

Minutes of the Third Meeting of the Board of Management  
Monday, November 3, 2008

Venue: India International Centre Annexe  
Time: 11.00 am

The following members participated in the meeting:

1. Professor Shyam Menon, Vice Chancellor (Chairperson)
2. Professor Armaity Desai
3. Professor N.R. Madhava Menon
4. Dr Kiran Datar
5. Dr G. Narendra Kumar, Secretary (Higher Education), Government of NCT of Delhi

Special Invitees:

1. Professor Vijaya Varma, Advisor Planning
2. Shri V.P. Rao, Director (Higher Education), Government of NCT of Delhi and Registrar
3. Shri C.M. Sharma, Consultant (Finance)

Shri V.V. Bhat, Principal Secretary (Finance), Government of NCT of Delhi, had intimated his inability to attend the meeting.

- 1a. The Minutes of the second meeting of the Board of Management held on September 2, 2008 were duly read and confirmed.
- 1b. Report of the Action Taken on the Minutes:
  - a. On the issue of allocation of land for the permanent campus(es) of the University: Reconnaissance visits were made by the Vice Chancellor, Advisor Planning and the Registrar of the University to some of the places suggested by sources in the



Government of NCT of Delhi. Places visited included Jaffarpur and Satbari. A piece of land of about 50 acres was identified in Satbari, and it was considered a suitable location. A meeting of the Steering Committee chaired by the Chief Secretary, Government of NCT of Delhi was held on September 16<sup>th</sup> 2008, in which this proposal was mooted. However, it turned out that this piece of land was earmarked for building officers' residences. Alternative locations were suggested. But, subsequent explorations proved that those were not suitable or available for this purpose. The Registrar made further explorations in Jaffarpur in coordination with the local officials and a piece of Gram Sabha land of about 32 acres has been identified, out of which some 25 acres may be available for this purpose. A communication about this has been sent to the Government of NCT of Delhi. A response is awaited.

- b. On the Postgraduate Diploma in Development Studies: An MOU was signed between AUD and the Council for Social Development on September 25<sup>th</sup> 2008. The curriculum structure and the courses and reading lists were finalized by an expert committee under the chairpersonship of Professor Manoranjan Mohanty. A bulletin of information has since been developed and printed and an admission schedule worked out. The response has not been very encouraging so far. It is proposed to rework the schedule of admission and to publicize more prominently the availability of fee waivers and scholarships. The classes would eventually begin with the winter semester.
- c. On funding: Revised budget estimates for 2008-09 and budget estimates for 2009-10 have been sent to the Government. A token grant of Rs 1 crore under revenue head has been released so far. In the meeting of the Steering Committee, it was stated by the Principal Secretary (Finance) that about Rs 10 crore will be released under revenue head, as proposed in the revised estimates.
- d. On the temporary arrangement regarding the position of the Registrar: As resolved, a request was made to the Chancellor recommending that the functions of the Registrar be looked after temporarily by the Director (Higher Education), Government of NCT of Delhi. This was acceded to. Consequently, Mr V.P. Rao, Director (Higher Education), Government of NCT of Delhi has on September 23<sup>rd</sup> 2008 assumed additional charge of the office of the Registrar of the University.
- e. A brief concept note on the University (Annexure 1) and a Calendar for the establishment of structures and programmes of the University (Annexure 2) were presented.



2. The Board considered the proposed University Logo. The Board appreciated the significance of the tree motif which was a faithful adaptation of the Bodhi Tree depicted on a panel in the Sanchi Stupa complex which could be traced to Emperor Asoka's period. The Board appreciated the rotation symmetry in which the stylized form of the letters AUD were presented. The Board further considered the colour scheme (viz., dark green, brown, light blue and white) of the logo. The Board approved the proposed University Logo. A print out of the approved logo is presented in Annexure 3.

3. The Board considered the proposal that the University with its official name "The Bharat Ratna Dr B.R. Ambedkar Vishwavidyalay, Delhi" be referred to in day-to-day transactions as "Ambedkar University, Delhi" or "AUD". The Board considered that it was appropriate to represent the University by a short name and abbreviation. The Board approved that the University be referred to in day-to-day transactions as "Ambedkar University, Delhi" or "AUD".

4. The Board considered the proposed statutes, Statute 12A: The Schools of Studies, and Statute 12B: Centres for Studies and Research. After due consideration of the structures of the Schools of Studies and the Centres for Studies and Research, Statute 12A: The Schools of Studies and Statute 12B: Centres for Studies and Research were approved with minor modifications. Statutes 12A and 12B as approved by the Board are presented in Annexure 4.

