Bharat Ratna Dr B.R.

Ambedkar University
Delhi

Minutes of the Fourth Meeting of the Board of Management
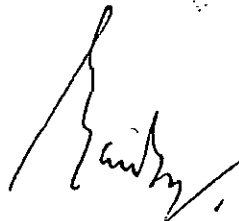Tuesday, 9 June 2009

Venue:
Committee Room No.3
India International Centre Annexe
New Delhi

Time: 10.30am

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. Professor Ahmed Raza Khan
6. Shri V.V. Bhat, Principal Secretary, Finance, Government of NCT of Delhi
7. Dr G. Narendra Kumar, Secretary, Higher Education, Government of NCT of Delhi

1. The Board took note of the nomination by the Hon. Chancellor of Professor Ahmed Raza Khan as a member of the Board of Management of Ambedkar University, Delhi under Clause 21 (2) (c) of the University Act.
The Board welcomed Professor Ahmed Raza Khan as the new member on the Board of Management.

2a. The Minutes of the third meeting of the Board of Management held on 3 November 2008 were duly read and confirmed.

2b. The Board endorsed the report of the Action Taken on the Minutes (Annexure 1). While doing this, the Board took cognizance that the Hon. Chancellor desired that Statute 7(a) and 14(a) be placed before the Board for formal consideration and approval. The Board considered and recorded that these statute had already been considered and approved by the Board.

3a.   The Board considered the Minutes of the meeting of the Finance Committee held on 4 June 2009 and endorsed the decisions made. (Annexure 2)

3b.   The following two members of the Board of Management were nominated to the Finance Committee under clause 27 (1) (d) of the University Act:
1. Dr Kiran Datar
2. Professor Ahmed Raza Khan

4.   The Board considered, deliberated upon and approved the programme structures of
a.   MA in Development Studies
b.   MA in Environment and Development
c.   MA in Clinical and Psychosocial Studies

Certain substantive suggestions for modifications in the programme structures came up during the discussion. These were duly recorded to be communicated to the core teams of experts working on these programmes. (The Programme Structures and other details, modified and amended after taking into consideration the suggestions of the Board is presented in Annexure 3.)

5.   The Board resolved to invite Professor C.R. Babu, Professor Emeritus at the University of Delhi as Distinguished Professor of Environment and Ecology at the Ambedkar University, Delhi. This will be an honorary position. All administrative, academic and logistical support will be extended by the University to facilitate the discharge of duties by Professor Babu. The Board resolved to request Professor Babu to provide guidance and leadership in setting up the research and teaching programmes of the School of Human Ecology in his capacity as Distinguished Professor.

6.   The Board considered the note presented by the Vice Chancellor on the matter of constituting selection committees for faculty positions (Annexure 4). In approval of the proposal made in the note, the Board made the following resolutions:

a. Resolved that the Board of Management will discharge the function of the Academic Council as under Statute 14 (2) (iii) and approve a panel of experts out of whom the Vice Chancellor will nominate three experts on the Search cum Selection Committees for the first set of core faculty of the University.

b. Resolved that in the case of selection of the first batch of Professors, in addition to what is specified under Statute 14 (2), there shall be a member of the Board of Management nominated by the Vice Chancellor on the Search cum Selection Committees.

c. The arrangement mentioned at a. and b. above will have validity till 31 December 2009.

d. Resolved that the resolutions at a., b. and c. above be referred to the Chancellor for approval under clause 30 (5) of the University Act.

b. Resolved that the panel of experts proposed by the Vice Chancellor be approved with some additional names. (List confidential).

7a.   The Board resolved that the composition of the selection committee for the post of Registrar shall be as given below:

1.   Vice Chancellor
2.   Pro Vice Chancellor or one of the Deans to be nominated by the Vice Chancellor
3.   One member of the Board of Management to be nominated by the Vice Chancellor
4.   Three experts with experience and expertise in administration.

Four members of the selection committee (who shall include at least two experts) shall form the quorum for a meeting of the selection committee constituted as above.

7b. The Board resolved that the composition of the selection committee for the post of Director, IT Services shall be as given below:

1. Vice Chancellor
2. Pro Vice Chancellor or one of the Deans to be nominated by the Vice Chancellor
3. One member of the Board of Management to be nominated by the Vice Chancellor
4. Three experts with experience and expertise in Information Technology.

Four members of the selection committee (who shall include at least two experts) shall form the quorum for a meeting of the selection committee constituted as above.

8a.   The Board considered the proposal to establish a Centre for Early Childhood Education and Development (Annexure 5). The Board resolved to establish such a centre as provided for under Statute 12B.

8b.   The Board resolved to authorize the Vice Chancellor to constitute an Advisory Committee for the Centre.
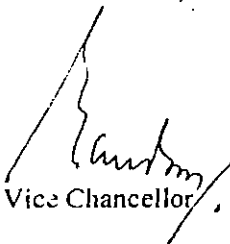
8c.   The Board resolved to extend the terms of Professor Venita Kaul and Dr Adarsh Sharma as full time and part time Visiting Professors respectively till regular deployment of faculty is made in the Centre.

9.   The Board resolved to extend the term of Shri C.R. Pillai as consultant for formulation of statutes, ordinances and regulations for another six months.

(i) The Board resolved to extend the term of Dr Ashish Bharadwaj as Consultant IT till the appointment of the Director IT Services is made.

11. The Board approved the professional engagement of Shri P.B. Vijay, Former Director General, CPWD as Advisor, Campus Development. The Board authorized the Vice Chancellor to decide on the compensation package in consultation with the Secretary, Higher Education.

12. The Board approved engaging a retired Librarian as Consultant (Library) on such compensation package as may be decided by the Vice Chancellor in consultation with the Secretary, Higher Education.

13. The Board ratified a resolution taken by circulation on 14 March 2009. (Copy of the resolution in Annexure 6)

The meeting ended with a Vote of Thanks.

Vice Chancellor

Report of the Action Taken

Minutes 1, 1a, 2, 3: No further action needed.

Minute 4: The Statute 12A (The Schools of Studies) and Statute 12B (Centres for Studies and Research) as resolved to be created by the Board of Management have been approved by the Chancellor vide communication No. DHE.6(185)/AUD/Statute/ 08-09/6372 dated 27.3.09. Copy enclosed as Annexure 1A.

Minute 5: No further action has been initiated so far on this matter.

Minute 6: The Statute 7A (Deans of Divisions) and Statute 14A (Selection Committees for appointment to Senior Administrative Positions) as created by the Board of Management has been approved by the Chancellor on 1.2.09. Copy of the noting is enclosed as Annexure 1B. A communication No. DHE.6(185)/AUD/Statute/ 08-09/6372 dated 27 3.09 (Copy enclosed as Annexure 1A) states that the Chancellor has desired that Statute 7A and 14A be placed before the Board of Management for formal consideration and approval. The Statutes 7A and 14A are included in the minutes of the third meeting of the Board of Management which have been circulated among members of the Board of Management on 18 January 2009.

Minute 7: No further action needed.

Minute 8: No further action has been initiated so far on this matter.

Minute 9: No further action needed. As a matter arising out of this minute, it must be placed on record that the position of Director, IT Services has been advertised. The process of processing the applications will begin soon.

Minutes 10, 11: No further action needed. As a matter arising out of these minutes, it must be placed on record that faculty positions have been advertised. The applications are being processed at present.

Minute 12: The first batch of 12 students in the Postgraduate Diploma in Development Studies were admitted through an admission process comprising an entrance test and an interview. The semester 1 for this programme began with effect from January 2009. The semester 1 is complete in May 1st week 2009. The Semester 2 which comprises Internship and a project work has begun with effect from 1 June 2009. A brief report of the progress so far in the first cycle of the Postgraduate Diploma in Development Studies is enclosed as Annexure 1C.

Minute 13: No further action needed.

Minute 14: Professor A.R.Khan has joined with effect from 1 April 2009. He has been appointed as Dean, School of Undergraduate Studies.

Minute 15: It was decided to request Shri C.R. Pillai to assist the University with the framing of Statutes and Ordinances, initially for a period of six months against a professional fee of Rs 25,000 per month. Shri Pillai has completed his six months of professional engagement, and during this period he assisted in the creation of the initial statutes and ordinances. He is at present in the process of formulation of draft ordinances for recruitment and service rules for faculty and staff. Shri Pillai is also on the Committee chaired by Dr Kiran Datar to recommend creation of the administrative structure and administrative positions in the University.

Minute 16: The Vice Chancellor consulted Professor N.R. Madhava Menon on 14 November 2008. It was decided to engage Dr Ashish Bharadwaj for the formulation the IT services plan for the university initially for a period of 6 months against a professional fee of Rs 20,000 per month. Dr Bharadwaj has completed his six months in May 2009. Since the process is on with regard to installing the hardware and the library software, laying out the LAN, setting up the computer labs, and the documentation and preliminary work before the open tendering for the enterprise resource management system, the term of Dr Bharadwaj has been extended till the present meeting of the Board. A brief report of the work done by Dr Bharadwaj is enclosed as Annexure 1D.

Minute 17: The Vice Chancellor consulted Professor N.R. Madhava Menon on this matter on 14 November 2008. It was decided to shelve for the present the proposal of hiring Professor Soumitri Varadarajan of the Royal Melbourne Institute of Technology for setting up the School of Design. It was decided that a pre-inception project be initiated with the help of local expertise and the proposal thus prepared may be brought to the Board for approval. This matter was further considered in the meeting of the Standing Committee for Administrative and Financial Matters on 3 February 2009. The Standing Committee approved the general mode of initiating new Schools and Centres in a pre-inception project mode by hiring expertise available in India through visiting faculty positions. In accordance with this, two local design experts have been hired as visiting faculty and the proposal for the School of Design is getting ready at present.

Minute 18: No further action needed.

Minute 19: A meeting of the Standing Committee for Administrative and Financial Matters was held on 3 February 2009. Minutes of the Meeting is enclosed as Annexure 1E.

Minute 20: A notification was made to this effect.

Minute 21: The process of creating statutes, ordinances and regulations pertaining to emoluments, terms and conditions of service and other matters relating to the employment of teachers, officers and other employees is on at present. Shri C.R. Pillai is in the process of drafting the initial formulations.

Minute 22: The following Committee has been constituted to recommend the administrative structure and the administrative positions to be created:

Dr Kiran Datar   Chairperson
Shri C.R. Pillai
Dr A.K. Dubey
Shri C.M. Sharma   Member Secretary

The Committee met two times. The Committee is expected to hold another couple of meetings in July and finalize its report.

General:

Consultative Meetings:
During January to May 2009, several consultative meetings were conducted on the various proposed schools and centres and also on issues related to assessment, student support, teacher recruitment and so on. A list of these meetings is enclosed as Annexure 1F.

Two Special Functions:
a. Ambedkar Birth Anniversary: On 14 April 2009, a half day seminar was organized at the India International Centre to celebrate the birth anniversary of Dr B.R. Ambedkar and the birth of the Ambedkar Universty, Delhi. There was a gathering of about 100. Professor Deepak Nayyar, Member, National Knowledge Commission presided over the function. Professor Yash Pal, Shri P.K.Tripathi, Principal Secretary to the Chief Minister spoke. There was a presentation about the University by the Vice Chancellor and another about the Postgraduate Diploma Programme in Development Studies by the Programme Coordinator

b. Inaugural Dr B.R. Ambedkar Memorial Lecture "Ambedkar's Legacy" was delivered on 28 May 2009 by Lord Professor Bhikhu Parekh. Smt Sheila Dikshit, Chief Minister of Delhi presided over the function. Dr Gail Omvedt, Sociologist and Biographer of Dr Ambedkar also spoke during the function. The 200 strong audience comprised intellectuals, prominent citizens and students.

IMMEDIATE

GOVT. OF NCT OF DELHI
DIRECTORATE OF HIGHER EDUCATION
B-WING, 2ND FLOOR, 5-SHAM NATH MARG, DELHI

No. DHE.6(185)/AUD/Statute/08-09/ 6372   Dated: 27/3/09

To

    The Vice-Chancellor,
    Bharat Ratna Dr. B.R. Ambedkar University,
    Integrated Institue of Technology Campus,
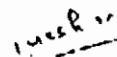   Plot No.13, Sector-9,
    Dwarka, New Delhi-110 075.

Sub: *Notification of Statutes 12(a) and 12(b) of Bharat Ratna Dr. B.R. Ambedkar University.*

Sir,

    With reference to your office letter dated 28.01.2009 on the above mentioned subject, I am directed to inform your good-self that Statutes 12(a) and 12(b) of Bharat Ratna Dr. B.R. Ambedkar University have been approved by the Hon'ble Lt. Governor/Chancellor. You are requested to send duly signed 5 copies each, English and Hindi with CD, in the form of Notification to be published in Part-IV, Delhi Gazette Extraordinary. Sample of Notification pertaining to GGSIP University is enclosed for ready reference.

    It is further inform that Hon'ble Chancellor has desired that Statute 7(a) & 14(a) will have to be placed before the Board of Management for formal consideration and approval.

Yours faithfully,

(M.S. SHARMA)
ADMN. OFFICER(Hr. Edn.)

Encl: As above.

AMBEDKAR UNIVERSITY, DELHI

As provided for under Section 30 (2) of the Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya Act 2007, the Board of Management of the Ambedkar University, Delhi, in its 3rd meeting on 3rd November 2008, made the following two new statutes:

Statute 7A   Deans of Divisions

Statute 14A   Selection Committees for Appointment to Senior Administrative Positions

A copy of the Minutes of the 3rd meeting of the Board of Management is also enclosed herewith.

The aforementioned Statutes are being submitted herewith for the kind approval of the Chancellor as per the provision under Section 30 (3) of the Act.

Submitted please.

Vice Chancellor
28th January 2009

Hon. Chancellor

Approved
Ibhawa
1·2·09.

Vice Chancellor
(Dr. Shyam Menon)

Ambedkar University, Delhi

Postgraduate Diploma in Development Studies (2008-2009): A Report

Ambedkar University, Delhi (AUD) constituted an Expert Committee on Development Studies (with Professor Manoranjan Mohanty as its Chairperson), giving it the mandate for curriculum development of a postgraduate diploma programme in Development Studies. The Committee recommended a two-semester programme: the first semester for taught courses; the second for internship and a project report. AUD decided to launch this programme in the closing months of 2008.

AUD was keen to run a programme on a pilot basis parallel to the development of the infrastructure and the recruitment of faculty. Because of the shared philosophies of the two institutions, AUD and the Council for Social Development (CSD) got together in this endeavour and the Postgraduate Diploma Programme in Development Studies was developed with the intention of beginning the academic session from 5 January 2009.

After a written test and interview, twelve students were admitted and the classes began as per the calendar. Eleven students were given fee waivers for the first semester. Two of them, however, withdrew from the programme: one got a permanent appointment as a teacher in a Central School in Assam; the second had his deadline for submission of Ph D dissertation approaching nearer. Finally, for the first semester, nine of the remaining ten students had full or half fee waivers; five of them were also awarded merit scholarships. The decision for the second semester fee waivers and scholarships is pending.

