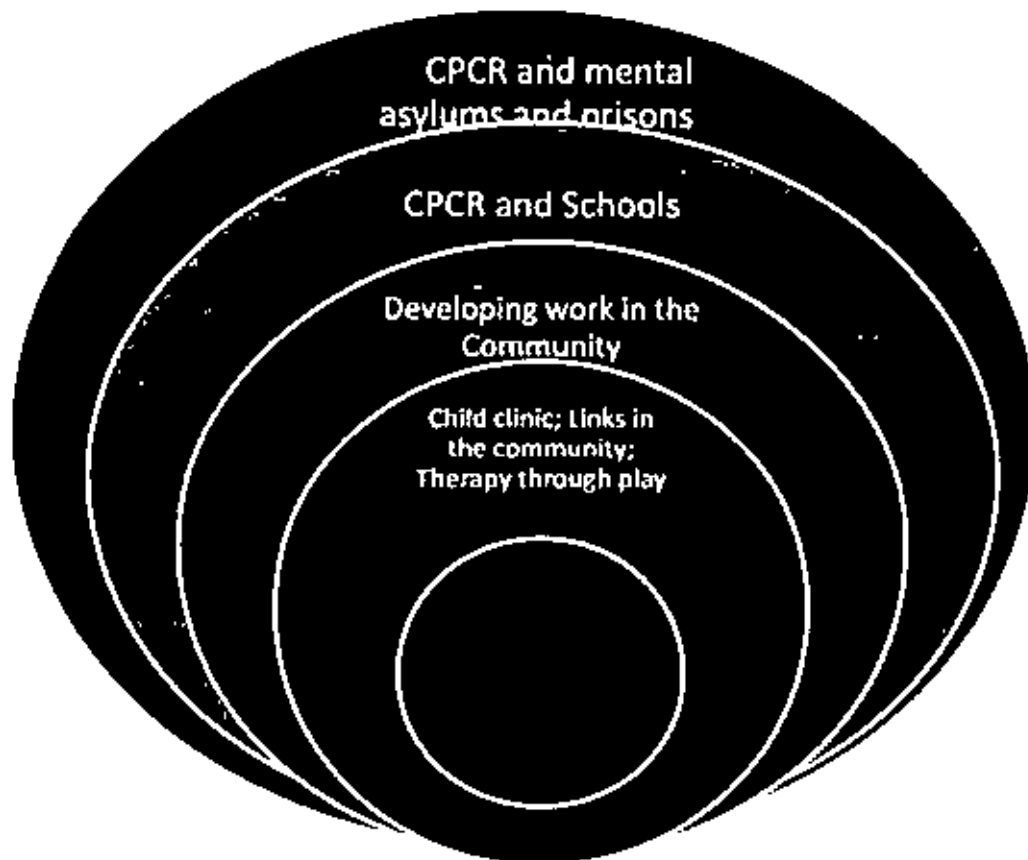
Moreover, within the specifics of the Indian situation, the ward personnel, nurses, matrons and lower level of officials and other staff members under whose charge psychotically ill persons and prisoners are entrusted are rarely, if ever, provided with any special and sensitive understanding enabling them to discharge their duties with empathy and concern. Of course, in any dehumanized context too, there are exceptional individuals who extend care and understanding to others by intuiting their needs and responding to them. But they are the exceptions to the rule. Instead, most of the task force responsible for the wellbeing of the

patient and the prisoner are themselves devalued by the surrounding social environment. Often belonging to a lower socio economic background and impoverished life contexts, the challenges to their own sense of healthy narcissism and positive identity are tremendous. Equally so or more are the exhausting stressors that they face on a moment to moment basis with their wards, whose states of being are often beyond their purview of comprehension. In such a context, control, management and disciplinary action, sanctioned well by the medical structure and the State apparatus come to substitute the functions of holding, containing and receiving human feelings. The pain and chaos in the other's life is met with strict regulation and the maintenance of rules. Thus it is hardly surprising that the mental hospital and the prison become sites where listening, communicating and relating in a humane manner are often substituted by totalitarian power and the abuse of vulnerability in the voiceless and helpless other.

We believe that a potential for love, sensitivity and understanding is part and parcel of our human disposition. *If so, then, how can we return to ourselves, the hospital and the prison an ethic of care, love and compassion?* What are the contributions that experience-near models of the psyche can make to states of life characterized by much hardening, splitting, dissociation, hate and dehumanization? The proposed work will endeavor to open dialogical possibilities and experiential work with ward personnel, psychiatric nurses and other hospital and prison staff under whose charge chronically ill patients and prisoners serving long term sentences spend a substantial part of their lives. We will listen deeply and strive to internalize the insights and learning that would come our way from the long experience that the institutional staff members bring to us. Especially in the context of the mental asylum, theirs too is an unheard and non-respected voice. Therefore, as in any dialogue, we hope to be transformed by the awaiting encounter as much as we endeavor to bring about a transformation towards compassionate care in these specifically deprived contexts. We will strive to receive the stories and experiences that staff members bring by listening to them from an analytical/psychological standpoint characterized by empathic attunement, patience, curiosity and deep respect. Similar will be our efforts to receive the muted voices of the patients and prisoners. In the latter part of this work, we aspire to open relational apertures where ward personnel and the inmates can begin to speak to one another.

Some past attempts drawing from the Psychoanalytical, Spiritual, Existential and Feminist-relational standpoints suggest a possibility of slow change emerging subsequent to dialogical and participatory listening. In these efforts, gradually the unutterable can slowly be given a

symbolic form: At CPR we hope to take this work forward in an exploratory manner. In the initial part, it would entail making contact with a few asylums in and around Delhi and one prison- the Tihar jail in New Delhi. We are eager to carry forth experiential workshops based on a critical participatory methodology in which the emerging affects, feelings and perceptions, fantasies and fears (conscious and unconscious both) associated with madness, criminality and the mad patient/prisoner can be broached on. Struggles and ongoing contexts in the life of the staff members would be given due space. Subsequently over a long term engagement extending over at least a couple of years, within each such context, a group of people from the project team will continue the work by relating, communicating and addressing emerging affects-possibly, such as, demoralization, burnout, deadening of feelings, rage, anger, hate, fear, anxiety, and splitting. It will be our purpose to help the staff members, inmates and also ourselves to work with such affective states so that slowly we can recover some and extend some warmth, care and compassion in such deprived contexts.



The future and the role of the Psychotherapist at CPCR

To realize the vision of the CPCR and to make it functional we propose to create posts for four Psychotherapists, equivalent to the grade of Assistant Professor, with provision for annual increments and promotions. The psychotherapists would also be valuable to offer clinical supervision to the students of the MPhil in Psychotherapy and Clinical Thinking Program and the teaching of the MA Psychology program which has many courses on Psychotherapy. They would also help develop the community based mental health program where we hope to 'adopt' a community to work collaboratively on the issues faced by the community. In addition to this, we propose to engage a visiting Psychiatrist who would be required one day a week to attend to the pharmacological treatment required by the patients in critical cases. We hope that these psychotherapists are dedicated to work for the mental

health issues at the margins and this direction will aid in the facilitation of the Research course at the Post Graduate level and will participate in the teaching of the M.Phil Psychotherapy & Clinical Thinking. Moreover, the overall smooth functioning of the CPRC would require the services of a clinic secretary and an Office Attendant. In our selection, we would look for persons who can combine efficiency and administrative work with sensitive humanism.

(In time to come, the Centre may require additional positions which would be reviewed and recommended by its Advisory committee)

Projected Work description of the Psychotherapist:

1. Psychotherapy with children, adolescents, adults and families.
2. Detailed and regular record of process notes of sessions.
3. Teaching both MA Psychology and MPhil Psychotherapy students based on the clinical work
4. Research work emanating from the clinical work.
5. Ongoing supervision with senior therapists and personal therapy.
6. Supervision of MA Psychology students and MPhil Psychotherapy students
7. Administrative work related to *Ehsaas* and SHS.
8. Short term courses and workshops in Psychodynamic Counselling and other related themes.

Action Points to be taken to initiate work at CPRC

Positions and posts for the Center for psychotherapy and Clinical Research

Director of the Centre- A Professor or Associate Professor of Psychology with training and experience in psychotherapy to be drawn from SHS faculty for a period of three years.

Four regular positions of Psychotherapists at the Assistant Professor's scale-(4).

Visiting Psychiatrist- on a once a week visiting basis-(1).

Office incharge at the junior executive level- contractual/ regular-(1).

Office assistant-(1).

The Centre will be guided by an Advisory Committee and a Steering Committee and will be regulated by the rules and norms governing Centres at AUD .

It also needs to be mentioned that the Centre for Psychotherapy and Clinical Research will generate a financial return, collected through the fee charged to the persons approaching it for help. We propose that the statement of fund collected each year be generated and shared with

the University. The amount collected would then be transferred into an account/ corpus which could be used by the Centre to further its research projects, to advance its work in the community, to help individuals with mental illness or to be used in any other manner as deemed appropriate by its Steering committee.