5. The Board considered the proposed amendment to Statute 6 "Pro Vice Chancellors" under the first statutes. After careful consideration, the Board referred the matter to a committee with the following members:

1. Professor N.R. Madhava Menon
2. Shri C.R. Pillai
3. Professor Vijaya Varma (Convener)

6. The Board considered the proposed amendment to Statute 7: Deans, and Statute 14: Selection Committees, under the first Statutes. After due deliberation, the Board approved the content of the proposed amendments. The Board agreed with the need for creating a separate category of Deans as Heads of specified areas of functional responsibility (Planning, Research, Student Services, Academic Services, etc.) and for a separate provision for Selection Committees for appointments to non-academic positions at the Group 'A' level. The Board suggested some changes in the content and the language of presentation of the proposed amendments. The Board authorized the Vice Chancellor to formulate these as additional Statutes: (i) Statute 7A for the creation of a separate category of Deans of Divisions who are Heads of specified areas of functional responsibility like planning, research, student services and academic services, and (ii) Statute 14A for creating statutory provision for Selection Committees for appointments to senior administrative positions other than those referred to in Statute 14(1) and not including positions of Officers of the University listed under Section 11 of the Act. Statutes 7A and 14A as approved by the Board are presented in Annexure 5.



7. The Board considered the proposed ordinance pertaining to Dean (Student Services). After due deliberation, the Ordinance on Dean Student Services was approved by the Board. The Ordinance as approved by the Board is in Annexure 6.

8. The Board considered the proposed ordinances pertaining to Dean Planning and Dean Academic Services. After due deliberation, the proposed ordinances were referred to the following committee for further examination:

1. Dr. Kiran Datar
2. Mr. C.R. Pillai
3. Professor Vijaya Varma (Convenor)

9. After due consideration, the Board resolved to create the position of a Director, IT Services. The Board approved the Ordinance pertaining to the aforesaid position. The Ordinance as approved is presented in Annexure 7.

10. The Board deliberated upon the proposed interim policy for faculty recruitments. With a few modifications, the Board approved the proposed interim policy. The interim policy for faculty recruitment as approved by the Board is at Annexure 8.

11. After due deliberation, the Board approved the creation of the following posts of teachers for the period 2008-2009:

Professor	14
Reader (Associate Professor)	16
Lecturer (Assistant Professor)	20.

12. After due consideration, the Board approved all decisions related to curriculum structure, courses, examination scheme, credit, semesters, calendar, fee, fee-waivers, scholarships, admission procedures, and so on, which were taken by the Vice Chancellor in connection with the Postgraduate Diploma in Development Studies. The Board authorized the Vice Chancellor to take whatever further decisions that may need to be taken on all matters concerning the Postgraduate Diploma in Development Studies. The programme structure and related details of the Postgraduate Diploma in Development Studies as approved by the Board is presented in Annexure 9.

13. The Board further approved, with some modifications, the note defining Schools, Programmes, Course modules, credits, semesters, etc. The note as approved is given at Annexure 10.

14. The Board considered and resolved to invite, under Statute 15(1), Professor Ahmed Raza Khan, Professor of History at the Indira Gandhi National Open University, New Delhi as Professor in the University on deputation as per rules.



15. The Board, after due consideration, authorized the Vice Chancellor to decide on the terms of professional engagement of Mr. C.R. Pillai for the framing of statutes and ordinances, in consultation with Professor N.R. Madhava Menon.

16. After due consideration, the Board resolved to authorize the Vice Chancellor to decide on the terms of professional engagement of Dr. Ashish Bhardwaj for the formulation of the IT services plan of the University, in consultation with Professor N.R. Madhava Menon.

17. After due deliberation, the Board resolved to authorize the Vice Chancellor to decide on the terms of professional engagement of Dr. Soumitri Varadarajan for setting up the proposed School of Design, in consultation with Professor N.R. Madhava Menon.

18. The Board approved the proposal to create ten positions each of Research Associates and Research Assistants and authorized the Vice Chancellor to make temporary appointments against these positions from time to time as and when the need for such appointments was felt.

The Board approved the consolidated monthly pay for a Research Assistant as given below:

Level 1: Rs. 10,000

Level 2: Rs. 15,000

The Board approved the consolidated monthly pay for a Research Associate as given below:

Level 1: Equivalent (rounded up to the nearest thousand) to the gross monthly starting salary of a Lecturer (Assistant Professor) without a Ph.D.

Level 2: Equivalent (rounded up to the nearest thousand) to the gross monthly starting salary of a Lecturer (Assistant Professor) with a Ph.D.

19. The Board resolved to constitute a Standing Committee for administrative and financial matters comprising the following members:

1. Vice Chancellor
2. Dr. Kiran Datar
3. Secretary (Higher Education) to the Govt. of Delhi

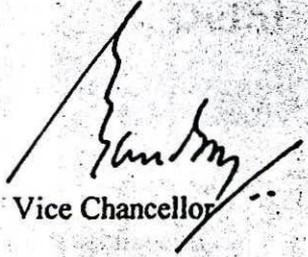
20. The Board approved the re-designation of Shri C.M. Sharma, Consultant (Finance) as Adviser Finance without any change in the terms of appointment.

21. The Board authorized the Vice Chancellor to create Statutes and/or Ordinances pertaining to the emoluments, terms and conditions of service and other matters relating to the employment of teachers, officers and other employees, keeping in view the standard practice in these matters in other Universities in Delhi, and the revised pay scales and terms and conditions of service as a consequence of the recommendations of the Sixth Pay Commission.



22. Under "any other item", the issue of creation of administrative positions at various levels was raised. The Board resolved to refer this matter to the Standing Committee of the Board on administrative and financial matters for decision in this regard.