The first semester lasted from 5 January to 4 May 2009. Interactive classrooms and off campus activities (e.g. visits to Indian Parliament and Delhi Minorities Commission) were used as learning tools. Distinguished academics, retired bureaucrats and social activists were invited to deliver lectures. The course on *Development Economics and Globalization* was shared by Amit Bhaduri, Ajit Ghose, Manoranjan Mohanty, Muchkund Dubey, NJ Kurian, T Haque, Pulin Nayak, Smitu Kothari and Kaustav Banerjee. *Development and Environment* was taught by Manoranjan Mohanty, KB Saxena, KR Nayar, Biswajit Mohanty, Smitu Kothari, Amit Nair, Smrithi Talwar, Priya Srinivasan, Sanjay Upadhyaye, Shankar Gopalakrishnan, Shilpa Chauhan, Himanshu Thakkar, Biraj Patnaik and Nitya Nand. *Development and Social Justice* was covered jointly by Manoranjan Mohanty, KB Saxena, Hari Mohan Mathur, NJ Kurian, SK Chaube, Virginias Xaxa, Mary John, N Sukumar, Anshu Srivastava, MK Jabbi, Arun Ghosh, Prashant Trivedi, and Gilbert Sebastian. P Mohan Raju and DS Chandi taught *Basic Skills in Computing and Statistics*, while the CSD staff supervised the students for their *Guided Reading Course*.

Evaluation of students involved carry home assignments, class room presentations, reflective comments on papers articles, book reviews and a term paper. The students also gave feedback about the course content and delivery of the programme.

After a break till May end, the second semester, fully devoted to internship and project report, has started from 1 June. Eight students have already joined their internship providers; two are not in Delhi for some unavoidable personal reasons. Each of the following organizations has taken a student as intern: Nehru Yuva Kendra Sangathan (Ministry of Youth Affairs and Sports), Care India, St Stephen's Hospital, Dalit Arthik Adhikar Andolan (National Campaign for Dalit Human Rights), Nirantar and Score Foundation. New Concept has accepted two interns. Prayas, SARD, NYKS, Omaxe Foundation and Score Foundation are the options available for the students whose return is awaited.

The internship is for three months, and within a month thereafter, the students would be required to write their project reports (12000-15000 words), which would then be evaluated.

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Tasks accomplished by Dr Ashish Bharadwaj during the six months of his association with AUD

a. Formulating and documenting an IT Vision for AUD
b. Specification design of the network system, internet access mechanism, and power conditioning system.
c. Specification design for adequate uninterrupted power backup to ensure 24x7 operation for essential IT services.
d. Configuration validation for Procurement of hardware and software necessary to fulfill the vision
e. Advising the Library Committee on the automation of the library system. This included selection of a Library automation system, system of bar coding and security, using smart identity cards for students that double up as library tickets etc.
f. Formulating a backup and Disaster Recovery policy.
g. Designing system and user access controls for services and data.
h. Preparing and documenting a roadmap for implementation of an Enterprise Resource Planning (ERP) system catering to the following functions of University operations:
    i. Student Lifecycle Management
    ii. Finance and Accounts
    iii. Human Resources and Payroll
    iv. Materials and Asset Management including purchase and procurement
i. Formulating and documenting a plan for development of the rules and regulations that will govern the implementation of the ERP system.
j. Maintaining and updating the website regularly.
k. Assisted the procurement process for procurement of:
    i. Server
    ii. Computers
    iii. Online UPS
    iv. Generator
    v. Servo Stabilizer
    vi. Laptops
    vii. Telecommunication equipment
    viii. Mobile endpoints
    ix. Security and antivirus software
    x. Relational Database Management System
    xi. Wireless network points
    xii. Networking equipment
    xiii. Peripherals
    xiv. Internet access systems

Ambedkar University, Delhi

Minutes of the First Meeting of the
Standing Committee of the Board of Management
on Administrative and Financial Matters

Minutes of the 1st Meeting
2nd February 2009

Venue: India International Centre
New Delhi
Time: 9.30 am

The following members participated:

1. Professor Shyam Menon
2. Dr Kiran Datar
3. Dr G. Narendra Kumar

1. It was decided to make the necessary preparations for the implementation of the 6th Pay Commission recommendations and the corresponding regulations of the UGC, pending the receipt of the necessary guidelines from the UGC and the Government of NCT of Delhi. As part of the preparations, work with regard to formulation of statutes, ordinances and regulations of terms and conditions of employment of teachers, officers and other employees must begin. The idea of leased housing in lieu of campus housing may be explored. Medical grants and other benefits will be at par with the other Universities. Possibility of medical insurance schemes should be considered. Start-up research grants, research scholarships/assistantships against proposals from faculty can also be accepted in principle.

2. To draft insertions for advertisement for faculty and other positions were approved.

3. It was decided that AUD must try and launch three to five programmes at the Masters level and also PhD programmes with effect from 2009-10. The student intake should be about 120-150.

4. It was decided to launch the 2009-10 programmes from the Dwarka campus. Possibilities should be explored for extending space allocation within the

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Dwarka campus. If needed, requesting the Government of NCT of Delhi to allot temporarily the entire Dwarka Polytechnic campus with its hostels and staff quarters should also be explored. The plan about moving to the Kashmere Gate campus should be addressed once it is clear as to when it will be made available to AUD.

5. It was decided to go ahead with the advertisement for the position of Registrar following the UGC norms and guidelines.

6. As regards the Controller of Finance, it was decided to explore possibilities of deputation from a wide range of government departments and organizations.

7. It was decided to constitute a committee with Dr Kiran Datar as Chair to examine the feasibility and recommend a model for establishing a sleek and efficient administrative structure and further to recommend the creation of administrative positions other than the statutory ones.

8. It was decided to initiate new schools and centres through a pre-inception project mode of three to six months in which (a) locally available expert(s) could be hired as full time or part time visiting faculty and the task of formulating the detailed project proposal through consultative process and field-based need appraisal be assigned to him/her/them with definite time frames and specifications of deliverables. The project proposal thus developed could then be taken to the Academic Council and/or Board of Management for approval.

9. It was decided to involve the participation of visiting faculty from internationally renowned institutions in setting up and in energizing the new schools and centres. They could be brought in on limited terms every semester or every year. This would be a way of establishing ongoing partnerships with internationally reputed institutions. Every school and centre set up in AUD must have partnership arrangements with such institutions.

10. It was decided that the Vice Chancellor can make decisions with regard to professional fee for designing logo, signage, style sheet, website and so on.

Sd/-

Vice Chancellor

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AMBEDKAR UNIVERSITY, DELHI

Meetings/Events

Sl. No.	Theme/objective	Date	Venue	number of participants
1.	Launching Programme PGDDS	17th Nov. 2008	India Habitat Centre	60-70 participants
2.	Consultative Meeting on the School of Human Ecology	8th & 9th Jan. 2009	IGH, DU.	About 25 experts participated in the meeting alongwith the AUD core team
3.	First preliminary Consultative Meeting, on School of Human Studies	15th Jan. 2009	IGH, DU.	5 experts with AUD core team
4.	Consultative Meeting, School of Educational Studies	19th & 20th Jan 2009	IGH, DU.	About 15 experts all over the country along with the AUD core team
5.	Meeting of VC Prof. A.R. Khan on School of UG, Courses	22nd Jan. 2009	CIE	Prof. Khan and the AUD core team
6.	Standing Committee of the Board of Management	2nd Feb. 2009	IIC	
7.	Consultative Meeting on the School of UnderGraduate-Programme	9th & 10th Feb. 2009	IGH, DU.	about 20 experts along with the AUD core team
8.	Consultative Meeting Evaluation Structures	16th Feb. 2009	IGH, DU.	about 17 experts along with the AUD core team
9.	Consultative Meeting Students' Support System/structure	17th Feb. 2009	IGH, DU.	about 20 experts along with the AUD core team
10.	Consultative Meeting Centre for Early Childhood Education	23rd & 24th Feb. 2009	IGII, DU.	about 20 experts along with the AUD core team

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11.	Consultative Meeting Staff Recruitment	27th Feb. 2009	IGH, DU.	about 12 experts along with the AUD core team
12.	Consultative Meeting Students' Fee Structures	28th Feb. 2009	IGH, DU.	about 15 experts along with the AUD core team
13.	Consultative Meeting School of Human Studies	13th & 14th	IGH, DU.	about 20 experts along with the AUD core team
14.	Books Exhibition by about 25 books sellers and publishers exhibited their collection.	16th March 2009	AUD, Dwarka	about 20 experts invited from various subjects recommended books for purchase
15.	First meeting of the Committee to formulate the administrative structure of the Ambedkar University, Delhi	20th March 2009	IGH. DU.	about 20 experts along with the AUD core team
16.	AUD faculty meeting with PG Diploma students in Development Studies (interaction for internship)	28th March 2009	IGH, DU	All the students, AUD core team and a few experts
17.	Second meeting of the Committee to formulate the administrative structure of the Ambedkar University, Delhi	31st March 2009	IGH. DU	5 members of the committee
18.	3rd Library committee meeting	8th April 2009	Committee room, Dwarka Premises	4 committee members
19.	Celebrating the Ambedkar Jayanti and the birth of AUD	14th April 2009	IIC, Lodi Road	Professors Deepak Nayyar, Yash Pal and about 80 participants
20.	Meeting on the proposed School of Culture and Creative Expressions	15th April 2009	IIC	Professor Shivaji Panikkar, Dr Diamond Oberoi and the AUD core team
21.	Meeting on the interdisciplinary core courses which are part of the MA programme of the School of Human Studies	26th April 2009	IGH, DU	About 15 experts and the AUD core team
22.	Consultative Meeting on the MA in Development Studies	2nd and 3rd May 2009	IGH, DU	About 15 participants and the AUD core team
23.	Meeting with experts on School of Development studies	19th May 2009	IGH, DU	4 participants with AUD core team

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24.	Meeting with AUD DIDS students (to update about the internship programme and briefing about the forth coming Ambedkar's memorial lecture)	21st May 2009	CIE	8 students of DIDS along with the AUD core team.
25.	Meeting with experts on School of Development studies	22nd May 2009	IGH. DU.	3 participants (Prof.CR Babu & Dr S.Singh with the AUD core team)
26.	Meeting with experts on School of Development studies	26th May 2009	IGH. DU.	4 participants with the AUD core team
27.	Ambedkar Memorial Lecture by Lord Professor Bhikhu Parekh. Chair: Smt Sheila Dikshit, Chief Minister of Delhi. Discussant: Dr Gail Omvedt	28th May 2009	IIC, Lodi Road	About 200 strong audience
28.	Meeting with experts on School of Development studies	30th May 2009	IGH. DU.	3 participants with the AUD core team (Dr Satyajit Singh & Dr Rohan D' Souza)
29.	AUD students appointment with the Chief Minister of Delhi, to present a bonsai of the Ficus tree/Bodhi tree from which the University's logo is been taken.	3rd June 2009	At the CM's residence	5 students and 4 other staff of the University
30.	Finance Committee Meeting	4th May 2009	Delhi Secretariat	

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Minutes of the First Meeting of the Finance Committee
Thursday 4 June 2009 4.30pm

Venue:
Delhi Secretariat
New Delhi

Members present: Prof. Shyam B. Menon, Vice Chancellor
Shri V.N.Bhat, Principal Secretary, Finance .
Government of NCT of Delhi
Dr. G. Narendra Kumar, Secretary, Higher Education
Government of NCT of Delhi

Special Invitee: Shri C.M.Sharma, Advisor Finance

1. Interim Financial Information in respect of the Financial Year 2008-09.

The following information in respect of the amount of Grant-in Aid Received by the
University from the Government of NCT of Delhi during the Financial Year 2008-09,
and the Expenditure incurred out of it upto 31.3.2009 were taken note of and
approved.

a. Grant-in-Aid

Total Grant received from the Government of NCT of Delhi during the financial year 2008-09:	Rs 5,00,00,000
Break-up	
Capital:	Rs 2,00,00,000
Revenue:	Rs 3,00,00,000
b. Expenditure	
Capital:	Rs 1,59,38,476
Revenue:	Rs 1,21,51,000

b (i) Break up of Capital Expenditure:

Civil Works in the temporary premises:	Rs	19,700
Air Conditioning (through PWD):	Rs	1,18,776
Deposit work with Electrical Division of the PWD for proving electrical fittings/points and ACs in the Computer Labs, Library, Reading Room, Faculty and other Offices, Conference Hall, etc. in the temporary premises:	Rs	1,58,00,000
Unspent Balance	Rs	40,61,524

b (ii) Break-up of Revenue Expenditure:

Computer items and Hardware	Rs	37,54,000
Publicity	Rs	2,83,000
Salary & Allowances	Rs	14,88,000
Seminars/Expert Committee Meetings	Rs	10,69,000

Hiring of Conveyance	Rs 5,86,000
Library Books	Rs 16,12,000
Miscl. Expdr.	Rs 33,59,000
Unspent Balance	Rs 1,78,49,000

It was approved that the unspent balance at the close of the Financial Year 2008-09 may be kept by the University as additional funds for use in the Financial Year 2009-10.

2. Delegation of Financial Powers

A table of proposed delegation of financial powers among the officers of the University was considered. It was decided to refer the table of proposed delegation of financial powers to two experts, viz., Mrs Janaki Kathpalia, Hon. Treasurer, University of Delhi and Mrs Vandana Gupta, Financial Controller, Guru Govind Singh Indra Prastha University for their opinion and advice, before a decision in this matter is made by the Finance Committee. It was decided that till a formal delegation of financial powers was made, the full powers of sanction of expenditure be exercised by the Vice Chancellor.

3. Financial Rules and Procedures

It was decided that the University should follow in principle the Manual/Guidelines of Procedures for Purchase/Procurement of Goods and Services of the Government of India. It was decided to adopt and make applicable the General Financial Rules (2005) of the Government of India till the University formulates through due process its own Financial Rules and Procedures.

4. Banking Arrangements

The Committee was informed by the Advisor Finance of the unsatisfactory service by the Branch of the Canara Bank in which the account of the University was being currently held. It was decided to formally communicate to the Bank about the quality of service and to see if there is any improvement in their services. In the meanwhile, it was decided to explore possibilities with other Banks, e.g., Corporation Bank, available near the temporary premises of the University.

5. Investment in Fixed Deposits

It was decided to continue the practice of the surplus funds of the university being kept in short term fixed deposits with Nationalised Bank(s) which offer the maximum rate of interest.

6. Budget Estimates 2009-10

The Budget Estimates of Rupees 300 crore under Capital Head and Rupees 12.40 crore under Revenue (Recurring) Head and Rupees 4.30 crore under the Revenue (Non-Recurring) Head (as approved in the second meeting of the Board of Management dt. 2.9.08) had been submitted by the AUD to the Government of NCT of Delhi for 2009-10. It was informed by the Principal Secretary, Finance that in response to this proposal, the Government has kept a provision of Rupees 5 crore under Capital Head and Rupees 8 crore under Revenue Head as Grant-in-aid to the AUD under the Book of Demands for the financial Year 2009-10.

