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CONFIDENTIAL

**MINUTES OF THE 7TH MEETING OF THE
BOARD OF MANAGEMENT**

**HELD ON MAY 31, 2010 (MONDAY) AT 10:00 AM
IN THE COMMITTEE ROOM No. 4 INDIA INTERNATIONAL
CENTRE ANNEXE, LODHI ROAD, NEW DELHI - 110 003**



**AMBEDKAR UNIVERSITY, DELHI
NEW DELHI 110 077**

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MINUTES OF THE 7TH MEETING OF THE BOARD OF MANAGEMENT HELD ON MONDAY, THE 31ST MAY 2010 AT 10.00 A.M. IN THE COMMITTEE ROOM NO. 4 IN THE INDIA INTERNATIONAL CENTRE ANNEXE, LODHI ROAD, NEW DELHI

PRESENT

- | | | |
|-----|--|-------------|
| 01. | Professor Shyam Menon
Vice Chancellor | Chairperson |
| 02. | Professor N.R. Madhava Menon | Member |
| 03. | Dr. Kiran Datar | Member |
| 04. | Shri Anand Prakash, Principal Secretary,
Higher Education, Government of NCT of Delhi | Member |
| 05. | Professor A.R. Khan | Member |
| 06. | Dr. A.K. Malik
Registrar | Secretary |

SPECIAL INVITEES

- | | |
|----|---|
| 01 | Prof. Ashok Nagpal
Dean, School of Human Studies |
| 02 | Prof. Vijaya Varma
Advisor Planning |

Prof. Armaity Desai regretted her inability to attend the meeting, but gave her comments/observations on the agenda to the Vice Chancellor during a long telephonic conversation, which were duly considered during the deliberations. Shri J.P. Singh, Principal Secretary Finance, Government of NCT of Delhi, could not attend the meeting.

The Vice Chancellor extended a warm welcome to all the members of the Board of Management. The Board welcomed the new member viz. Shri Anand Prakash, Principal Secretary, Higher Education, Government of NCT of Delhi, and recorded the appreciation for the contributions of the outgoing member Shri Rajendra Kumar, Secretary Higher Education, Government of NCT of Delhi.

Before taking up the agenda, the Vice Chancellor informed the Board that since the last meeting of the BoM, the Establishment Committee was constituted and which has met two times and its recommendations have been included in the agenda. Finance Committee meeting was held on 29th April, 2010 and its recommendations are submitted for consideration and approval of the BoM vide a separate agenda item. With the constitution of Establishment Committee and joining of the regular Registrar there is a fillip to the of staff recruitment process.

The Vice Chancellor also informed that with the intervention of the Principal Secretary, Higher Education and Technical Education a few additional rooms have been made available to AUD on the ground floor of the existing Dwarka campus as a temporary measure.

The Vice Chancellor further apprised the Board that as a culmination of about one-and-a-half year of consultative process, programme structures of the Bachelor's Degree Programme and the M.A. programme in Gender Studies as well as the Regulations on M.Phil/Ph.D. programmes and Assessment and related Academic Procedure have been prepared and included in the agenda for the consideration of the Board. In addition, concept notes/brief initial proposals on the programmes of different Schools/Centres have been prepared and are being submitted for the BoM to take cognizance of.

The Board was also informed about the on-going admission process for 2010-11 for the three M.A. Programs launched last year.

The Board, thereafter, took up the regular agenda items.

01 **Considered confirmation of the Minutes of the 6th Meeting of the Board of Management held on Saturday, the 12th December 2009**

Resolved to confirm the Minutes of the 6th meeting of the Board of Management held on 12th December 2009 as circulated.

02 **To note the changes in the membership of the Board of Management**

The Council noted the following changes in the Board of Management:

Retiring Member

Shri Rajendra Kumar
Secretary Higher Education
Government of NCT of Delhi

New Member

Shri Anand Prakash
Principal Secretary Higher Education
Government of NCT of Delhi

03 **Considered the Report Action taken on the Minutes of the 6th Meeting of the Board of Management held on 12th December, 2009**

Resolved to approve the Report on Action Taken on the Minutes of the 6th meeting of the Board of Management held on 12th December, 2009, as given in Annexure I.

04 **Considered the action taken by the Vice-Chancellor on the following matters of urgent nature, and**

Resolved to approve the action taken by the Vice-Chancellor on the following matters of urgent nature:

- 4.1 Payment of Dearness Allowance to the employees of the University at revised rates @35% effective from 01.01.2010

Resolved to authorize the Vice Chancellor to make payment of Dearness Allowance to the employees of the University and extend other benefits to the employees as and when announced by the Government.

Resolved further that a list of items for delegation of powers to the Vice Chancellor be submitted for the consideration of the BoM so that routine matters are not delayed pending the consideration by the BoM.

- 5.1 **Considered designating Dr. A.K. Malik, Registrar of Ambedkar University, Delhi, as Secretary to the Court, Board of Management and Academic Council of the University, and**

Resolved to designate Dr. A.K. Malik, Registrar of the Ambedkar University, Delhi, to act as (i) Secretary of the Court (ii) Secretary to the Board of Management; and (iii) Secretary to the Academic Council.

Further resolved to empower the Registrar Dr. A.K. Malik to enter into and sign agreements and authenticate records on behalf of the University.

- 5.2 **Considered the extension of the Panel of Professors in the School of Human Studies, and**

Resolved to approve extension of validity of the panel for the post of Professor in the School of Human Studies for 3 months i.e. till 15th October 2010.

- 5.3 **Considered regulations on leave of employees of the university, including teachers and other academic staff, and**

Resolved to approve the regulations on leave of employees of the university, including teachers and other academic staff, after incorporating a few suggested changes, as given in **Annexure II**.

5.4

Dear Sirs

Considered (i) Reservation of teaching posts (ii) eligibility for appointment to faculty positions (iii) allocation of teaching positions to Schools (iv) creation of additional faculty positions. and

(i) Resolved to approve the Reservation of teaching posts at the entry stage of Assistant Professors as follows:

Scheduled Caste	-	15%
Scheduled Tribe	-	7.5%
Physically Disabled	-	3%

The eligibility conditions for these categories are also relaxed by 5% of marks in the qualifying examination as also consideration in other accomplishments across all levels.

Since the university may not get suitably qualified persons from various categories in each discipline or each area of specialization, the policy of maintaining overall the prescribed proportion of representation of various categories across schools and programmes rather than School-wise and position-wise may be followed.

Resolved further that as and when a clear direction is received from the Government of NCT of Delhi with regard to reservation policy with regard to faculty recruitment, necessary modifications to the above policy may be initiated through due process and submitted for the consideration of the BoM.

(ii) Resolved to approve the following eligibility conditions for the position of Assistant Professor with special reference to NET/SLET, over and above the qualifications prescribed by the UGC for various disciplines:

- a) NET/SLET or other equivalent test would be an eligibility condition.
- b) Ph.D. degree holders from Universities and institutions of higher education recognized by UGC may be exempted from NET/SLET.
- c) Ph.D. degree holders from reputed foreign Universities be exempted from NET/SLET.

d) NET/SLET shall not be insisted on for Master's Degree Programmes in disciplines or areas of knowledge for which NET/SLET/Other accredited test is not conducted.

(ii)(a) Resolved to approve the following eligibility criteria for the position of Associate Professor, in addition to other conditions laid down by UGC specific to various disciplines:

- a. Good academic record with a doctoral degree or equivalent published work. In addition to these, candidates who join from outside the university system, shall also possess at least 55% of the marks or an equivalent grade of B in the 7 point scale with letter grades O, A, B, C, D, E & F at the Master's degree level.
- b. Five years of experience of teaching and/or research excluding the period spent for obtaining the research degree and has made some mark in the areas of scholarship as evidenced by quality of publications, contribution to educational innovation, design of new courses and curricula.

Resolved further that as and when UGC comes out with a final set of guidelines/regulations, the University may initiate due process for the BoM to consider such guidelines/regulations.

(iii) Resolved to approve the recruitment of teaching positions as per the requirements of approved programmes and as per the plans and projections that are being worked out for the various Schools of Study and Centres of the University. Keeping in perspective the aforesaid consideration, the Vice Chancellor is authorised to approve the allocation of specific number of faculty positions to various Schools and programmes.

(iv) Resolved to approve the creation of the following additional faculty positions over and above the ones already created through a resolution of the BoM in its Third Meeting on 3rd November, 2008:

Professors	-	6
Associate Professors	-	24
Assistant Professors	-	60

Resolved further to review utilization of faculty positions created by the BoM with reference to student teacher ratio and other related aspects in 2012-2013.

5.5 Considered enhancement of age of retirement of teachers to 65 years and Registrars to 62 years, and
Dean A.I. Saman ✓
DR Admin ✓

Resolved to approve the following:

- i) Enhancement of the age of superannuation for the teachers to 65 years;
- ii) The reemployment beyond the age of superannuation to 70 years, subject to fulfilling criteria laid down through due process to be approved by the BoM.
- iii) The age of superannuation for the Registrars as 62 years;
- iv) To authorize the Vice-Chancellor to take follow up action with regard to making necessary amendments in the existing Statutes with regard to the age of retirement of Deans and Registrars.

5.6 Considered the structure of the Bachelor's Degree Programme, and

After detailed deliberations,

Resolved to approve the structure of the Bachelor's Degree Programme as given in **Annexure III** and its launching with effect from the academic session 2010-11. Suggestions made during the deliberations of the Board on compulsory and optional courses under the foundation category may be deliberated further at the level of the School of Undergraduate Studies.

Resolved further to authorize the Vice-Chancellor to approve the course structures, changes in the structure of the programme and take decisions as per the need for implementing this programme of study effectively.

A mechanism for wider publicity of the Bachelor's Degree Programme like counseling sessions in Schools may be explored.

5.7 Considered the proposed regulations on M.Phil. and Ph.D. Degree Programmes, and

After due deliberations,

Resolved to approve the regulations on M.Phil and Ph.D. Degree Programmes as given in Annexure IV, as an interim arrangement and leaving several options open for the Academic Council, as and when it adopts these regulations, to deliberate and decide.

Resolved further to approve the launching of the M.Phil/Ph.D. programmes with effect from the academic session 2010-11.

Resolved further to authorize the Vice Chancellor to approve changes in the structure of the programme in the interim as per the requirements of effective implementation of the programme.

5.8 Considered the programme structure of the proposed MA programme in Gender Studies developed by the School of Human Studies, and

After detailed deliberations,

Resolved to approve the programme structure of the proposed MA programme in Gender Studies as developed by the School of Human Studies given in Annexure V, and its launching with effect from the academic session 2010-11.. Suggestions made during the discussions regarding the programme structure and course content may be deliberated further at the School of Human Studies.

Resolved further to authorize the Vice Chancellor to approve changes in the structure of the programme and course content as per the requirements for effective implementation of the programme.

Resolved further that simultaneous to the implementation of the programme, a systematic need appraisal of the above programme may

be done including aspects like internship and placement of students after the program.

5.9 Considered grant of leave without Pay to Dr. Preeti Mann, Assistant Professor, and

Resolved to approve the grant of leave without pay to Dr. Preeti Mann, Assistant Professor, School of Development Studies, for eleven months w.e.f. 17.02.2010, as a special case.

5.10 Considered the Statement on Assessment and related Academic Procedure

After detailed deliberations,

Resolved to approve the Statement on Assessment and related Academic Procedure as given in Annexure VI, as an interim policy. Suggestions made during deliberations and received, if any, subsequently from the members of the BoM may be considered.

Resolved further to explore setting up a system of students' evaluation of teaching through a suitably designed proforma protocol, which should act as a tool to enable teachers to assess the effectiveness of their instructional design and teaching. This may be initiated by the office of the Dean Planning in collaboration with the Schools of Studies.

5.11 Considered the Academic Calendar for 2010-11, and

Resolved to approve the Academic Calendar for 2010-11 as follows:

- (i) Monsoon Semester - 19 July to 3 December 2010
- (ii) Winter Semester - 3 January to 20 May 2011
- (iii) Winter Break - 4 December 2010 to 2 January 2011
- (iv) Summer Break - 21 May 2011 to 17 July 2011
- (v) Summer Break for 2009 - 2010 - 22 May 2010 to 18 July 2010

Resolved further to authorize the Vice Chancellor to approve minor alterations in the calendar in the light of possible late start of new programmes and the teaching days lost because of the Commonwealth Games 2010.

5.12 Considered the Award of Postgraduate Diploma in Development Studies, and

Resolved to approve the Award of Postgraduate Diploma in Development Studies on the successful students and submission of this information to the Academic Council once it is constituted.

5.13 Considered the Reservation of Seats for Admissions to various Programmes of study, and

Resolved to approve the Reservation of Seats for Admissions to various Programmes of Study as follows:

1. 85% of the seats are reserved for students from NCT.
2. Social category based reservations separately for students from NCT and outside:

SC	-	15%
ST	-	7.5% Subject to change as per Delhi Govt. Regulations*
OBC	-	5% (not-applicable for outside NCT)
PD/PH	-	3%
Wards of Armed Forces Personnel	-	3%
Died or disabled in action		

*As per August 2009 notification the Govt. of NCT of Delhi has directed that the 7.5% seats reserved for ST candidates may be held back for decision on receipt of reply of Govt. of India.

Enrolment of 5 foreign students in each programme over and above the sanctioned number of seats.

Resolved further that while classifying students as those from NCT and outside the following categories of students may be considered to be eligible for the NCT quota:

- I. Those who have passed their qualifying examination from any institution located within the NCT.
- II. Those who stay in NCT but studied in an institution located outside it.

- III. Those who have passed their qualifying examination from any Distance Education institution while residing/working in NCT (with proof of doing while residing / working in Delhi).
- IV. Any other as decided by the Government of NCT of Delhi or University from time to time.

5.14 Considered the draft Ordinances on: a. Dean, Academic Services and b. Dean, Planning, and

Resolved to approve the draft Ordinances on: a. Dean, Academic Services and b. Dean, Planning as given in **Annexure VII and VIII** respectively.