Annexure-1

A statement about the philosophical orientation of Psychology programmes at SHS

The discipline of Psychology has gone through a major crisis in the last few decades. The assumption that the experimental, positivist psychological orientation constitutes the core of the discipline has been thoroughly challenged. Concerns related to the subject of enquiry, the relationship between the observer and observed, perceiver and perceived, the mode of interpretation and the unit of analysis have all undergone critical scrutiny, reflection and transformation. In many Departments of Psychology, all across the world, a creative questioning of the positivist orientation has led to a reformulation of disciplinary knowledge. These emerging currents have opened spaces of dialogue and rethinking. A greater recognition of the interconnectedness of the perceiver and the perceived, the therapist and the patient, the researcher and the researched, has led to changes in which human subjectivity and its vicissitudes, mutuality in relationships, a concern for psychosocial margins, an acknowledgement of difference, a reawakening of social ethics, appreciation of the unknowable in life and emerging states of emotional and psychological depth are understood and engaged with in the academia as well.

In line with the above mentioned currents, at SHS, the guiding philosophy has been one of bringing academic knowledge closer to the lived realities of people's actualities, strivings and existential concerns. In preserving a critical lens, we have tried to go beyond the divide that characterizes a large body of knowledge in the Social Sciences (i.e. individual vs. collective, native vs. Modern, East vs. West, traditional vs. Scientific, etc) i.e. we are attempting to build a perspective of the psyche which is not only inclusive of but constitutive of the social, political and historical currents. In other words, all of our academic programmes from B.A onwards till PhD, locate the individual and his or her Self and psyche as deeply embedded with the enclosing currents of neurobiology and genetics, family, culture, society, history, class, gender and caste positions. Ours has been an attempt to reach the enigmas and depth of any individual life, or that of a collective, by relating at once to the flows and currents of the unconscious as well as the specifics of the socio-historical and bio-genetic locations within

which a life history comes into being. The critical lens, hence, is the envelope within which the psyche is seen as delicately placed.

Founded on a strong and firm interdisciplinary basis, the Psychology Programmes at SHS from B.A. onward till PhD envision the student to build and imbibe:

- (a) An introspective and self reflexive capacity. Drawing heavily from the psychoanalytical tradition, we invite our students to develop the resilience to not only relate with their capacities but to also have the inner conviction and courage to look at their own difficult and conflicted sides. Unlike in medicine and in most programmes of clinical psychology, wherein the doctor or psychologist is a "healthy expert" who treats his or her "ill or sick patients", but remains an outsider to their states of felt distress, in psychoanalysis and in certain other experiential traditions in psychology, the training therapist first and foremost, volunteers one's own life to empathic observation and scrutiny. By becoming a "patient" and self reflexively engaging with one's life, the trainee opens one's self to receiving in the future, the conflicted and complicated parts of the patient's life. Through this process of preparedness, the meaning of "madness", whether in oneself or in others is humanized and irrationality and symptomatic states are understood as carrying layers of subjective meaning.
- (b) Departing from most perspectives where a limited view of life defines the state what it means to be normal, programmes of Psychology at SHS once again invite the potential Psychologist, researcher or therapist, to reach a fuller relationship with one's personal life and with that of others. Helping the student to value suffering, trauma, crisis and pain on the one hand and the erotic, desire, joy and pleasure on the other, the psychodynamic perspective prepares one to bear the insufferable, to tolerate the painful (without finding ways to forever escape pain that feels unlivable) and to simultaneously embrace the possibilities of living a life rich with emotions, passions, desires and intensities. It is here that the psychodynamic perspective also offers a subversive possibility to mega structures, such as capitalism, which thrive on a defensive denial of pain and suffering by creating an illusory world of immortality, where choices in the form of wealth or commodities seem unlimited. Instead psychoanalytical thinking suggests, that in developing a capacity for mourning and self reflection, a deepening and an opening wherein an appreciation of the limited joys that life offers begins to emerge in an authentic manner.
- (c) We further emphasize the salience of relationships as potential spaces within which psychic life unfolds. The primary of compassion, empathy and deep listening

provides for the healing ambit. To reach a place where one can, as a psychologist, listen to the difficult parts of the other and hold them within oneself, requires a prolonged immersion into reflective and self-aware work. The Self of the psychologist thus is trained to become a "receptive instrument" which resonates with the being of the other, even as reflection and insight are arrived through spaces of mutual recognition in the therapeutic or research process.

- (d) Programmes of SHS are concerned with the growth of a professional whose social conscience is awakened and who is in touch with the suffering that also remains interlocked with economics, one's social class, gender and caste locations. We are eager to help the students imbibe a social ethic where self interest and societal wellbeing are seen in "interbeing" with one another. We are hence concerned in developing a psychologist who will remain concerned with life at not only emotional margins, but will also be a keen observer of responding to the nuanced ways in which the socio-economic and politico-historical peripheries create emotional margins. Clinical research in psychotherapy and mental health has repeatedly been pointing out that since as early as the 1950s onwards in almost all instances, people belonging to the lower socio-economic strata are only offered pharmacological treatment and psychiatric medicines. Most mental health establishments, consider it futile, energy exhausting and unimportant to empathically engage with the lives of the poor, those belonging to the so called "lower caste groups" and the non-urban.

Like Education, Psychological practice too has been divided into the Private and Public sector. The Private sector with its promise of quality remains inaccessible to the needs of the majority. The public sector offers accessibility but it does not extend itself in any engaged or qualitatively rich service to those who seek it. At SHS we are struggling to offer sustained care and empathic help to especially those located at socio-economic margins. Ours is a struggle to go beyond the government hospital where almost all poor patients are solely treated with psychotropic drugs. We also do not want to replicate the private practice structure of psychotherapy, which remains closed for all but the few elite who can offer it. Instead we want to reach out to those lives in our society where social and emotional sufferings are intricately interconnected and where the latter often emerge as a consequence of the former. The discipline of psychology, so far has been limited to providing an understanding of people coming from a middle class, urban background. We also want to hear and respond to, and in, the language where deprivation is lived through emotional crisis

stemming (as well) from socio-economic suffering. This asks us at SHS to rethink our theories, ideas of psychic life, modes of expression, language and cultural and personal symbols.

Emerging from some of the above mentioned foundational premises, the clinic-Ehsaas- and the Centre of Psychotherapy and Clinical Research hopes to take forward the vision of SHS and its teaching philosophy. It is significant to mention here that at SHS we have a unique opportunity, which is not available in most other teaching institutes. Beginning with B.A. Hons, proceeding to M.A. Psychosocial Clinical Studies, working with MPhil Psychotherapy and Clinical Thinking, we have the possibility of intricate linkages in building up our vision of Psychology right up till the PhD programme in Psychology.

Annexure-2

Links of CPR with MPhil in Psychotherapy & Clinical Thinking

Several courses in the MA Psychology and Mphil Psychotherapy & Clinical Thinking programs emerge from the relationship between the healthy and the disturbed parts of the 'self. The clinic is a site which is essential for this relationship to form as a field of inquiry and exploration. Psychotherapy also becomes a context for the emergence of narratives which do not find a space in our society. Narratives or stories require the presence of a listener who can imagine and bear the unsaid pain that the speaker talks about unknowingly, and they also require the listener to give meaning and form to an often fragmented narrative. Often these narratives de-stabilize the normative in our lives and throw intriguing and plummeting questions which have not been thought about in academic disciplines. The therapist-patient dyad is also a model for a long term, ongoing and in-depth research in which the individual life history becomes the locale in which the social is grounded. Essentially, clinical work is fore-grounded in the relationship between the self and trauma and the narrative is both a recovery and an entry into loss. The clinic becomes the site for themes such as the work of mourning in an individual's life, the relationship between sexuality and identity, and various pathological mental states which surface in clinical work. Most significantly, the clinic becomes the only site which engages with the experience of the mentally ill and provides a space for their experience and voice to embody a larger site of research. Long term clinical work involves the recordings of many sessions which take place over years along with the observations about the changes in the internal and the inter-personal context of the individual.

As we think ahead, we envision CPR to be a research institute which specializes and trains people in clinical research. Some members of SHS have worked on an initial research project titled *Clinical Thinking: An emerging discipline of care in different contexts*, which focused on reconstructing the history of psychoanalytic clinical imagination and clinical thinking by visiting potential spaces and situating its application in contexts of care and healing, in works of art and in writings of eminent thinkers in the social sciences for the development of a new paradigm in psychology in India.

More specifically speaking CPR (*Ehsaas*) is the site for the training of the students of the MPhil program in their endeavor to become socially sensitive psychotherapists. The Psychotherapist graduating from SHS will be a professional who can engage with and heal the mental distress that reaches him/her through the patient. Also, the therapist will also have to be a researcher on how the symptom is both a symbolisation and a sign of resistance against forces of social oppression, while viewing its embedded-ness in the repressed history of the individual's community. For the student, *Ehsaas* and CPR would be a site for long and short term insight oriented psychodynamic work with individuals along with ongoing personal supervision and individual or group therapy. Personal therapy and supervision are essential for the trainee therapist as clinical work evokes difficult feelings and is often intertwined with the therapist's personal history which shapes and limits his emotional awareness of the patient's mental state. Transferential and Counter-transferential processes that are mutually experienced and color the therapeutic relationship get unraveled and thought about in group and individual supervisory processes.