The issue of procuring land for the permanent campus of the university was also discussed by the Committee. It was decided that the preliminary steps with regard to acquiring 50 acres of the Gram Sabha land in Jaffarpur (which has been identified by the Chief Secretary for this purpose) be pursued. Acquisition of the private land contiguous to the identified Gram Sabha land be taken up first in this financial year itself. Transfer of the Gram Sabha land identified may be pursued through a lease arrangement if necessary. The Principal Secretary Finance observed that the allocation of adequate funds may be available in 2010-11 for beginning the process of development of the permanent campus of the University.
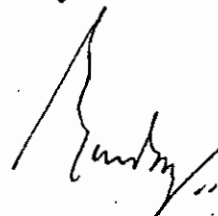
7. Appointment of Chartered Accountant

It was decided that M/s Verma & Associates (Chartered Accountants) who are doing the Statutory Audit of DSIDC, be appointed by the University for a period of three years. It was further decided that the Chartered Accountants be changed every three years.

8. Entitlements of Officers and Faculty

It was decided that the Officers of the University and faculty be entitled to Laptop computers. The Officers be also issued mobile phones and internet connectivity. While each Officer of the University would be entitled to a vehicle for official purposes, it was decided to keep vehicles as a common pool for use by all concerned for official purposes. It was decided to provide Fax/photocopiers etc as common facilities in the campus.

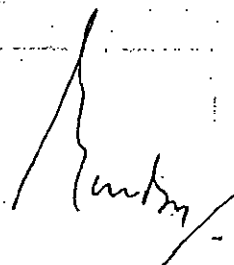### 9. Implementation of pay scales as per recommendation of the 6th Pay Commission

The Committee decided to take up this matter for decision once the regulation in this regard is received from the UGC.

The meeting ended with a Vote of Thanks.

Sd/-
Vice Chancellor

The M.A. Programmes to be launched in the academic session 2009-10

Programme	School	Duration	Credits	Seats
M.A. Development Studies	School of Development Studies	Two years (four semesters and a summer)	64	35
M.A. Environment and Development	School of Human Ecology	Two years (four semesters and a summer)	64	35
M.A. Psychosocial Clinical Studies	School of Human Studies	Two years (fours semesters and a summer)	68	35

Medium of instruction: English

Eligibility: A bachelor's degree in any discipline with 55% marks (or equivalent grade) from a recognised university. Relaxation of 5% for candidates belonging to SC and ST.

Reservation of seats: Based on the Government of Delhi rules.

Fees: Rs 16,000 per semester will be charged as the full programme fees. Total fee payable at the time of admission will be Rs 16,000 (for the Semester 1) and a refundable caution deposit Rs 2000 for use of facilities.

Fee Waivers and Scholarships: A large number of Partial and Full Fee Waivers and Scholarships will be available. The University will endeavour to see that no deserving prospective student, as far as possible, is denied the opportunity of studying at AUD just because of his/her inability to pay the fees.

M.A. Development Studies
(School of Development Studies)

Duration: 2 years (4 semesters and a summer)
Total credits: 64
Medium of instruction: English
Number of seats: 35
Eligibility: Bachelor's degree with 55% marks (or equivalent grade) from a recognized university. Relaxation of 5% for candidates belonging to SC and ST.
Reservation of seats: Based on the Government of Delhi rules.

This two year M.A. programme in Development Studies will attempt to equip students with the ability to address the challenges of development and public policy as they affect developing societies. It includes eleven taught courses: eight core courses and three elective courses of 4 credits each. The programme also includes research course work, research practicum, workshops, seminars and field-based activities.

This inter-disciplinary programme is based on the foundations provided by the broad disciplines of sociology, political science and economics and draws upon the expertise from the discipline of social work, rural management as well as the practical learning from the civil services and non-governmental organizations. This programme will introduce students to the rich theoretical foundations of the debates on development and will be based on the experience from across developing countries, especially India. The programme is structured around a learning of development theory, an understanding of growth and development, and broad debates on the structures of political and economic arrangements epitomized by States, Markets and Society. This will be followed by an understanding of the debates and strategies around two core sectors of industry and agriculture, as well as specific issues on welfare and human development. An introduction to Indian development thought, debates and experience will provide the students a grounding of the realpolitik of policy formulation. The practical issues of policy making will be debated with reference to institutions and public policy processes which will be followed by a core course on the important issue of environment and development. Issues related to gender, class, caste and religious discrimination, of poverty, equality, discrimination and marginalization, as they affect the majority in developing societies will be underlined in each of the courses. In addition a wide range of electives will cater to individual interest and specialized learning.

A strong component on research methodology will be supplemented with participatory rural appraisal methods, an understanding of log frames, as well as the basics of organization and project management. Dedicated workshops on policy analysis from experts in the field will supplement the classroom and practical learning. The programme will focus on analytical skills, oral and written communication, as well as provide tools based on research methodology for social sciences, and wider development practice. The curriculum combines innovative classroom learning with seminars, group work, projects, and a compulsory internship leading to a dissertation. More than 30 percent of the learning is structured outside the formal classroom process.

It is expected that graduates from this programme will be equipped to work in development organizations, government agencies, corporations and financial institutions, non-governmental organizations, consultancy firms, civil society initiatives, media as well as the academia. In order to continuously bring in the best in the discipline, the course committee will institutionalize mechanisms by which a feedback on the curriculum will be provided by experts in this field as well as employers.
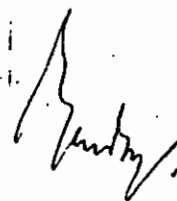
(Credits in parentheses)

	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core	1. Growth, Society and Development (4) 2. States, Markets and Society (4) 3. Development Studies: Historical Contexts and Recent Trends (4)	4. Perspectives for Agricultural and Industrial Development (4) 5. Issues in Human Development (4) 6. Indian Development: Thoughts, Debates and Experiences (4)		7. Institutions and Public Policy Processes (4) 8. Development and Environment (4)	
Elective				Elective 1 (4)	Elective (4) Elective (4)
Research Course Work	Introduction to Research Methodology (2)	Qualitative Research PRA, Log Frame, etc. (2)		Quantitative Research (2)	
Seminars / Workshops	Policy Analysis (2)	Basics of Organization and Project Management (2)			
Research Practicum			Research Project leading to a Dissertation (8)		
Field-based			Internship (2)		

Note:

Introductory Non Credit Course: **Development Studies - An Introduction** which would happen in the first month of Semester 1 would be a bridge or a curtain raiser course. This would be through independent study of a selection of specific readings and seminars.

Course Design and Evaluation

Each 16 week course will be structured around 12 topics that will be taught in a class of about 4 hours(with a coffee break), where the faculty will introduce a topic, select students will make presentations on topics that will be decided by the teacher, this will be followed by an open discussion. The students are expected to read about 100 pages for each topic and make specified

number of presentations and be discussants to presentations. Students will be evaluated on the basis of attendance, participation and presentation in the class, short analytical written tests and term papers. The medium of instruction and evaluation will be based on the English language. A detailed course schedule that includes reading packages for each of the 12 topics in the courses will be provided by the course team at the beginning of the term. This will include compulsory and additional readings that will be available in the University library.

Course Description

Core Courses

1. Growth, Society and Development

Social theories have problems relating to economic theories for universality is favoured in preference to social specificities. This paper underlines the importance of the social and political factors as pre-conditions for development. Rostow's 'The Stages of Economic Growth' would be a good introduction that considers social factors in the analysis of the pre-conditions for take-off. Other literature such as Maddison's modernization theory analysis of India and Pakistan, where the social is seen in terms of barriers to economic rationality and 'progress', will be studied. Sociological writings that emphasize values and cultural change pitting tradition versus modernity have a bearing on how development is perceived in poorer societies. The works of Marx, Durkheim and Weber in understanding society and change will be introduced. This will be followed with literature on the sociology of development in the form of theories of underdevelopment, dependency and imperialism. Indian sociological literature in the form of debates on tradition and modernity, caste and development as well as debates on assimilation and integration of tribals will be studied.

2. States, Markets and Society

This course will concern itself with political and institutional dimensions of economic policy and economic management. It will focus on the concept of economic liberalization (in classical economic thought) and critically analyze the political-economic doctrine of neo-liberalism that became influential in the 1980s. An understanding of 'rent-seeking' is an important component of neo-liberal theory of politics and economy, and this will be attempted with reference to the work of Anne Krueger and Robert Bates. Specific country analysis will be taken from the three continents - Asia, Africa and Latin America. A comparative study of State Capitalism in East Asia (Taiwan and South Korea) will provide an understanding of markets and states in newly industrializing countries. The third component of this course will deal with the concept of centrally planned economies, including Soviet Union and China, followed by an understanding of state socialist development in developing countries (the periphery of both capitalist and socialist models). This paper will also critically evaluate the concept of new public management that emphasizes the role of professional managers at the expense of democratically controlled accountability structures. This course will conclude with an assessment of recent emphasis on a reassertion of the public that starts from the second Washington consensus followed by the works of scholars such as Antony Giddens, Amartya Sen and Joseph Stiglitz who underline a democratic and participatory character to development (and freedom).

3. Development Studies - Historical Contexts and Recent Trends

Economic development has been a major concern for social scientists and thinkers for a couple of centuries now, but underdevelopment as a distinct category meriting analysis on its own terms is

something that came into existence from the mid-forties or so. The course 'Development Studies - Historical Contexts and Recent Trend' will take students through varied historical contexts that generated different paradigms of development thinking as well as different conditions for initiating development processes, focusing on the post Second War period. An analysis of the Bretton Woods system its weaknesses (and incompleteness), and how the rise of oil prices terminated the 25 'Golden Years. An analysis of how growth in developing countries was artificially maintained through debts and trade imbalances. It will also expose them to concrete experiences with attempting to overcome development, such as the Latin American, South Asian, East Asian and African cases and show how the system broke down with the recession in 1979-80 which eventually displaced development with structural adjustment

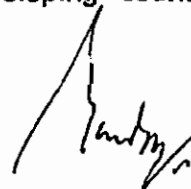## 4. Perspectives for Agriculture and Industrial Development

This course will deal with the diverse approaches that will help in the understanding of agricultural and industrial development. Students will be introduced to the classical literature of Ricardo, Lewis, Malthus and Boserup that sets the basis of any understanding of agriculture and industrial development. A study of the Soviet industrialization debate and the contrasting Chinese strategy of agrarian development will be discussed. Theoretical arguments made in favour of land reforms will be evaluated. The classical literature on the peasantry and the mode of production debate, especially in the context of India will be studied. An examination of the state as an implementing agent in agriculture and rural development will be explored, especially in the context of the debate on the green revolution in India as well as the Ujjama experiment in Tanzania (and a similar experiment in Ethopia). In the Indian context the debate on the terms of trade in agriculture and the political conflicts over Bharat versus India will be discussed with reference to the works of Krishna Bhardwaj and Ashutosh Varshney. Contemporary approaches to rural development and the recent thrust towards decentralization will be studied. The discussion on industrialization will include debates on appropriate strategies and experiences of industrialization in a broad sense as well as deal with forms of industrial organization and labour processes such as Fordism-Taylorism, Flexible Specialization and Post-Fordist production and labour process organization.

5. Indian Development - Thoughts, Debates and Experiences

India has been considered as a specific case in literature on development from the time it embarked upon its post-Independence development strategy in the 1950s and in recent years has also been considered a case of a high growth economy in the era of globalization. The course 'Indian Development – Thoughts, Debates and Experiences' will examine the more than sixty-year Indian development experience as a specific case of post-colonial development strategy and aim to place this experience in the context of development thinking. It will also expose students to thinking that emerged quite distinctly from the Indian context from economists and thinkers like Gandhi, Ambedkar, Mahalanobis, Amartya Sen and others. These debates will lend themselves to specific political and policy choices that the nation made at strategic junctures of its development.

6. Issues in Human Development

The issues of Human Development challenged and at the same time enriched notions of development and underdevelopment and have come to occupy a central place in policy frameworks from the early 1990s. This course will expose students to the theoretical approaches to the role of 'social' factors such as education, health and access to water and sanitation in defining and appraising development strategies and outcomes, including the very influential 'capabilities and entitlements' approach pioneered by Amartya Sen It will also take them through diverse experiences with the provision of such 'social goods' and examine specific policy debates (such as a comparative understanding of liberalization) on health, education and water in developing countries and

elsewhere. The paper will attempt to critique market interventions in sectors that can be called 'public goods' that have a bearing on people's livelihoods.

7. Institutions and Public Policy Processes

This course will introduce the students to the debates from Classical Political Economy to New Institutions. It will help in the understanding of institutions and power. It will provide an overview of macro and micro level institutions. It will deal with issues around collective action, rents and regulation bringing together, politics, economics and sociology. As the aim is to gain a fundamental knowledge of institutions and processes involved in public policy and administration, the course will deal with an analysis of policy changes that have been introduced in the recent past in India and understand the characteristics of these policies that make them politically contentious. This course will give the students a contemporary approach of dealing with issues of development, helping them transcend from analysts to institutional architects.

8. Environment and Development

Rapid environmental destruction presents challenges to policy-makers in developed as well as developing countries. The environment presents limits to growth, questions limitless consumption, and brings to the fore issues of egalitarian distribution of resources into developmental thinking. This paper will draw upon the courses from the M.A. programmme in Environment and Development and give the students an understanding of the ecological critique to development. The debate on the limits to growth, anthropocentric versus bio-centric development, and the socialist strands in environmental thought will be discussed. Some understanding of history and colonization for markets that will be provided as well as an introduction to the different philosophical and social approaches to nature will be provided. The paper will discuss select environmental challenges and will try to bring to the fore different disciplinary methodologies (specifically history, politics, sociology, economics and geography) towards understanding the dialectics of environment and development. The focus will be to present a developing country perspective that critiques limitless growth and focuses on sustainable livelihoods for the poor.
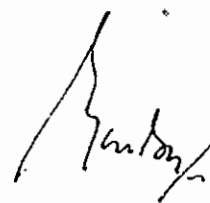
Electives
Students will choose 4 out of the electives on offer in any year.

1. Equality, Discrimination, Marginalization and Development – Race, Caste & Gender (Compulsory Elective)

From the late 1970s onwards, a vast volume of literature discussed the role of discriminatory practices based on race and gender on outcomes of development processes on different groups of people. The development processes of countries like the USA and South Africa, where race has functioned as a distinct discriminatory category, or the case of India, where caste has played such a role, or the impact of gender discrimination as resulting in differential impacts on men and women globally, gave rise to approaches that allowed an analytical understanding of issues of discrimination. These approaches, which brought out the limitations of overarching approaches to development, enriched the development discourse and their concerns were incorporated into policy frameworks across the world. The course will take students through the theoretical approaches to diverse forms of discrimination as well as the contours of these experiences and their impact on different groups of people. It will also aim to expose students to the impact of such an understanding on policy frameworks in different countries and at different points in time.