Resolved to assign the following responsibilities to the Dean Planning:

1. Conducting need appraisal studies for all new programmes
2. Design and institutionalize in collaboration with the Schools an on-going system of Programme Evaluation for all programmes of study.

5.15 Considered the recommendations of the Establishment Committee held on 22.12.2009 and 29.04.2010, and

Resolved to approve the recommendations of the Establishment Committee held on 22.12.2009 and 29.04.2010, as given in **Annexure IX**.

5.16 Considered the recommendations of the Finance Committee held on 29.04.2010, and

Resolved to approve the recommendations of the Finance Committee held on 29.04.2010 as contained in the Minutes of the Finance Committee meeting as given in **Annexure X**.

Resolved further that appropriate provisions in the budget may be made for the likely expenditure on account of the option being made available to the faculty and staff who joined/will join AUD after having tendered technical resignation in their organization/institution, and were/are covered by the earlier Pension Scheme, the option to continue with the

earlier Pension Scheme subject to the conditions that (a) their previous service is countable as qualifying service for pensionary benefits; and (b) their pensionary benefits are transferred to the University by their previous employer.

Resolved further that a sinking fund may be created for the above purpose.

5.17 Considered qualifications & experience for the post of Controller of Finance, and

Resolved to approve the following qualifications and experience for the post of Controller of Finance

- (i) Master's Degree with at least 55% marks or its equivalent grade of 'B' in the UGC 7 point scale;
- (ii) 15 years of administrative experience of which 8 years shall be as Deputy Registrar or equivalent post with sufficient experience of financial administration.

OR

Comparable experience in research establishment and/or other institutions of higher education.

OR

15 years of service in the IAAS cadre or such other similar service

Desirable: Experience of financial administration/Chartered Accountant with requisite experience of working in undertakings/autonomous organization.

5.18 Considered the constitution of Selection Committee for the post of Controller of Finance, and

Resolved to approve the constitution of Selection Committee for the post of Controller of Finance as under:

1. Vice-Chancellor
2. Pro Vice-Chancellor/one Dean to be nominated by VC
3. One member of the Board of Management to be nominated by VC

4. Three experts with experience and expertise in Finance to be nominated by VC

5.19 Considered the constitution of the Selection Committee and qualifications and experience for the post of Librarian, and

Resolved to approve the following qualifications and experience for the post of Librarian:

- Dear AS ✓
- (i) The post of Librarian shall be in the Pay Band of Rs. 37,400-67,000/- with the Academic Grade Pay of Rs. 10,000/-.
 - (ii) The existing conditions of eligibility and academic qualifications prescribed by the UGC shall continue to be applicable for appointment to the post of Librarian. The existing qualifications and experience are as under:
 - a.) Master's Degree in Library Science/Information Science/ documentation with at least 55% marks or its equivalent grade of B in the UGC Seven Point scale and consistently good academic record;
 - b.) At least thirteen years as a Deputy Librarian in a University Library or eighteen years' experience as a College Librarian;
 - c.) Evidence of innovative library service and organization of published work;

Desirable: M.Phil/Ph.D. degree in Library Science/Information Science/Documentation/Archives and manuscript-keeping.

- (iii) Deputy Librarian completing service of three years in the AGP of Rs. 9,000 and otherwise eligible as per conditions prescribed by the UGC and if any by the university, shall also be eligible to be considered for appointment to the post of Librarian through open recruitment.
- (iv) Incumbent Librarian shall be placed at the appropriate stage as per the 'fixation formula' on the 6th CPC in the pay band of Rs. 37,400-67,000 with AGP of Rs. 10,000

Further resolved to approve the constitution of Selection Committee for the post of Librarian as under:

1. Vice-Chancellor
2. Pro Vice-Chancellor/one Dean, to be nominated by VC.
3. One member of the Board of Management to be nominated by VC.
4. Three experts with experience and expertise in Library to be nominated by VC.

5.20 Considered the change of nomenclature of the MA programme in the School of Human Studies from MA Psychosocial Clinical Studies to MA Psychology (Psychosocial Clinical Studies), and

After detailed deliberations,

Resolved to approve the change of nomenclature of the MA programme in the School of Human Studies from MA Psychosocial Clinical Studies to MA Psychology (Psychosocial Clinical Studies).

Dean - SHS ✓
A.S. ✓

5.21 Considered to have the services of Legal Counsel based on panels and practices being followed at University of Delhi and Jawaharlal Nehru University, New Delhi, as an interim arrangement, and

Resolved to approve the services of Legal Counsel based on panels and practices being followed at University of Delhi and Jawaharlal Nehru University as an interim arrangement, as given in Annexure XI.

5.22 Considered the changes in the course structure and credit allocation in the M.A. Development Studies and M.A. Environment and Development Programmes, and

Resolved to approve the changes in the course structure and credit allocation in the M.A. Development Studies and M.A. Environment and Development Programmes for the batch of 2010-2012 as given in Annexures XII and XIII.

Dean SHS ✓
Sch. Human Ecology ✓

5.23 Reviewed the Plan with Physical Targets (2008-2014) with reference to (i) availability of temporary space and (ii) allocation of land for permanent campus, and

Resolved that the University may start parallel activities for construction of its building at the plot of land allocated in Rohini as soon as the land is transferred by DDA in the name of AUD. The University should strive for

constructing a futuristic campus with distinctive features and may like to look at some of the best academic complexes developed in the recent past.

Resolved further that the AUD may not scale down its project size and continue to explore possibilities of allocation of land required for its academic programmes, residential and hostel accommodation and support/common facilities as estimated by the Advisor (Campus Development), namely, 55-60 acres for a single campus and 75-80 acres for a multi-campus.

6.1 To note the Appointment of Deans

The Board of Management noted the following appointment of Deans:

- (i) Appointment of Prof. Satyajit Singh as Dean, School of Human Ecology, in addition to his own duties as Dean, School of Development Studies w.e.f. 08.01.2010 till further orders.
- (ii) Appointment of Prof. A.R. Khan as Dean Academic Services in addition to his own duties as Dean, School of Undergraduate Studies w.e.f. 08.01.2010.
- (iii) Appointment of Prof. A.R. Khan as Dean Student Services in addition to his own duties as Dean, School of Undergraduate Studies w.e.f. 03.08.2009 till further orders.

6.2 The Board of Management took note of the following concept notes/Brief initial proposals on the programmes of the following Schools/Centres:

- a. Vision Document on the proposed programmes of the School of Culture and Creative Expressions.
- b. Concept Note on the proposed programmes of the School of Law, Governance and Citizenship

- c. A brief initial note on the proposed programmes of the School of Design
- d. A brief initial note on the proposed programme in Disability Studies of the School of Human Studies
- e. A brief initial note on the proposed programmes of the School of Business, Public Policy and Social Entrepreneurship
- f. A Concept Note on the proposed Centre for Social Sciences Research Methods
- g. A Concept Note on the Centre for Community Knowledge Heritage

The members may like to communicate their observations/suggestions/comments on the above documents/concept notes **Annexure XIV** so that the same can be taken into account at the time of finalisation of the programmes of study.

6.3 The Board took note of the following deliberations in progress which involve collaboration with other institutions/agencies:

1. MoU with Madras Institute of Development Studies
2. M.Phil/Ph.D. Programme in Gender Studies in collaboration with the Centre for Women's Development Studies
3. Collaborative programme within the Centre for Early Childhood Education and Development (CECED)
4. Ongoing Conversation with *Pradan*

Any other items

- 7.1 Through the School of Law, Governance and Citizenship, when it starts functioning in the AUD or through other Schools and Centres, AUD may aspire to act as a Think Tank for Governance of Universities.

7.2 At an appropriate time the AUD may consider organizing a Symposium on a relevant topic related to University Governance, in which Vice Chancellors of Universities, and even experts from foreign countries, may be invited.

The next meeting of the Board was tentatively fixed as 6th August, 2010.

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

Report on Action Taken on the Minutes of the Sixth Meeting of
the Board of Management held on 12th December, 2009

Resol. No.	Decision	Action Taken
	The Board noted that Shri V. V. Bhat and Dr. G. Narendra Kumar have moved out of the Government of NCT of Delhi and consequently are no longer members of the Board. The Board placed on record its deep sense of appreciation for the valuable contributions that both Dr. Kumar and Shri Bhat had made for Ambedkar University in its initial months.	Appreciation letters have been sent to the retiring members.
1b	The Board welcomed Shri J.P. Singh, Principal Secretary, Finance, Government of NCT of Delhi and Shri Rajendra, Secretary, Higher Education, Government of NCT of Delhi as new members of the Board and looked forward to their fruitful association with the University	Recorded
2a.	The Minutes of the fourth meeting of the Board of Management held on 9 June 2009 were duly read and confirmed	Recorded
2b.	The Minutes of the fifth (special) meeting of the Board of Management held on 16 July 2009 were duly read and confirmed	Recorded
2c.	The Board endorsed the report of the Action Taken on the Minutes (Annexure I)	Recorded
3.	The Board considered the Minutes of the second meeting of the Finance Committee held on 13 October 2009 and endorsed the decisions made in it (Annexure 2). While considering the decisions of the Finance Committee, the Board considered and approved the following:	Recorded
a.	The auditor's report on the accounts of the University for the financial year 2008-09	Recorded

b.	The scheme of revision of pay of teachers and equivalent cadres in universities following the revision of pay scales of Central Government employees on the recommendations of the Sixth Pay Commission. The Board authorized the Vice Chancellor to initiate steps for the implementation of the aforesaid scheme and to act on any further amendments/clarifications issued in this regard by the University Grants Commission, Government of India and/or Government of NCT of Delhi	Revised Pay scales have been implemented in the University. Research Associates have also been given revised consolidated gross monthly salary of Assistant Professor.
3 c.	The Revised Estimates for 2009-10 and the Budget Estimates for 2010-11.	Recorded
4.	<p>The Board considered and approved the following Ordinances and Regulations with minor modifications (Annexure 3):</p> <ul style="list-style-type: none">a. Ordinance: "Powers and Functions of Deans of Schools".b. Ordinance: "Emoluments and other conditions of service of Registrars"c. Ordinance: "Emoluments, terms and conditions of Service of Controller of Finance"d. Ordinance: "Procedures to be followed for Recruitment of Teachers by Selection committees:e. Regulation for the Recruitment of a Teacher of the University.	Ordinances have been circulated in the University

5.	<p>The Board resolved that for every School with typically one two-year MA Programme, the faculty structure would be:</p> <p>Professor: 1 or 2 Associate Professor : 2 or 3 Assistant Professor: 4 or 5</p> <p>This structure will be reviewed from time to time as more academic programmes are developed and launched. The number of faculty positions mentioned above should be treated as full-time equivalent because of the system of concurrent appointments where the time of a faculty member will be deployed to more than one School or Centre.</p>	Recorded for implementation
6.	<p>The Board resolved that every panel of candidates recommended by a selection committee shall have a validity of one year. When a candidate who is offered appointment does not join within the stipulated joining time, the offer shall then be made to the candidate next in the order of merit in the panel. When a candidate joins a position and leaves it within the period of validity of a panel, the offer then shall be made to the next in the order of merit in the panel. If a vacancy arises in the same School/Centre/Unit, or another School/Centre/Unit, which calls for specialization similar to that of a candidate in a valid panel, then the offer of appointment shall be made to him/her. Under special circumstances, the Board may consider extending the validity of a panel.</p>	Recorded for implementation
7.	<p>The Board resolved that the present panel of experts and the procedure of selection to teaching positions as approved by the Board in its fourth meeting shall be valid till the Academic Council considers the matter.</p>	Noted

<p>8.</p>	<p>The Board considered the following recommendations of the Selection committees for faculty positions in the University. The Board resolved that these be accepted:</p> <p>i. Selection committee for the position of Associate Professor in the School of Development Studies which met on 5 November, 2009. In the first instance, the first two persons in the recommended list of candidates shall be offered appointment.</p> <p>“The following names are recommended for the position of Associate Professor:</p> <ol style="list-style-type: none">1. Dr. Subrata Kumar Mandal2. Dr. Sumangala Damodaran3. Dr. Asmita Kabra <p>ii. Selection committee for the position of Assistant Professor in the School of Development Studies which met on 13 and 15 November 2009. In the first instance, the first three persons from the recommended list of candidates under the general category and the first person from the recommended list of candidates under the reserved category shall be offered appointment.</p> <p>“The Committee recommended the following list of candidates for the post of Assistant Professor:</p> <ol style="list-style-type: none">a. Preeti Mannb. Richa Kumarc. Sarbeswar Sahood. Anirban Senguptae. Ivy Dharf. Twinkle Pal	<p>i. Associate Professor in School of Development Studies</p> <ol style="list-style-type: none">1. Dr. Subrata Kumar Mandal has accepted offer but has requested for time to join till 31st May 2010, which has been granted.2. Dr. Sumangala Damodaran has joined. <p>ii. Assistant Professor in School of Development Studies</p> <p>Dr. Preeti Mann, Dr. Anirban Sengupta and Dr. Ivy Dhar (General Category) and Dr. Aruna Kumar M. (Reserved Category) have joined.</p> <p>(Dr. Richa Kumar and Dr. Sarbeswar Sahoo at nos. 2 & 3 on the panel (General) expressed their inability to join).</p> <p>iii. Assistant</p>
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	<p>The Committee recommended the following list of candidates for the post of Assistant Professor under the reserved category:</p> <ol style="list-style-type: none">a. Monditoka Aruna Kumarb. Umakant" <p>iii. Selection committee for the position of Assistant Professor in the School of Human Ecology which met on 20 November 2009. In the first instance, the first person from the recommended list of candidates under the general category and the one candidate recommended under the reserved category shall be offered appointment. Selection process shall be initiated for two positions of Assistant Professor with specialization in Ecology.</p> <p>"The Committee recommended the following list of candidates for the post of Assistant Professor in the order of merit:</p> <ol style="list-style-type: none">1. Rohit Negi2. Bikramaditya Kumar Choudhary3. Padma M. Rohilla <p>The committee recommended the following list of candidates for the post of Assistant Professor under the reserved category:</p> <ol style="list-style-type: none">1. Oinam Hemlata Devi"	<p>Professor in School of Human Ecology</p> <ol style="list-style-type: none">1. Dr. Rohit Negi (General) accepted the offer but has requested time till July, 2010 to join which has been granted by the VC.2. Dr. Oinam Hemlata Devi (Reserved) has joined
9.	<p>The Board considered the following recommendation of the Selection committee duly constituted for the appointment of Director, IT services which met on 21 October 2009 and resolved that this be accepted:</p> <p>"On the basis of a close examination of the curriculum vitae and publications of the candidates and on the basis of performance</p>	<p>Offer of appointment was sent to Dr. Ashish Bhardwaj who has regretted his inability to accept the offer made to him. Offer of appointment has</p>