The therapist will be someone who gathers pieces of the shattered lives and unheard voices and returns them to the community. This is essential in stimulating a movement towards clinical research and inter-disciplinarity. Clinical practice engenders a form of research thinking with crucial bearing upon dynamics of history, politics, and conceptions of social relationships as well as for non-directive education. The clinic and CPR would be the site for developing and studying models of thinking and formulations which facilitate the assessment of clinical *data* with processes of larger social consequences whilst maintaining a discrete sensitivity about issues of its dissemination through research and publication for the *outside*. Almost all theory courses in the MPhil Psychotherapy and Clinical Thinking Programme are intricately linked both in terms of content as well as vision to the CPR and its imagined purview of work.

Links with Mphil Development Practice

The case studies that emerge from low fee clinical work will be useful in this M.Phil program with its emphasis on a relational engagement and theorisation of the subjectivities of the poor. Clinical hypotheses that are generated can inform discussions with Mphil students and faculty who are involved in this program. The clinic can potentially become a site for the facilitation and re- construction of the life narratives and psycho-biographies of the poor and to encounter the difficulties that are present in processing their suffering.

Annexure-3

Links of Ehsaas with the MA Psychology (Psycho-social Clinical Studies) and M.A. Gender Studies Programme:

The MA Psychology program is a multi dimensional program which consists of Foundational, Core, Seminar based, Practicum based and Methodology courses. Many courses in this program have a link with the clinic and they draw from formulations around clinical processes. *The Clinical Lectures in Psychopathology Course (Semester 1, Credits 2)* acquaints students with various debates between the predominant psychiatric classifications of mental disorders and the corresponding psychoanalytic classifications. This course introduces students to the process of identifying psychopathologies and it prepares them in understanding how individuals can be characterized by one dominant psychopathology and how varying degrees of different pathological states can constitute the self of an individual. The aim of the course is to enable students in understanding the subjective states that exist within individuals along with the framework of an informed diagnostic understanding.

The *Preparing for Clinical Work Course (Semester 2, Credits 4)* orients students to the 'self' of the clinician as an instrument for clinical work, to be more open to self-reflective experience in engaging with patients, and orients the students to do psychological testing and a psychodynamic case formulation of patients. This course is followed by a Summer internship in a mental institution where students engage with a range of mentally disturbed patients and they begin to engage in some initial therapeutic work with them.

In this process, the psychotherapists provide them with supervision for facilitating their observational skills and developing their clinical acumen. *Clinical supervision* helps in facilitating the self-reflective capacity of the young student who has just entered the field and

in drawing multiple meanings from the conversations that they have with the patients. The hospitals are not always the spaces where the clinical work that we teach can be replicated as the organizational chaos that exists within the hospital inhibits reflective processes and creates an obstacle for the student to make an intervention there. The in-depth work that we practice and teach can be modeled and experienced in a fuller capacity in a space where there are more psychotherapeutically trained and psychologically minded professionals. Thus, *Ehsaas*, would serve as a training ground for the young students who would gain a lot more from the deeper engagement with patients that would be possible within the clinic. This practice of working in the clinic would enable students to have a more nuanced understanding of their courses such as *Psychotherapeutics* and *Psychoanalytic Psychotherapy* which are there in Semester 3&4. While *Psychotherapeutics (Semester 3, Credits 4)* exposes them to a holistic understanding of different schools of therapy, *Psychoanalytic Psychotherapy (Semester 4, Credits 4)* gives them an orientation to a psychoanalytic understanding of various psychopathologies and introduces them to the works of significant psychoanalytic thinkers. These two courses draw from clinical practice and are supposed to inform the students about the process and the technique of psychotherapy. Most of the conceptualizations offered in these courses arise from a psychotherapeutic frame which is situated in the inter-personal context of the clinic and it is within this context that clinical processes are observed and unravelled. The clinical context offers a perspective for relating and engaging through a joint subjective immersion of the therapist and the patient subsequent to which models of thinking and feeling about traumatic and painful states of the mind evolve. An underlying assumption in both these courses is the exploration of mental states that affect us in unknown ways and disrupt our everyday experience of living and leave us incapable of articulating such experiences through language and other sites in the individual, like the body may become the sites of expression. The effort in these courses is to provide a language to these unclaimed experiences and to engage with their deeper and unconscious meanings. The teaching of all three courses which focus on clinical work will be greatly facilitated as the students begin to train at the clinic where close attention through the process of clinical supervision can be provided which will enable them to draw links between theory and practice.

Additionally, the clinic will also be a site from where *clinical case vignettes* would emerge and the psychotherapists who work in the clinic would use their therapeutic work in their teaching of these courses. This model of teaching helps in developing the link between theory

and practice. Students gain from the way the group collectively thinks about the cases being discussed.

One of the foundational courses at the School of Human Studies is *Experiencing the Self (Semester 1, credits 4)*. This is a workshop and experience based course that hopes to direct the participants towards a more focused yet free flowing awareness and experience of personal selfhood. The content includes enriching insights from five major perspectives-- Psychoanalysis, Feminist, Existential, Engaged Buddhist and Critical Psychology. The course is geared towards helping potential students/psychologists or Gender Professionals develop a self reflexive relationship with themselves. As a foundational course it augments a young student's curiosity and journey towards knowable and unknowable parts of the self and opens their mind to an understanding of their self as made up of various mental states which have their link with the individual's biography. The self reflexivity which this course initiates is essential for the clinical internship that the students do in the hospital where they observe various states of patienthood and also begin to acknowledge their ability and inability to empathise with them. This course builds upon one of the central tenets of the psychodynamic and allied traditions of clinical work where it is not just the cure of the symptom which is the preoccupation of the clinician but the exploration of various psychological states within a model of care, which often in unknown and painful ways exert a force on the lives of individuals. Thus this course initiates students into interpersonal and inter-subjective psychological processes where unbearable mental states have to be held for deeper processing, for healing to happen.

Life at the Margins (LAM): (Semester 2, Credits 4) prepares students to engage with complex socio-historical and political realities which constitute and frame the nuances of human subjectivity. The course draws upon experiential, theoretical and literary foundations to inculcate a deep going sensibility in the future clinician to recognize the myriad and complicated sources of human suffering and resilience. A special focus on lives at social margins enables the student to identify the deep rooted links between psychological possibilities or their absence and one's contextual location. One of the course objective is to allow for an enduring capacity to attend to a constellation of human states even as they speak of their experiences from marginal and often invisible locations.

Family and Identity in the Indian Context (FII): (Semester 1, Credits 4) visualises the family as a primary source of identity and a significant location for the transmission of cultural values. This course examines the possibility of a culturally informed psychoanalytical understanding of families in India and the possibilities of Indian identity that follow from it. It is expected that the course will prepare the students to comprehend the inner world of Indians and the possibilities of a culturally informed psychoanalysis. A nuanced understanding of identity formation as elaborated in the work of Erikson and Kakar will help to develop a capacity for listening to narratives whether in clinical work or research.

The clinic becomes the site where the in depth work with the individual psyche reveals that it carries imprints of unprocessed events that have affected the family and have been deposited in the patient who is now bearing these unmetabolised subjective states as the symptom. Clinical work embodies a model of thinking about the silenced parts of the self that have reached the individual through an unacknowledged living in the individual's parents and the symptom is often an unprocessed part of the familial psyche. The symptom in a patient's life is often the point of exit from the normative living within the confines of the family and it also carries within it a perspective that is intensified and given voice to in the course of therapy that questions and re-engages with the normative-ness of the family.

Childhood, Identity and Society (CIS): (Semester 3, Credits 4): Traversing through three words – Childhood, Identity and Society – and how they come to impact one another, the course offers students a glimpse of the deeply political discourse that constructs childhood and introduces psychological processes in infancy and childhood. What is the nature of the child's tie to the mother, the relationship between playing and reality, trauma for the child? Why do children play? Through readings, discussions and ongoing practicum work, CIS offers a re-turn to one's 'foundations (in observation)' located in a psychosocial matrix that allows us to see every child located within a culture and having a privately evolved but structured culture of her own.

This course bases the mother-child relationship as being foundational in the formation of all other relationships. Clinical work involves an examination of the difficulties that have existed in the mother-child relationship and how this otherwise illusory relationship remains unthought of but at the same time has a profound influence on the individual's psychic development. Through an exploration of formative processes of fusion, merger and subsequent processes of mourning as necessary for psychic growth, clinical work involves an

unraveling and an introduction into the complicated internal life of the mother and the woman while observing in the present its subsequent effect on the mind of the child within the individual who visits the clinic.

Secondly clinical work requires *playing* – a momentum that can bear and visit and articulate different states of the mind and create symbols as a requisite for psychological mindedness and its arrival is what leads to processes of healing.