The meeting ended with a vote of thanks to the Chair.



Vice Chancellor

November 3, 2008

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

### A Brief Concept Note

#### A. Mandate:

Ambedkar University, Delhi (AUD) is mandated by its Act to focus on teaching and research in Social Sciences and the Humanities. AUD is poised to be a unitary university with both postgraduate and undergraduate programmes on campus. AUD can develop into a multi-campus system with campuses spread over the National Capital Territory.

#### B. Philosophy:

Any institution established in the national capital which has a credo that it would work for equity and excellence, cannot be second best; it has to be world class. There are some dimensions almost in-built in AUD's institutional philosophy such as:

**Commitment to equity and social justice:** AUD must try and go beyond mere provision of equitable access. We must have built-in institutional mechanisms for mentoring and nurturing students, particularly in language (say, English), study skills and so on, to assure success and excellence. For this purpose we must have a full-fledged Student Support Services Division right from the very beginning. The progression of undergraduate students could be followed through by means of a mentor system involving senior postgraduate students acting as tutors or mentors. The tutorships would also serve as a means of providing financial assistance to postgraduate students selected on the basis of merit.

**Emphasis on public institutions as instruments for social transformation, focus on social action, focus on the interface of civil society and the State:** The programmes (both teaching and research) as well as the structures of the Schools of the University should reflect this thrust.

#### C. Academic Structure:

AUD will have a faculty structure that allows for a small core of full-time faculty and for part-time, adjunct and visiting faculty. The extended faculty will also include senior postgraduate and research students working as Teaching Assistants. A system of 'joint appointments' is also a possibility, under which every teacher appointed will 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. A separate division under a Dean, Academic Services is proposed to be established which will coordinate search, appointment and HR management of academic personnel.



a. Schools:

*School of Undergraduate Studies*

The UG programmes in the Humanities, Social Sciences, Mathematical Sciences and Liberal Studies would be coordinated by a centralized School of Undergraduate Studies. The UG programme structure will have the built-in flexibility which allows someone to pursue a single degree through a 3 year programme or a dual degree through a 4 year programme. The programmes could be discipline centred. There should be a core module incorporating mathematics, logic and writing skills as a part of the compulsory component for all streams of the programme. A mixed / multi / split mode of delivery which makes use of a continuum of instructional modes (ranging from large classroom based instruction to tutorials to on-line and self-learning modules) should be thought of. At UG level, the issue of numbers needs to be addressed satisfactorily keeping the quality parameters in mind. Since the university has a non-affiliating character, it is desirable to think right from the beginning of innovative instructional strategies. A multi campus system with networked classrooms spread all over the NCT is a possibility with regard to the undergraduate studies. Consultations on the possible curriculum structure and strategy of course delivery is already underway. A concept note is being developed.

The following schools of Interdisciplinary studies are envisaged for offering postgraduate programmes and research. The idea is to focus on areas of knowledge and professional specializations which are relevant to our context, and at the same time, not being given enough emphasis by other universities in this part of the country.

*1. School of Development Studies* (already established)

This School will offer postgraduate diploma, masters and doctoral programmes in public health, urban development, management of public systems and social entrepreneurship. It is proposed that a MA Programme in Development Studies will be initially offered under this school, the first module of which, a Post Graduate Diploma in Development Studies is developed in collaboration with the Council for Social Development, New Delhi. The programme is being launched in the current academic session.

*2. School of Human Ecology*

This School will attempt to focus on the social dimensions of environmental change and sustainable development. It will aim at creating competencies and sensitivities related to ecology in future policy makers, opinion makers, advocacy groups and administrators. The School may begin with a Masters programme in Resource Studies and Sustainable Development. An expert committee is being set up, and a national level round table is being planned.

*3. School of Human Studies*

This would be perhaps for the first time in India that an interdisciplinary group of psychologists, social anthropologists, sociologists, philosophers and social work professionals can be brought together to address issues related to individual, family, community, changing lifestyles, relationships, sexuality, changing character of



workplaces, stages of life (particularly old age), etc through various teaching and research programmes. The programmes that this school will offer could include those for preparing professionals like Social Workers, Rehabilitation Specialists, Psychotherapists and so on. A concept note has been developed. Its second draft is being deliberated upon by an informal group. The note fleshes out the interdisciplinary nature of this School and the possible structure for its flagship MA programme.

#### ***4. School of Culture and Creative Expressions***

This school will focus on studies and training, at undergraduate and postgraduate levels, in literature, cinema, visual art, performing arts including theatre, contemporary art practices and cultural practices from the margins. The faculty will include practicing artists and litterateurs. The first draft of a concept note is ready. Consultations are on.

#### ***5. School of Design***

The School will include study of Design as a discipline at undergraduate and postgraduate levels. The School will focus on study and documentation of traditional crafts, and will have courses in design of services, product design, photography, etc. The focus will be on design for sustainability and for use by common people. The faculty will include practicing artists, craft persons and designers. The Advisor, Planning is personally taking an initiative in this. Consultations are on with possible collaborators.