	<p>during the interview, the selection committee recommends the following panel of names, in order of merit, for appointment to the post of Director, IT Services.</p> <ol style="list-style-type: none">1. Ashish Bharadwaj2. S. Kazim Naqvi3. K. Srinivas"	<p>been sent to the next candidate in the panel, namely, Dr. S. Kazim Naqvi, and who has accepted the offer.</p>
10.	<p>The Board considered the following recommendation of the Selection Committee duly constituted for the appointment of Registrar which met on 8 December 2009 and resolved that this be accepted:</p> <p>"The Committee recommended the following list of candidates in the order of preference for the post of Registrar, based on their performance in the interview, academic qualifications and administrative experience:</p> <ol style="list-style-type: none">1. Dr A.K. Malik2. Col. (Dr) Rajive Kohli3. Shri Sushil Kumar" <p>In accordance with the clause 22(2) (i) of the University Act, the Board resolved to recommend the afore-listed names of the three persons in the order of preference to the Chancellor for appointment as Registrar of the University on the recommendation by the selection committee constituted for that purpose and which was headed by the Vice Chancellor</p>	<p>The panel of three names approved by the Board of Management was submitted to the Chancellor. The Chancellor has appointed Dr. A.K. Malik, who was at No.1 in the panel as Registrar. Dr. A.K. Malik has joined the University w.e.f. 31st December, 2009 (A/N).</p>
11.	<p>The Board considered and approved the Report of the Committee appointed by the Vice Chancellor or Organizational Structure and Personnel Policy of the University chaired by Dr. Kiran Datar (Annexure 4). After due deliberations, the Board approved the Report and resolved to create the non-teaching positions recommended by the Committee.</p> <p>The Board resolved that there shall be an Establishment Committee as a standing committee of the Board of Management to</p>	<p>Recorded.</p>

oversee matters related to non-teaching staff as recommended by the Report of the Committee chaired by Dr. Kiran Datar. The functions of the Establishment Committee have been outlined in the aforesaid report as follows:

"It is proposed that the Board of Management may constitute an Establishment Committee, chaired by the Vice-Chancellor for the implementation of the personnel policies of the University. This Committee will consider and decide all matters relating to creation and allocation of positions to various Schools/Centre/Divisions/Units, defining the roles and responsibilities of each position, the qualifications and experience required of persons to be appointed to various positions and also the positions that might be filled through contract and regular appointments. The Establishment Committee will also be responsible for considering and deciding all matters concerning the terms and conditions of service of all university staff laid down in the statutes, ordinances and regulations of the University. All decisions of the Establishment Committee that involve expenditure beyond the sanctioned budget will require the approval of the Finance Committee and/or Board of Management. The Establishment Committee would also lay down procedures for short term engagements against the approved positions".

The Board resolved that the Establishment Committee shall have the following composition:

- Vice Chancellor (Chairperson);
- One member of the Board of Management to be nominated by it;
- Two Deans to be nominated by the Vice Chancellor;
- Registrar (Member-Secretary)

First meeting of the Establishment Committee was held on 22nd December, 2009 and second meeting on 29th April, 2010 and its recommendations are submitted in the agenda

	<p>The nominated members will have a term of two years.</p> <p>The Board resolved that Dr Kiran Datar shall be its nominee in the Establishment Committee for a term of two years.</p>	
12.	<p>The Board considered the note on Short-Term and Visiting Appointments (Annexure 5). The Board resolved to authorize the Vice Chancellor to constitute a committee to formulate a procedure of making these appointment and to institute a review mechanism for the norms of payment for such appointment. The Board resolved that in the interim the Vice Chancellor shall approve making short-term and visiting appointments for duration of one semester or less.</p>	<p>Recorded for implementation. A Committee has been constituted and the recommendations will be submitted to the BoM.</p>
13.	<p>The Board considered the note on the temporary campus and allocation of land for the permanent campus (Annexure 6). The Board approved the proposal of engaging a senior retired officer as a consultant to liaise with the Government of NCT of Delhi and the IP University on a day-to-day basis to facilitate a speedy relocation of the University to the Kashmere Gate Campus and to assist expedite the allocation of land for the permanent campus.</p>	<p>Recorded for implementation</p>
14.	<p>The Board considered and approved the extension of the term of Professor Vijaya Varma as Advisor Planning for a period of one year.</p>	<p>Implemented</p>
15.	<p>The Board considered and approved the extension of the term of Shri C. M. Sharma as Advisor Finance for a period of one year</p>	<p>Implemented</p>

Regulations on leave of employees of the university,
including teachers and other academic staff

1. Short title and extent of application

The Regulation as set out hereunder may be called "Regulation for regulating leave of all employees of the Ambedkar University, Delhi, including teachers and other academic staff".

These Regulations shall be deemed to have come into force from the date of approval by the Board of Management.

2. Definitions

The words and expressions used in this Regulation shall have the same meaning and effect as those defined in the Act, Statues and Ordinances of the University.

If any question arises as to the interpretation of these Regulations it shall be resolved by the Board of Management through a Sub-Committee.

3. Kinds of leave admissible

(A) TO PERMANENT EMPLOYEES

1. The following kinds of leave would be admissible to permanent employees

(i) Leave treated as duty, viz.;

- Casual Leave
- Special Casual Leave
- Duty Leave

(ii) Leave earned by duty, viz.;

- Earned Leave
- Half Pay Leave
- Commuted Leave

(iii) Leave not earned by duty, viz.;

- Extraordinary Leave
- Leave Not Due

- (iv) Leave not debited to leave account, viz.,
 - (a) Leave for academic pursuits:
 - Study Leave
 - Sabbatical Leave
 - (b) Leave on grounds of health:
 - Maternity Leave
 - Paternity Leave
 - Adoption Leave
 - Special Disability Leave
 - Quarantine Leave

The Board of Management may, in exceptional cases, grant, for reasons to be recorded, any other kind of leave subject to such terms and conditions as it may deem fit to impose.

2. CASUAL LEAVE

- (i) Casual Leave is not earned by duty. Total Casual Leave granted to an employee shall not exceed 8 days in a calendar year.
- (ii) Casual Leave cannot be combined with any other kind of leave except Special Casual Leave. It may be combined with holidays including restricted holidays and Sundays.
- (iii) Holidays or Saturdays and Sundays falling within the period of Casual Leave shall not be counted as Casual Leave.

3. SPECIAL CASUAL LEAVE

Special Casual Leave not exceeding ten days in a calendar year may be granted to an employee for any of the following purposes:

- (a) To conduct an examination of a University, Public Service Commission, Board of Examination or other similar bodies/institutes;
- (b) To inspect academic institutions attached to a Statutory Board etc;
- (c) To participate in a literary, scientific or educational conference, symposium or seminar or cultural or athletic activities conducted by bodies recognized by the University Authorities;

- (d) To do such other work as may be approved by the Vice Chancellor as academic work;
- (e) For such other purposes and subject to such conditions and limits that such leave is granted by the Government to its employees.
- (f) In addition, special casual leave to the extent mentioned below may also be granted:
 - i) to undergo sterilization operation (vasectomy or salpingectomy) under family welfare programme. Leave in this case will be restricted to six working days; and
 - ii) to a female teacher who undergoes non-puerperal sterilization. Leave in this case will be restricted to fourteen days.

Note

1. In computing the ten days leave admissible, *the days of actual journey*, if any, to and from the places where such conference/activity takes place *will be excluded* as also holidays or Saturdays & Sundays that fall within the period of Special Casual Leave.
2. Special Casual Leave cannot be accumulated nor can it be combined with any other kind of leave except Casual Leave. It may be granted in combination with holidays and vacation.

4. DUTY LEAVE

- (i) Duty Leave may be granted for:
 - a) Attending conferences/ congresses/ symposia/ seminars and other activities of similar nature, on behalf of the University or where invitations are accepted with the prior approval of the University;
 - b) Delivering lectures in Institutions and Universities at the invitation of such Institutions or Universities received by this University and accepted by the Vice Chancellor;
 - c) Working in another Indian or foreign university, institution or organization when so deputed by the University, or for performing any other duty for the University; and

- d) Working on a delegation or committee appointed by the Government of India, State Governments, UGC, Universities or any other academic or public body.
 - e) Deputation abroad under cultural/bilateral exchange programme in which it is a condition that the teacher/employee deputed will have to go on duty leaves or undertaking field work in India or abroad.
- (ii) The duration of leave should be such as may be considered necessary by the sanctioning authority on each occasion, taking into account the normal academic programmes of the University.
 - (iii) The leave may be granted on full pay. Provided that if the employee receives a fellowship or honorarium or any other financial assistance beyond the amount needed for normal expenses, he/she will be *sanctioned Duty Leave on reduced pay and allowances* as per University regulations in this regard.
 - (iv) Duty Leave may be combined with Earned Leave, Half Pay Leave or Extraordinary Leave.
 - (v) Duty Leave may be pre-fixed or suffixed to vacation.

5. EARNED LEAVE

- (i) Earned Leave admissible to employees
 - (a) Every employee other than teachers and academic staff eligible for vacations shall be entitled to earned leave calculated at the rate of 2 ½ days for each completed calendar month of service;
 - (b) The leave account of each employee shall be credited with earned leave in advance in two instalments of fifteen days each on the first day of January and of July of every calendar year.
 - (c) The leave at the credit of an employee at the close of the previous half-year shall be carried forward to the next half-year subject to the condition that the leave so carried forward plus the credit for the half-year does not exceed the maximum limit of 300 days.

(ii) Calculation of Earned Leave

(a) Earned Leave shall be credited to the leave account of an employee at the rate of $2\frac{1}{2}$ days for each completed calendar month of service which he is likely to render in a half year of the calendar year in which he is appointed.

(b) (i) The credit for the half year in which an employee is due to retire or resigns from the service shall be afforded only at the rate of $2\frac{1}{2}$ days per completed calendar month up to the date of retirement or resignation.

(ii) When an employee is removed or dismissed from service or dies while in service, credit of earned leave shall be allowed at the rate of $2\frac{1}{2}$ days per completed calendar month up to the calendar month preceding the calendar month in which he is removed or dismissed from service or dies in service.

(c) While affording credit of Earned Leave, Half Pay Leave or Extraordinary Leave fractions of a day shall be rounded off to the nearest day.

(iii) Earned Leave for teachers and academic staff who are eligible for vacations

(a) Teachers and those holding equivalent academic positions and are eligible for vacations shall be entitled to $\frac{1}{30}$ th of actual service, excluding all periods of leave other than casual leave, special casual leave and duty leave provided that if any of them are required to work during vacations, $\frac{1}{3}$ rd of such period may also be added to his/her earned leave account.

(b) Earned leave at the credit of a teacher shall not accumulate beyond 300 days and the maximum period of earned leave sanctioned at a time shall not exceed 60 days. Provided that earned leave exceeding 60 days may be sanctioned for higher studies or training, or for medical reasons, or when the entire leave or a portion thereof, is spent outside India.

(c) In cases where a portion of leave is spent outside India, the grant of leave in excess of 60 days shall be subject to the condition that the portion of the leave spent in India shall not, in the aggregate, exceed 60 days.

(d) When a teacher combines vacation with earned leave in such a manner that he/she is on leave before and after the vacation in continuation the period of vacation shall be reckoned as leave in calculating the maximum amount of leave on average pay which may be included in the particular period of leave.

(e) Encashment of earned leave shall be allowed to employees as applicable to the employees of the Central Government.

6. HALF PAY LEAVE

(i) The Half Pay Leave account of permanent employees shall be credited with Half Pay Leave in advance in two installments of ten days each on the first day of January and of July of every calendar year.

(ii) a) The leave shall be credited at the rate of $5/3$ days of each completed calendar month which the employee is likely to render in the half-year of the calendar year in which he is appointed.

b) The credit for the half-year in which the employee is due to retire or resign from the service shall be allowed at the rate of $5/3$ days per completed calendar month up to the date of retirement or resignation.

c) In case of removal or dismissal from service or death while in service Half Pay Leave shall be allowed at the rate of $5/3$ days per completed calendar month up to the end of calendar month preceding the calendar month in which the employee is removed or dismissed from service or dies in service.

(iii) While affording the credit of Half Pay leave fractions of a day shall be rounded off to the nearest day.

- (iv) The Leave under this rule may be granted on medical certificate or on grounds supported by valid reasons including academic studies or private affairs.

7. COMMUTED LEAVE

Commuted Leave not exceeding half the amount of Half Pay Leave due may be granted on medical certificate to a permanent employee subject to the following conditions:

- (a) When Commuted Leave is granted, twice the amount of such leave shall be debited against the Half Pay Leave due.
- (b) No Commuted Leave shall be granted under this Regulation unless the authority competent to sanction leave has reason to believe that the employee will return to duty on its expiry.
- (c) Where an employee who has been granted commuted leave resigns from service or at his request is permitted to retire voluntarily without returning to duty, the Commuted Leave shall be treated as half pay leave and the difference between the leave salary in respect of Commuted Leave and Half Pay Leave shall be recovered.
- (d) Commuted Leave during the entire service shall be limited to a maximum of 300 days provided that the total duration of earned leave and commuted leave taken together shall not exceed 300 days at a time.