Links with M.A. Gender Studies

Mental health issues, from the question of epidemiology to accessibility of treatment are embedded in the problematic of gender. Women's life choices or their subjectivities have been coercively fashioned by deeply patriarchal cultural or social norms, creating certain vulnerabilities or fault lines across the gender continuum. The Clinic is a site where these oppressions often come visiting in the form of sexual abuse, domestic violence, gender based discrimination and more recently, discrimination faced by diverse sexualities and identity issues. The work of the clinic in such cases exceeds the ambit of consultation to legal aid and advocacy for such individuals. The Clinic depends on the engaged scholarship and participation from both the specialization such as M.A. Gender Studies and M.A Psychology to constitute a holistic approach.

APPENDIX - 7

भारत का नो. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली



Bhaskar Ramya Dr. B. R.
Ambedkar University, Delhi

Support for Quality Enhancement in Learning

Concept and Justification:

It is the mandated policy of AUD that at least 25% of learning should be based on field studies or experiential based, a policy which renders uniqueness to the learning pedagogy of AUD. This policy needs to be appreciated as it adds value to education by enriching the experience of students. It also may be noted that in addition to field studies, a variety of methods/ activities may be undertaken in relation to the curriculum and pedagogy, which enhance the quality of the academic programmes of AUD.

At present a limited amount of fund is available to support the field-based/ experiential learning activities undertaken in various academic programmes. It is therefore proposed that,

1. The existing fund available (Rs.100,000/- per school) under the head of "field based learning" may be used for meeting expenses incurred by faculty members for undertaking activities which will enhance quality of teaching/ learning.
2. In addition to the 25% of the student fee collected which is currently used for fee waivers and scholarships, another 25% of the fee collected may be set aside for supporting students for undertaking activities which will enhance quality of learning.
3. Given the variety of the course content and pedagogical methods that may be used in different programmes, the nomenclature of the proposed fund may be called "Fund for Quality Enhancement in Learning".
4. At the beginning of each academic year, this (approximate amount, to be finalized at the end of the financial year) share of the fee collected may be transferred to a separate head for supporting activities of students that are intended to enhance quality of learning.
5. Broadly the following types of activities may be identified under "Quality Enhancement in Learning"
 1. Field studies (local & outstation)
 2. Internships
 3. Dissertations
 4. Workshops/events/ demos
 5. Experts-in-residence?
6. These activities shall be undertaken by students individually or in groups under the guidance and supervision of the faculty in various courses.
7. The fund may not be used for covering travel and other costs for individual students for conferences/seminars/workshops where they are only attending and not presenting a paper or poster.
8. Costs to be incurred by faculty during field based learning may be shown separately in each proposal, since these will be met from a separate fund.

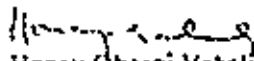


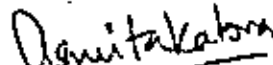
9. Permissible Budget Heads

- The budget heads permissible will be compliant with AUD norms, as amended from time to time. At the same time, they should allow for flexibility to accommodate activities undertaken to enhance the quality of learning.
- For both internship and out station course related visits, the total expenses per visit shall not exceed Rs.8000 per student.
- For out station dissertation related visits, the total expenses will not exceed Rs.12000 per student, and for local dissertation related visits, Rs.6000/- per student.
- For workshops/events/ demos, the total expenses may be fixed as approximated at the time of commencement of the semester.
- For Experts-in-Residence, the total expense may be fixed as approximated at the time of commencement of the semester.
- For local field visits, the total expenses may not exceed Rs.500/- per student per visit.

10. Expenses for boarding/ lodging, travel etc. will follow the norms prevailing in AUD.

11. Unutilised funds allocated to any programme may be transferred to another programme which may require more funds for supporting activities for enhancing quality of learning. In such cases, the proposal submitted by the faculty should outline these concerns in detail for each student, and seek special permission for additional fund allocation.


Honey Oberoi Vahali
(Dean, SHS)


Asmita Kabra
(Dy Dean, SHE)


Asha Rangta
(CIR)


Kurikose Mamkoottam
(Dean, Student Services)

CONFIDENTIAL

**MINUTES OF THE 9TH MEETING OF THE
ESTABLISHMENT COMMITTEE**

**HELD ON JULY 24TH, 2013 (WEDNESDAY) AT 12:00 NOON IN THE
KASHMERE GATE CAMPUS, DELHI - 110 006**



**AMBEDKAR UNIVERSITY, DELHI
LOTHIAN ROAD, KASHMERE GATE
DELHI 110 006**

Minutes of the 9th Meeting of the Establishment Committee held on Wednesday, the 24th July, 2013 at 12.00 noon in the Kashmere Gate Campus, Delhi.

Present:

Prof. Shyam B. Menon Vice Chancellor	-	Chairperson
Professor Chandan Mukherjee Pro-Vice Chancellor	-	Member
Prof. Kiran Datar Nominee of the Board of Management	-	Member
Prof. Ashok Nagpal Dean, Academic Services	-	Member
Ms. Sumati Kumar Registrar	-	Member Secretary

Special Invitee:

Ms. Asha R. Rungta
Controller of Finance

01 Confirm the minutes of the 8th Continued Meeting held on 4th April 2013 of the Establishment Committee

Resolved to confirm the Minutes of the Eight Continued Meeting of the Establishment Committee held on 4th April, 2013, as circulated.

02 Report the Action Taken on the Minutes of the 8th Continued Meeting of the Establishment Council held on 4th April 2013

Resolved to approve the report on action taken on the Minutes of the 8th Continued Meeting of the Establishment Committee held on 4th April, 2013 **(Appendix-1)**

03 To note the current status of staff engaged on a short term basis against Non-Teaching posts sanctioned by BOM

The Establishment Committee noted the current status of staff engaged on a short term basis against Non-Teaching posts sanctioned by BOM **(Appendix-2)**

- 04 To note the status of filling up of the non-teaching posts filled up on deputation basis**

The Establishment Committee noted the status of filling up of the non-teaching posts filled up on deputation basis (*Appendix-3*)

- 05 To ratify the engagement of Shri B.B. Kaul, as Sr. Consultant beyond the age of 65 years on contractual basis**

The Establishment Committee ratified and approved the extension of Shri B.B. Kaul as Senior Consultant beyond the age of 65 years upto 19.09.2013.

- 06 To ratify the engagement of Ms. Sarmistha Roy, as Officer on Special Duty on a consolidated remuneration of Rs. 67,000/- on contractual basis**

The Establishment Committee ratified and approved the engagement of Ms. Sarmistha Roy, as Officer on Special Duty on remuneration of Rs. 67,000/- pm. upto 11.12.2013

- 07 To ratify the engagement of Shri Deepak Bishla, as Technical Assistant (IT services) on a consolidated remuneration of Rs. 27,900/- (PB-2) against the Establishment Committee norms of Rs. 20,000/- on contractual basis**

The Establishment Committee ratified and approved the payment on consolidated remuneration of Rs. 27,900/- in PB-2. to Shri Deepak Bishla as Technical Assistant (IT Services) above Establishment Committee norms of Rs. 20,000/- on consolidated basis.

- 08 To note the re-constitution of selection committee(s) for appointment against contractual post(s) in the recruitment rules for non-teaching post(s)**

The Establishment Committee noted and approved the re-constitution of selection committee(s) for appointment against contractual post(s) in the Recruitment Rules (Non-Teaching Employees) 2013 (*Appendix-4*).

- 09 To note the criteria for short listing of candidates applied for the post of Assistant Registrar (PB-3) on direct recruitment**

The Establishment Committee noted and approved the criteria of short listing of candidates who applied for the post of Assistant Registrar (Direct) in PB-3 on direct recruitment (*Appendix-5*)

10 To note the Recruitment Rules for the post of Director (IT Services)

The Establishment Committee approved the Recruitment Rules for the post of Director (IT Services) in PB-4 (*Appendix-6*)

11 Creation of additional posts in various Divisions/Schools of the University

The Committee after due deliberation resolved and approved the creation of the following posts in the School of Design, AUD

(i)	Workshop Supervisor (PB-1 with GP 2800/-)	1	Contractual	School of Design
(ii)	Technical Assistant (PB-1 with GP 1800/-)	2	Contractual	
(iii)	Machine Mechanic (PB-1 with GP 1800/-)	1	Contractual	

The committee further resolved that the remaining additional posts, i.e. (a) Deputy Registrar (Estates), Junior Executive, and Assistant may be considered only after the already sanctioned posts are filled up

12 The Committee decided that Medical reimbursements may be made at the rates approved by DGHS in case of treatments/tests availed through DGHS/CGHS empanelled Hospitals/Labs/Path Labs etc. Further, a committee may be constituted to empanel good hospitals in the remaining localities after proper scrutiny of infrastructure and medical facilities available there. These, then, could be added to the prevailing list of DGHS/CGHS empanelled medical (Hospitals/Centres/Labs etc.). Irrespective of the rates prevailing in the empanelled hospitals, reimbursement shall be made at the approved rates in DGHS.