#### ***6. School of Business, Public Policy and Social Entrepreneurship***

The focus here will be both on the corporate sector as well as on public systems. Domain specific management courses will also be a focus.

#### ***7. School of Educational Studies***

The thrust will be on studies in education, society and development. This school could focus perhaps on policy studies and comparative and international perspectives in education. A concept note is ready. A round table is being planned to deliberate on this.

#### ***8. School of Law, Governance and Citizenship***

This school is intended to offer programmes on those aspects of Law which have an interface with human dignity, development and social transformation. The focus here will be on post graduate programmes in Law and Governance in the context of the changing realities of the post-globalization period. Initial consultations have just begun on possible programmes and thrust areas. Members are being identified for an expert committee.

#### ***9. School of Liberal Studies***

Programmes in the classical disciplines will be located within this School.

### **b. Centres**

AUD may also consider establishing a few Centres for research and documentation as well as for offering courses which may be configured as part of the programmes that the various schools offer. The Centres will draw their faculty from the various schools and



from outside on a full time and part time basis. Initially, AUD may initially establish two or three Centres:

***1. Centre for Engaged Spirituality and Peace Building***

This Centre will focus on research, documentation and teaching in Spirituality, Social Action, conflict transformation and peace building. One focus of the Centre will be in Engaged Buddhism. The Centre will work with a perspective of comparative religion, particularly in the interface of spirituality with resistance movements and social action. A brief first draft of a concept note is ready. Consultations are in progress. Certain agencies have come forward showing interest.

***2. Centre for Leadership and Change in Education***

This would develop as a centre to build capacities of senior management in education, particularly higher education. The centre will also do research, documentation and policy analysis in the area.

***3. Centre for Studies on (Dalits, Indigenous Peoples and) Social Exclusion***

The idea for such a centre is at a very preliminary stage.

**D. Campus:**

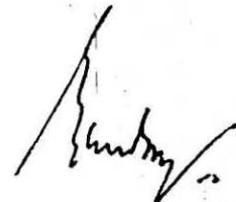
One also hopes to create (a) campus(es) which is a futuristic physical and social space which is energy-efficient, ecologically-frugal, disabled-friendly. It is hoped that this will constitute a space which inspires openness and communality; a space carved out of the urban landscape of Delhi and which attempts to blend a compact human habitation and workplace in a seamless continuum with nature; a space which includes academic, residential, recreational and social facilities for students and staff. AUD also holds the possibility of developing as a multi-campus university. Details of the logistics of establishing the university in its temporary premises and eventually moving into the permanent campus(es) will become clearer only when the land allocation is complete.

**E. Finance**

A financial policy proposal which states clearly the extent of dependence on government grants and other sources of funding is being worked out. The initial capital to establish the university and its campus will come in the form of grant-in-aid from the Government of Delhi. As for the recurring expenditure, one initial thought is to freeze the grant-in-aid for operational costs (for recurring expenditure under revenue head) from the government after the initial five years in the form of a fixed block grant, similar to the practice with respect to the IITs. The rest of the operational costs will then have to be generated by the university itself. However, grant from the government and other sources may still be needed beyond the first five years, in addition to the block grant mentioned above, for subsidizing education in specific programmes or for specific target groups.

**Tuition fees:**

We must formulate a rational fee structure based on actual calibration of the operational costs for running a programme. We must begin with the principle of partial cost recovery, say 20% net. The rest 80% will be met through grants from the Government and/or other



sources. The fees will reflect the actual per capita operational cost, which will vary from programme to programme. There will of course be full or partial tuition waivers to students admitted from economically disadvantaged backgrounds subsidized by the Government or other sources. The AUD may consider from the very beginning raising a corpus as a source for bursaries and other financial assistance for students. A comprehensive fee policy is being developed. A discussion note is ready.

#### **Creation of a Corpus:**

It is proposed that a corpus will be raised through appropriate enabling statutes or through establishing separate structures (like a Foundation or a Non-Profit Company) to be of assistance to the development of AUD. The corpus should be for Student Bursaries, Research Fellowships, Research Grants for Teachers and so on. The strategy would be to make the university financially autonomous at least partially.

#### **F. Going ahead:**

What exists at present is only the Act and the first statutes. Everything else has to be thought through and created. This is an enormous challenge, but will be achievable if we manage to build a small cohesive team (with idealism and determination tempered with realism) and around this team gather an enthusiastic and competent community of scholars and professionals as faculty and extended faculty. The task now is mainly to collect ideas about possibilities for the new institution - both in terms of programmes and people, and create a blue-print and initiate a process of visioning. It is also important to give shape to these ideas in terms of Statutes and Ordinances, and also developing conventions. Simultaneously, the task also will be to enthuse a number of good and competent people to come on board and begin to share, pursue and shape further this vision. A Calendar for five years is ready.