Note

Commuted Leave may be granted at the request of the employee even when Earned Leave is due to him.

The duration of earned leave and commuted leave taken in conjunction shall not exceed 300 days.

8. EXTRAORDINARY LEAVE

- (i) A permanent employee may be granted Extraordinary Leave
 - (a) When no other leave is admissible; or
 - (b) When other leave is admissible but the employee applies in writing for the grant of Extraordinary Leave.

Provided, however, that save under the provisions of sub-clauses (ii) to (iv) below, which are applicable to Teachers, no Extraordinary Leave shall be granted to an employee for holding an appointment or a fellowship outside the University.

- (ii) The Vice Chancellor may grant on the request from the institution concerned and on application of the teacher, Extraordinary Leave to hold an appointment or fellowship in a Government, a University, a Research Institute or other similar important institution, if in the opinion of the Vice Chancellor, such leave does not prejudice the interests of the University. This leave can be allowed only to a teacher who has continued in the post held by him and served the University for a period of at least two years. Provided further that such leave shall not be granted until after the expiry of leave sanctioned under this sub-clause and sub-clause (iii) below.

The application for such leave shall be sent through the Dean of the School concerned and the latter shall give his/her recommendations taking into account the strength of the teaching staff in the particular discipline.

In case of his failure to return to duty immediately at the end of the period of leave sanctioned to him/her, the services of a teacher shall be liable to be terminated from the date of commencement of the period of leave granted to him/her. He/She shall also refund to the University, pay and allowances, if any, received by him during the leave (including other kinds of leave taken in continuation) sanctioned to him for the purpose.

- (iii) The Vice Chancellor may also grant, at his discretion, Extraordinary Leave to a permanent teacher who has been selected for a teaching or research assignment in a University, a Research Institute or other similar important institution provided he has served the University for a period of at least two years and the application had been sent through and forwarded by the University. The leave in such cases shall not exceed a maximum period of two years. Notwithstanding any other leave which may be due to a teacher, the entire period for which the teacher holds the appointment outside the University shall be without pay. The period so spent shall count for seniority. The period shall not count for Pensionary/Contributory Provident Fund benefits unless the Pensionary/

Contributory Provident Fund contributions are paid by the teacher or the other employer. If the teacher does not resume his duties in the University at the end of the period of Extraordinary Leave granted to him, he shall be treated as having resigned the post held by him in the University.

Provided that the BoM may grant exemption for the requirements of two years in very exceptional cases.

- (iv) Subject to the provisions of sub-clause (vii) below, the total amount of Extraordinary Leave granted to a teacher under sub-clauses (ii) and (iii) above shall not exceed five years during his/her entire service.
- (v) Extraordinary Leave shall always be without pay and allowance. Payment of allowances during the period of Extraordinary Leave shall be governed by the relevant rules.

Provided further the Extra Ordinary Leave shall not be granted until after the expiry of the period stipulated for serving the University after availing of study/sabbatical leave.

- (vi) Extraordinary Leave shall not count for increment except in the following cases:
 - (a) Leave taken on the basis of a medical certificate.
 - (b) Cases where the Vice Chancellor is satisfied that the leave was taken due to causes beyond the control of the employee, such as inability to join or rejoin duty due to civil commotion or a natural calamity, provided the employee has no other kind of leave to his credit.
 - (c) Leave taken for prosecuting higher studies.
 - (d) Leave granted to accept a teaching post or fellowship or research-cum-teaching post or an assignment for technical, or academic work of importance.

- (vii) Extraordinary Leave may be combined with any other leave except Casual Leave and Special Casual Leave provided that the total period of continuous absence from duty shall in no case exceed five years in all.

The **authority empowered to grant leave may commute retrospectively periods of absence without Leave into Extraordinary Leave.**

9. LEAVE NOT DUE

- (i) Leave Not Due may, at the discretion of the Vice Chancellor, be granted to a permanent employee for a period not exceeding 360 days during his/her entire service, out of which not more than 90 days at a time and 180 days in all may be otherwise than on medical certificate. Such leave shall be debited against **the Half Pay Leave earned by the employee subsequently.**
- (ii) Leave Not Due shall not be granted unless the Vice Chancellor is satisfied that as far as can reasonably be foreseen, the employee will return to duty on the expiry of the leave and earn the leave granted.
- (iii) If an employee to whom Leave Not Due is granted, resigns from service or is permitted to retire voluntarily without resuming duty, the Leave Not Due shall be cancelled, his retirement or resignation taking effect from the date on which such leave had commenced and the leave salary recovered. Where an employee resumes duty after availing of Leave Not Due, but resigns before the debit balance in his leave account is wiped out, he shall be liable to refund the leave salary to the extent of the debit balance of leave.

Provided no leave salary shall be recovered if the retirement is by reason of ill health, incapacitating the employee for full service or in the event of death or if the employee is compulsorily retired permanently.

- (iv) Provided further that the Board of Management may in any other exceptional case, waive, for reasons to be decided, the refund of leave salary for the period of leave still to be earned.

10. STUDY LEAVE

A. For Teachers

- (i) Study leave may be granted to a permanent whole-time teacher with not less than three years continuous service to pursue a special line of study or research or to make a special study of the various aspects of University organisation and methods of education, if the University is likely to benefit by the course of study or programme of research which the applicant wishes to undertake. Provided that the Board of Management may, in the special circumstances of the case, waive the condition of three years service being continuous.
 - (a) The person is a teacher on the date of the application; and
 - (b) There is no break in service.
- (ii) Study Leave shall be granted on the recommendation of the School/Centre. The leave shall not be granted for more than two years save in cases in which the Board of Management/Academic Council is satisfied that an extension may be granted on academic grounds and is necessary in the interest of the study being undertaken by the teacher. The period of Study Leave shall in no case exceed three years.
- (iii) Study Leave shall not be granted to a teacher who is due to retire within three years of the date on which he is expected to return to duty after the expiry of Study Leave.
- (iv) Study Leave may be granted more than once, provided not less than five years have elapsed after the teacher returned to duty on completion of earlier spell of Study Leave, or Sabbatical Leave. For a subsequent spell of Study Leave, the teacher shall indicate the work done during the period of the earlier leave as also give details of work to be done during the proposed spell of Study Leave.
- (v) No teacher who has been granted Study Leave shall be permitted to alter substantially the course of study or the programme of research without the prior permission of the leave sanctioning authority. When the course of study falls short of the study leave sanctioned, the teacher shall resume duty on the conclusion of the course of study unless the previous approval of the Board of Management to treat the period of shortfall as extra ordinary leave has been obtained.

- (vi) (a) Subject to the provisions of sub-clause (vii) and (viii) below, Study Leave may be granted on full pay for two years. The teachers would be entitled to draw their total emoluments for the duration of the Study Leave.
- (vii) The amount of scholarship, fellowship or other financial assistance that a teacher granted Study Leave has been awarded will not preclude his being granted Study Leave with pay and allowances but the scholarship etc., so received shall be taken into account in determining the pay and allowances on which the Study Leave may be granted.
- (viii) If a teacher, who is granted Study Leave is permitted to receive and retain any remuneration in respect of part-time employment during the period of Study Leave, he shall ordinarily not be granted any Study Leave salary, but in cases, where the amount of remuneration received in respect of part-time employment is not considered adequate, the Board of Management may determine the Study Leave salary payable in each case.

Note: It shall be the duty of the teacher granted Study Leave to communicate immediately to the University financial assistance in any form received by him/her during the course of Study Leave from any person or institution whatsoever.
- (ix) Subject to the maximum period of absence from duty on leave not exceeding five years, Study Leave may be combined with Earned Leave, Half Pay Leave, Extraordinary Leave provided that the Earned Leave at the credit of the teacher shall be availed of at the commencement of the Study Leave.
- (x) The teachers granted Study Leave will also be sanctioned necessary increments as and when due. However the amount of emoluments payable to a teacher on Study Leave shall be reduced subject to the provisions of sub-clauses (vii) and (viii) above.
- (xi) Study Leave shall count as service for pension/contributory provident fund provided the teacher rejoins the University on the expiry of his Study Leave and serves for the period for which Bond has been executed.

- (xii) Study Leave granted to a teacher shall be deemed to have been cancelled, in case it is not availed of within 12 months of its sanction. Provided that where Study Leave granted has been so cancelled the teacher may apply again for such leave.
- (xiii) A teacher availing of Study Leave shall undertake to serve the University continuously for **double the period of study leave or for a period of three years whichever is less**, to be calculated from the date of resuming duty after expiry of the study leave.
- (xiv) A teacher
- (a) who is unable to complete his studies within the period of Study Leave granted to him/her, or the period so allowed by the sanctioning authority to submit it.
 - (b) who fails to rejoin the service of the University on the expiry of the Study Leave, or
 - (c) who rejoins the University but leaves the service without completing the prescribed period of service after rejoining the service, or
 - (d) who within the said period is dismissed or removed from service by the University shall be liable to refund to the University the amount of leave salary and allowances and other expenses, incurred on the teacher or paid to him/her or on his/her behalf in connection with the course of study.

Provided that a teacher who has served the University for a period of not less than half the period of service under the Bond on return from Study Leave, shall have to refund to the University half of the amount calculated as above. In case the teacher has been granted Study Leave without pay and allowances, he/she shall be liable to pay the University an amount equivalent to his/her pay and allowances last drawn for four months as well as other expenses incurred by the University during the course of study.

Explanation: If a teacher, who asks for extension of Study Leave and is not granted the extension, does not rejoin duty on the expiry of the leave originally sanctioned, will he deemed to have failed to rejoin the service on the expiry of leave for the purpose of recovery of the dues under this regulation:

Notwithstanding the above, the Board of Management may order that nothing in this regulation shall apply to a teacher who, within the prescribed period of service under the bond, is permitted to retire from service on medical grounds.

Provided further that the Board of Management may, in any other exceptional case, waive or reduce, for reasons to be recorded, the amount refundable by a teacher under this regulation.

- (xv) After the leave has been sanctioned the teacher shall, before availing of the leave, execute a bond (Appendix I) in favour of the University binding himself/herself for the fulfillment of the conditions laid down in sub-clauses (xiii) and (xiv) above and give security of immovable property to the satisfaction of the Controller of Finance or a Fidelity Bond of an Insurance Company or a Guarantee by a Scheduled Bank or furnish security of two permanent teachers for the amount which might become refundable to the University in accordance with sub-clause (xiv) above.
- (xvi) The teacher shall submit to the Dean Academic Services, or any other Officer so authorized, six- monthly reports of progress in studies from his/her Supervisor or the Head of the Institution. This report shall reach the Officer so designated within one month of the expiry of every six months of the study leave. If the report does not reach the Officer within the time specified, the payment of leave salary may be deferred till the receipt of such report.

B. For employees other than teachers

- (i) Study Leave may be granted to employees, with due regard to the exigencies of service of the University, to enable them to undergo, in or out of India, a special course of study consisting of higher studies or specialized training in a professional or a technical subject having a direct and close connection with the sphere of their duty.

(ii) Study Leave may also be granted

- a) for a course of training or study tour in which an employee may not attend a regular academic or semi-academic course if the course of training or the study tour is certified to be of definite advantage to the University from the point of view of its interest and is related to the sphere of duties of the employee; and
- b) for the purpose of studies connected with the framework or background of public administration subject to the conditions that:
 - I) the particular study or study tour should be approved by the Board of Management; and
 - II) the employee should be required to submit, on his/her return, a full report on the work done by him/her while on study leave.
- c) for studies which may not be closely or directly connected with the work of an employee, but which are capable of widening the mind in a manner likely to improve abilities as an employee and to equip him/her better to collaborate with those employees employed in other branches of the public service.

(iii) Study leave shall not be granted unless

- I) it is certified by the Vice-Chancellor that the proposed course of study or training shall be of definite advantage from the point of view of the interests of the University;
- II) it is for prosecution of studies in subjects other than academic or literary subject.

(iv) Study Leave shall not be granted to an employee.

- I) who has rendered less than three years' service under the University;

- II) who is due to retire, in exercise of the option to retire, from University service within three years of the date on which he/she is expected to return to duty after the expiry of the leave.
- (v) Study Leave shall not be granted to an employee with such frequency as to remove him/her from contact with his/her regular work or to cause cadre difficulties owing to his absence on leave.
- (vi) The maximum amount of Study Leave, which may be granted to an employee shall be :
- (a) Twelve months at any one time, and
- (b) During his/her entire service, twenty-four months in all (inclusive of similar kind of leave for study or training granted under any other rule).
- (vii) Applications for Study Leave
- 1) (a) Every application for Study Leave shall be submitted through the proper channels to the Registrar who shall place it before the appropriate authority.
- (b) The course or courses of study contemplated by the employee and any examination which he/she proposes to undergo shall be clearly specified in such application.
- 2) Where it is not possible for the employee to give full details in his/her application, or if after leaving India, he/she is to make any change in the programme which has been approved in India, he/she shall submit the particulars as soon as possible to the Vice Chancellor and shall not, unless prepared to do so at his/her own risk, commence the course of study or incur any expenses in connection therewith until he/she receives the approval of the Vice Chancellor.
- (viii) Sanction of Study Leave
- 1) (a) Every employee who has been granted Study Leave or extension of such Study Leave shall be required to execute a bond in the prescribed form before the study leave or extension of such study leave granted to him/her commences.