2. Gender and Development
3. Classical to New Public Management

4. Industrial Organization, Labour and Development
5. Trade Union, Peasant Groups, Social Movements and Social Change
6. Society, Culture, Identity and Development
7. Environment: Maximum of 2 (electives?)from the M.A. (Environment and Development)
8. Child, State and Society
9. International Governance
10. Decentralization and Local Governments
11. International Political Economy and International Trade
12. Approaches and Trends in Rural Development
13. Contemporary Issues in Urban Development
14. NGO Management, Policy and Administration
15. Select Issues of Policies Related to Science, Technology & Arms
16. Governance, Politics and Development

Research Course Work

Students will be exposed to a range of thinking on research methodology ranging from philosophy of social sciences, tools for research design, qualitative and quantitative methods, logical framework as well as participatory methods for research, project design and evaluation. Specific topics will include Understanding and Interpretation; Truth and Validation; Objectivity in Social Sciences; Fact and Value; Nature of Social Theory; Research Design - central question, hypothesis and thesis; Techniques of Data Collection and Analysis; Qualitative Data Analysis - case studies, ethnographic studies; Field research and challenges; Research Tools - Sampling and Survey, Data Analysis - descriptive, inferential and co-relational; Factor Analysis, Regression Models; Logical Framework; Participatory Methods - PRA, Planning, Social Audit, Monitoring & Evaluation, and Report Cards.

Seminars/Workshops

Seminars and Workshops will be run throughout the programme and will include credited workshops that provide an understanding of policy, basics of organization and project management.

Summer Internship

The Internship will be scheduled during the summer between the semesters 2 and 3. This is meant as an opportunity to bridge theory and practice. Each student will be attached to an organization to work on a development problem.

Research Project

Each student will take up a research project at the end of the semester 2. The research project will lead to a dissertation which will be submitted during the semester 4.

The following experts contributed to the design of the M.A. Development Studies:

Dr Riaz Ahmed, Dr Shabeen Ara, Dr Sumangala Damoduran, Professor N Jayaram, Dr Mary E. John, Dr Geeta Menon, Professor Pulin B. Nayak, Professor Deepak Nayyar, Prof Manoranjan Mohanty, Dr Ritu Priya, Dr K. Ramachandran, Professor Kishor Chandra Samal, Dr Satyajit Singh, Professor

E. Somanathan. Dr N Sukumar, Professor Nandini Sundar, Professor Meenakshi Thapan, Professor Virginius Xaxa

M.A. Environment and Development
(School of Human Ecology)

Duration: 2 years (4 semesters and a summer)
Total credits: 64
Medium of instruction: English
Number of seats: 35
Eligibility: Bachelor's degree with 55% marks (or equivalent grade) from a recognized university.
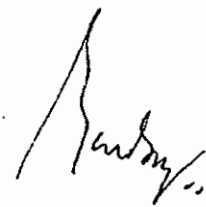Relaxation of 5% for candidates belonging to SC and ST.
Reservation of seats: Based on the Government of Delhi rules.

This two year M.A. programme in Environment and Development will attempt to equip students to address the challenges related to the environment as it centrally impacts our approach towards development. It includes eleven taught courses: nine core courses and two elective courses of 4 credits each. The programme also includes research course work, research practicum, workshops, seminars and field-based activities.

This is an interdisciplinary programme that is based on social sciences but will provide the students with a perspective based on an informed understanding of the natural sciences. It claims to be a truly interdisciplinary programme that gives a firm grounding based on firm knowledge from the sciences and a rigorous understanding of the debates in social sciences as well as from the world of practice. This course will introduce students to the various concepts, issues and debates on environment and development. The core courses will include an understanding of Ecology, Ecosystems and Biodiversity; Development and Ecological Thought: A Historical Perspective; Political and Social Thought on Environment; Environmental Policy, Law and Governance; Contemporary Environmental Challenges including Global Warming; Environmental and Ecological Economics; Environmental Impact Assessment; Systems Analysis and Ecological Modeling; and Human Ecology and the Urban Environment. In addition, a wide range of electives will cater to individual interest and specialized learning under the sub-themes of Natural Resource Management; Politics, Poverty and the Environment; and Environmental Management.

A strong component on research methodology will be supplemented with participatory rural appraisal methods, an understanding of log frames, as well as the basics of organization and project management. Dedicated workshops on policy analysis from experts in the field will supplement the classroom and practical learning. The Programme will focus on analytical skills, oral and written communication, as well as provide tools based on research methodology for social sciences and wider development practice. The curriculum combines innovative classroom learning with seminars, group work, projects, and a compulsory internship leading to a dissertation. More than 30 percent of the learning is structured outside the formal classroom process. It is expected that graduates from this programme will be equipped to work in development organizations, government agencies, corporations, non-governmental organizations, consultancy firms, civil society initiatives, media as well as the academia. In order to continuously bring in the best in the discipline, the course committee will institutionalize mechanisms by which a feedback on the curriculum will be provided by experts in this field as well as employers.

(Credits in parentheses)

	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core:	1. Ecology Ecosystems and Biodiversity (4) 2. Developmental and Ecological Thought: A Historical Perspective (4) 3. Political and Social Thought on Environment (4)	4. Environmental Policy, Law and Governance (4) 5. Contemporary Environmental Problems and Global Warming (4) 6. Environmental Economics (4)		7. Environmental Impact Assessment (4) 8. Systems Analysis and Environmental Modeling (4) 9. Urban Development and Human Ecology (4)	
Electives					2 Electives (4X2)
Research Course Work	Introduction to Research Methodology (2)	Qualitative Research; PRA; Log Frame (2)		Quantitative Research (2)	
Seminars / Workshops	Environmental Politics(2)	Basics of Organization and Project Management (2)			
Research Practicum			Research Project leading to a dissertation (8)		
Field-based			Internship (2)		

Course Design and Evaluation

Each 16 week course will be structured around 12 topics that will be taught in a class of about 4 hours (with a coffee break) where the faculty will introduce a topic, select students will make a presentation on topics that will be decided by the teacher, and this will be followed by an open discussion. The students are expected to read about 100 pages for each topic and make specified number of presentations and be discussants to presentations. Students will be evaluated on the basis of attendance, participation and presentation in the class, short analytical written tests and term papers. The medium of instruction and evaluation will be based on the English language. Detailed course schedule that includes reading packages for each of the 12 topics in the courses will be provided by the course team at the beginning of the term. This will include compulsory and additional reading that will be available in the University library.

Course Description

Core Courses

1. Ecology, Ecosystems and Biodiversity

This course will familiarize students to basic ecological principles, an understanding of ecosystem and evolution, and key ecological paradigms. Debates on Biodiversity are currently linked to issues of ecosystem stability and ecological sustainability. The belief is that biological diversity enables ecosystem resilience and also helps restore ecological processes after an extreme-disturbance event. The second aspect of the biodiversity debate concerns the question of the importance of maintaining genetic pools for developing biological products and services. In particular, in areas such as pharmaceutical research and medical cures there is need to maintain a vast number of *in situ* and *ex situ* collections. This module should familiarize students with the broad debate on the above two subjects.

2. Development and Ecological Thought: Historical Perspectives

This course is aimed at providing historical context to ideas that link issues of the environment to that of development. In particular, it will explore the early critiques to ideas of progress, improvement and modernity from an environmental standpoint. Centrally the ideas of Peter Kropotkin, M.K. Gandhi, Patrick Geddes and Lewis Mumford would be discussed as comprising the early dissenters. For the 1960s and 70s period, the notion of 'Sustainable Development' will be explored; notably the concerns of the Club of Rome and the debates around ecological limits, population pressures and technology choices.

3. Political and Social Thought on Environment

Under this theme, the political shaping of the environmental critique/challenge will be discussed. Writings on formulations such as Political Ecology, Liberation Ecology, Socio-Biology and Green development (to name a few) will be explored. To illustrate the many sided aspects of this debate and to work towards an empirical context as well, critical readings on the development/ (of?) environment tension in India will be analyzed. In addition, this theme will explore:

a) Discussions on the varied political, social and gendered conceptualizations of Nature.
b) Explore formulations such as the 'cultural constructedness' of Nature, the 'Production' of Nature and the 'Feminization' of Nature.
c) Environmental Policy, Law and Governance

4. Environmental Policy, Law and Governance

This course reviews environmental policies that are currently being debated. It explores the role of various stakeholders in shaping the environmental governance. It analyses regulatory and policy instruments and explores how blends of these two are increasingly employed in major areas of environmental policy. The course will provide an introduction to policy, law and governance and approaches to making policies. It will emphasize on rights-based approaches and the law in environment-development debates. It will also explore the importance of institutions in local governance as well as institutions at the provinces, national and international level. The focus will be on policy, law and governance in India.

5. Contemporary Environmental Challenges

This course will explore some of the most current concerns on the environment, ranging from forests, biodiversity, water, wet-lands, conservation, wildlife, protected areas, land and pollution. In particular, the bourgeoning debates on climate change. The course will attempt to familiarize students with a range of terms such as carbon trading, Green House Gas Emission, Carbon Credits, Carbon offsets

and Clean Development Mechanism (CDM). It will also explore some of the frameworks by which global warming has been conceptualized. Notably the understandings and publications advanced by the Centre for Science Policy (New Delhi), World Resources Institute (USA) and The Inter-Governmental Panel on Climate Change.

6. Environmental and Ecological Economics

This course will be aimed at familiarizing students with the existing debate between Environmental economists and Ecological economists. Environmental economists focus on market solutions for environmental problems, mainly through crafting techniques for valuation. The ecological economists, on the other hand, attempt to displace the centrality of the market in sorting out environmental issues. Rather, ecological economists tend to concentrate on ethical and non-market based solutions. This debate will discuss the ideas of several contemporary thinkers such as William Nordhaus, Richard Norgaard and Juan Martinez Alier.

7. Environmental Impact Assessment

This course provides an introduction to the theory and methods of environmental and social impact assessment and environmental management systems. It will provide an introduction to impact assessment methodologies. It will focus on institutional arrangements and assessment strategies including estimation, amelioration and providing compensation for impacts. It will study specific environmental management systems and standards. It will provide an evaluation of selected impact assessment and environmental management programmes and scoping exercise for an impact assessment problem or an environmental management system.

8. Systems Analysis and Environmental Modeling

The course introduces environmental science and develops tools to model the natural world using mathematics. The emphasis is on understanding complex natural systems by using simplified models. Students will develop intuition for the relative importance of different factors and the scale of natural phenomena. They will use real datasets of environmental parameters, such as rainfall and temperature, to evaluate correlations and periodicities. They also practice statistical techniques to evaluate their own and others' models and analyses. The course will also provide an understanding of the use of models for environmental decision support under uncertainty.
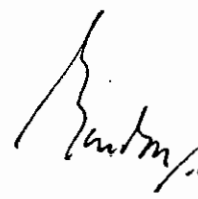
9. Urban Development and Human Ecology

This will be a live case study, with *each* unit combining theory, readings and practice. The course will provide a perspective of urban history, geography and land use. It will provide an understanding of urban poverty, livelihoods and resource conflicts. It will look at contemporary approaches to housing and human settlements. It will focus on contemporary challenges such as urban services like transport, energy, water and sanitation in the context of institutional and financial appropriateness. It will emphasize on citizen's participation and accountability systems under local governance.

Elective Courses
Each Student will choose two courses from a single cluster of courses among the clusters on offer in any year.

A. Natural Resource Management

Biodiversity, Forests & Conservation
Land Management & Water
Energy Resources & Technology Management
Pollution: Law, Institutions & Policies

B. Politics, Poverty and Environment
Poverty & Sustainable Livelihood Debates
Environmental Governance & Institutions
Displacement, Resettlement & Rehabilitation
Disaster & Risk Management
International Dimensions of Environment

C. Environmental Management
Corporate Responsibility & Business Ethics
Business Practices & Sustainable Development
GIS in Environmental Management
Environmental Education & Communication

Research Course Work

Students will be exposed to a range of thinking on research methodology ranging from philosophy of social sciences, tools for research design, qualitative and quantitative methods, logical framework as well as participatory methods for research, project design and evaluation. Specific topics will include Understanding and Interpretation; Truth and Validation; Objectivity in Social Sciences; Fact and Value; Nature of Social Theory; Research Design - central question, hypothesis and thesis; Techniques of Data Collection and Analysis; Qualitative Data Analysis --case studies, ethnographic studies; Field research and challenges; Research Tools - Sampling and Survey, Data Analysis - descriptive, inferential and co-relational; Factor Analysis, Regression Models; Logical Framework; Participatory Methods - PRA, Planning, Social Audit, Monitoring & Evaluation, and Report Cards.

Seminars/Workshops

Seminars and Workshops will be run throughout the programme and will include credited workshops that provide an understanding of policy, basics of organization and project management.

Summer Internship

The Internship will be scheduled during the summer between the semesters 2 and 3. This is meant as an opportunity to bridge theory and practice. Each student will be attached to an organization to work on a problem related to environment and development.

Research Project

Each student will take up a research project at the end of the semester 2. The research project will lead to a dissertation which will be submitted during the semester 4.

The following experts contributed to the design of the M.A. Environment and Development:

Professor C. R. Babu, Dr. Amita Bhaviskar, Professor Kanchan Chopra, Dr Rohan D'Souza, Dr. Gitanjali N Gill, Dr Sumi Krishna, Dr Ajit Menon, Professor Manoranjan Mohanty, Professor

M.N.Murty, Dr Suhas Paranjape, Mr. Rajesh Ramakrishnan, Professor Mahesh Rangarajan, Dr Krishna Achuta Rao, Professor N. H. Ravindranath, Professor Sudhakara Reddy, Dr Ghazala Shahabuddin. Dr. Satyajit Singh, Dr. Jaswant Sokhi, Professor VK Srivastava.

M.A. Psychosocial Clinical Studies
(School of Human Studies)

Duration: 2 years, 4 semesters and a summer
Total Credits 64
Medium of instruction: English
Number of seats: 35
Eligibility: Bachelor's degree with 55% marks (or equivalent grade) from a recognized university.
Relaxation of 5% for candidates belonging to SC and ST.
Reservation of seats: Based on the Government of Delhi rules.

The objectives of this 2 year programme are:

* to recognize the complexity of our inner worlds
* to explore the forbidden realms of thoughts and feelings.
* to see this complex psyche as a source of inner freedom
* to continue to appreciate psyche as created and formed by the matrix of social, political and historical forces
* to reach others through a better understanding of ourselves
* to enable others deal with their distress through work in mental health areas
* to aspire towards playfulness and creative action
* to appreciate difference and plurality in life and to critically understand the dynamic processes that foster marginalization and exclusion

The academic home of this M.A. programme is the School of Human Studies. The M.A. in Psychosocial Clinical Studies is the first programme of the School. This M.A. programme comprises 12 taught courses consisting of three interdisciplinary core courses of 4 credits each which are common to all M.A. programmes of the School of Human Studies, six core courses specific to this programme of which five are of 4 credits each and one of 2 credits, two electives of 4 credits each and one course of 4 credits in qualitative methods of research. Besides these, there are courses which are transacted through seminars, workshops, practicum, project work and fieldwork.

The programme promises to be an enriching journey that combines the understanding of the inner forces of the psyche with the structural and political processes that intermingle in the formation of human subjectivity. Students will be provided an understanding of theories and practices from Psychoanalysis, Critical Psychology, Gender Studies, Disability Studies and Engaged Spiritual perspectives. These orientations will open the prospective psychologist to greater self awareness and empathy towards others while enabling students to understand processes of social marginalization and exclusion.