**Ambedkar University, Delhi**  
**Calendar 2008-2013**

November 3, 2008

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Staffing	Senior Management	4	10	10	10	10
	Academic (Full-Time)	5	50	100	120	150
	Academic (Part-Time/ Adjunct)	10	50	150	200	250
	Middle Level Administrative	4	10	To be determined	To be determined	To be determined
	Professional/Technical	2	10	To be determined	To be determined	To be determined
	Support	10	20	To be determined	To be determined	To be determined
Schools Activated		3	8	10	10+	10++
Programmes on offer		1	5	10	To be determined	To be determined
Students		24	150	500	2000 (Residents: 300)	4000 (Residents: 800)
Infrastructure and Facilities		-Library -Computer Lab	-Library -Computer Lab -Students' Centre	-Library -Computer Lab -Students' Centre ++	To be determined	To be determined
Campus Development		Selection of Site(s)	-Architectural Competition -Award of Contracts -Construction work in progress	-Completion of Phase 1 -Construction work in progress	-Completion of Phase 2 -Construction work in progress	-Completion of Phase 3
Location		Integrated Institute of Technology, Sector 9, Dwarka	- Dwarka -Old DCE Campus, Kashmere Gate	- Kashmere Gate - Campus Ph1	- Kashmere Gate - Campus Ph 1 - Campus Ph 2	- Campus Ph 1 - Campus Ph 2 - Campus Ph 3

*[Signature]* Date 12.11.08



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## Statute 12A: The Schools of Studies

- (1) The University shall have the following Schools of Studies, namely:
1. School of Undergraduate Studies;
  2. School of Development Studies;
  3. School of Human Ecology;
  4. School of Human Studies;
  5. School of Culture and Creative Expressions;
  6. School of Design;
  7. School of Business, Public Policy and Social Entrepreneurship;
  8. School of Educational Studies;
  9. School of Law, Governance and Citizenship;
  10. School of Liberal Studies;
  11. Such other Schools of Studies as may be set up by the Statutes from time to time.
- (2) Every School of Studies, hereinafter called "School", shall be organised 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;
- (3) Each School shall have:
- (i) teachers assigned to it;
  - (ii) teachers assigned concurrently to two or more Schools and/or Centre(s);
  - (iii) adjunct faculty;
  - (iv) research, professional and other academic staff.
- (4) There shall be a Board of Studies, hereinafter called "Board", for every School, and it shall consist of the following:
- (a) Dean of the School – Chairperson;
  - (b) All Professors assigned wholly or concurrently to the School;
  - (c) At least three teachers, other than Professors (two Readers and one Lecturer) assigned wholly or concurrently to the School by rotation;
  - (d) Not more than three teachers of the University, not assigned to the School, nominated by the Vice Chancellor;
  - (e) Not less than three educationists/professionals, who are not employees of the university, nominated by the Vice Chancellor.
- (5) All members of the Board under (c), (d) and (e) above shall hold office for a period of three years from the date on which their membership is notified.
- (6) The Board of a School, other than that of the School of Undergraduate Studies, shall, subject to the policies and guidelines laid down by the Academic Council, have the following powers and functions:
- (a) To organise and coordinate the programmes of teaching and research of the School;
  - (b) To determine the programmes and courses of study, and prescribe their structure and content;
  - (c) To prescribe the curricula and syllabi for all programmes and courses, including their design and methods of delivery;
  - (d) To arrange for the preparation of materials for the courses of study;
  - (e) To constitute Committees of Experts consisting of members from within the University and outside, where necessary, to recommend programmes



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- and courses, their content and structure, as well as the manner in which teaching for the programmes or courses is to be organised;
- (f) To recommend to the Academic Council the procedures for the assessment of student performance in various courses and programmes;
  - (g) To decide, supervise and monitor the research degree programmes run by the School and to consider and approve specific topics of research, synopses and assign supervisors;
  - (h) To recommend to the Academic Council names of experts on selection committees for appointment of teachers in the School concerned;
  - (i) To recommend to the Vice Chancellor names of persons for appointment as evaluators, resource persons for developing course materials, adjunct faculty, visiting faculty, etc. for the programmes of the School concerned;
  - (j) To consider, from time to time, the quality and standards of the programmes of teaching and research offered by the School and to recommend to the Academic Council measures for their improvement and maintenance;
  - (k) To develop and promote continuing interaction and collaboration with various organisations in the design and development of programmes to enhance their quality and relevance as well as to monitor feedback reports on the performance of graduates;
  - (l) To review, on a regular basis, the programmes and courses on offer at any given time, and to make necessary modifications to ensure relevance and currency of content as well as the methods of teaching and student assessment provided that every course shall be so reviewed at least once in every three years;
  - (m) To consider, from time to time, the role that emerging theories and technologies pertaining to information, communication and instructional organization can play in teaching and learning, and to incorporate elements of these in the instructional processes and techniques with a view to improving the quality of education;
  - (n) 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;
  - (o) To consider and recommend measures for resource mobilisation through professional consultancies, sponsored projects and other resource-sharing models for the consideration of the Vice Chancellor/Academic Council;
  - (p) To consider and decide on any other academic matter pertaining to the School;
  - (q) To delegate to the Dean or any of its members or to a Committee such general or specific powers, as may be decided by the Board, from time to time;
  - (r) To perform all other functions that may be prescribed by the Act, the Statutes, the Ordinances and to consider all such matters, as may be referred to it by the Board of Management, the Academic Council, the Planning Board or the Vice Chancellor;
- (7) The Board of the School of Undergraduate Studies shall, subject to the academic policies and guidelines laid down by the Academic Council, have the following powers and functions:



- (a) To recommend an innovative and comprehensive policy for the undergraduate programmes offered by the University for the consideration of the Academic Council;
- (b) To consider and propose a programme structure that provides flexibility across disciplines with regard to combinations of courses within programmes, and also combinations of programmes that permit a single degree or a dual degree or any other qualifications with the degree;
- (c) To recommend to the Academic Council new models for the organisation of undergraduate programmes based on a modular pattern that provides for core modules, appropriate subject areas and relevant skill development components that may add value to the programmes;
- (d) To consider and prescribe modes of delivery of all programmes that make use of a continuum of instructional methods ranging from classroom-based instruction to self-learning, tutorials, technology-assisted learning and on-line learning in appropriate combinations;
- (e) To consider and develop innovative instructional strategies through which the University can reach out to a large number of students for its undergraduate programmes taking into account its unitary character and constraints of possible multi-campus location;
- (f) To determine the programmes and courses of study to be offered by the School and to prescribe their content, curricula and syllabi;
- (g) To arrange for the preparation of materials for the courses of study;
- (h) To constitute Committees of Experts consisting of members from within the university and outside, where necessary, to recommend programmes and courses, their content and structure, as well as the manner in which teaching for the programmes or courses is to be organised;
- (i) To recommend to the Academic Council the procedures for the assessment of student performance in various courses and programmes;
- (j) To recommend to the Academic Council names of experts on selection committees for the appointment of teachers for the programmes offered by the School;
- (k) To recommend to the Vice Chancellor names of persons for appointment as evaluators, resource persons for developing course materials, adjunct faculty, visiting faculty, etc., for the programmes offered by the School;
- (l) To consider, from time to time, the quality and standards of the programmes of teaching offered by the School and to recommend to the Academic Council measures for their improvement and maintenance;
- (m) To develop and promote continuing interaction and collaboration with relevant organisations in the design and development of programmes to enhance their quality and relevance as well as to monitor feedback reports on the performance of graduates;
- (n) To review, on a regular basis, the programmes and courses on offer at any given time, and to make necessary modifications to ensure relevance and currency of content as well as the methods of teaching and student assessment provided that every course shall be so reviewed at least once in every three years;
- (o) To consider, from time to time, the role that emerging theories and technologies pertaining to information, communication and instructional organization can play in teaching and learning, and to incorporate elements

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- of these in the instructional processes and techniques with a view to improving the quality of education;
- (p) 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;
  - (q) To consider and recommend measures for resource mobilisation through professional consultancies, sponsored projects and other resource sharing models to the Vice Chancellor/Academic Council,
  - (r) To consider and decide on any other academic matter pertaining to the School;
  - (s) To delegate to the Dean or any of its members or to a Committee such general or specific powers, as may be decided by the Board, from time to time;
  - (t) To perform all other functions that may be prescribed by the Act, the Statutes, the Ordinances and to consider all such matters, as may be referred to it by the Board of Management, the Academic Council, the Planning Board or the Vice Chancellor
- (8) Every Board shall meet, as and when necessary, but shall meet at least twice a year. One-third of the total membership of the Board shall constitute a quorum for a meeting.

*Note: The terms "teaching", "study" and "instruction" are used in the broadest possible manner to represent all kinds of organized facilitation of learning, including field application/action based learning.*



Statute 12B: Centres for Studies and Research

- (1) In this Statute, the term Centre for Studies and Research means a unit of academic organisation created for undertaking specified tasks and responsibilities that will contribute to the fulfilment of the objectives of the University;
- (2) The Board of Management may set up Centres for Studies and Research in specialised areas of study that fall within the broad spectrum of the University's focal areas of study, namely, liberal arts, humanities and social sciences;
- (3) The names of these Centres, their areas of work and other details will be decided by the Board of Management from time to time on the recommendations of the Academic Council;
- (4) The Centres shall perform the following functions:
  - (a) Every Centre shall focus on research, documentation, training and development on the themes assigned to it and develop and prepare content and materials that can be used in various programmes of study offered by the University;
  - (b) The Centres may undertake specialised research and teaching on specific themes within their areas of competence for deepening the current knowledge of, and understanding in, such areas;
  - (c) The Centres shall, in the preparation of syllabi, readings and materials for courses and programmes, follow the principles and guidelines laid down by the Academic Council and the Boards of Studies;
  - (d) The Centres shall consider and recommend measures for the documentation and dissemination of the outcomes of their work.
  - (e) The Centres may take up field application/action in their chosen area of work.
- (5) Every Centre shall have a core faculty consisting of teachers assigned to it, or drawn from the relevant Schools of Studies, and may include such other persons appointed on part-time and/or contractual basis from time to time.
- (6) Every Centre shall have an Advisory Committee constituted by the Board of Management, taking into consideration the suggestions forwarded by the Centre, to advise on and supervise its activities subject to the overall supervision of the Academic Council and the Board of Management.