- (b) The bond shall be signed by two sureties who hold posts of equal or higher status.
- 2) On completion of the course of study, the employee shall submit to the Vice-Chancellor the certificates of examinations passed or special courses of study undertaken, indicating the date of commencement and termination of the course with the remarks, if any, of the authority in charge of the course.
- (ix) Accounting of Study Leave and combination with other kinds of leave.
- 1) Study Leave shall not be debited against the leave account of the employee.
- 2) Study leave may be combined with other kinds of leave, but in no case the grant of this leave in combination with leave, other than Extraordinary Leave, involve a total absence of more than twenty—eight months from the regular duties of the employee.
- 3) An employee granted Study Leave in combination with any other kind of leave may, if he/she so desires, undertake or commence a course of study during any other kind of leave and subject to the other conditions laid down in rule being satisfied, draw study allowance in respect thereof. Provided that the period of such leave coinciding with the course of study shall not count as Study Leave.
- (x) Regulation of Study Leave extending beyond course of study. When the course of study falls short of Study Leave granted to an employee, he/she shall resume duty on the conclusion of the course of study unless the previous sanction of the Vice Chancellor has been obtained to treat the period of shortfall as Ordinary Leave.
- (xi) Leave salary during Study Leave
- 1) During Study Leave availed of outside India, an employee shall draw leave salary equal to the pay that the employee drew while on duty with the University immediately before proceeding on such leave and in addition the dearness

allowance, house rent allowance besides study allowance will be admissible at such rates and on such conditions as may be decided by the Vice Chancellor taking into consideration the rates of study allowance and the conditions thereof prescribed by the Government in respect of its employees.

2) (a) During Study Leave availed of in India, an employee shall draw leave salary equal to the pay that the employee drew while on duty with the University immediately before proceeding on such leave and in addition the dearness allowance and house rent allowance as admissible in accordance with the provisions of sub-clause (xii).

(b) Payment of leave salary at Full rate under clause (a) above shall be subject to furnishing a certificate by the employee to the effect that he/she is not in receipt of any scholarship, stipend or remuneration in respect of any part time employment.

(c) The amount, if any, received by an employee during the period of study leave as scholarship or stipend or remuneration in respect of any part time employment shall lie adjusted against the leave salary payable under this sub-rule subject to the condition that the leave salary shall not be reduced to an amount less than that payable as leave salary during Half Pay Leave.

(d) No study allowance shall be paid during study leave for courses of study in India.

(xii) Admissibility of allowances in addition to study allowance
1. For the first 180 days of the study leave, house rent allowance shall be paid at the rates admissible to the employee from time to time at the station from where he/she proceeded on study leave, The continuance of payment of house rent allowance beyond 180 days shall be subject to the production of a certificate to the effect that the employee continues to occupy the accommodation and has not sublet either in whole or in part from time to time.

2. Except for house rent allowance as admissible under sub-clause (1) above and the dearness allowance and the study allowance, where admissible, no other allowance shall be paid to an employee in respect of (the period of study leave granted to him/her.

(xiii) Travelling allowance during Study Leave:

An employee to whom Study Leave has been granted shall not ordinarily be paid travelling allowance but the Board of Management may in exceptional circumstances sanction the payment of such allowance.

(xiv) Cost of fees of study

An employee to whom Study Leave has been granted shall ordinarily be required to meet the cost of fees paid for the study but in exceptional cases, the Board of Management may sanction the grant of such fees.

Provided that in no case shall the cost of fee be paid to an employee who is in receipt of scholarship or stipend from whatever source or who is permitted to receive or retain, in addition to his/her leave salary, any remuneration in respect of part-time employment.

(xv) Resignation or retirement after study leave or non-completion of the course of study

- 1) If an employee resigns or retires from service or otherwise quits service without returning to duty after a period of study leave or within a period of three years after such return to duty or fails to complete the course of study and is thus unable to furnish the certificates he/she shall be required to refund the actual amount of leave salary, study allowance, cost of fees, travelling and other expenses if any, incurred by the University, together with interest thereon at rates for the time being in force on Government loans, from the date of demand, before his/her resignation is accepted or permission to retire is granted or his quitting service otherwise. Provided that except in the case of employees who fail to complete the course of study nothing in this rule shall apply to an employee who, after return to duty

from study leave, is permitted to retire from service on medical grounds, or join other Government funded organisation.

2) a) The Study Leave availed of by such employee shall be converted into regular leave standing at his credit on the date on which the study leave commenced, any regular leave taken in continuation of study leave being suitably adjusted for the purpose and the balance of the period of study leave, if any, which cannot be so converted, treated as extraordinary leave.

b) In addition to the amount to be refunded by the employee under sub-clause (2), above he /she shall require to refund any excess of leave salary actually drawn over the leave salary admissible on conversion of the study leave.

3) Notwithstanding anything contained in this rule, the Board of Management may, if it is necessary or expedient to do so, either in the interest of the University or having regard to the peculiar circumstances of the case or by the class of cases, by order, waive or reduce the amount required to be refunded by the employee concerned or class of employees.

11. SABBATICAL LEAVE (FOR TEACHERS)

(i) Permanent whole-time teachers who have completed seven years as Assistant Professor and Professors and Associate professors of the University who have completed three years of service may be granted Sabbatical Leave to undertake study or research or other academic pursuits solely for the object of increasing their proficiency and usefulness to the University. This leave shall not be granted to a teacher who has less than one year service in the University before retirement.

(ii) The duration of leave shall not exceed six or twelve months according as the teacher has actually worked in the University for not less than three or six years respectively since his/her return from the earlier spell of Sabbatical Leave.

Provided further that Sabbatical Leave shall not be granted until after the expiry of three years from the date of the teacher's return from the previous Study Leave.

- (iii) A teacher shall, during the period of Sabbatical Leave be paid full pay and allowances (subject to the prescribed conditions being fulfilled) at the rates applicable to him/her immediately prior to his/her proceeding on Sabbatical Leave. The University shall not, however, fill up his post or make other alternative arrangements involving additional expenditure.
- (iv) A teacher on Sabbatical Leave shall not take up during the period of that leave, any regular appointment under another organization in India or abroad. He/she may, however, be allowed to accept a fellowship or Research Scholarship or adhoc teaching and research assignment with honorarium or any other form of assistance, other than a regular employment in an institution of higher learning and however the university may impose a restriction or cut in salary or allowance on as the case may be.
- (v) During the period of Sabbatical Leave the teacher shall be allowed to draw the increment on due date. The period of leave shall also count as service for purpose of pension/contributory provident fund provided the teacher rejoins the University on the expiry of the leave.

Note:

1. The programme of study to be followed during Sabbatical Leave shall be submitted to the University for approval along with the application for grant of the leave.
2. On return from leave the teacher shall report to the University the nature of Studies/research or other work undertaken during the period of leave.

12. MATERNITY & CHILD CARE LEAVE

- (i) Maternity Leave on full pay may be granted to a female employee with less than two surviving children for a period of 180 days from the date of its commencement.
- (ii) Leave of the kind due and admissible (including commuted leave for a period not exceeding 60 days and leave not due) that can be granted in continuation of Maternity Leave.

- (iii) Maternity leave may also be granted to a female employee (irrespective of the number of surviving children) in case of miscarriage, including abortion, subject to the condition that the leave applied for does not exceed six weeks and the application for leave is supported by a medical certificate.
- (iv) Maternity Leave may be combined with Earned Leave, Half Pay Leave or Extraordinary Leave but any leave applied for in continuation of Maternity Leave may only be granted if the request is supported by a medical certificate.
- (v) Notwithstanding the provision contained in clause 12 (iii) any leave (including Commuted Leave for a period not exceeding sixty days and Leave Not Due up to a maximum of one year applied for in continuation of Maternity Leave may be granted without production of medical certificate.
- (vi) Women employees having minor children may be granted Child Care Leave by an authority competent to grant leave, for a maximum period of two years (i.e. 730 days) during their entire service for taking care of upto two children whether for rearing or to look after any of their needs like examination, sickness etc. Child Car Leave shall not be admissible if the child is eighteen years of age or older. During the period of such leave, the women employees shall be paid leave salary equal to the pay drawn immediately before procceding on leave. It may be availed of in one or more than one spell. Child Care Leave shall not be debited against the leave account. Child Care Leave may also be allowed for the third year as leave not due (without production of medical certificate). It may be combined with leave of the kind due and admissible.

Condition:

Child Care Leave can be availed only if there is no Earned Leave at Credit and requires prior sanction. Intervening holidays will count as Child Care Leave as in the case of Earned Leave

13. PATERNITY LEAVE

Paternity leave of 15 days may be granted to a male employee during the confinement of his wife, provided that such leave shall be limited upto 2 children.

14. ADOPTION LEAVE

Adoption leave may be granted as per rules of the Government of India.

15. SPECIAL DISABILITY LEAVE

(a) SPECIAL DISABILITY LEAVE FOR INJURY NOT INTENTIONALLY INFLICTED

- (i) Special Disability Leave may be granted to an employee who is disabled by injury not intentionally inflicted or caused in or in consequence of the due performance of his official duties or in consequence of his official position.
- (ii) Such leave shall not be granted unless the disability manifested itself within three months of the occurrence to which it is attributed and the person disabled acted with due promptitude in bringing it to notice.
Provided that the authority competent to grant leave may, if satisfied, as to the cause of the disability, permit leave to be granted in cases where the disability manifested itself more than three months after the occurrence of its cause.
- (iii) The period of leave granted shall be such as is certified by an Authorised Medical Officer and shall in no case exceed 24 months.
- iv) Special Disability Leave may be combined with leave of any other kind.
- v) Special Disability Leave may be granted more than once if the disability is aggravated or remanifests in similar circumstances at a later date but not more than 24 months of such leave shall be granted in consequence of any one disability.
- vi) Special Disability Leave shall be counted as duty in calculating service for pension and shall not, except the leave granted under the provision to clause (b) of sub-clause (vii) of this Regulation be debited against the leave account of the employee.
- vii) Leave salary during such leave shall
 - (a) For the first 120 days of any period of such leave including a period of such leave granted under sub-clause (v) above be equal to leave salary while on Earned Leave; and

(b) For the remaining period of any such leave, be equal to leave salary during Half Pay Leave.

(c) Provided that a member of the staff, may at his option, be allowed leave salary as in sub-clause (a) above for period not exceeding another 120 days, and in that event the period of such leave shall be debited to his Half Pay Leave account.

(b) SPECIAL DISABILITY LEAVE FOR ACCIDENTAL INJURY

(i) The provisions in clause 14(a) of this regulation shall apply also to an employee who is disabled by injury accidentally incurred in, or in consequence of, the due performance of his official duties or in consequence of his official position, or by illness incurred in the performance of any particular duty which has the effect of increasing his liability to illness or injury beyond the ordinary risk attaching to the post which he holds.

(ii) The grant of special disability leave in such cases shall be further subject to the following conditions :

a) that the disability, if due to disease, must be certified by an Authorised Medical Attendant to be directly due to the performance of the particular duty;

b) that, if the employee has contracted such disability during service, it must be, in the opinion of the authority competent to sanction leave, exceptional in character; and

c) that the period of absence recommended by an authorized medical attendant may be covered in part by leave under the regulation and in part by any other kind of leave, and that the amount of Special Disability Leave granted on leave salary equal to that admissible on Earned Leave shall not exceed 120 days.

16. QUARANTINE LEAVE

(i) Quarantine Leave is leave of absence from duty necessitated in consequence of the presence of an infectious disease in the family or household of an employee.

- (ii) Quarantine Leave may be granted on the basis of a medical certificate for a period not exceeding 21 days. In exceptional cases this limit may be raised to 30 days. Any leave necessary for quarantine purposes in excess of this period shall be treated as Ordinary Leave. Quarantine Leave may be combined with Earned Leave, Half Pay Leave or Extraordinary Leave.
- (iii) An employee on Quarantine Leave is not treated as absent from duty and his pay is not affected.

B. EMPLOYEES APPOINTED ON PROBATION

An employee appointed as a probationer against a substantive vacancy and with definite terms of probation shall during the period of probation be granted leave which would be admissible to him/her if he/she held the post substantively otherwise than on probation. If for any reason it is proposed to terminate the services of a probationer, any leave granted to him/her should not extend beyond the date on which the probationary period expires or any earlier date on which his/her services are otherwise terminated by the orders of the Board of Management or competent authority. On the other hand, an employee appointed 'on probation' to a post, not substantively vacant, to assess his suitability to the post, shall until he/she is substantively confirmed, be treated as a temporary employee for purposes of grant of leave. If a person in the permanent service of the University is appointed 'on probation' to a higher post he/she shall not, during probation, be deprived of the benefit of leave rules applicable to his/her permanent post.

C. EMPLOYEES RE-EMPLOYED AFTER RETIREMENT

In the case of an employee re-employed after retirement, the provisions of this Regulation shall apply as if he had entered service for the first time on the date of his/her re-employment. Re-employed pensioners who are treated as new entrants in the matter of leave may also be granted Terminal Leave under sub-clause 12 of clause 20 below.

D. TEMPORARY EMPLOYEES

Temporary employees shall be governed by the provisions of part A of this Regulation subject to the following conditions and exceptions:

- (1) A temporary employee shall be entitled to the same Earned Leave as a

permanent employee.

(2) Half Pay Leave

No Half Pay Leave may be granted to a temporary employee unless the authority competent to sanction leave has reason to believe that the employee will return to duty on the expiry of such leave.

(3) Commuted Leave

Temporary employees shall be entitled to commute any portion of the Half Pay Leave as a permanent employee.

(4) Extraordinary Leave

In the case of a temporary employee the duration of Extraordinary Leave on occasion shall not exceed the following limits-

(a) Three months at a time.

(b) Six months in cases where the employee has completed three years continuous service and the leave application is supported by a medical certificate.

(c) Eighteen months where the employee is undergoing treatment in a recognized hospital for tuberculosis, cancer or leprosy.

(d) (i) 24 months in cases where the leave is required for prosecuting studies, certified to be in the University's interest. Provided that the employee has completed three years continuous service on the date of commencement of Extraordinary Leave. In cases where this condition is not satisfied, Extraordinary Leave to this extent may be sanctioned in continuation of any other kind of leave due and applied for (including three months extra ordinary leave under (a) above, if the employee completes three years continuous service on the date of expiry of such leave).

(ii) When a temporary employee fails to resume duty on the expiry of the maximum period of Extraordinary Leave granted to him/her or where an employee who is granted a lesser amount of leave remains absent from duty for any period which together with the Extraordinary Leave granted exceeds the limit up to which he/she could have been granted such leave under above, he/she shall unless the Board of Management in view of the exceptional circumstances of the case otherwise determines, be deemed to have resigned his appointment and shall accordingly cease to be in the University employ.