Students will be oriented to the more popular medical understanding of psychological symptoms. However, the strength of the programme lies in understanding the relationship of clinical processes and symptomatic states to both personal life-history and cultural, political and historical forces. One of the underlying philosophies that inspire this programme is the belief that authentic clinical work emerges from the prospective clinician's openness to review and revisit painful, traumatic and shame evoking parts in oneself. This is inspired by the Freudian understanding that, "you will never be able to observe in another, what you have not learnt to acknowledge in yourself". Observing and understanding difficulties in one's life would simultaneously help the student to acquire sensitivity towards potential clients. In addition, the programme will also train those who are eager to enter into community work, disability and/or gender studies. The course aims to provide students with theoretical and methodological tools that will enable a critical look at processes that generate

marginality. Theories and practices from Gender and Disability perspectives can also be chosen as specializations. While helping the student to develop as a reflective practitioner, an understanding of the Indian cultural context would also be imperative. Apart from one course dedicated to the Indian context, readings from India will form part of the entire curriculum.

One of the unique strengths of this programme lies in its well developed interdisciplinary courses. Unlike most other M.A. programmes in Psychology, three of its taught courses are interdisciplinary in their orientation as they draw heavily from political thought, anthropological understanding, radical philosophy and literary writings. This programme thus develops a dual ambition. It strives to help the potential psychologist reach psychological depth while preserving a wide range of understanding about social and historical processes. We are also hopeful that some students will be eager to take their understandings further and enter into specialized training in Clinical/ Gender/ Disability related work at the M.Phil level to be initiated by the School of Human Studies in the near future.

(Credits in parentheses)

		Semester 1	Semester 2	Summer	Semester 3	Semester 4
ight rses	Core Interdisciplinary courses (School of Human Studies Core Courses)	1 Ways of Humans (4)	5. Ideas and Knowledge (4)		11. Politics, Resistance and Transformation (4)	
	Programme Foundation: (Programme Specific Core Courses)	2. Psychology as a Human Science: History and Debates (4) 3. Reading Freud and Post-Freudians (4)	6. Childhood, Identity and Society (4) 7. Life at the Margins (4)		12. Human Development , Family and Identity in the Indian context (4)	16. Work Process in Diverse contexts (2)
	Elective Courses				13. Psychotherapeutics/ Gender and Psychology (4)	17. Psychoanalytic Therapy / Psychology and Disability (4)
	Research Course Work		8. Qualitative Methods (4)			
1ar k shops		4. Experiencing the Self (4)			14. Deconstructing Normalcy (4)	18. Listening, Relating and Communicating (2)
cum/ Field Work			9.Preparing for Clinical work (4)	10.Field work (4)	15.Research Project leading to a Dissertation (4)	

Notes:
1. A Series of Seminars will be organized largely at the initiative of Students from Semester 2 onwards towards consolidating their areas of interest to develop community work as well as research processes. This will be a non-credit activity. Some of the significant topics are listed below:
- Exploring the links between Madness and creativity
- Special considerations while working therapeutically with socially marginalized people
- A gender sensitive approach to therapy/ feminist therapy
- Considerations of salience in working with physically challenged/disabled persons.
- Sensitively framing and communicating a diagnosis to the patient and/or family.
- Working with mentally challenged persons.

- Working with historical survivors
- Neuropsychological rehabilitation
- Relationship between mind, brain and the psyche.
- Assessment of Cognitive functions
- Expressive art therapies
- Basic Psychopharmacology and basic psychiatry
- Family therapy and the systems approach

2. Add-on courses in selected areas of Mainstream Psychology like Approaches to Social Psychology , Quantitative aspects of Research , Developments in Neurosciences etc. will be offered during various breaks in order to orient the students towards a more comprehensive perspective on the skills required in the field of Clinical Practice

Course Design and Evaluation

Each course will be of 16 weeks duration. Courses will be of either 4 or 2 credits. The students will be initiated into the topics by the teachers. Depending on the specific requirements of the course students will be required to make presentations and take part in workshops. Students should expect to do a minimum of 50 pages of reading per week for each topic and participate in rigorous experiential work.

Students will be evaluated on the basis of attendance, participation and presentation in the class, short analytical written tests and term papers. The medium of instruction and evaluation will be in English. Detailed course schedule that includes reading packages for each topic in the courses will be provided by the course team at the beginning of the term. This will include compulsory and additional readings that will be available in the University library.

Core Courses

Course Description

1. Ways of humans

This course is one of the core foundation courses of the M.A. programmes in the School of Human Studies. The course attempts to capture certain essential aspects of human beings across time and space. Aspects that talk about the way human beings situate themselves ontologically, experientially, cognitively and societally with the world around them and with themselves. The course looks at the various ways in which human beings organize and form structures through which they operate, experience and situate themselves in their daily life. The course therefore moves between discussing abstract notions and every day articulations of such notions.

2. Psychology as a human science: history and debates

This course will debate the question of the nature of particular Science that Psychology in its various perspectives assumes. After a brief introduction to mainstream understanding of Psychology as a positivist Science, the course will open the question of the kind of Science Psychology can become, given the features of a mind having to study itself, in addition to creating a purview of self, being and others (with their own minds). Further the complexity in the requirement of processing and communicating this understanding will be addressed. The course would seek to reflect on the meaning of shifting positions- of subjective experience and objective truth and locating new percepts

of study. The student will be encouraged to undertake a critical review of disciplinary practice in the light of the special emphasis on psycho-analytical and critical perspectives

3. Reading Freud and post-Freudians

A theoretical introduction to the human psyche as understood in the psychoanalytic traditions will form the basic course content. Students will be acquainted with the psychoanalytic perspective in some detail. Beginning with Freud, the discussions would also include the thoughts and contributions of later psychoanalytical, existential and politically informed thinkers and clinicians. The major objective of this course will be to familiarize the students with the dynamics and processes of the psyche as well as the unique Freudian metapsychology situating psyche, soma and society in an inseparable triad. Other than the focus on theoretical and conceptual, the course will disseminate the movement in the schools of psychoanalysis as a socio-historic opus committed to life of individuals of changing times.

4. Experiencing the self

This course will direct the participants towards a focused awareness and experience of personal selfhood. The course content will include insights from four major perspectives- Psychoanalysis, Existential, Engaged Buddhist & Critical Psychology. The course will be geared towards helping students develop responsiveness to one's individual experiences and self- reflexivity in the paradoxical awareness of multiple selves and an indivisible self. The course will proceed largely through the modality of experiential workshops, whereas readings of selected texts, theoretical writings, reviews and analyses of films and literary stories and participative group work will also supplement the process. Students will be required to submit reflective and analytical writings on their journey through the course.

[Note: A variation of this course will be part of the basket of School Specific Core Courses for students of other Masters' programmes from the School of Human Studies. It could also be opted for by students enrolled in MA programmes from other Schools. While for the students of M.A. Psychosocial Clinical Studies an exclusive experiential approach through the pedagogy of workshops would be followed, for those enrolled in other programs, there will be an option to receive it as a Taught Course through mixed pedagogies.]

5. Ideas and knowledge

The second interdisciplinary paper in this programme will explore contemporary epistemological and ethical concerns by examining 'knowledge', 'truth' and 'goodness' through multiple perspectives. We examine knowledge as reflective and constitutive of human beings attempting to meet different needs, which could include survival, control of nature, power over others. An effort would be made to deliberate upon contemporary ethical issues like vegetarianism, abortion, euthanasia, sexual codes, terrorism and war. We look at morality in the context of everyday life, relationships and social and political stances. We will enquire into sources of knowledge, and processes by which different knowledge systems are validated or invalidated, privileged or discredited. Science, spirituality and other modes of arriving at 'truth' will be considered, for instance, why is intellectual knowledge privileged over bodily, emotional, experiential or practical knowledge? Academia based on scientific rationality will be examined, as also traditional knowledge and wisdom, and people's science, for instance in the realms of health, environment and childbirth. This course seeks to demystify philosophy, and help illuminate life-concerns in a deeper way.

6. Childhood, identity and society

This course introduces two directions of thought—the subjective processes of infancy and childhood, which are especially difficult to incorporate in academic disciplines, as well as their reflections in social institutions of religion, law, theatre and school. The course attempts to draw these processes closer to the discipline of psychology in a manner, which promotes understanding as well as intervention through the tools of intuition and playful actions. A special emphasis will be placed on Erikson's works which bridge the processes in childhood and society, as well as works by Sudhir Kakar and Ashis Nandy on the Indian society.

7. Life at the margins

This course will establish the linkages between gross socio-political processes and their impact upon subjectivities. One of the central foci of the course will be to help young psychologists move beyond the mainstream perspectives in the discipline and appreciate the expanse of human experience from "relatively unexamined perspectives". A critical understanding of class, caste and race will inform the course content. The paper will also focus on the experiences of the displaced, the refugee, the exiled and the poor. Participants will be encouraged to relate with the world of historical survivors The interplay of personal and group dynamics fostering communalism, "othering", terrorism and hate will be examined in depth. A distinctive feature of this paper: the inner life of the marginalized and deprived (socially and emotionally) child will be engaged with.
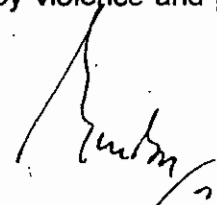
8. Qualitative research methods

This course will orient the participants to the basic philosophy and methods of qualitative research. Some of the issues related to qualitative research like the relationship between the researcher and the researched, emphasis on self-reflexivity, inter-subjectivity and intra-subjectivity and the salience of contextuality will be highlighted. The student will explore methods such as the case study, life-history, feminist and gender sensitive research, co-operative enquiry, dynamic research, narrative and film analysis. Practicum classes will also incorporate experiential and analytically oriented exercises.

9. Preparing for clinical work

This course will introduce the students to the field of clinical work through a predominantly practicum-based modality. From subversive readings on the history of insanity, listening to narrations of life-events of the 'patient' as against merely diagnosing and classifying symptoms, to becoming more open to self-reflective experiences as future clinicians in learning to formulate a psychodynamic case history, and finally to analyze and interpret responses on projective tests, course participants will reflect on a range of human experiences and probable life situations. An introduction to ways of understanding states of patienthood and psychological suffering will be another major objective of this course. A focus on selected symptom and patient groups will constitute the course readings and content.

10. Field work

From second semester onwards, the students will be encouraged to develop field work along various possibilities like self-work, listening to the dilemmas and crises of others including one's friends, visiting communities to engage with adolescents, women and children in striving to develop a social rhythm against odds and disruptions etc. During the summer break an intensive field work will be initiated for a period of 30 days. Students will be assisted in placement in various institutions engaged in mental health processes, work with trauma, work with people affected by violence and process of

restoration and rehabilitation. The purpose of this fieldwork is to connect empathically with the grave distinctions accompanying such relationships, which if not attended to can often precipitate tragic consequences. Students will be expected to develop case narratives as well as ethnographic accounts whilst remaining open to their subjective states and their flux. In addition, they can make visits to places where indigenous processes of healing happen and document their observations and interviews. A total of 50 days of field work should be done by each student.

11. Politics, resistance and transformation

The third interdisciplinary core course focuses on exploring people's movements against deprivation, oppression and injustice. Students will be introduced to histories and dynamics of struggles waged by working classes, women, dalits, adivasis, environmental and child rights movements, civil liberties and democratic rights, alternative sexuality and anti-racist struggles. The politics and structures of power, inequality and domination based on class, caste, race, gender, nationality, disability, sexual orientation and age will be examined. We will listen to marginalized voices, issues of recognition and neglect, complicity and cooption, journeys from victim-hood to struggle and survival, and the grey areas between compliance and resistance. Furthermore, we will examine 'everyday forms of protest' and resistance which would be explored through biographical and autobiographical accounts, stories and anecdotes.

The role of state and civil society, the relation between global and local dimensions, and between personal and political change will be important themes. The course involves presentations, interaction with movement participants, film viewing, and exposure to various forms of protest such as dharnas or demonstrations. Careful analysis and questioning of social reality and the politics of resistance promises to make this an exciting and meaningful course. Along with a clear theoretical understanding, a sharper sense of engagement and social responsibility would be desirable outcomes.

12. Human development, family and identity in the Indian context

This course will enable the students to draw upon the body of psychoanalytical writings on India. Starting with a historical analysis of the origins of psychoanalysis in India, the course will help students develop an understanding of the themes of childhood, sexuality, intimacy, family, identity, gender, violence and spirituality .The debates pertaining to universality of psychoanalytic tenets will also be examined. From the point of view of clinical work, the course will facilitate students in examining personal narratives as located within a social matrix.

Elective Courses

13. Psychotherapeutics

The participants will be introduced to the principles and practices of major psychotherapeutic traditions- Psychoanalytic, Cognitive-behavioural, Humaristic, Existential and some Eastern healing traditions, especially Buddhism. The specific and sharper focus of the course will be to orient the student towards developing insights about the process of therapist-patient communication as influenced by the characteristic defenses as well as an integrative understanding of healing processes.

OR

Gender and psychology

This course will examine psychological theory and research in the area of gender. The paper will discuss normative notions of masculinity and femininity and their intersections with class, gender, nationality and race, taking it forward with multiple feminist perspectives. More specifically the paper will address psychological issues such as sexuality, embodiment, relatedness, motherhood, mental illness amongst others through a gendered lens. The question of appropriate research methodology will also be highlighted.

14. Deconstructing normalcy

The category of the 'normal' is widely deployed in several branches of Psychology. This paper approaches the concept of normalcy from the perspective of critical psychology, with a view to sensitize students to the politics involved in constructions of normalcy. The issues of what is considered normal in the domain of mental illness and health or the more prevalent notions of body, sexuality, gender, family and ability are deconstructed. This will be a workshop oriented paper and we will also discuss the limits of such an approach in generating a methodology.

15. Project/Dissertation work (To be carried out in two semesters: Semesters III and IV)

16. Work process in diverse contexts

The critical but neglected area of 'Work' shall be taken up in this 2-credit course. Why is domestic work including child-rearing or cooking and home management not considered work? In an endeavor to accord the process its due role in the conclusion of human activity—both individual and the group, a range of contexts beginning from Playing, to work at home, at School as well as to the psychic work as implied in Freudian notions of Dream—work and the Work of mourning will be studied. In addition, the process of work as leading to processes of conclusion of certain fantasies at least partially realized through some tangible activities will be given critical attention especially through Erikson's theoretical schema.

17. Psychoanalytic therapy

This course will delve into the special features and complexity of psychotherapy with specific clinical states that are amenable to psychoanalytical clinical work. Through case-analyses the basic categories of psychopathology as well as four fundamental models of Drive, Ego, Object-Relational and Self shall be introduced. The use of psychodynamic perspective to spheres of displaced traumatized communities will also be a special feature of this paper.

OR

Disability and psychology

Disability has often been treated as an essentialist category. The paper will help the students develop a distinction between impairment and disability and move from a medical to a social model of understanding that is sensitive to the issues of difference and diversity in relation to gender, class, caste, sexual orientation and a rural-urban divide. The course will also emphasize a committed and politically engaged, emancipatory approach. An attempt will be made to evolve research strategies for

empowerment of disabled people that would adequately address their needs with empathy and sensitivity. The subjective, familial and societal contexts of disability will also be emphasized.