Statute 7A Deans of Divisions

- (1) Notwithstanding anything contained in Statute 7, the Board of Management may appoint Deans to organise, supervise and coordinate various functions and activities in such areas as Planning, Research, Student Services, Academic Services, etc. as the Board may decide from time to time and each such area may be deemed to be a Division within the organisational structure of the University;
- (2) Every Dean appointed under this statute shall be the Head of the Division concerned;
- (3) Every such Dean shall be appointed by the Board from among the Professors of the University on the recommendation of the Vice-Chancellor for a period of three years and he/she shall be eligible for reappointment;
- (4) Provided that a Dean so appointed shall, on attaining the age of sixty-two years, cease to hold office as such;
- (5) When the office of any Dean appointed under this Statute is vacant or where he is by reason of illness, absence or any other cause, unable to perform the duties of his Office, a Pro Vice Chancellor or any other Professor nominated by the Vice Chancellor for the time being, shall perform the duties of that Office;
- (6) The powers and functions of the Deans appointed under this Statute may be prescribed by the Ordinances.



Statute 14A Selection Committees for Appointment to Senior Administrative Positions

- (1) The "Senior Administrative Positions" referred to in this Statute shall include all those positions in the University other than those referred to in Statute 14(1) and shall include all posts of Assistant Registrar and above and their equivalent grades, but shall not include any position declared as an Officer of the University under Section 11 of the Act;
- (2) There shall be selection committees constituted for making recommendations to the Board of Management for appointment to the posts mentioned in clause (1);
- (3) Each of the Selection Committees for appointment to the posts mentioned in clause (1) shall consist of the following members, namely:
  - a. The Vice Chancellor or a person nominated by him/her;
  - b. A Pro Vice Chancellor or Dean or Registrar nominated by the Vice Chancellor;
  - c. One Member of the Board of Management nominated by the Vice Chancellor;
  - d. Two experts in the domain of expertise of the position for which selection is being made, nominated by the Vice Chancellor;
  - e. A representative of the scheduled castes or scheduled tribes of the rank of a Gazetted Officer, nominated by the Vice Chancellor.
- (4) Four members of the Selection Committee, of whom at least one shall be an expert, shall constitute the quorum for a meeting.



**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.



**Ordinance 2**

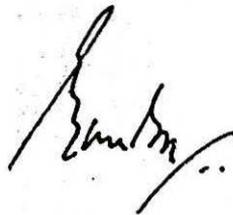
**Director, Information Technology (IT) Services**

- (1) There shall be a Director, Information Technology (IT) Services who shall be responsible for all matters connected with the installation, application and maintenance of information and communication technologies in the University.
- (2) The Director, IT Services shall have the following powers and shall perform the following functions:
  - a. Develop and articulate a shared vision to enable the University to best use IT to achieve its institutional goals and its core mission, which is the creation, preservation, dissemination, and application of knowledge.
  - b. Prepare a comprehensive plan for the conception, implementation, maintenance and regular up-gradation of a University-wide computer network.
  - c. Arrange for the proper management of processes like bandwidth management, the security and integrity of the University network and to organise centralised purchase of software with University-wide licences.
  - d. Enable proper management and provision of IT services and supervise their implementation, upkeep and update.
  - e. Incorporate the use of IT for student learning in every course offered by the University, particularly to e-enable courseware, assignments, evaluation and examinations.
  - f. Strategically leverage IT, to support teaching, research and other academic processes.
  - g. Implement IT solutions for managing student, faculty and staff lifecycles.
  - h. Plan and supervise the computerisation of all processes in the University library including accession, issue and return; as also to maintain digital archives and build a collection of e-books.
  - i. Plan IT services for students and staff with disability.
  - j. E-enable all administration and financial processes.
  - k. Plan for the establishment and the upkeep and up-gradation of computer laboratories wherever required.



1. Perform such other functions as may be assigned to him/her by the Vice Chancellor from time-to-time.

(3) The Director, IT Services shall be appointed on a scale of pay equivalent to that of a Professor.

A handwritten signature in black ink, appearing to read "B. M. ...".

### Faculty Recruitment: An Interim Policy

1. AUD will have a faculty structure that will allow for a small core of full time faculty and for part time, adjunct and visiting faculty. The extended faculty will also include senior postgraduate and research students working as Teaching Assistants.
2. It is proposed to institute a system of 'concurrent appointments' under which 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.
3. A separate office under a Dean, Academic Services is proposed to be established which will coordinate search, appointment, HR management and professional development of academic personnel. The teachers will deal directly with the Office of the Dean, Academic Services on service matters.
4. It is proposed to go for periodic open advertisements, listing the proposed Schools and Centres and stating the nature of teaching and research programmes envisaged. This will enable the creation of a dynamic data base of prospective faculty of AUD. It is proposed that selection committees will act like Search Committees scouting for suitable faculty with the help of the dynamic data base. Short-listed candidates will be called for interaction, which may include their making a full-fledged presentation in a seminar format.
5. In the first phase of faculty recruitment, the priority will be to scout around and identify potential academic leaders as prospective Deans of the Schools which are being created. It is proposed to constitute Search Committee(s) including, among others, the expert nominees on the Board of Management.
6. It is proposed that faculty recruitment in the initial phase will be through deputation and contractual appointments wherever possible and considered appropriate.
7. Further, it is proposed to use fully the space available within prescribed pay scales and provide all the benefits which are provided to teachers of central universities. It is also proposed to provide other kinds of incentives like housing, provision of research grants and research associateships and assistantships. Further, it is proposed to start a PhD programme right from the beginning to facilitate new faculty to set up research groups and research programmes.