(iii) Two spells of Extraordinary Leave if intervened by any other kind of leave shall be treated as one continuous spell of Extraordinary Leave for the purposes of sub-clause (a) to (d) above.

(5) Leave not due, study leave and Sabbatical Leave.

Temporary employees shall not be entitled for the grant of leave not due, study leave and sabbatical leave.

(6) Vacation:

A temporary teacher shall be entitled to pay for the following summer vacation only if he/she joins duty within two months of the beginning of the academic year and has worked continuously and satisfactorily from the date of joining upto the last working days of the session.

Note:

Leave Not Due may be granted to temporary employees who are suffering from T.B., Leprosy, Cancer or Mental illness provided (i) request for such leave is supported by a medical certificate (ii) the official has put in a minimum of one year of service (iii) the post from which the official proceeds on leave is likely to last till his return to duty and (iv) the leave should be limited to a period of 360 days during his/her entire service. The other conditions as applicable to permanent employees would also apply.

E. EMPLOYEES APPOINTED ON CONTRACT

Employees appointed on contract will be granted leave in accordance with the terms of the contract.

F. GENERAL RULES AND CONDITIONS

- (1) **Leave — how earned**

Leave is earned by duty only. The period spent in foreign service counts as duty if contribution towards leave salary is paid for such period.
- (2) **Right to Leave**
 - (a) Leave cannot be claimed as a matter of right. Leave of any kind may be refused or revoked by the competent authority empowered to grant it without assigning any reason, if that authority considers such action is in the interest of the University.
 - (b) No leave shall be granted to an employee whom a competent authority has decided to dismiss, remove or compulsorily retire from service nor shall any leave be granted to an employee when he/she is under suspension.
- (3) **Maximum period of absence from duty on leave**
 - (a) No employee shall be granted leave of any kind for a continuous period exceeding five years.
 - (b) Where an employee does not resume duty after remaining on leave for a continuous period of five years or where an employee after the expiry of his/her leave remains absent from duty, otherwise than on foreign service or on account of suspension, for any period which together with the period of leave granted to him/her exceeds five years, he/she shall, unless the Board of Management in view of the exceptional circumstances of the case otherwise determines, be removed from service after following the prescribed procedure.
- (4) **Application for Leave**

Leave should always be applied for in advance and the sanction of the competent authority obtained before it is availed of except in cases of emergency and for satisfactory reasons.

Note: An employee should not leave station till the order sanctioning leave has been issued.
- (5) **Commencement and termination of Leave**
 - (a) Leave ordinarily begins from the date on which leave as such is actually availed of and ends on the day the employee resumes duty.

(b) Sundays and other recognized holidays (including Restricted holidays) may be prefixed and/or suffixed to leave with the permission of the authority competent to sanction the leave.

(6) **Rejoining of duty before the expiry of the Leave**

(a) An employee on leave may not return to duty before the expiry of the period of leave granted to him unless he/she is permitted to do so by the authority which sanctioned him/her the leave.

(b) Notwithstanding anything contained in (a) above, an employee on Leave Preparatory to Retirement shall be precluded from withdrawing his/her request for permission to retire and from returning to duty, save with the consent of the Board of Management.

(7) **Leave on medical grounds to be supported by medical certificate**

An employee who applies for leave on medical grounds shall support his/her application with a medical certificate from an Authorised Medical Officer of the University or where no such Medical Officer has been appointed, from a Registered Medical Practitioner. The authority competent to sanction leave may, however, require the applicant to appear before a Medical Board.

Leave or extension of leave on medical certificate shall not be granted beyond the date on which an employee is pronounced by a Medical officer or Board to be permanently incapacitated for further service.

(8) **Rejoining duty on return from leave on medical grounds**

No employee who has been granted leave (other than Casual Leave) on medical certificate shall be allowed to return to duty without producing a medical certificate of fitness.

(9) **Employment during Leave**

An employee on leave shall not, without the written permission of the University, engage directly or indirectly in any trade or business whatsoever or in any private tuition or other work to which any emolument or honorarium is attached; but this prohibition shall not apply to work undertaken in connection with the examination of a University, Public Service Commission, Board of Education or similar Bodies/Institutions or to any literary work or publication or radio or extension lectures, or with the

permission of the Vice Chancellor, to any other academic work. The leave salary of an employee who is permitted to take up any employment during leave shall be subject to such restrictions as the Board of Management may impose.

(10) Absence without leave or overstay of Leave

An employee who absents himself/herself without leave or remains absent without leave after the expiry of the leave granted to him/her, shall be entitled to no leave allowance or salary for the period of such absence. Such period shall be debited against his/her leave account as leave without pay unless his/her leave is extended by the authority empowered to grant the leave. Wilful absence from duty may be treated as misconduct.

(11) Leave/cash payment in lieu of leave beyond the date of retirement or quitting of service

- (i) No leave shall be granted to an employee beyond (a) the date of retirement or (b) the date of the final cessation of his duties or (c) the date on which he/she retires by giving notice to the Vice Chancellor or he/she is retired by University by giving notice or pay and allowances in lieu of such notice in accordance with the terms and conditions of his service or (d) the date of resignation from service.
- (ii) Where an employee retired on attaining the normal age prescribed for retirement under the terms and conditions governing his service, the authority competent to grant leave shall *suo motu*, issue an order granting cash equivalent to leave salary for Earned Leave, if any, at the credit of the employee on the date of his retirement subject to the maximum number of days fixed by the government from time to time and a check rate approved by the Govt. of NCT of Delhi.
- (iii) The authority competent to grant leave may withhold whole or part of cash equivalent of Earned Leave in the case of an employee who retires from service on attaining the age of retirement while under suspension or while disciplinary or criminal proceedings are pending against him/her, if in the view of such authority there is a

possibility of some money becoming recoverable from him/her on conclusion of the proceedings against him/her. On conclusion of the proceedings, employee will become eligible to the amount so withheld after adjustment of University dues, if any.

- (iv) (a) Where the service of an employee has been extended in the interest of public service beyond the date of his retirement, he may be granted
- i) during the period of extension, any Earned Leave due in respect of the period of such extension plus the Earned Leave which was at his/her credit on the date of his retirement subject to a maximum as prescribed.
 - ii) after expiry of the period of extension, cash equivalent in the manner provided in clause 20 (12) (ii) in respect of Earned Leave at credit on the date of retirement, plus the Earned Leave earned during the period of extension, reduced by the Earned Leave availed of during such period, subject to a maximum of 300 days.
- (b) The cash equivalent payable under sub-clause (ii) of (a) above shall be calculated in the manner as decided by the Government from time to time.
- (v) An employee who retires or is retired from service in the manner mentioned in clause 20 (12) (iii) may be granted, *suo motu* by the authority competent to grant leave, cash equivalent of the credit subject to a maximum of days prescribed by Government and also in respect of all the Half Pay Leave at his/her credit provided this period does not exceed the period between the date on which he so retires or is retired from service and the date on which he/she would have retired in the normal course after attaining the age prescribed for retirement under 'the terms and conditions governing his/her service. The cash equivalent shall be equal to the leave salary as admissible for Earned Leave and/or equal to the leave salary as admissible for Half Pay Leave plus dearness allowance admissible on the leave salary for the days prescribed at the rates in .

force on the date the employee so retires or is retired from service. The pension and pension equivalent or other retirement benefits and ad hoc relief/graded relief on pension shall be deducted from the leave salary paid for the period of half pay leave, if any, for which the cash equivalent is payable. The amount so calculated shall be paid in one lump sum as a one-time settlement.

Provided that if leave salary for the Half Pay Leave component falls short of pension and other pensionary benefits, cash equivalent of Half Pay Leave shall not be granted.

(vi)(a) (i) Where the services of an employee are terminated by notice or by payment of pay and allowances in lieu of notice, or otherwise in accordance with the terms and conditions of his/her appointment, he/she may be granted, *suo motu* by the authority competent to grant leave, cash equivalent in respect of Earned Leave at his credit on the date on which he/she ceases to be in service subject to a maximum of days as prescribed.

(ii) If an employee resigns or quits service, he/she may be granted, *suo motu*, by the authority competent to grant leave, cash equivalent in respect of earned leave at his/her credit on the date of cessation of service, to the extent of half of such leave at his/her credit subject to a maximum of half of the prescribed leave.

(iii) An employee who is re-employed after retirement may, on termination of his re-employment, be granted, *suo motu*, by the authority competent to grant leave cash equivalent in respect of earned leave at his/her credit on the date of termination of re-employment subject to a maximum number of days prescribed from time to time. (including the period for which encashment was allowed at the time of retirement).

(b) The cash equivalent payable under sub-clause (vi) (a) above shall be calculated in the manner decided by government from time to time.

(13) Leave at the credit of employees who dies in harness

(i) In case an employee dies in harness, the cash equivalent of the leave salary that the deceased employee would have got, had he gone on earned leave, but for the death, due and admissible on the date immediately

following the date of death subject to maximum of leave salary for days decided by government from time to time shall be paid to his/her family. Further such cash equivalent shall not be subject to reduction on account of pension equivalent of death-cum-retirement gratuity.

(ii) Cash equivalent of leave salary in case of invalidation from service

An employee who is declared by a medical authority to be completely and permanently incapacitated for further service may be granted, *suo motu*, by the authority competent to grant leave, cash equivalent of leave salary in respect of leave due and admissible, on the date of his invalidation from service, provided that the period of leave for which he/she is granted cash equivalent does not extend beyond the date on which he would have retired in the normal course after attaining the age prescribed for retirement under the terms and conditions governing his/her service. The cash equivalent thus payable shall be equal to the leave salary as calculated under clause 20 (12) (v). An employee not in permanent employ or quasi-permanent employ shall not however be granted cash equivalent of leave salary in respect of half pay leave standing at his/her credit on the date of invalidation from service.

(14) Payment of cash equivalent of leave salary in the case of death etc. of an employee as per the regulations of the govt. of NCT of Delhi/UGC/Govt. of India.

(15) Conversion of one kind of leave to another

(a) At the request of the employee concerned, the University may convert retrospectively any kind of leave including Extraordinary Leave into a leave of different kind which was admissible to him/her at the time the leave was originally taken; but he/she cannot claim such conversion as a matter of right.

(b) If one kind of leave is converted into another, the amount of leave salary and the allowances admissible shall be recalculated and arrears of leave salary and allowances paid or the amount overdrawn recovered as the case may be.

(16) Increment during Leave

If increment of pay falls during any leave other than Casual Leave, Special Casual Leave, Duty Leave, Study Leave or Sabbatical Leave, the effect of increase of pay will be given from the date the employee resumes duty without prejudice to the normal date of his/her increment, except in those cases where the leave does not count for increment.

(17) Leave Year

For the purpose of this Ordinance, unless otherwise specified, the term 'year' shall mean calendar year running from the commencement of the calendar session to the end of the calendar session.

(18) Authorities Empowered to Sanction Leave

The Vice Chancellor is empowered to sanction leave and he/she may delegate such powers to other officers of the University.

Leave Salary

- (1) An employee granted Casual Leave or Special Casual Leave is not treated as absent from duty and his/her pay is not intermitted. During Duty Leave, Study Leave and Sabbatical Leave, an employee will draw pay under the provisions of clause 4, 10 and 11 respectively.
- (2) An employee on Earned Leave is entitled to leave salary equivalent to the pay drawn immediately before proceeding on leave.
- (3) An employee on Commuted Leave is entitled to leave salary equal to the amount admissible under the clause governing it.
- (4) An employee on Half Pay Leave or Leave Not Due is entitled to leave salary equal to half the amount specified under the clause governing it.
- (5) An employee on Extraordinary Leave shall not be entitled to any leave salary.

- (6) An employee on Special Disability Leave is entitled to leave salary as admissible under the clause governing it.
- (7) An employee on Maternity Leave and Quarantine Leave is entitled to draw pay as at the time of proceeding on leave.
- (8) Payment of Dearness, House Rent and City Compensatory Allowances during leave shall be governed by the provisions of the rules regarding the payment of those allowances.
- (9) An employee who is granted leave beyond the date of compulsory retirement or quitting of service as the case may be, as provided under Clause 20(12) shall be entitled during such leave, to leave salary as admissible under clause 20(12)(b).
- (10) In the case of an employee who is granted leave earned by him during period of re-employment, the leave salary shall be based on the pay drawn by him exclusive of the pension and pension equivalent of other retirement benefits.

(19) Making of rules under these Regulations

The Vice-Chancellor may make rules under these regulations prescribing the procedure to be followed in and may constitute a committee for interpretation of rules.

- i) making application for leave and for permission to return to duty before the expiry of the leave;
- ii) granting leave and submission of medical certificates while proceeding or returning from leave;
- iii) the payment of leave salary;
- iv) the sanction of leave by various level of officers
- v) the maintenance of leave accounts/records.

(20) Exceptions

These Regulations shall not be applicable to (a) person in respect of whom special provisions have been made by or under the provision of the Statutes of the University (b) persons on deputation for a limited duration (c) persons appointed on consolidated salary or daily wages (d) project staff and (e) persons paid from contingencies.

(21) Amendments

Unless there is anything repugnant to the Bharat Ratna BR Ambedkar University Act, 2008, any amendment to the Leave Rules applicable to its employees notified by the Government, shall be deemed to be the amendments of the relevant provisions of these ordinances or any order or administrative instructions already issued/to be issued by the Government shall be deemed to be the orders or administrative instructions under these ordinances, with effect from the date of such amendments/orders are brought into force by the Government. These provisions will not apply to duty leave, study leave and sabbatical leave for teachers.

(22) Relaxation

When the Board of Management is satisfied that the operation of any of these Regulations will cause undue hardship in any particular case, the Board of Management for reasons to be recorded, dispense with or relax the requirements of that clause, to such extent and subject to such exceptions and conditions as it may consider necessary for dealing with the case in a just and equitable manner.