18. Listening, communicating and relating

Coming as it does in the last semester, participation in this 2-credit course will enable students to open themselves to listening and communicating yet again. The course will foreground the storied nature of lives, the intense universal desire for communication while acknowledging the paradox of its limits. As future clinicians, the course will enable students to respond empathically to conflict and failures of communication while working with processes that obstruct the possibility of empathy. It is expected that future psychologists should be able to acquire some of these salient foundational skills, ethics and values. Also a simultaneous emphasis on listening to individuals as also to groups will encourage the potential psychologist to facilitate and openly respond to diverse human situations. Further the philosophy guiding the course extends itself to not only listening to human life but to all forms of life, and therefore, at an implicit level the course will attempt to create bonds and linkages between psychological perspectives, the spiritual emphasis on compassion and understandings from deep and sustainable ecology. It is hoped that participation in this course will also help students to forge healthier personal relationships, to become increasingly open to experiences of sharing joy and also pain within the family and in other intimate relational spaces.

The following experts contributed to the design of the M.A. Psychosocial Clinical Studies:

Dr Kiran Bhushi, Dr. Namrata Chaturvedi, Professor Armaity Desai, Dr Anita Ghai, Dr Rajen Gupta, Dr Rachana Johri, Professor Sudhir Kakar, Dr Nilofer Kaul, Professor Venita Kaul, Dr A. Malathi, Dr Jayshree Mathur, Dr Deepti Priya Mehrotra, Professor Girishwar Mishra, Mr Wrick Mitra, Professor Ashok Nagpal, Mr Vinod Rajan, Dr P.Mohan Raju, Dr K. Ramachandran, Mr Ashis Roy, Ms Deepti Sachdev, Professor TS Saraswathi, Professor Meenakshi Thapan, Professor R C Tripathi, Dr Diamond Oberoi Vahali, Dr Honey Oberoi Vahali, Dr Meenakshi Verma, Professor U Vindhya.

To consider and approve the procedure of selection of the first core faculty.

1. The Board of Management, in its third meeting on 3 November 2009, approved an interim policy on faculty recruitment (Annexure 8, Minutes of the third meeting of the Board of Management). Among other things, the interim policy included the following:

a. A system of "concurrent appointments" under which teachers will be appointed to the University and not to a specific School of Centre, and a teacher thus appointed will ordinarily be attached to more than one School or Centre.

b. Selection Committees acting as Search Committees scouting for suitable faculty with the help of a dynamic data base.

c. Inviting a shortlist of candidates for interaction which may include their making a full-fledged presentation in a seminar format.

d. In the first phase of faculty recruitment, the priority will be to scout around and identify potential academic leaders as prospective Deans for the Schools which are being created. To facilitate this process, search committees will be constituted including among others the expert nominees on the Board of Management.

2. According to the Statute-14 (2), each selection-committee for appointment to faculty and other academic staff shall consist of the following members:
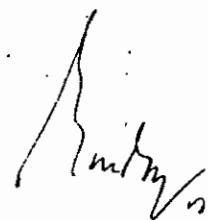
a. Vice Chancellor or a Pro Vice Chancellor
b. Dean of the School of Studies concerned
c. Three experts not connected with the University to be nominated by the Vice Chancellor from a panel of not less than seven names approved by the Academic Council for each post.

3. At present, the Academic Council is a truncated body with just two members.

4. For the first phase of faculty appointments, the endeavour is to bring the interim policy of faculty recruitment as approved by the Board of Management compatible with the provisions in the Statute 14 (2) as stated above. The two possibilities within the framework of the above statute and the provisions of the Act were considered:

a. The truncated Academic Council can approve the panel of seven or more experts as specified in the above statute and the Vice Chancellor can nominate three from there.

b. In the absence of a fully constituted Academic Council, the Vice Chancellor can approve such a panel of experts using the powers vested in his office under Clause 12 (6) of the University Act and later report the matter as and when the fully constituted Academic Council meets.

AUD:BOM4.2009

5. Weighing the probity and appropriateness of the above two alternative possibilities, it was concluded that neither of these alternatives would be desirable options.

6. In the light of the above, for the first phase of faculty recruitment, it is proposed that the Board of Management (instead of the Academic Council) may approve a panel of experts. This arrangement may continue till the Academic Council is fully constituted.

7. Keeping in perspective the system of "concurrent appointments" we are not in a position to define specializations for individual positions and to put together a panel of experts for each individual post. Therefore it is proposed that the Board may approve a large panel of experts drawn from multiple disciplines from where the Vice Chancellor will nominate three experts (as stipulated in the above statute) to be part of the search-cum-selection committees.

8. For the initial round of selections of the Professoriate/Deans, it is proposed that the Vice Chancellor nominates one member of the Board of Management to be part of the Search-cum-Selection Committees.

Center for Early Childhood Education and Development
Concept Paper

Executive Summary

Early Childhood Education and Development (ECED) is operationally defined, for the purpose of this concept paper, as all provisions for children up to 8 years of age, that ensure enabling and stimulating environments (home, programs, services) for them and address their developmental & educational needs in an integrated and comprehensive manner. The early years are conceptualized as four *sub stages* in child development in terms of birth to two years, two to four years, four to six years and six to eight years, in accordance with changing developmental priorities, within the overall ECED stage of development. Research around the globe has confirmed that the early years of life are critical for lifelong learning and development; therefore, early interventions can alter the lifetime trajectories of children, especially in the more disadvantaged contexts. Given its critical importance, developmentally and contextually appropriate ECED should be considered as **every child's right** to a sound foundation. ECED is located conceptually, in the context of this paper, in an integrated, developmental and rights' perspective, with a focus on early learning.

The proposed Center for ECED (CECED) is envisaged as a dedicated technical institution, with a mandate to address issues of quality and inclusion in policies and provisions for the young child. The *vision* for the Center is for it to evolve into a unique institution as an independent /autonomous entity with the capability to expand the landscape of indigenous knowledge on ECED; strengthen the momentum for ECED and critique and provide policy related advice & feedback on existing programs and provisions for children. It is proposed to be located within the organizational structure of the newly established Ambedkar University, Delhi (AUD), which in essence is multi-disciplinary and focused on a humanistic and equitable approach towards education and development. Its location thus in an intellectually nurturant, multidisciplinary academic setting of the university is expected to give ECED greater professional credibility and provide it with the necessary technical and inter-disciplinary academic support.

The CECED is expected to fulfill the role envisaged above, in more practical terms, through providing '*a single window approach*' on ECED by serving as

(a) a hub for documentation, knowledge creation & theory building through multidisciplinary and multi-centric *research* and its dissemination
(b) a technical resource for creating a momentum for *quality promotion and related capacity building* for policy makers, professionals and community both independently as an institution and also through co-ordinating *advocacy & networking* initiatives with existing institutions &professionals, within and outside the country and
(c) a *clearing house and a repository* of information/data on ECED

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Center for Early Childhood Education and Development
Concept Paper

1. Introduction

Early Childhood Education and Development (ECED) is operationally defined, for the purpose of this concept paper, as all provisions for children up to 8 years of age, that ensure enabling and stimulating environments (home, programs, services) for them and address their developmental and educational needs in an integrated and comprehensive manner. These primarily include needs related to their health, nutrition and psychosocial development /education, which are fundamental for assuring the optimal utilization of children's potential and enabling them to develop a sound foundation for life. The early years are conceptualized as four *sub stages* in child development in terms of birth to two years, two to four years, four to six years and six to eight years, in accordance with changing developmental priorities, within the overall ECED stage of development. Research around the globe has confirmed that the early years of life are critical for lifelong learning and development; therefore, early interventions can alter the lifetime trajectories of children, especially in the more disadvantaged contexts. "*The short and long term benefits of ECED programs for children are enormous. By providing basic health care, adequate nutrition and nurturing and stimulation in a caring environment, ECED interventions help ensure children's progress in primary school, continuation through secondary school and successful entry into the work force*".(Young, 2002). Given its critical importance, developmentally and contextually appropriate ECED should be considered as every child's right to a sound foundation. ECED is located conceptually in the context of this paper in an integrated, developmental and rights' perspective, with a focus on early learning.

1.1 *The Indian Context*: In the Indian context, the importance of ECED has historically received some recognition, albeit to a limited extent. The Indian Constitution (1950), through its (original) Article 45 provided for 'education of all children *upto* the age of 14 years". The inference drawn from this directive was that children below 6 years would also be covered under this provision. However, the 86th Constitutional amendment (2002), which made elementary education a fundamental right, specified education of children from 6 to 14 years, thus excluding children under 6 years. This created a significant reaction. In response to the advocacy initiatives that followed, ECED has recently been included specifically as a Constitutional provision through an amended Article 45 which reads "*the State shall endeavour to provide Early Childhood Care and Education* [1] *(ECCE) for all children until they complete the age of six years.*"

The National Policy on Education (NPE, 1986) also emphasized investment in ECCE as a key intervention for development of the young child, particularly from sections of the population in which first generation learners predominate. The policy recognized the holistic nature of child development and advocated all programs for children below 6 years should integrate health, nutrition and early education services. The NPE therefore stated that ECCE should be given high priority and suitably integrated with

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[1] *Early Childhood Care and Education is the phrase introduced by the National Policy on Education (1986) and may be treated as synonymous with ECED, as defined above. The term ECED has been used in this paper to emphasize the need for an interface of child development and education in planning for the young child.*

the Integrated Child Development Services (ICDS). With regard to the early education aspect, it clearly emphasized that *"programmes of ECCE should be child-oriented and focused around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programmes."* This view has been further endorsed in the National Curriculum Framework (NCF, 2005) which also underlines the importance of the child/student-centered, constructivist approach towards education of children.

On February 16 2006 the subject of ECCE was transferred in the Government of India's (GOI's) business rules from the Department of Education, Ministry of Human Resource Development to the Ministry for Women and Child Development, which now has the mandate to promote the legislative and administrative decisions of the government to "universalize ECCE along with other services for children, with quality." The current Eleventh Five Year Plan (FYP) of the GOI also acknowledges ECCE to be a critical investment, given its inter-generational benefits for social inclusion and equity. It provides for universalization of at least one year of preschool education, in the first phase, and for strengthening its quality. The Working Group on ECCE for the Eleventh FYP has recommended that it be included in the Fundamental Right amendment of the constitution and, if need be, a new policy concerning ECCE be formulated. It places emphasis on both quality and access and on addressing concerns such as accreditation, regulatory mechanisms, minimum standards and capacity building for ECCE. India is also signatory to the Education for All (EFA) Goals, whereby it is committed to *"expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children"* (EFA Goal 1).

1.2 *Programs /services in ECED*: Currently in the Indian context, the Integrated Child Development Services (ICDS) is the single largest provider of ECED in the public sector since 1975. It is also the only program for children which offers integrated health, nutrition and early education services to children below 6 years. The next largest provider is the private sector, which provides ECED through nursery schools, preparatory, schools, kindergartens etc, with a clear focus on early education. This sector, although currently concentrated in the urban sector, is beginning to also proliferate in the rural areas across several states. Other than the ICDS and the private sector, ECED centers are also run by the voluntary sector and in some states by the Department of Education.

Despite these various provisions, the status of the Indian child is still far from satisfactory, as evident from the following :
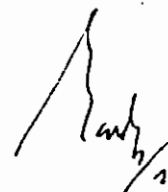
- ➤ Status: The latest report by the UNWFP (2009) reveals that 43 % of children under 5 years in the country are still underweight compared to the global proportion of 28 % in Sub Saharan Africa. 50 % of children are stunted and 30 % of the new borns have low birth weight. Malnutrition accounts for nearly 50 percent of child deaths in the country. More than 70 % of children below 5 years suffer from anaemia while 80 % of these children do not get vitamin supplementation. The Eleventh FYP acknowledges that the early education component, particularly in the context of ICDS, is one of its weakest services in terms of quality and utilisation, with wide disparities between and within states.
- ➤ Coverage: While the exact coverage of the numbers of children availing ECED, particularly in the 3-6 age group, is not known due to non-availability of a reliable data base, the Eleventh FYP estimates a coverage of about 11 million children across different sectors. Further, it is difficult to ascertain the extent to which current provisions reach out to the more marginalized social groups and children with disabilities, since the available data is also not disaggregated.
- ➤ Quality: The quality of services for children, particularly under the public and voluntary sectors, is often debated due to its 'minimalist' approach in terms of basic amenities and program content and, more specifically in ICDS, due to over-dependence on a single worker for delivery of all its six services. In the expanding private sector, on the other hand, there is a wide range of provisions, with significant instances of developmentally inappropriate educational approaches. A good ECED

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program should be essentially designed to provide children a sound foundation for all round development and prepare them for primary schooling, through an environment characterized by creative play spaces, story telling and making, conversations, music and movement, stimulating and imaginative play materials and so on. Instead, it often tends to become a downward extension of the formal academic primary curriculum, which can be detrimental for children. Thus, while there is a growing demand and commitment towards expanding early childhood education and development provisions for young children, the quality of these programs continue to range from a minimalistic approach on the one hand to often child-unfriendly and developmentally inappropriate practices, on the other. There is a related issue of continuity as well, with the grades 1 and 2 curriculum not being planned in continuation with the preschool stage in terms of content or methodology, to ensure a smooth transition.

While inadequate coverage is an issue, the more significant challenge is to ensure equitable and universal expansion of ECED with a focus on inclusion (particularly with regard to gender, caste, class and children with special needs) and basic quality assurance, across public, private and voluntary sectors.

1.3 *Issues in ECED* : Some possible factors responsible for the less than satisfactory situation include

- Lack of general awareness and understanding of ECED: Any review of stakeholders' perceptions of quality in ECED including those related to child rearing and/or nature of demand for services, indicates a significant lack of awareness and understanding of ECED. This is in particular related to understanding of (a) the critical significance of the early childhood years for life long learning and development; (b) the need to address the health, nutrition and psychosocial/early learning needs of children synergistically through an integrated approach and (c) the nature of developmentally appropriate practice in ECED and the detrimental and often irreversible effects of developmentally inappropriate practice, which children are unwittingly subjected to. This inappropriate practice is reflected in both services for children as well as home caring practices, with the public and voluntary sector programs and home environments of children of the poor being often minimalistic in approach while the more elite homes and the private sector preschools their children go to subjecting them to unrealistic ambitions and pressures.
- Inadequate training and personnel preparation: The current training programs also often reflect lack of clear understanding about ECED, often due to the wide range of expertise and experience among the trainers, especially in the context of the ICDS. While pre service training curricula often need to be updated, in-service training and on-site support to the field personnel is highly inadequate across sectors. There is also a lack of good quality and updated training curricula and materials to support the training. The impact of this is also seen in the often mixed messages trainees receive from the current training programs in ECED which contribute to the wide gap between theory and practice in different aspects of ECED service delivery.
- Absence of any system of regulation: A major issue in ECED is the lack of effective and measurable outcome-linked and developmentally and culturally appropriate quality indicators, which could provide an agreed and operational definition of quality and help set standards. In addition, there is as yet a complete *laissez faire* across the country, so far as ECED provisions are concerned due to a continuing absence of any system of regulation or accreditation. The effect of this lacuna is most evident in the wide range in provisions in the private sector which in turn respond to the range in demand; to the extent that some of these are even detrimental to children's development. A similar lacuna exists for regulation of quality in teacher education. Although the National Council of Teacher Education, a statutory body of GOI for regulating quality is in place, its specifications for ECED training are often not consistent with the philosophy of ECED and the actual field situation resulting in a great deal of ad hoc training happening with little quality control.