Resolved and approved the Action Taken on the Minutes of the 8th Continued Meeting of the Establishment Committee held on 4th April, 2013

Resol. No.	Decision	Action Taken
Resolution No. 1		
I.	The post of Direct (Administration and Planning) Campus Development will carry the pay scale of HAG 67,000/- (annual increment @ 3%)-79,000.	Implemented
II.	The post of Co-Director (Technical) will carry the pay scale of PB-4 37,400-67,000+Grade Pay Rs. 10,000/-	Implemented
III.	Two posts of Caretaker will be filled up on regular basis	Implemented
IV.	The contractual employees will be entitled for leave such as Earned Leave, Commuted Leave, Maternity Leave, Paternity Leave for Child Adoption, Leave Encashment as per CCS (Leave) Rules 1972	Recorded
V.	Home Town Leave Travel Concession once in a two years and Children Education Allowance as per Central Govt. orders.	Recorded
VI.	Medical insurance scheme for contractual employees with individual contribution	Recorded for Implementation
Resolution No. 2		
I.	The Establishment Committee resolved and approved the engagement of Shri B.B. Kaul as Senior Consultant on contractual engagement w.e.f. 19.02.2013 to 18.05.2013 or till the new incumbent joins, whichever is earlier	Recorded

Appendix-2
Resol. No. 03/EC(9)/24.07.2013

**To note the current status of staff engaged on a short term basis against
Non-Teaching posts sanctioned by Board of Management**

Sl. No.	Position	Name of employee	Consolidated Salary (Rs.)	Term upto
1.	Director (Admn. & Campus)	Prof. Vijaya Varma	110000	31-Jul-14
2.	Officer on Special Duty (OSD)	Ms. Sarmistha Roy	67000	11-Dec-13
3.	Assistant Registrar	Sh. Rajeev Kumar	36300	14-Jan-14
4.	Assistant Registrar	Ms. Bindu Nair	30000	30-Sep-13
5.	Senior Consultant	Sh. P. Mani	33000	9-Dec-13
6.	Senior Consultant	Sh. Sat Pal	30000	8-Jan-14
7.	Senior Consultant	Sh. B.B. Kaul	30250	18-Aug-13
8.	Senior Consultant	Sh. R.V.R. Murty	30000	Resigned
9.	Senior Consultant	Sh. Harish Gurnani	30000	11-Dec-13
10.	Consultant	Sh. Akhtar Hassan	24200	16-Aug-13
11.	Consultant	Sh. M.R. Kapoor	24200	19-Sep-13
12.	Junior Executive	Sh. Sameer Khan	20000	10-Oct-13
13.	Junior Executive	Sh. Santosh Thomas	20000	15-Oct-13
14.	Jr. System Administrator	Sh. Deepak Bishla	27900	10-Oct-13
15.	Jr. Executive (IT Services)	Ms. Priyanka Papreja	18975	17-Dec-13
16.	Junior Engineer	Sh. K. Yudhistar	25000	25-Oct-13
17.	Assistant	Ms. Neelima Ghildiyal	19058	24-Aug-13
18.	Assistant	Sh. Mahesh Kumar	16517	19-Nov-13
19.	Assistant	Sh. Nishant Massey	12500	25-Jan-14
20.	Assistant	Sh. Bhupender Singh	12500	24-Oct-13
21.	Assistant	Ms. Neeru Sharma	12500	20-Aug-13
22.	Assistant	Ms. Ritika Kattarmal	12500	13-Aug-13
23.	Assistant	Ms Minakshi Singh Jugran	12500	17-Oct-13
24.	Assistant	Ms. Mamta Aswal	12500	11-Jan-14
25.	Assistant	Sh. Mohit Jagota	15882	19-Nov-13
26.	Assistant	Ms. Anita Rawat	12500	4-Dec-13
27.	Assistant	Sh. Yusuf Raza Naqvi	14375	17-Jan-14
28.	Assistant	Sh. Raj Kumar	13750	24-Aug-13
29.	Assistant	Sh. Bhupendra Singh Chauhan	12500	17-Oct-13
30.	Assistant	Sh. Ajay Talwar	15882	23-Nov-13
31.	Assistant	Sh. Manmohan Aswal	15882	12-Nov-13
32.	Assistant	Ms. Arunima Shukla	15882	12-Nov-13
33.	Assistant	Sh. Nitin Chaudhary	12500	25-Oct-13

Sl. No.	Position	Name of employee	Consolidated Salary (Rs.)	Term upto
34.	Assistant	Ms. Sangeeta	14437	16-Jan-14
35.	Assistant	Ms. Suman Negi	15882	10-Oct-13
36.	Assistant	Anika Kakkar	12500	15-Oct-13
37.	Assistant	Ms. Asha Devi D.	16445	19-Nov-13
38.	Assistant	Sh. Deepak Kumar	14437	3-Aug-13
39.	Assistant	Ms. Poonam Petwal	15882	19-Nov-13
40.	Assistant	Sh. Anil Singh Rawat	15813	29-Nov-13
41.	Tech. Assistant	Sh. Mukesh Singh Dangi	15882	14-Sep-13
42.	Tech. Assistant	Sh. Ramiz Kazmi	14375	28-Oct-13
43.	Tech. Assistant	Sh. Manas Ranjan Dakua	15125	18-Jan-14
44.	Tech. Assistant	Sh. Shambhu Sharan Singh	13750	5-Nov-13
45.	Professional Assistant	Sh. Ravinder Rawat	17325	27-Aug-13
46.	Professional Assistant	Ms. Manju	18150	27-Aug-13
47.	Library Trainee	Sh. Idreesh Ahmad	11000	14-Jan-14
48.	Library Trainee	Sh. Om Prakash Mishra	11000	21-Jan-14
49.	Library Trainee	Ms. Nancy Chawla (Sengar)	11000	24-Jan-14
50.	Library Trainee	Ms. Meenakshi	11000	02-Oct-13
51.	Library Trainee	Ms. Rafia	11000	01-Oct-13
52.	Library Trainee	Sh. Shashi Kant Mishra	11000	03-Oct-13
53.	Library Trainee	Sh. Arun Kumar	11000	04-Oct-13
54.	Library Trainee	Sh. Anwar Ahmed	11000	22-Oct-13
55.	Data Entry Operator	Sh. Saurabh	12500	04-Oct-13
56.	Data Entry Operator	Ms. Anjna Kumari	12500	17-Oct-13
57.	Office Attendant	Sh. Sanjay Singh Rawat	10164	20-Sep-13
58.	Office Attendant	Sh. Nekson	9680	10-Aug-13
59.	Office Attendant	Ms. Pinky	8800	10-Aug-13
60.	Office Attendant	Sh. Shiv Charan	10164	25-Oct-13
61.	Office Attendant	Sh. Rudresh Singh Negi	10164+2000 Extra	16-Aug-13
62.	Office Attendant	Sh. Ajay Singh Dangi	9240	10-Aug-13
63.	Office Attendant	Sh. Sandeep	8800	16-Aug-13
64.	Office Attendant	Sh. Sumit Solanki	10164+2000 Extra	27-Sep-13
65.	Office Attendant	Sh. Sandeep Kumar - I	10164	20-Sep-13
66.	Office Attendant	Sh. Naresh Kumar Samariya	9240	10-Aug-13
67.	Office Attendant	Sh. Ashok Kumar-I	9240	10-Aug-13
68.	Office Attendant	Ms. Sushila Devi	8000	14-Sep-13
69.	Office Attendant	Sh. Rudra Pal	9240	10-Aug-13

Sl. No.	Position	Name of employee	Consolidated Salary (Rs.)	Term upto
70.	Office Attendant	Sh. Ashu Mann	9680	30-Aug-13
71.	Office Attendant	Sh. Ajay Kumar	9680	30-Aug-13
72.	Office Attendant	Sh. Naveen Kumar	8800	10-Aug-13
73.	Office Attendant	Sh. Sandeep Kumar - II	9240	10-Aug-13
74.	Office Attendant	Sh. Ashok Kumar-II	9240	10-Aug-13
75.	Office Attendant	Sh. Shafique Ahmad	9240	10-Aug-13
76.	Caretaker	Sh. Sita Ram Sharma	18150	20-Aug-13
77.	Caretaker	Sh. Yatinder Singh	23100	04-Jan-14
78.	Assistant Caretaker	Sh. Rajinder Parkash	9680	23-Aug-13
79.	Electrician	Sh. Deepak	13750	19-Sep-13
80.	Electrician (Part-Time)	Sh. Mewa Lal	6500	19-Sep-13
81.	Garden Supervisor	Sh. Daya Chand	20000	04-Jan-14
82.	Maali	Sh. Raj Kumar Maurya	8800	10-Jan-14
83.	Maali	Sh. Yogesh Kumar	8800	24-Dec-13
84.	Maali	Sh. Rizwan	8800	13-Sep-13
85.	Maali	Sh. Ranjit Bhuimali	8800	13-Sep-13

The above position is submitted for the information of the Establishment Committee.