APPENDIX - I

Bond to be executed by the teachers when granted Study Leave

This agreement made on this---- day of----- 20---- between the Bharat Ratna B.R. Ambedkar University, Delhi being a body corporate constituted under the Act of the Delhi Legislature (hereinafter called the University of the one part) and

(i)
resident of

(hereinafter called the obliger of the second part):

and

(ii)
resident of and

(iii)
resident of

(hereinafter called (ii) and (iii) — jointly the sureties of the third part)

WHEREAS the Obliger is employed in the Ambedkar University, Delhi in the
AND WHEREAS THE Obliger has applied for Study Leave for the following purpose:
AND WHEREAS the University has agreed to grant Study Leave on the condition that after the completion of studies, the Obliger will re-join the University and serve the University for a minimum period of years. The Obliger has agreed to this condition and the Sureties have also assured the University that the Obliger will perform these obligations faithfully:

1. That the Obliger undertakes that after completion of studies as aforesaid shall re-join the University and shall serve under the University for a minimum period ofyears.
2. That in case the Obliger fails to complete studies within the period of Study Leave or fails to re-join the service of the University on the expiry of Study Leave or resigns from the service of the University at any time before the expiry of the agreed period of service after return to duty at the University being dismissed or removed from the service by the University within the period aforesaid the Obliger and the sureties shall forthwith pay to the

University or as may be directed by the University a sum of Rs. a liquidated damages and refund the advance received by the Obliger from University; and shall pay all the expenses incurred by the University on the Obliger consequent on the grant of Study Leave, provided always that if the Obliger completes 18 months service after return from study leave, then the sureties and the Obliger shall be liable to pay only half the amount of the liquidated damages.

3. THAT the Obliger and the Sureties shall pay interest at the rate of 6% per annum on the amount payable as per clause 2 above.
4. THAT the liability of the Obliger and the Sureties to payable amount due to the University shall be joint and several and the University shall be competent to recover the amount due from all or either or them.
5. THAT hereinabove is a continuing surety and shall not be impaired or discharged by reason of any time being granted by any forbearance, act or omission of the University or any person authorised by it or any other indulgence or concession shown by the University to the Obliger or to anyone and the University shall be competent to recover the amount due from all or either of them.
6. THAT the University may at its discretion extend the Study Leave of the Obliger from time to time without any reference to the Sureties and the Sureties shall remain liable in all respects for the amounts payable under these presents during the original period as well as during the extended period.
7. THAT if any amount is paid the University outside India then the Obliger and the Sureties shall be liable to pay relevant amount in Indian currency according to the prevalent official rate of exchange at the time of payment.

IN WITNESS WHEREOF the parties have set their hands hereto in presence of witness:

Witness No. 1 Sig. Sig.

(Name:.....)Obliger

No. 2 Sig.....

(Name:.....)

Witness No. 1 Sig. Sig.

(Name:.....) surety No. 1

No. 2 Sig.....

(Name:.....)

Witness No. 1 Sig. Sig.....

(Name:.....)

Surety No. 2

No.2 Sig.....

(Name:.....)

Witness No. 1 Sig.

Officer of University

No.1 Sig.....

(Name:.....)

No.2 Sig.....

(Name:.....)

School of Undergraduate Studies Programme

Bachelor's Degree Programme

The undergraduate programme of study is central to Ambedkar University, Delhi. The programme seeks to offer a *liberal arts education* aimed at acquainting the students with a variety of fields of inquiry and approaches to knowledge. The programme is intended to teach students to think critically and creatively, to conceptualise and solve problems, to analyse reason and make evidence-based conclusions/decisions, and to express themselves clearly and convincingly both in speech and in writing.

To achieve a balance of breadth of scope and depth of study, the undergraduate programme will be characterized by the study of courses relating to different areas of humanities and social sciences, particularly in the earlier semesters, to promote a general understanding of these disciplinary areas and to instill an appreciation of some of the major areas of learning. This would be followed in later semesters by more intensive courses related to various academic disciplines in fulfillment of the requirements for majoring in an academic discipline or a combination of disciplines of study. In addition, the programme of study will encompass a combination of courses designed to promote the acquisition of certain foundational skills that students can bring to bear in a variety of learning and career/professional situations.

Structure of the Programme

We propose to offer 3 types of B.A. Degrees.

- a) B.A. Honours with major in a Single discipline area with 48 to 56 credits of elective courses in that discipline.
- b) B.A. Honours Social Sciences/Humanities with 2 disciplines with 32 credits of elective courses in each.

OR

- B.A. Honours in Social Sciences/Humanities in three discipline areas with at least 16 credits of elective courses in *each* of the three disciplines.
- c) Four year B.A. Honours with double major in 2 discipline areas with 48 credits or more of elective courses in each area.

Duration and Credits

- i) B.A. Programme will be comprised of 96 credits for a 3 year degree and 128 credits for 4 year degree programme.
- ii) The B.A. Programme will follow a semester system. Each semester period would normally be of 16 weeks.
- iii) Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field work per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of other programme activities.

Course Components

The B.A. Programme will have following types of course offerings

- a) Foundation Courses (16 to 24 Credits)
- b) Discipline based/Interdisciplinary elective courses (56 to 72 Credits)
- c) Applied/Vocational/Special Interest Courses (8 to 16 Credits)

a) **Foundation Courses or General Study Courses:**

Common to all students designed to facilitate acquisition of certain foundational skills such as quantitative reasoning, language proficiency and analytical and communication skills that will serve students in a wide array of academic and non academic endeavours. A few of the courses under this category have been prepared to provide students, coming from varying backgrounds basic understanding of social sciences and insight into the contemporary world.

The following courses will be offered under the foundation category.
(All courses are 4 Credits each)

- | | | |
|------|---|--------------------|
| i) | English B (Higher level) | Compulsory for all |
| ii) | Logic and Reasoning | Compulsory for all |
| iii) | Foundations of Social Sciences and Humanities | Compulsory for all |
| iv) | History and Philosophy of Science | Compulsory for all |
| v) | English A (Basic Level) | Optional |
| vi) | Quantitative methods | Optional |
| vii) | Hindi Language | Optional |

viii)	Environment	Optional
ix)	Indian and World Literature	Optional
x)	Citizenship and governance	Optional
xi)	Indian Society	Optional
xii)	Youth and Identity	Optional

(All these would be offered in the first and second semesters in a phased manner. In the first year of launch a limited number of these courses will be offered).

b) **Elective Courses**

Elective courses relating to the disciplinary areas would enable students to gain a general understanding of different academic disciplines within the humanities and social sciences as well as to attain the prerequisites required for a major in a subject area or an academic discipline. Therefore, the electives offered during the first year of the degree programme would include introductory-level courses relating to disciplinary areas which would serve students who would like an introduction to these subject areas or who want an interdisciplinary education involving the study of courses across several academic disciplines as well as those students who are interested in majoring in one of these academic disciplines.

- (a) It is proposed that the first B.A. batch will be offered the following options: B.A. (Hons.) with major in any one or two of 3 discipline areas viz., Economics, English, History, and B.A. (Hons.) in a combination of 2 or 3 discipline areas.
- (b) B.A. Honours (Social Sciences/Humanities) combining 2 or 3 disciplines would be available in Economics, English, History, Hindi, Law, International Political Economy, Development Studies, Environment, Sociology, Political Science, Philosophy, Anthropology and Mathematics.

These disciplinary options would be available within 2nd to 6th semesters and introduced in a phased manner over the next 5 years.

All the schools of the University and other faculty members in the school of Undergraduate Studies would be requested to contribute courses in various areas of study for Bachelor's Degree. These offerings under each discipline area would be for a minimum of 16 Credits to be a part of B.A. Honours Social Science/Humanities and 48 credits to 56 credits to offer

Honours with major in a discipline area. These courses can be spread across semesters in such a way that a student is able to required credits in 3 years.

c) **Applied Courses/Vocational/Special Interest Courses**

A set of courses will be offered providing training and skills in selected vocational fields. The areas could include Secretarial Practices, Computer Aided Designing, the Insurance Sector, Front Office Management, Copy Editing, Public Relations, Environment, Accountancy, Retail Marketing, Sales Representative, Tourist Guides, TV Anchoring, Travel Agency based services.

A basket of special interest courses will be offered in the following areas: Film Appreciation, Theatre, Painting, Sculpture, Art Appreciation, Pottery Making, Literature, Creative Writing, etc.

The Applied/Vocational/Special Interest Courses would be available in diverse areas in the 5th and 6th semesters.

Launch of the Programme

It is proposed that the programme be launched from the session **August 2010** with an intake of around 120 students. We propose to keep the size of each subject batch to around 40 students. It may provide us 3-4 cohorts in the first year. This number can gradually be increased from year to year.

Admission Procedure

Admission procedures and proposed scheme for regulating the student choices of courses is as below:

- i) For the first batch in 2010 it is proposed that admissions be done on the basis of performance at the class 12th Board examination.

We propose to admit students to B.A. Programme *in general* rather than to a *specific* honours area of study. We believe that students should decide by the end of 3rd and 4th semester the specific area for their honours major.

- ii) As per this scheme all admissions shall be done for a common B.A. Programme with a provision that around 15 students at the top of merit list of admission in each of the major areas of study (English, History and Economics) would receive immediate entrance to the Major of their choice. The other students would be able to make these choices after 2nd semester. We propose to have a class size of around 40 students with one section only in each discipline area. In case more than 50 (though class size is 40 but we are keeping an upper limit of 50 to adjust additional demand) students opt for a particular subject, we may have to filter them. It is proposed that we decide to admit them to a Major on the basis of their performance in the first two semesters. Students shall have opportunity to change their Major area of Study.

Organisation of Teaching

The in house faculty in various schools of study would be allocated the courses to be offered in the 1st and 2nd semesters.

It is also proposed that the recruitment of faculty in the School of Undergraduate Studies and Liberal Studies be expedited for the particular areas of course offerings in 1st year of B.A. At the same time guest and visiting faculty will be identified for teaching some modules of the courses to be offered in the 1st and 2nd semesters.

Assessment

We propose to follow the assessment scheme based on continuous assessment with no separate term end examination. This assessment scheme has been implemented for other MA Programmes. For the undergraduate courses we will suitably adapt the provisions of this assessment scheme.

SEMESTER WISE COURSE OFFERINGS FOR BA PROGRAMME (PROPOSED SCHEDULE)

	Semester 1&2	Semesters 3&4	Semesters 5&6	(credits) Semesters 7&8
Foundation Language	English Language Level1 (4) (Optional) English Language Level2 (4)			
Foundation Intellectual Processes	Logic and Analytical Reasoning Level 1 (4) Logic and Analytical Reasoning Level 2 (Quantitative Methods) (4) (Optional)			
Foundation Conceptual	Conceptual Foundations of Social Sciences and Humanities (4) History and Philosophy of Science (4)			
Foundation Basket of Optional Courses	Hindi Language (4) Youth and Identity (4) Indian and World Literature (4) Citizenship and Governance (4) Indian Society, (4) Issues in Environment (4)			
Elective	(2x4=8)	(6 or 7 x 4 = 24 or 28)	(6 or 7 x 4 = 24 or 28)	(6 to 8 x 4 = 24 to 32)
Application / Special Interest		(1 or 2 x 4 = 4 or 8)	(1 or 2 x 4 = 4 or 8)	(0 or 1 or 2 x 4 = 0 or 4 or 8)
Exit Accomplishment			BA (Honours) Single discipline Major or BA (Honours) Social Sciences and Humanities	BA (Honours) Double Major

Note:

1. There will be a compulsory non-credit preparatory/bridge course of one month (about 100 hours) prior to the commencement of the classes for those who are identified as needing special assistance in English.
2. 48 to 56 credits of electives in a discipline or area of knowledge is needed to satisfy the requirement of an honours with a major in that.
3. All courses are at honours level.
4. One can earn an Honours in Social Sciences and Humanities with 16 to 32 credits in two or three disciplines or areas of knowledge.

REGULATIONS CONCERNING DEGREES OF MASTER OF PHILOSOPHY (M.Phil) AND DOCTOR OF PHILOSOPHY (Ph.D.)

1. The degrees of Master or Philosophy and Doctor of Philosophy may be granted by any School of the University, except for the School of Undergraduate Studies.
2. All academic matters relating to the M.Phil. and Ph.D. degrees shall be overseen at the University level by the **Standing Committee (Research) of the Academic Council (SCR)**. Until the Academic Council constitutes the SCR, the Vice Chancellor shall appoint an interim SCR which shall perform all functions of the SCR.
3. All academic matters relating to the M.Phil. and Ph.D. degrees shall be overseen at the School level by the **Research Studies Committees (RSC's)**. **RSC's** shall be sub-committees of the **Boards of Studies of Schools** (henceforth, 'Boards'). Each RSC shall regulate M.Phil. and Ph.D. programmes of the research subjects/fields/areas within the domain of the respective School. The Academic Council may constitute more than one RSC in certain Schools depending on the nature of research programmes. The composition of the RSC's shall be determined by the Academic Council. In the interim, until this decision is made by the Academic Council, each RSC shall have the following composition:
 - Dean of the School (Chair);
 - Four members of the Board, who are eligible to be recognized as doctoral supervisors and are appointed or with concurrent appointment to the School, to be nominated by the Board;
 - One member from outside the School to be nominated by the Vice Chancellor
4. Admissions to M.Phil. and to Ph.D. for those who do not have an M.Phil. degree shall occur once in each year, in June-July. Ph.D. admissions for those who have an M.Phil. shall occur throughout the year.
5. The number of seats for M.Phil. in each School shall be determined by the SCR on the recommendation of the RSC and shall be announced/advertised

prior to the commencement of admission procedures. The number of seats available in the Ph.D. programme in each School may vary from year to year depending on the number of recognized supervisors in the faculty and the maximum number of doctoral students that they are allowed to supervise at a given point of time. This number shall be determined by the RSC and announced periodically round the year.