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- Inadequate monitoring and supervision. The impact of the above factors is most evident in the way programs are monitored and supervised, which besides the usual administrative issues in the public system, also suffers from a lack of understanding of quality and inadequate technical support.

- Weak institutional capacity in and priority to ECED: In terms of institutional capacity, while national level institutions for child development and education like the National Council of Educational Research and Training (NCERT) and National Institute of Public Cooperation and Child Development (NIPCCD) have in the past played a significant role in creating capacity for ECED in the country, their priorities now tend to shift in accordance with the government's own areas of focus. As a result there is least priority being accorded to this area, other than to some extent provision of in-service training. Colleges of Home Science have also been engaged in ECED, but mainly in the areas of teaching as part of post graduate courses and small scale post- graduate research.

- Need for an Indian perspective: Research in ECED in the context of India is also limited, with a greater dependence on western concepts and theoretical frameworks. This has to a small extent been recently addressed in a multi-sectoral research carried out by the World Bank (World Bank, 2004) which took the help of Indian professionals to conceptualize a cumulative and holistic child development framework for children, spanning the entire childhood period unto 11 + years. This framework illustrates vertically the cumulative impact of the early years on later development and performance of children, while also taking into account the horizontal synergies across health, nutrition and psychosocial aspects of development This framework needs to be now taken forward and validated across different socio -cultural and socio- political and economic contexts within the country. It needs to be filtered through the lens of issues of Indian social reality such as caste, class, gender and inclusion of children with special needs and issues such as these need to inform indigenous research that will be undertaken to contribute to theory building and expansion of the knowledge base on children's development in the Indian context. There is also a need for wider dissemination of research and its demystification, to bridge the existing gulf between research, policy and practice.

2. Rationale for Setting up the Center for Early Childhood Education and Development (CECED)

As discussed above, with the proposed expansion and universalization of provisions for ECED in the country under Article 45, there will be a significant need to assure equity with quality. This would require addressing many of the factors discussed in the preceding section. While there are some institutions both in the public and private domains that address ECED training and/or research from a purely sub- sectoral perspective, in some cases with diluted technical understanding of this area, there is a need for an institution that brings together research, policy and practice in a coherent and holistic frame, from a multi- disciplinary and indigenous perspective This perspective is necessary since the concept of ECED itself is multi-disciplinary, incorporating *horizontal synergies* across elements of cognitive, psychosocial development, health and nutrition and *vertical synergies* across the different sub stages of early, middle and late childhood, both filtered through the social lens of Indian reality such as caste, class, gender, poverty, disability and so on ; this may also require a 'follow through' developmental perspective to study cumulative impact and cost effectiveness of provisions for the young child across different social settings.

The proposed Center for ECED is envisaged to meet this very need by serving as an independent and dedicated technical institution, with a mandate to address issues of quality and inclusion in policies and provisions for the young child. The *vision* for the Center is to evolve into an unique institution as an independent /autonomous entity with the capability to expand the landscape of indigenous knowledge on ECED, strengthen the momentum for ECED and critique and provide policy related

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advice & feedback on existing programs and provisions for children, in an intellectually nurturant, multi-disciplinary academic setting. It is expected to fulfill this role in more practical terms through providing 'a single window approach' on ECED by serving as

(a) a hub for documentation, knowledge creation & theory building through multi centric and multidisciplinary research and its dissemination

(b) a technical resource for creating a momentum for quality promotion and related capacity building for policy makers, professionals and community, both independently as an institution and also through co-ordinating advocacy & networking initiatives with existing institutions & professionals, within and outside the country and

(c) a clearing house and a repository of information/data on ECED.

3. Locating the CECED in Ambedkar University, Delhi.

Globally, institutions with a comprehensive mandate as above for ECED, tend to be located within university settings rather than being 'stand alone', to take advantage of the technical resource available, provide a more scholastic and professionally credible status to ECED and narrow the gap between theory, research and practice. The proposed Center for ECED is also conceptualized in this frame.

It is proposed to be located, accordingly, within the organizational structure of the newly established Ambedkar University, Delhi (AUD), which in essence is multi-disciplinary and focused on a humanistic and equitable approach towards education and development. It is expected that location of the Center in this university will, besides giving it greater professional credibility, provide it with the necessary professional and multi disciplinary academic support, through its *Schools of Educational Studies, Human Studies and Development Studies*, and the *School of Law, Governance and Citizenship*, among others. The faculty in these schools is expected to include among others, psychologists, social anthropologists, linguists, social workers, development economists, political scientists, experts in law and experts in pedagogy, curriculum, who may have interests and competence relevant and complementary to study of childhood and early education and could serve as excellent and available technical resource, within a multidisciplinary paradigm. This interface could be of mutual benefit since the proposed Centre could provide a platform for research (as well as for creation of some teaching courses) for such an interested group of scholars. The Center, in turn, could add value to the knowledge base of the university with regard to human development and learning, particularly from a developmental perspective, through its own field- based action research and other curriculum, capacity building and training related activities. This interface is expected to contribute to bridging the much maligned 'gap' between theory, research, policy and practice.

4. Mission Statement for CECED

CECED will be guided by the *mission* to 'contribute towards the national goals of social justice and equity by promoting developmentally and contextually appropriate ECED as every child's right to a sound foundation, and raising ECED to the forefront of policy formulation and effective and universal program implementation'. The goal is to ensure all children below 8 years, particularly from diverse and disadvantaged social and economic settings, get an opportunity for a sound and equitable foundation and improve their chances for life.

The program of the Center would be derived from this mission statement and would be developed in accordance with the priorities laid out in the enabling policies and commitments for children including in the *National Policy on Education, (1986); National Policy for Children (1974); National Plan of Action: A Commitment to the Child, 1992 (NPA); National Curriculum Framework (2005)* and the *Eleventh FYP*. The Center would by itself and through creating and mobilizing a network of existing
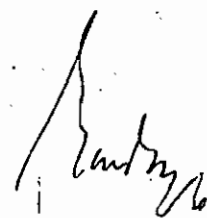
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and emerging ECED professionals and institutions at the national, regional and international levels, and with support of its Schools, serve as a technical resource for programs for ECED in the public, private and voluntary domains. It could also provide technical policy level support to the nodal Ministry/Ministries responsible for ECED, in pursuance of these objectives.

5. Objectives of CECED

5.1 Broad Objective : To narrow the gap between theory, research, policy and practice in ECED by promoting systemic understanding of developmentally and contextually appropriate and inclusive ECED with a focus on early learning and creating a momentum for quality and equity in ECED at all levels.

5.2 Specific Objectives

- To undertake and/or promote multi-centric and multi-disciplinary research, documentation & evaluation in ECED so as to
  a. expand/ enhance the knowledge landscape in ECED with a focus on evolving indigenous theoretical and empirical models that probe into and address the multi dimensional needs of children living and growing in diverse and pluralistic contexts in India, particularly in terms of caste, class, gender, special needs and in the context of their rights to survival, protection, development and education.
  b. Develop insights into the dynamics of the interface between integrated child development and early education from both multi- disciplinary and longitudinal perspectives in the Indian context.
  c. assess the status of ECED provisions across sectors from the perspective of access, equity and quality and the extent of utilization.
  d. evaluate /document current innovative practices across the country including parental child rearing, day care and all other contexts in which children are provided care, and derive implications for more evidence based and context specific planning and provisioning for children and
  e. establish a data base on ECED and serve as a repository for all relevant information pertaining to this area.

- To bridge the gap between theory and practice by promoting quality and equity in ECED across public, private and voluntary sectors in a systemic mode through

  a. facilitating setting of basic quality standards and a curriculum framework for day care, preschool and early primary years, in continuity, through a consultative process that is informed by research and theory.
  b. review, development and trialing of training and on - site support strategies, standards, materials, evaluation tools and techniques etc. consistent with the curriculum standards
  c. review ,development and trialing of guidelines for program monitoring, assessment , accreditation and supporting materials, also consistent with curriculum standards
  d. initiatives for capacity building.

- To create a momentum for ECED through
  a. Developing a communication strategy for ECED to reach all stakeholders including parents , care givers, policy makers, program managers and implementers to regulate demand.

b. facilitating advocacy for quality and equity, particularly from a rights' perspective and linking up with networks of ECED professionals & organizations and networks of other related sectors at national/international levels.
c. serving a clearing house function and
d. contributing to development of second generation leadership in ECED across the country.

6. Functional Domains and Related Activities

6.1 Research, Evaluation and Documentation.

The goal of CECED under this domain would be to develop its professional credibility as a technical resource institution for knowledge creation, consolidation and communication in the area of integrated ECED and child development, with a focus on early learning. The immediate task therefore would be to draw up a *holistic research agenda* for CECED which would lend itself to an immediate and medium term time frame. On an immediate basis, CECED could explore prioritizing a broad area of research which addresses topical concerns and identify significant unanswered research questions on which studies could be floated collaboratively & convergently in a multi centric mode, to address these questions from all dimensions. *Action research, meta analysis* of available data bases on children, participatory research involving stakeholders, including children, may also be considered in this context. Longitudinal studies both in shorter time frame and with emphasis on detailed documentation of data for later use by other researchers could also be envisaged.

Some broad indicative *areas of research* and related activities could be
> further exploration of the 'integrated' paradigm of ECED in terms of the inter play of educational, health and nutritional aspects of development in a cross sectional and /or longitudinal perspective across gender, social class, caste, children with special needs and their impact along the developmental and educational continuum. The objective would be to deepen insight into the diverse Indian social realities and through this develop and validate indigenous theoretical and empirical models.
> impact evaluation, cost effectiveness and possibilities of scaling up of different approaches/models of ECED across public, private and voluntary sectors
> experimentation, innovation and validation of new and/or untested practices through action research in different contexts.
> evaluation/documentation of ECCE programs on ground and identification of good practices for providing feedback for policy and programmatic improvement
> compilation, consolidation and analysis of data available on children in the country with a view to establish a dynamic data base, particularly from the perspective of access, quality and inclusion.
> Regular *dissemination* of research is proposed to be a vital part of the research program for which different activities could be proposed such as preparation of policy briefs based on available research evidence, launching of a referenced research journal, bringing demystified research findings in user friendly modes to stakeholders/consumers such as parents, teachers etc.
> Given the need for strengthening research skills and capabilities, *capacity building* for research may also be considered in the areas of both quantitative methods and qualitative research.
> Regional level research studies on region specific issues could also be undertaken collaboratively.

Implementing modalities: The CECED would undertake/promote research, particularly multi- centric and multi disciplinary research, with the support of the School of Educational Studies, School of Human Development Studies and other multi disciplinary expertise available within and outside the university.

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Alternative modalities would be explored including utilizing existing research programs to strengthen the ECED domain. Possibility will be explored of engaging with Colleges of Home Science, University Departments and other teaching institutions, through a memorandum of understanding (MOU), on their postgraduate research portfolio in terms of a planned research program on ECED. (See Structure) In addition, the typical practice of such Center's setting up experimental cum demonstration centers could be expanded to geographically larger *lab areas* which may be identified across states, districts, villages or in urban setting eg. ICDS project areas, Centers run by NGOs like Mobile Creches, Sewa etc as sites for documentation, experimentation, trialing and action research. This is expected to be of mutual benefit to both the Center and the field program since the focused interaction would help upgrade the quality of the centers/preschools in the lab area into demonstration centers through evidence based interventions, thus contributing to systemic improvement. On the other hand, these would provide an opportunity to document good practices and provide a real life setting for trialing and experimentation of CECED's products, which would thus have better chances of being scaled up in the system. The CECED would need to develop a system for ensuring sustained funding for research. It may be useful for AUD to consider providing a corpus which could be refurnished through professional consultancies and other modalities.

6. 2: Quality, Inclusion and Capacity Building

The CECED proposes to address this objective under the Quality domain, by broadening the quality discourse beyond programs and provisions to include more comprehensively familial environments and quality of life across various segments of a child's life from an equity perspective. Quality would be looked at in terms of outcomes and indicators, with the understanding that along with certain non- negotiable 'universals' as standards, there would be also be a need to address the heterogeneity across geographical and sociological contexts within the country, particularly with regard to gender, caste, class and children with special needs, and provide for this diversity. The outcomes would need to be therefore multi –level for not only children but also for care givers, teachers and other stakeholders. The process of development of these outcomes and indicators would be informed by (a) the fundamental right of *every child* to survival , protection, development and education (b) different communities and stakeholders and their levels of awareness and perceived notions of quality and (b) systemic approach that addresses all aspects of service delivery including curriculum, training, physical facilities, supervision ,monitoring and evaluation.

This objective would be addressed through initiating activities by CECED in collaboration with other institutions, in some of the following areas:

a. Development of a comprehensive *Quality Framework* through stakeholder consultations. This will involve the following:

    ➢ Review of current practices, curriculum and materials, training and monitoring mechanisms, from the perspective of quality and inclusion and using an integrated ECED paradigm. It would take into account parameters related to continuity and consistency across ages, special social and physiological needs of children and developmental and contextual appropriateness and would be applicable across public, private and voluntary sectors.

    ➢ Preparation of a draft framework for wide scale stakeholder consultation outlining emerging priorities and subsequent finalization of the Framework which could develop into a policy document.

b. Development and validation of standards and guidelines for contextual adaptations in consonance with the Framework related to curriculum, physical facilities, service delivery standards etc which could facilitate planning, accreditation and regulation

c. Development of advocacy materials to enhance understanding of ECED and developmentally appropriate child care for parents and care givers and influence demand for quality services for children.

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d. Development and validation of guidelines and tools for preparation and evaluation of curricular frameworks and materials.

e. Development, trialing and validation of different models of training which address training strategies; training curricula and materials (print and non-print) for pre service, in-service and ongoing support; tools for evaluation of trainings, accreditation /regulation etc.

f. Development and validation of supervision approaches, monitoring indicators and measurement/evaluation tools for management of ECED quality.

g. Development of curricula and resource materials for children below 8 years including preschool and early primary grades and launching of short and long term training/ orientation programs in prototype form for various categories of stakeholders, including teachers, administrators, program managers, parents etc.

Lab Area: The validation would be done through field based try outs and action research using the existing programs on the ground such as ICDS project, NGO programs, low cost private preschools as lab area (See also Sections on Research and Structure). This lab area would also be used for demonstration and practice of developmentally appropriate practice in the training courses, for which it will be provided systemic support. This would be included and budgeted for as a specific activity of the CECED, supporting all other activities. Possible collaborations would be sought with other organizations, national and international working in this area.

6. 3: Advocacy and Networking

The objective of any advocacy initiative in ECED would be to work towards making the 'young child' more visible to the larger community and more 'included', particularly at the policy and political levels. The advocacy would aim at helping assure children their right to survival, protection and development through both improved familial environments and regulation of quality of delivery of services for young children.