Noted the status of filling up of the non-teaching posts filled up on deputation basis

The following current employees are working on deputation basis:

Sl. No.	Name of employees	Position
1.	*Dr R.D. Sharma	Assistant Registrar
2.	Shri B.K. Somayajulu	Assistant Registrar
3.	Shri Narendra Mishra	Assistant Registrar
4.	Shri Subhash	Junior Executive
5.	Shri Laxmi Kant	Junior Executive
6.	*Shri Ajay Kumar Thakur	Junior Executive
7.	*Shri Naveen Kumar	Junior Executive
8.	Shri Manish Verma	Junior Executive
9.	Shri C.L. Pal	Junior Executive
10.	*Ms. Ramanjeet Kaur	Junior Executive
11.	Shri B.K. Gupta	Assistant
12.	Shri Sanjeev Singh Chauhan	Assistant
13.	Ms. Geeta Chopra	Assistant
14.	Ms. Sunita Tyagi	Tech. Assistant

*Dr. R.D. Sharma, Assistant Registrar (Finance) on deputation is repatriated w.e.f. 03.06.2013 to his parent department.

*Shri Naveen Kumar, Junior Executive on deputation is relieved of his duties from AUD w.e.f. the afternoon of 5th July, 2013 to his parent department.

*The deputation tenure of Ms. Ramanjeet Kaur and Shri Ajay Kumar Thakur, Junior Executives are extended for one year.

Noted and approved the re-constitution of Selection Committees in the Recruitment Rules for non teaching posts

The provision of one outside expert has been incorporated in the Committees for appointment against various contractual posts in the Recruitment Rules (Non-Teaching employees) 2013 as under:

- (i) **Upto Grade Pay of Rs. 4600/-**
- | | | |
|---|---|-------------|
| 1) Registrar | - | Chairperson |
| 2) Two other members to be nominated by the Vice Chancellor | - | Member |
| 3) One outside expert, in the domain of expertise of the position for which selection is being made, nominated by the Vice-Chancellor | - | Member |
- (ii) **Grade Pay of Rs. 5400/- and above:**
- | | | |
|---|---|-------------|
| 1) The Vice Chancellor or a person nominated by him/her | - | Chairperson |
| 2) One Dean-to be nominated by the Vice Chancellor | - | Member |
| 3) Registrar | - | Member |
| 4) Controller of Finance | - | Member |
| 5) One outside expert, in the domain of expertise for which selection is being made, nominated by the Vice-Chancellor | - | Member |

Internal domain Head may be co-opted as a member, if so, desired
 (Quorum: Any three members including the Chairperson)

Noted and approved the Criteria for short listing of candidates who applied for the post of Assistant Registrar (PB-3) on direct recruitment

Applications were invited by the University for the Recruitment of the non- teaching post including Assistant Registrar (Direct/Deputation/Contract) in the Pay Band 3 - Rs 15600-39100 with GP 5400. In response to the advertisement this university has received 1640 applications for the Direct Recruitment; 312 applications for the contractual engagement and 137 applications for deputation for filling of the 15 (Fifteen) posts of Assistant Registrar as per details given below:

Sanctioned post	Direct recruitment/ absorption	Deputation/contractual
15	5 (General - 4 ; OBC -1)	10 General - 6 OBC - 2 SC - 1 PH - 1

A Screening Committee comprising the following members was duly constituted by the Vice Chancellor to screen the applications received for the above posts:

1. Ms. Sumati Kumar, Registrar
2. Ms. Asha R Rungta, Controller of Finance
3. Dr. Sanjay Sharma, Director, Centre for Community Knowledge

The Screening Committee while deliberating on the criteria for short listing the candidates has kept in mind that the University is presently in its initial phase and it is very essential for the University to have candidates with strong academic background and sufficient years of experience in a similar organisation/ institution at a supervisory/managerial level.

Direct employment:

(1) Good Academic Record (Four First Division degrees in the academic career) and

(2) A minimum of 05 years' working experience, which must include

- (i) a minimum of any 02 years' of work experience in a supervisory/managerial capacity with proven administrative capabilities.
- (ii) a minimum of any two years of work experience in University/Educational/ Research Organisation/Government organizations/semi government organization/PSU/Autonomous organisations.

Further, the committee, to pro-actively adhere to the spirit of Governments regulations on SC/ST, recommended to consider those applications from SC/ST candidates already meeting the basic criteria as per RRs, with a lowering of criteria in case of Good Academic record only.

As a result it was recommended to shortlist all SC/ST applications where candidates had

(1) Good Academic Record (Three First Division degrees in the academic career) and

Other criteria remaining the same as above.

The committee first shortlisted the list of candidates based on the criteria as listed above, through the software. Hard copies duly received upto the 1st of July and shortlisted as per above criteria were further scrutinized by the committee on the remaining criteria for the post of AR (Direct).

Keeping in view the above criteria and after due deliberations, the Committee has recommended the 68 candidates for Interview for the posts of Assistant Registrar in PB 3 (15600-39100 GP 5400) subject to vigilance clearance and NOC from parent organisation, wherever applicable.

The committee further recommends that the written exam may not be held in this case, since the number of shortlisted candidates is only 68 (sixty eight). Given this number of shortlisted candidates, it appears feasible to interview all of them by the duly constituted Selection Committee for the five advertised posts.

Noted and approved the Recruitment Rules for the post of Director (IT Services)

The Board of Management in its 13th Meeting held on 11th February, 2013 has resolved and approved the conversion of 5 year tenurial appointment of Director (IT Services) & Librarian into regular appointments vide Resolution No. 29. These posts shall be filled up after following due process of selection.

The draft recruitment rules for the post of Director (IT Services) in PB-4 Rs. 37400-67000 plus Grade Pay Rs. 10,000/- is enclosed for consideration/approval.

SCHEDULE

Name of Post	Number of posts	Classification	Pay Band and Grade Pay	Whether Selection post or non-selection post	Age limit for direct recruits	Educational and other qualifications required for direct recruits / contract.
1	2	3	4	5	6	7
Director (Information Technology Services)	1	Group-'A'	PB-4 Rs. 37400-67000 Plus Grade Pay Rs. 10000/-.	Selection	Preferably below 56 years.	<p>Essential:</p> <p>Master's Degree in Computer Science / Computer Application / Information Technology with atleast 55% marks or equivalent grade of 'B' in the UGC seven point scale.</p> <p align="center">OR</p> <p>First Class Bachelor's degree in Computer Engineering / Information Technology followed by M.Tech in Computer Engineering.</p> <p>Experience:</p> <p>Minimum 10 years of experience in administering a large Computer Centre or Information Technology Centre or system implementation or e-governance of which not less than 5 years experience as Associate Professor/ Sr. Systems Analyst / Systems Administrator or equivalent post in the Grade pay of Rs.7600/- and above</p>

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						<p style="text-align: center;">OR</p> <p>10 years as Assistant Professor/ Systems Analyst / Systems Administrator or equivalent posts in Grade Pay of Rs.5400/- and above.</p> <p>Desirable:</p> <p>(i) PhD In Computer Science/Information Technology/Computer Application/Engineering.</p> <p>(ii) Experience in project management, conceptualization & Implementation of IT Initiatives within a University / Institutions of Higher Education. Familiarity with Project Management tools and techniques. Experience of executing IT projects of National Importance in the area of e-governance.</p> <p>(iii) Familiarity with financial and accounting process in Central/State Government/ Autonomous Bodies/PSUs.</p>
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						<p>(iv) Having experience in developing Campus ERP for Educational Institutions /University, MIS based applications and e-governance. Facilitating admission process and tracking student lifecycle and research scholars on a web base platform.</p> <p>(v) End-to-end technology evolution, systems integration and standard operating procedures for networking, data-centre, systems and application, software development and deployment.</p>
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Whether age and educational qualification prescribed for direct recruits will apply in the case of promotion	Period of probation, if any	Method of recruitment whether by direct recruitment or by promotion or by deputation/absorption and percentage of the vacancies to be filled by various methods	In case of recruitment by promotion or deputation or absorption grades from which promotion/deputation/absorption to be made	Composition of Selection Committee	Circumstances in which Union Public Service Commission to be consulted in making recruitment
8	9	10	11	12	13
Not Applicable	1 year in case of Direct Recruitment	By Direct Recruitment	Not Applicable	<ol style="list-style-type: none"> 1. The Vice Chancellor or a person nominated by him/her - Chairperson 2. A Pro-Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor - Member 3. One Member of the Board of Management nominated by the Vice Chancellor - Member 4. Two experts in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor - Members 	Not Applicable.