## The Postgraduate Diploma in Development Studies

AUD and the Council for Social Development have come together to collaborate in the development and implementation of a postgraduate diploma programme in Development Studies. This programme is likely to be the first module of an MA in Development Studies, under the School of Development Studies of AUD.

This interdisciplinary programme seeks to equip students with state of the art knowledge not only of development theory and public policy in the context of globalization but also of the issues raised by affected social groups in India and other parts of the world.

The programme has several unique features that contribute to nurturing learning skills and professional competence in Development Studies together with deep social concerns. The interdisciplinary faculty drawn from the social sciences, civil services, social work and professional management, offer specially designed courses. The academic programme consists not only of classroom teaching but also of laboratory work with computers, thematic guided readings and internship at selected organizations.

Graduates of this programme would find placement in development organisations, government bodies, banks, international agencies, civil society initiatives, corporate firms, teaching and research institutes, and the media. Their special skills would be useful in the areas of NGO management, human rights, environmental protection, conflict resolution, group rights, international governance and social sector services.

### *Admissions*

Twenty four students will be admitted to the first batch of this programme. Candidates with a bachelor's degree in any discipline with a minimum of 50% marks from any recognised university are eligible to apply. Final selection for admission will be made after entrance test and interview.

### *Programme Structure*

#### **Semester I**

<b>Courses</b>	<b>Credits</b>
<b>Development Economics and Globalization</b>	4
<b>Development and Environment</b>	4
<b>Development and Social Justice</b>	4
<b>Basic skills in Computing and statistics (BASICS)</b>	2
<b>Guided Reading Course</b> (Designed specifically for each student in her/ his area of interest)	2



## Semester II

### Internship and Project

16

The first semester comprises three taught courses, a computer training module and one guided reading course. One credit will require an engagement of 16 hours during a semester which will usually consist of 16 weeks.

In the second semester, each student will be required to take up an **Internship**. This will present an opportunity to bridge theory and practice. Each student will be attached to an organization to work on a development problem and write a project report of 12,000 to 15,000 words.

#### *Medium of Instruction*

The medium of instruction will be English.

#### *Evaluation*

The evaluation of students may involve written examinations, assignments, term papers, seminar presentations, project reports and case studies. The precise scheme of evaluation in each course will be determined by the teachers concerned and will be announced at the commencement of the session.

There will be a systematic procedure for the evaluation of the teachers and courses by students. Feedback from students and organisations to which they were attached will be used to constantly strengthen the programme.

#### *Fees:*

Rs 16,000/- per semester will be charged as programme fees. Scholarships, assistantships and fee waivers (partial and full) will however be available for which applications will be solicited during admissions.

#### *Reservation policy*

The official reservation policy in regard to admissions to institutions of higher education of the Government of NCT of Delhi will be followed.



**On Schools, Centres, Programmes, Course Modules, Credits, Semesters, etc.:**  
Some initial definitions and assumptions

1. The idea is to have a disciplinary orientation in undergraduate studies and interdisciplinary programmes at the postgraduate level.
2. There are Schools and Centres, and then there are programmes. Schools have relatively well demarcated epistemic contours, and have relatively more stability, larger core faculty and flagship teaching programmes and research.
3. Centres on the other hand have a relatively flexible structure and comprise a group of professionals and scholars put together more or less in a project mode to undertake research, documentation, training and some teaching.
4. Programmes are housed in Schools, but have structures which allow for courses from other Schools/ Centers as well. Each School can have one or more programme(s).
5. A semester is of 16 weeks. One credit is worth one hour of instructional engagement every week for 16 weeks. A course at the postgraduate level is ordinarily of 4 credits. A full semester is of about 16 credits.
6. There will be a Monsoon Semester (August-December) and a Winter Semester (January – May). In addition, there will be a shorter Summer Semester (May-July) for additional credits, summer schools, etc.
7. An MA programme is of four semesters: ordinarily three teaching semesters and one semester of field work and internship leading to a dissertation. The time for field work and internship can however be staggered over more than one semester.
8. Every teaching semester has ordinarily 4 courses: 3 taught courses and 1 guided reading course and/or workshop course.
9. A programme has ordinarily two or three modules of courses: a core module and one or two modules of specializations.
  - a. Every programme has a core module of three or four courses. These courses reflect the philosophy and the unique interdisciplinary perspective that the School (which is the academic home to the programme) represents. Let us call this Module A.
  - b. In addition to the core module, an MA programme typically has two other modules of courses each comprising one, two, three or four 4-credit courses. Let us call these Modules B and C.
  - c. Module B includes about three or four courses from a branch of specialization within a School.
  - d. Module C offers one or two courses from across Schools.