Advocacy initiatives would therefore need to be targeted towards *multiple levels of stakeholders* – parents from different socio economic strata, schools and other institutions for children, policy makers, legislators, media, pediatricians etc. The key to the advocacy effort would be to understand and target the differential notions and ideas of quality and equity internalized and prioritized by different stakeholders, issues of political economy influencing these perceptions, and identification of key advocacy agents who can have potential impact. This would include political advocacy as well, aimed at inclusion of the issues of the young child in election manifestos, political discourses etc.

Although currently there are several organizations involved in advocacy for young children in the country, the CECED's primary role is envisaged to be to *network* with these organizations and help them enhance the quality of their advocacy *by providing* an evidence base for the advocacy efforts, through its research component. This is expected to bring in more rigor and credibility into the entire process. Some of the proposed initiatives for advocacy, networking and clearing house include

➤ Identifying *different models* of advocacy and analyzing the nature and extent of their impact, so that there could be more informed choice of approaches and strategies.

➤ To facilitate networking, creating /linking up with a *network of ECCE professionals* and institutions, as well as other related networks in other sectors that address children's needs and rights, for experimentation, peer learning, and a coordinated and /complementary approach towards common objectives.

➤ To facilitate this process, developing and maintaining a *resource directory* of professionals and practitioners.

- Setting up a web portal that could connect professionals and practitioners in the field of ECED across public, private and voluntary sectors and provide a mode of experience sharing, peer review, cross fertilization of ideas etc.
- Digitization of research studies conducted in India by various institutes and uploading on the portal to enable easy access to already created data and knowledge base in this field.
- Setting up of ECCE Resource centers for schools/teachers on a public-private partnership mode on a self financed basis, to address the needs of and influence the pace setting private sector, for which there is some good experience already in the country.
- Collaboration with other multi- disciplinary schools and centers within and outside AUD, and with other experts and professionals including at *regional and international levels*, for a more cutting edge and comprehensive approach to advocacy and networking..
- Instituting fellowships for short/long term internships in some good practice sites for different categories of professionals and functionaries, including teachers, teachers and experienced field workers.
- Additional activities like developing a communication strategy for ECED, launching of a journal, organization of seminars/ conferences, exhibitions etc.

7. Structure of the CECED

CECED is proposed to be *autonomous* within the organizational structure of the University. It will however, maintain a close link with the Schools within the university, particularly with School of Educational Studies and School of Human Development and in related disciplines. These Schools are envisaged to provide technical support to CEDCE, particularly for its research and training/teaching related activities. CECED would have a small core team, which will lead and coordinate its functions.

Networking and Collaboration: In the dual interest of sustainability and strengthening the momentum for ECED, the CECED will, implement its program by engaging/networking with existing resource institutions, to the extent possible. It will avoid creation of new facilities and structures, unless necessary. Consistent with this philosophy, various possibilities/modalities will be explored such as:

➢ The Lab area concept discussed under Section 6.1 for which the AUD may be required to get into an MOU with Department of Women and Child Development/Department of Education/NGOs .

➢ CECED could enter into an MOU with Colleges of Home Science, University Departments and similar institutions that are willing to allocate some percentage of their Masters and Doctoral Dissertations for ECCE/ECD and use this research mode, in addition to directly conducted research, for carrying out multi centric researches on an agreed and prioritized research agenda, thus contributing to expanding the landscape of indigenous knowledge in this area and /or obtaining concurrent feedback on the ECED programs. In turn, CECED could facilitate availability of multidisciplinary research expertise to the institutions through the university and other networks, to enhance the multidimensionality of the research and provide a possible avenue for publishing research outputs.

➢ CECED proposes to also set up a web portal and form a Network of Professionals and technical institutions in ECCE for peer learning and widening the resource base and maintaining a regular discourse on issues of interest and relevance, experience sharing, joint projects, etc. This network could also be drawn upon, as and when required, for upscaling of the CECED's proposed activities.

➢ Given the current demand and need for influencing the quality of ECED, the Center may engage with some private schools' Foundations on a coordinated quality improvement program

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developed in a consultative mode, such as for example an In-service Resource Center/s, on a self financed basis to strengthen their in-service training activities and provide follow up support.

Quality Assurance: An Advisory Committee will be constituted to review the programs and activites of the CECED. It will be chaired by the Vice Chancellor (AUD) with members represented from Ministries of Women and Child Development, Health and Education, National Institutions (NCERT, NIPPCD, NCTE). Development Partners supporting CECED , NGOs, professionals in related disciplines and some practitioners. The Advisory Committee could also have representation from related Schools within the AUD to promote cross linkages and ensure the Center does not function in isolation. The Advisory Committee will meet on a bi-annual basis, review overall progress and make suggestions for the next cycle of planning.

From this overarching Advisory committee, three smaller committees are proposed to be carved out for each of the three thematic areas i.e. (a) *Research, Evaluation and Documentation*; (b) *Quality, Inclusion and Capacity building* and (c) *Advocacy and Networking*. These sub committees could co-opt additional members to widen the professional/technical resource base. The experts for the three thematic areas in the larger Advisory Committee would be the chairpersons for the sub-committees, to maintain a close link between the two committees. The terms of reference of these sub-committees, which could meet on a "as and when needed basis", would be to provide specific technical advice and support to the CECED's activities and contribute to assuring quality in its products. The CECED chairperson would be the convener for these committees. A Resource Directory will be maintained of experts in ECED and other related disciplines, from the University and from other institutions across the country, whose expertise can also be tapped on demand

CECED's Business Model: The CECED is expected to receive some core funding from the AUD annually in addition to deployment of some professional staff. The activities proposed under the annual plan each year will be shared with interested development agencies and institutions who would be invited to collaborate technically and provide financial support for activities/projects of priority to them including project staff, as per their mandate. Over a period of time a corpus is expected to be created from which the CECED will be in a more enabled position to launch activities on its own as well. This model is expected to bring in implicitly significant elements of quality review and assurance in its activities.

8. Proposed Implementation plan
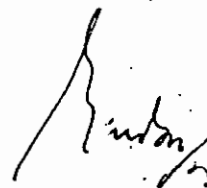
The process of setting up CECCE as a functional center has been envisaged in two phases. (a) pre-project phase (b) implementation phase.

A. Pre project Phase : (January, 2009 to date)

Under this phase the following steps have been undertaken:
(a) **Preparation of Draft Concept Note**
(b) **Consultations with International/National Funding Agencies:** Initial consultations on the concept note were held with international agencies like Unicef, Plan International, Save the Children; Michael and Susan Dell Foundation, Bernard Van Leer Foundation all of whom have international/regional experience in ECED. The response from these agencies has been generally positive and they have all endorsed the need for the Center and assured financial and technical support for activities that fall within their respective mandates. In addition, other agencies like UNESCO, Ratan Tata Trust, Aga Khan Foundation are also proposed to be contacted. The purpose of exploring participation of these agencies is not only to get financial support but also to

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benefit from their international and regional experience in this area and enable the Center to get more visibility.

© Meeting with Ministry of Women and Child Development: Since ECCE, according to the business arrangement of the GOI, is with the Ministry of Women and Child Development (MWCD), the ministry's endorsement of the proposed center would be helpful. An initial meeting has been held with Joint Secretary, Ministry of Women and Child Development who endorsed the need for a Center for ECCE, to provide technical support to the Ministry. She responded favorably to the proposal to have MWCD represented on the Advisory Committee.

(d) Consultative Meeting on Concept and Scope of CECED : A two days' consultation was held on February 23-24 , 2009 to share the Concept paper and invite discussion on areas of priority and possibilities of collaboration. The participants for this consultation included representatives from national institutions, Development Partners, Colleges of Home Science, NGOs, professional experts and others. A report detailing the highlights of the discussions has been prepared. The concept paper was revised based on these discussions and shared again with the participants to ensure the discussions during the consultation have been incorporated to the extent possible.

(e) Finalization of Concept paper after another round of sharing: The revised concept paper was again shared among the participants and other known ECED experts who had not been able to attend the consultation. Very useful inputs were received from some of the experts which has been now incorporated in the final version of the concept paper.

The finalized Concept Paper is now submitted to the AUD for formal approval of the Center.
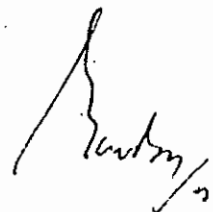
B. Implementation Phase

Year 1 Plan : The activities for Year 1 have been prioritized with the following objectives:

o To establish the Center.
o To take stock of the overall current situation in ECED empirically and consolidate baseline information for identifying needs and priorities for medium term planning for CECED and subsequent tracking of progress.
o To work towards establishing the professional credibility of the new Center as a technical resource institution for evidence based and analytical research, documentation and evaluation.
o To initiate networking immediately with other organizations and professional associations to create a momentum for ECED and take the quality and Inclusion agenda forward.

The *activities* thus envisaged, which are planned out in the attached PERT chart, include:

(1) Setting up of CECED and program planning
(2) Review of Researches in ECED in India and preparation of a Policy Brief.
(3) Study on current status of ECED in India and preparation of a Policy brief.
(4) Analytical documentation of different models of ECED in India.
(5) Establish a data based in ECED as a repository for information on ECED
(6) Formulation and Trialing of Quality standards and a curriculum framework, for guidance of public, private and voluntary sectors that run programs and for parents and care givers, with emphasis on quality with equity.
(7) Launch of a web portal for link up with professional's and institutions in ECED.
(8) Development of a communication strategy for ECED.

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--Year 2 onwards- A medium term implementation plan will also be developed, in accordance with the objectives of CECED, as part of the Year 1 plan in consultation with the Advisory Committees for Research, Quality and Equity and Advocacy and Networking respectively . These plans will provide the direction to activities from year 2 onwards.

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Activity	Feb-Mar '09	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar '10
1. Submission of Concept note & approval by AUD													
Revision of Concept note													
Submission of Concep. paper to AUD.													
Interaction with DPs and other funding sources													
Setting up of CECDE													
Recruitment of core faculty													
Setting up of physical facilities													
Preparation & printing of information brochure on CECDE													
Preparation of Directory of organisation & professionals in ECDE for possible collaboration													
3. Program Planning													
Initial planning & Preparation of budget proposals													
Identification of lab areas & signing of MOU with DWCD													
MOU with Colleges of Home Science & other institutions for research collaboration													
4.1 Research													
Meeting of Research Advisory group													
Review of researches in ECDE in India & preparation of Policy brief													
Study on Current Status of ECED in India & preparation of Policy brief													
Analytical													

Activity															
Documentation of different models of ECED in India															
Establish data base for ECED															
Finalisation of medium term research agenda for ECED															
4.2 Quality, Inclusion capacity building															
Meeting of Advisory group for Quality & Inclusion															
Participatory Formulation of standards & a Curriculum Framework for ECED through regional & national workshops															
Trialing of the standards and curriculum															
Publishing of standards & curriculum															
4.3 Advocacy & networking															
Launch & maintenance of web portal for link up with professional networks on ECED within & outside the country															
Meeting of Advisory Group on Advocacy & networking															
Public Release of User Friendly Policy Briefs on Research outputs															
Development of a communication/advocacy strategy for ECED for medium term planning															
Initiation of process to set up Delhi chapter of AECED															

Center for Early Childhood Education and Development

Mission Statement

To contribute towards the national goals of social justice and equity by promoting developmentally and contextually appropriate ECED as every child's right to a sound foundation, and raising ECED to the forefront of policy formulation and effective and universal program implementation'.

Broad Objective

To ensure all children below 8 years, particularly from diverse and disadvantaged social and economic settings, get an opportunity for a sound and equitable foundation and improve their chances for life.

Functional Domains and Objectives

Research, Documentation & Evaluation

Multi disciplinary and multicentre research focused on expanding landscape of indigenous knowledge on child development/ early education, for evidence based policy analysis

Promotion of Quality with Equity

Creating momentum for quality with equity through development & trialing of developmentally &contextually appropriate standards /guidelines for planning, implementation and management of ECED, in terms of curriculum, teacher development, parental awareness, supervision,

Advocacy and Networking

To link up with existing networks and create awareness among all stakeholders regarding developmentally appropriate ECED & serve as a clearing house for ECED through a 'single window' approach.'

Proposed Structure & Business Model of the CECED

Structure
- *Autonomous* within organizational structure of AUD, with close links with AUD Schools for multidisciplinary technical support
- A small core team to lead and coordinate its functions with new structures /positions where necessary.
- Quality assurance through Advisory/Technical committees to provide overall guidance and review progress periodically.
- Program to be implemented in multi-centric mode by engaging with existing resource persons/institutions, to the extent possible, for sustainability and systemic impact

Funding Mechanism
- CECED to receive some *annual core funding* from the AUD in addition to deployment of core professional & administrative staff.
- *Annual plan activities* proposed each year /or for an extended period will be shared with interested development agencies/ GOI and other funding institutions for technical collaboration and funding support., including for project staffing..
- Over time a *corpus* is expected to be created from which CECED will be enabled to launch activities on its own, as well.
- This model is expected to introduce implicitly significant elements of quality review/ assurance and accountability, in CECED's activities.

AMBEDKAR UNIVERSITY, DELHI

1. Through a resolution in the first meeting of the Board of Management, Shri V.P. Rao in his capacity as Director, Higher Education, Government of Delhi had been made one of the signatories (along with the Vice Chancellor) for operating the Bank Account of the University with the Canara Bank, Dwarka, New Delhi.

2. In pursuance of a resolution in the second meeting of the Board of Management, Mr V.P. Rao in his capacity as the Director, Higher Education, Government of Delhi had been given the additional charge of Registrar, Ambedkar University, Delhi.

3. Shri V.P. Rao has since been appointed as Director, Agricultural Marketing Board, Government of Delhi. He continues to hold additional charge as Director, Higher Education.

4. Shri V.P. Rao communicated to the Vice Chancellor telephonically on Friday 13th March 2009 that he is being called for briefing for election duties on Monday 16th March 2009 and he may need to go out of station almost immediately for a few weeks on election duty.

5. In the light of 4 above, the following are being proposed as resolutions for approval by circulation by the Board of Management.

Resolution 1:

Resolved that Shri C.M. Sharma, Adviser, Finance will officiate as the Registrar of Ambedkar University, Delhi during the period Shri V.P. Rao, Director, Higher Education is out of station on election duty.

Resolution 2:

Resolved that Shri C.M.Sharma, Adviser, Finance will be one of the two signatories, along with the Vice Chancellor, for operating the Bank Account of the Ambedkar University, Delhi in the Canara Bank, Dwarka, New Delhi. This arrangement will continue till further instructions are issued with the approval of the Board of Management.

These above resolutions be kindly approved.

Vice Chancellor
14th March 2009

Members, Board of Management

1. Professor Armaity Desai

2. Professor N.R. Madhava Menon

3. Dr Kiran Datar

4. Shri V.V. Bhat, Principal Secretary, Finance, Govt. of Delhi

5. Dr. G. Narendra Kumar, Secretary, Higher Education, Govt. of Delhi

6. Professor Shyam Menon, Vice Chancellor