				<p>5. A representative of the Scheduled Castes or Scheduled Tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor - Member</p> <p>Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting under Statutes 14 (A).</p>	
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Item No. 4/BOM(14)/29.07.2013**To report on Campus Development at Ambedkar University, Delhi**

- I. Note on developments in respect of the allotment of land at Dheerpur to Ambedkar University, Delhi
 1. Allotment of land measuring 17.1956 hectares at Dheerpur, Phase-I, Delhi was made in favour of the Directorate of Higher Education, Govt of NCT of Delhi for setting up of a campus for the Dr B.R. Ambedkar University, Delhi (AUD) by the Delhi Development Authority (DDA), on 28.1.2013. AUD was required to deposit an amount of Rs.111,63,57,590/- within 60 days from the date of issue of the allotment letter.
 2. The Board of Management of AUD vide its Resolution No.27/BOM(13)/11.2.2013 (Appendix-17) constituted two Committees - an Advisory Committee and a Steering Committee to oversee the establishment of campuses for AUD.
 3. The Directorate of Higher Education, Govt of NCT of Delhi issued Sanction Order No. DHE20(10)/88/AUD/2012-13/5919-28 dated 28.3.2013 for Rs.111,63,57,590/- (Rupees One Hundred Eleven Crore, Sixty Three Lakh Fifty Seven Thousand Five Hundred and Ninety only) and deposited this amount with the DDA vide a Banker's Cheque dated 29.3.2013.
 4. However, on handing over this amount to the DDA in the first week of April 2013, AUD was informed that a stay on handing over/taking over of the aforesaid land had been ordered by the High Court of Delhi at the request of the Bankmans Cooperative Group Housing Society Ltd on the same day as the issue of the allotment cum demand letter by the DDA i.e. on 28.1.2013.
 5. The Registrar, AUD wrote to the Secretary, Department of Higher Education, Govt of NCT of Delhi regarding inclusion of AUD as a Party to this Litigation as AUD was the ultimate beneficiary for which the said land had been allotted. Shri Rajeeve Mehra, Additional Solicitor General of India, was engaged to appear on behalf of AUD in the above matter in the Hon'ble High Court of Delhi with the assistance of Shri Satvik Varma, Advocate.
 6. A consultation was held on Saturday, 13 April 2013 between the Additional Solicitor General, the Advocate and the Director, Campus Development, AUD in which it was decided to prepare two applications: (1) under Order 1 Rule 10(2) read with Section 151 of the Code of Civil Procedure for Impleadment of AUD as Respondent No 3 and (2) under Section 151 of the Code of Civil Procedure for Modification and /or

vacation and/or variation of the Order dated 28.1.2013. The applications were filed in the Hon'ble High Court of Delhi on 16.4.2013.

7. DDA had also filed a Special Leave Petition before the Hon'ble Supreme Court of India questioning the authenticity of the Bankmans Cooperative Housing Society.Ltd. The hearing was scheduled for 22.7.2013.
8. The first hearing of the case in the Hon'ble High Court of Delhi was held on 16.4.2013 at which the Court observed that "... In view of the confusion caused by the respondent No.2/DDA, we call upon the DDA to hold meetings with the representatives of the petitioner society and of the University to make an endeavour to find an amicable resolution to the dispute. The first such meeting will be held within three weeks from today."
9. The Commissioner (LD), DDA convened meetings on 3.5.2013 and 10.5.2013 of the litigants and the representatives of AUD as per the directions of the Hon'ble High Court of Delhi.
10. Subsequently, three more hearings were also held in the High Court of Delhi on 9.7.2013, 11.7.2013 and 15.7.2013.
 - a) At the hearing on 9.7.2013, DDA reported to the High Court that the representatives of the Housing Cooperative Societies did not agree to a change in the locations of their plots from their original locations in Dheerpur because DDA had not indicated the exact location of the alternative site. The Court asked DDA to specify the alternative sites for Bankmens Cooperative Group Housing Society Ltd and also take steps to provide an additional three hectares of land to AUD in contiguity as proposed in its minutes of 25 June 2013.
 - b) At the hearing on 11.07.2013, DDA sought permission to revert back to the status quo ante and offered to return the money already deposited to DHE/AUD. The Court summarily rejected this offer.
 - c) At the hearing on 15.07.2013, DDA indicated the location of the alternate site for Bankmens Cooperative Group Housing Society. Counsel for the Society asked time to examine the alternative site before accepting the offer. The High Court also decided to await the outcome of the hearing of the Special Leave Petition before the Supreme Court scheduled for 22.7.2013.

The next hearing at the High Court has been fixed for 5.8.2013.

11. At the hearing on 22.7.2013 of the Special Leave Petition, the Supreme Court directed that the matter be listed for hearing after four weeks.

Copies of the directions from the Hon'ble High Court of Delhi, minutes of the DDA meeting held on 3.5.2013 and 10.5.2013 and also on 19.6.2013 are annexed for information and reference.

1. Meeting of the Advisory Committee on Campus Development

A meeting of the Advisory Committee on Campus Development was held on Saturday, 6 July 2013 at AUD in which the situation with regard to the allocation of the land at Dheerpur was reviewed.

The minutes are under circulation but *inter alia*, the Committee resolved to request the Board of Management of AUD to authorize the University to take possession of the undisputed portion of the land at Dheerpur allotted to it by DDA pending the final settlement of the matter in the High Court of Delhi.

IN THE HIGH COURT OF DELHI AT NEW DELHI

W.P.(C) 476/2013

BANKMENS CO-OPERATIVE GROUP HOUSING SOCIETY LTD

..... **Petitioner**

Through: **Mr.Rajat Aneja, Advocate.**

versus

REGISTRAR OF CO-OPERATIVE SOCIETIES AND OTHERS

..... **Respondents**

Through: **Mr.Shawana Bari for Mr. Rajiv Nanda, Advocate for the RCS.**

Mr.Ajay Verma, Advocate for the DDA.

Mr.Rajeev Mehra, Sr. Adv. with Mr. Satvik Varma, Adv.for proposed respondent.

CORAM:

HON'BLE MR. JUSTICE SANJAY KISHAN KAUL

HON'BLE MS. JUSTICE INDERMEET KAUR

ORDER

16.04.2013

W.P.(C) 476/2013 and CM No.921/2013(for directions)

We once again find ourselves completely clueless about the stand of the DDA as nothing is on record. Learned counsel for the DDA states that

counter affidavit was filed seeking condonation of delay on 09.4.2013. It is for the counsel to take steps to bring the same on record.

Learned counsel for the petitioner states that he has received an advance copy of the counter affidavit and rejoinder will be filed within three weeks.

A subsequent development which has taken place is that an application for impleadment has been filed by Dr. B.R. Ambedkar University claiming rights of the same plot alleging that a sum of rupees more than 111 crores has been deposited on 29.3.2013. This is really surprising because an interim order had been passed on 28.10.2013 restraining the DDA from allotting a plot originally allotted to the petitioner to any

third party and not to part with possession. Learned counsel for the DDA states that the allotment letter was issued on 28.01.2013 i.e. on the same day when the interim orders were passed.

Learned counsel for the University states that they were not informed or put to the notice that there was a lis pending qua this property but on the other hand the amount has been pocketed by the DDA.

Prima facie the DDA appears to be in breach of the directions of this Court. Even if inadvertently on the same day a letter of allotment had been issued, the DDA was duty bound to put it to notice of the prospective allottee; there was no question of the prospective allottee not being put to notice of the lis which was pending before this court.

Learned counsel for the DDA states that he will file an appropriate affidavit explaining this position within three weeks.

In view of the confusion caused by the respondent no.2/DDA we call upon the DDA to hold meetings with the representative of the petitioner society and of the University to make an endeavour to find an amicable resolution to the dispute. The first such meeting will be held within three weeks from today.

List on 09.7.2013.

Interim order dated 28.01.2013 to continue till next date.

C.M. No.4672/2013 and 4674/2013 (for exemption)

Exemption is allowed subject to just exceptions

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C.M. No.4671/2013 (for modification of order dated 28.10.2013) and C.M. No.4673/2013 (for impleadment)

Notice which is accepted by learned counsel for petitioner as well as respondents.

Reply be filed within three weeks. Rejoinder be filed within two weeks thereafter.

List on 09.7.2013.

Dasti to learned counsel for the parties and applicant under signature of the Court Master.

SANJAY KISHAN KAUL, J

INDERMEET KAUR, J

APRIL 16, 2013

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IN THE HIGH COURT OF DELHI AT NEW DELHI

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Encl - 3

W.P.(C) 476/2013

BANKMENS CO-OPERATIVE GROUP

HOUSING SOCIETY LTD Petitioner _____

Through : Mr.Rajat Aneja and Mr.Vaibhav Jairaj, Advs.

versus

REGISTRAR OF CO-OPERATIVE SOCIETIES

AND OTHERS Respondents

Through : Mr.Shawana Bari, Advocate for Mr.Rajiv Nanda, Adv. for
respondent No.1/RCS.

Mr.Ajay Verma, Adv. for respondent No.2/DDA.

Mr.Rajeev Mehra, ASG with Mr.Vikrant Pachnanda, Adv. for
Applicant/Dr.B.R.Ambedkar University, Delhi.in CM no.4673/2013.

CORAM:

HON'BLE MS. JUSTICE REVA KHETRAPAL

HON'BLE MS. JUSTICE PRATIBHA RANI

O R D E R

09.07.2013

CM No.4673/2013

This is an application moved on behalf of the Applicant/Dr.B.R.Ambedkar University, Delhi for its impleadment in the petition as respondent No.3.

Keeping in view the fact that Dr.B.R.Ambedkar University is a necessary party to the present petition, the prayer for Impleadment of Dr.B.R.Ambedkar University as respondent No.3 is allowed.

Application stands disposed of.

Amended memo of parties be filed by the petitioner before next date of hearing.

WP(C) No.476/2013 and CM Nos.921/2013 and 4671/2013

We note with anguish that despite a clear direction given by the predecessor Bench of this Court on 16th April, 2013 to the respondent/DDA to have its counter affidavit placed on record, no steps have been taken in this direction. We also note from the minutes of the meeting held in the chamber of the Commissioner (LD) on 19th June, 2013, copy of which has been placed before us today by Mr.Rajeev Mehra, learned Senior Counsel appearing for Dr.B.R.Ambedkar University, that reference has been made in the said minutes to an affidavit to be filed by the DDA before this Court, which is also not on our records. Mr.Ajay Verma, learned counsel for the respondent No.2/DDA states that an affidavit has been filed on 28th June, 2013 with advance copy to Mr.Rajat Aneja, Advocate for the petitioner, who states that in the said advance copy there is no reference to the minutes of the meeting held on 19th June, 2013.

We note with pain the recalcitrant and contumacious stand being taken by the DDA. Since a proposal has been made in the meeting held on 19th June, 2013 that the Planning Wing of the DDA will consider relocating the two societies to another plot of land in the vicinity of the land being allotted to other societies in Dheerpur so that possession of the land already allocated to societies and to Dr.B.R.Ambedkar University, can be handed over to the University, list on 11th July,

2013 to enable the learned counsel for the DDA to obtain instructions with regard to relocation of the two societies including the petitioner

society and handing over possession of the re-located site to the petitioner society irrespective of the pendency of the Special Leave Petition. Mr. Ajay Verma, learned counsel for the respondent No.2/DDA will also obtain instructions with regard to the steps taken by the DDA to provide additional three hectares of land to Dr. B.R. Ambedkar University in contiguity as proposed in the minutes dated 25th June, 2013 of the meeting held on 19th June, 2013 in the chamber of Commissioner (LD).

Interim order dated 28.01.2013 to continue till next date.

A copy of this order be given dastl to the learned counsel for the parties under the signature of Court Master.

REVA KHETRAPAL, J

PRAJIBHA RANI, J

JULY 09, 2013

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IN THE HIGH COURT OF DELHI AT NEW DELHI

W.P.(C) 476/2013 and C.M.Nos.921/2013 and 4671/2013

BANKMENS CO-OPERATIVE GROUP HOUSING SOCIETY LTD

..... Petitioner

Through: Mr.Rajat Aneja with Mr.Ishaan Chhaya,
Advocates.

versus

REGISTRAR OF CO-OPERATIVE SOCIETIES AND OTHERS

..... Respondent

Through: Ms.Shawana Bari for Mr.Rajiv Nanda,
Advocate for R-1/RCS.

Mr.Ajay Verma, Advocate for R-2/DDA.

Mr.Rajeeve Mehra, Sr. Advocate with
Mr.K.Mahajan and Mr.Vikrant
Pachnanda, Advocates for

R-3/Dr.B.R.Ambedkar University.

CORAM:

HON'BLE MS. JUSTICE REVA KHETRAPAL

HON'BLE MS. JUSTICE PRATIBHA RANI

ORDER

11.07.2013

At the request of learned counsel for the DDA, adjourned to 15.07.2013, to enable the DDA to point out the site(s) on which the petitioner-society shall be relocated pursuant to the meeting held on 19th June, 2013 the minutes of which are dated 25.06.2013. It is clarified that the DDA will not refund to the Directorate of Higher Education the premium received by it in view of the fact that the petitioner-society is willing to be relocated subject to the possession being handed over to the petitioner.

Interim order dated 28.01.2013 to continue in the meanwhile.

A copy of this order be given dastl under the signatures of the Court Master to counsel for the DDA, as prayed.

REVA KHETRAPAL, J

PRATIBHA RANJ, J

JULY 11, 2013

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IN THE HIGH COURT OF DELHI AT NEW DELHI

W.P.(C) 476/2013 and C.M.Nos.921/2013 and 4671/2013

BANKMENS CO-OPERATIVE GROUP HOUSING SOCIETY LTD

..... Petitioner

Through: Mr.Rajat Aneja, Advocate.

versus

REGISTRAR OF CO-OPERATIVE SOCIETIES AND OTHERS

..... Respondents

**Through: Ms.Shawana Bari for Mr.Rajiv Nanda,
Advocate for R-1/RCS.**

Mr.Ajay Verma, Advocate for R-2/DDA.

**Mr.Rajeev Mehra, Sr. Advocate with
Mr.Satvik Varma, Advocate for R-3.**

CORAM:

HON'BLE MS. JUSTICE REVA KHETRAPAL

HON'BLE MS. JUSTICE PRATIBHA RANI

ORDER

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15.07.2013

A copy of the letter dated 12th July, 2013 is placed on record by learned counsel for DDA. Learned counsel for the petitioner as well as counsel for respondent No.3-University seek time to obtain instructions

with regard to the proposal set out in the said letter. It has also been brought to the notice of this Court that the SLP filed before the Supreme Court is coming up for hearing on 22nd July, 2013.

In view of the aforesaid, list this petition on 5th August, 2013.

REVA KHETRAPAL, J

PRATIBHA RANI, J

JULY 15, 2013

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IN THE HIGH COURT OF DELHI AT NEW DELHI
WP(C) No. 476 of 2013

In the matter of:

Banknens Group Housing Society Ltd.

....Petitioner

versus

Registrar of Co-operative Societies & Anr

... Respondents—

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AJAY VERMA, Advocate
DDA Standing Counsel
I-22 (LGF), Jangpura Extn.
New Delhi - 110014

New Delhi

Dated 15.7.13

DELHI DEVELOPMENT AUTHORITY
OFFICE OF THE PRINCIPAL COMMISSIONER (LD, H&CWG)
VIKAS SADAN, INA, NEW DELHI - 110 023

No.PS/PC/DDA/2013/

Dated 12th July, 2013

To

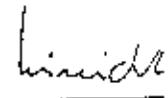
Shri Ajay Verma,
Standing Counsel,
DDA

Ref Bankmens CGHS VS. RCS & Anr

Dear Sir,

Please refer to order dated 11.7.2013 in the matter of Bankmens CGHS Vs. RCS & Anr. In WPC No.476/2013 This issue was discussed today In the 19th and 20th June, 2013 meetings held in DDA, the Planning Division was requested to find out the possibility of resiting the Society only to enable Ambedkar University to get a better frontage. It was in no way compromising the land allotted to them. As discussed in the above meetings, Planning Division was to carry out the exercise of identifying the land for resiting the Society at a possible location adjacent to land being allotted to other societies in Dheerpur. The actual location, carving out the plot and other formalities such as Screening Committee clearance and other approvals will take anywhere between 3 to 6 months. In any case, the final decision and handing over possession of these plots would not be possible till Supreme Court disposes of the SLP filed by DDA. In view of the order dated 11.7.2013, Planning Department has informed that the possible location could be at 'X' in the enclosed map

Encl: As above.


(T. Srinidhi)

Principal Commissioner (LD, H&CWG)



MINUTES OF THE SELECTION COMMITTEE

Advt No. E.No.Pers.1/1/2013

Post: Assistant Registrar (Direct)
PB -3 Rs. 25600-39100
with GP Rs. 5400

A meeting of the duly constituted Statutory Selection Committee under Statute 14(A) of First Statutes of Bharat Rashtra Dr B.R. Ambedkar Vishwavidyalaya Statutes, 2008 was convened on Friday 26th July 2013 from 9.00 am onwards in the Committee Room of AUD, for recommending the appointment to the post of Assistant Registrar (Direct) in Ambedkar University, Delhi

The following members were present

1. Prof. Chandan Mukherjee, Pro Vice Chancellor, AUD (Chairman)
2. Prof. Kurukose Mamkootam, Dean Student Services
3. Dr. Kiran Datar, nominee of the Board of Management
4. Prof. A.R. Khan, Faculty of History, IGNDU
5. Dr. P.M. Raju, Department of Education, Delhi University
6. Ms. Sumati Kumar, Registrar, AUD

The Selection Committee interviewed the candidates who appeared for the interview, for the post of Assistant Registrar (Direct), as per list attached. While interviewing the candidates, the members of the Selection Committee assessed the candidates on various parameters, including the following

- a) Experience and Qualification
- b) Knowledge/Expertise in Govt. Systems and Rules.
- c) Familiarity with office software
- d) Organizational skills
- e) Experience in team building on supervisory post/ managerial post.
- f) Personality & presentation
- g) General awareness
- h) Suitability for the post

The following names were recommended by the Committee in order of merit:

i) General Category.

1. SHYAM NAIK
2. MANJUNDA MISHRA
3. V. DAYANAND PANDIT
4. RAJESH KUMAR

ii) Waiting list for General category

1. PURBET GUL SAH
2. APRINDRA KISHORE
3. ABHILAS MOHAPATRA

iii) Reserved Category (ORC)

1. ASHISH POTIDAR
- 2.

iv) Waiting list for Reserved Category

1. YUNUS JAVIED
2. RAHIT SIRCHI

(Sumati Kumar)

(P.M. Raju)

(A.R. Khan)

(Kiran Datar)

(Kurukose Mamkootam)

(Chandan Mukherjee)