6. Every M.Phil. or Ph.D, scholar shall receive official supervision from a Supervisor appointed to the faculty of the University or two Co-Supervisors. A University faculty member is eligible to supervise Ph.D. students (i.e., act as Supervisor or *in-house* Co-Supervisor) if he/she holds a doctoral degree (Ph.D or equivalent) and has a minimum three years of teaching experience or postdoctoral research experience or combination of these two. A University faculty member is eligible to supervise M.Phil. students (act as Supervisor) if he/she holds a doctoral degree (Ph.D. or equivalent). An RSC formally appoints research supervisors and reports these to the SCR.

The maximum number of research students allocated to each supervisor at any given time shall be determined by the SCR. Allocations may be adjusted when a research scholar de-registers (see 15. below), permitting a Supervisor to take on another supervisee in place of a de-registered one. The RSC's and the SCR shall ensure that each Supervisor/Co-Supervisor adheres to the stipulated supervision quota.

SCR on the recommendation of an RSC may appoint Co-Supervisors/Joint-Supervisors who are not members of the University. For purposes of calculating allocation of research students to supervisors, any co-supervised student equals one singly-supervised student. An *external* Co-Supervisor/Joint-Supervisor may be any expert in the relevant field of research and/or practice, regardless of whether he/she holds the highest academic degree in the field.

7. Candidates may be admitted to a programme leading to the degree of **Master of Philosophy** under the following conditions:
 - (i) The SCR on the recommendation of the RSC's shall determine the academic requirements and eligibility conditions for applicants to M.Phil. programmes. *The qualifying degree(s) need not be in the same 'field' or discipline as the one in which the applicant proposes to conduct M.Phil. research.* The University may offer opportunities for

M.Phil. and Ph.D. study that differ significantly from the disciplinary definitions and orientations of other institutions.

- (ii) The SCR on the recommendation of the RSCs shall establish formal *procedures* for the admission of students to M.Phil. programmes. These procedures may include an entrance test or written exercises and one or more interviews.
8. Candidates may apply for admission to programmes leading to **the degree of Doctor of Philosophy** under the following conditions:
- (i) Recipients of fellowships/scholarships instituted by the University or by national and international agencies under schemes recognized by the University may be admitted to a Ph.D. programme and may be provisionally registered for Ph.D. by the RSC's subject to ratification by the SCR. The RSC may excuse such applicants from a written entrance examination *but* shall require them to undergo an entrance interview or interviews which shall include presentation of a statement of purpose and/or thesis proposal.
 - (ii) Candidates may be admitted to doctoral programmes according to criteria established by the respective RSC's and approved by the SCR. These shall usually include a written entrance exam/exercise and/or interviews.
 - (iii) The following candidates not holding an M.Phil. degree are eligible for admission to doctoral studies:
 - (a) An applicant having obtained from a foreign institution a degree other than M.Phil. but beyond the Bachelor's level *and* deemed a (post)graduate degree in that country, may apply for admission to a doctoral programme and shall undergo the same entrance process as M.Phil. holders. This rule shall apply provided the *foreign 'graduate' degree lower than a doctoral degree* has been awarded on the basis of either defense of a thesis or completion of multiple research and writing assignments, amounting to at least 25,000 words.
 - (b) Applicants holding the degree of M.A. who have distinguished themselves through publication of reports or articles in peer-

reviewed academic or professional journals OR publication of a research monograph OR (in case of an applicant to a creative/performing arts doctoral programme) remarkable *creative* accomplishment (such as a published work of fiction/journalism, a self-produced or subsidized film, a series of public performances or recitals recognized by arts organizations) OR any other kinds of special accomplishments recognized by the RSC's and approved by the SCR may be considered for admission to a relevant doctoral programme. The SCR on the recommendation of the RSC's shall determine the criteria of accomplishment requisite for admission. In any case, such special admission shall be contingent upon an entrance interview and/or submission by the candidate of a statement of purpose or research proposal. These scholars shall be subject to the same requirements for doctoral study/research as doctoral candidates admitted without M.Phil. degree.

- (iv) Candidates holding the degrees of M.A. or M.Phil. and having been employed by the University as Research Associates, Research Assistants or teachers may be admitted for Ph.D. study/research under conditions prescribed by the SCR on the recommendation of the RSC's.
 - (v) M.Phil. students of the University having obtained a grade average of A (9 points on an 11-point scale) in the prescribed M.Phil. course work and satisfied other 'pre-submission' requirements of the programme may be eligible for admission to the doctoral programme upon recommendation of the RSC. They shall not complete an M.Phil. thesis and the M.Phil. degree shall not be awarded to them. Instead, they shall proceed directly to doctoral studies and shall be subject to the requirements of the Ph.D. degree.
9. The SCR on the recommendation of the RSCs shall establish formal *procedures* of Ph.D. admission. These procedures shall normally include at least one admission interview at which a candidate presents a statement of purpose or research proposal. In case of direct admission to doctoral study, without M.Phil. degree, a written entrance test or comparable written exercises may be prescribed. The Boards shall establish eligibility criteria for Ph.D. applicants holding undergraduate and/or postgraduate degrees in fields different from the programmes in which admission is sought.

10. If the University offers its own scholarships/fellowships to research students, these shall be awarded according to criteria established by the SCR.
11. The admission and registration of research students, both M.Phil. and Ph.D., by the RSC's shall require ratification by the SCR. Records of admission, registration and academic progress of research students shall be maintained by the RSC.
12. Students admitted to any M.Phil. programme are required to *complete courses amounting to at least sixteen credits, over a period of one or two semesters*, as prescribed by an RSC. Every M.Phil. student shall *complete at least one mandatory course in research methods* appropriate to the area/field of proposed research, as prescribed by the RSC. More than one such course may be prescribed as mandatory. RSC's may prescribe different or multiple research methods courses for students in the same programme depending on the nature of their proposed research and their academic backgrounds. RSC's may direct M.Phil. students to undertake elective courses, offered through any Schools of the University. An RSC may decide to prescribe courses for all M.Phil. students of the programme in common or to construct individualized study plans.

Prescribed course work could entail completion of certain modules or units of taught courses, or courses undertaken on independent study basis. RSC's may prescribe relevant M.A.-level courses (or modules/units of such courses) for M.Phil. students, provided that any assignments or examinations prescribed for M.Phil. students are conducted in such a way that expectations of their performance or accomplishment are higher than those of M.A. students.

Course and programme 'pass' grades and criteria are determined by each RSC and approved by the SCR. M.Phil. students shall be evaluated at the end of each semester of course work. A student unable to pass a course or unable to achieve a prescribed minimum grade average in the courses shall be allowed to repeat the courses *or* equivalent assignments/examinations of those courses within twelve months.

RSC's may require students to formally review or discuss their thesis topics upon completion of the prescribed course work. Such occasions may also

provide opportunities for formal assessment of M.Phil. students' progress in such matters as language acquisition or learning of other skills/investigative techniques prescribed by the RSC's.

M.Phil. students shall be required to complete their thesis research and writing according to the schedules prescribed for their programmes. The minimum time period allowed for completion of M.Phil. programme requirements (including thesis) shall be eighteen months from enrollment and the maximum period shall be three years. Any M.Phil. student who is unable to submit a thesis for examination within *three years* of his/her initial enrollment in the programme shall be de-registered. An M.Phil. student whose registration has lapsed or who has voluntarily de-registered before passage of three years may re-register. He/she may re-register not sooner than one year after de-registration and must complete the M.Phil. within a span not exceeding four years from *initial* enrollment. His/her re-registration shall require a clear statement to the RSC of intent to submit a thesis for examination within the stated time frame.

An M.Phil. student completing the prescribed course work and achieving a grade average of A (9 on 11-point scale) *and* fulfilling other pre-submission requirements of the M.Phil. programme may be offered admission to doctoral studies without award of the M.Phil. degree. In such cases, the RSC shall determine whether additional course work or acquisition of skills is necessary before the student formally proceeds to doctoral thesis research/writing. At the very least, defense of a modified research proposal is required for doctoral registration, as directed by an RSC.

13. Students admitted to a doctoral programme *and holding an M.Phil. degree in the same field/discipline of proposed research* may be excused from a course work requirement. Students admitted for doctoral study *without M.Phil. degree, or having obtained an M.Phil. degree in a field/discipline/area not related to that in which their research is proposed*, shall be directed to undertake course work in relevant research methods and elective courses amounting to at least 16 credits over one or two semesters (as stipulated by an RSC). However, *any* doctoral scholar, whether or not admitted with M.Phil. degree, could under certain circumstances, be expected to undertake course work of such quantum and duration as stipulated by the RSC. This would be justified in light of the particular demands of the proposed thesis topic/research subject. The prescribed courses may be offered in any School of the University. The courses, or modules/units

thereof, could be MA-level courses (see 12. above), courses designed for research students, or a combination of these two.

The SCR on the recommendation of the RSC's shall prescribe the 'pass' grades and criteria for course work of doctoral students. Doctoral students undertaking course work shall be evaluated at the end of each semester. A student who is unable to pass a course or is unable to achieve a prescribed minimum grade average in the courses shall be allowed to repeat the courses *or* equivalent assignments/examinations of the courses within twelve months.

At any point prior to or upon completion of prescribed course work, doctoral scholars may be required to formally 'review' or discuss their thesis topics before the RSC or at a programme seminar/workshop. Such occasions may also provide opportunities for formal assessment of the each student's progress in satisfying thesis 'pre-submission' requirements (e.g., language proficiency or acquisition of other skills/investigative techniques prescribed by the RSC).

Doctoral students shall be required to complete the thesis research and writing under supervision of their supervisor/co-supervisors. Since a **doctoral supervisory arrangement** must be established either upon admission *or before* the doctoral student completes any prescribed course work, the supervisor(s) shall guide the students in completing the prescribed course work and/or meeting other Ph.D. requirements (e.g., presenting a thesis abstract to the RSC).

The **normal registration period of a doctoral scholar** (i.e., period from initial enrollment to submission of thesis for examination) shall be, in the case of a doctoral student with M.Phil. in the relevant field/discipline, at least eighteen months and not more than three calendar years. For a doctoral candidate not holding the M.Phil. degree in the relevant field/discipline, the corresponding period shall be at least two but not more than four calendar years. Extensions of the registration period may be granted as indicated in 15. below.

14. A certain quantum of course work measured in credits as well as un-credited pre-thesis training may be undertaken outside of the University, at other institutions, if prescribed by an RSC. The research student might or might not be formally registered for this purpose as a student of the other

institution(s). The academic work or training could be of a kind not available in the University and deemed necessary by the RSC for the student's development. Depending on whether the activity prescribed by the RSC is formal, credited course work or un-credited training, the Board shall determine means of registering and/or crediting the work completed (e.g., through receiving a transcript or certificate issued by the institution, conducting an in-house examination of the student).

15. Other stipulations and procedures for award of degrees of M.Phil. and Ph.D. are as follows:

- (i) Announcement of M.Phil. or Ph.D. students completing their prescribed course work or de-registering from their programmes shall be made by the RSC's to the SCR at least twice in each year.
- (ii) Any changes in the official supervisory arrangement of a research scholar (see 6. above) shall be regulated by the RSC and reported to the SCR. In the case of the M.Phil. student, assignment of supervision shall be done no later than the end of the prescribed course work period (whether one or two semesters). In the case of an M.Phil. student admitted to doctoral studies upon completion of M.Phil. course work (as per article 12. above), the original supervisory arrangement could be retained or a new arrangement made.
- (iii) In cases where the Supervisor has three or fewer number of years before retirement, a Co-Supervisor shall be mandatory. In cases where the *doctoral* Supervisor/Co-Supervisor is a visiting faculty member appointed to the University for a period fewer than three years, a Co-Supervisor appointed from among the permanent faculty of the University shall be mandatory. If the University Supervisor of an M.Phil. student has a contract as visiting faculty of less than two years' duration, a Co-Supervisor from the permanent faculty of the University shall be assigned to the student.
- (iv) A research scholar may be permitted to conduct research or engage in academic work at the institution of the external Co-Supervisor (or fieldwork under the latter's supervision) for a maximum period of four months in the case of an M.Phil. student and for a maximum period of twelve months in the case of a Ph.D. student. Any extension of the stipulated 'external' research situation shall require

approval of the RSC and any dispute over such must be communicated to the SCR. If a registered research scholar intends to be outside of Delhi/NCT for any considerable period of time, he/she must seek permission of the Supervisor(s).

- (v) The prescribed supervisory arrangement shall function until the completion of the work of the M.Phil. or Ph.D. candidate. The Supervisor(s) shall advise the student on course work and research on a regular basis. In the case of an M.Phil. student who does not submit a thesis during the period prescribed by the RSC, the Supervisor(s) shall make a case to the RSC about extension of the stipulated thesis writing period, recommending whether or not to grant extension. In the case of a Ph.D. student, the Supervisor(s) shall report in writing to the RSC at least once in a year on the student's progress in course work and research and satisfaction of other programme requirements.
- (vi) Subsequent to completion of Ph.D. course work--or, in case of a doctoral scholar admitted without course work requirement, no later than one year after his/her admission—a scholar seeking extraordinary leave for any legitimate purpose (e.g., maternity leave) may de-register subject to approval of the Supervisor(s) and the RSC. The candidate may re-register within three years of de-registration on the recommendation of the RSC *and* the SCR. The RSC should obtain from the Supervisor(s) letter(s) indicating their willingness to resume supervision of the student. In the absence of such endorsement, the student may be re-registered *only* if the RSC decides (*and* if this judgment is accepted by the SCR) that the student is capable of completing his/her thesis under another supervisory arrangement. On re-registration, the student must submit the Ph.D. thesis for examination after a minimum of one year and within a period such that the total span of the de-registration, re-registration and submission of is not more than five years.
- (vii) Research (M.Phil. or Ph.D.) students can be assigned participation in some academic work in the University such as checking assignments of junior students, gathering study material for courses and so forth, as per their fellowship schemes or under conditions identified by the University.

- (viii) Absence from research work by students, beyond permissible leave, due to illness or other circumstances must be reported by the Supervisor(s) to the RSC. Neglect of research work or acts of indiscipline must be recorded and reported to the RSC and the SCR. Cases of neglect and indiscipline such as plagiarism and misrepresentation of data must be reported to the RSC and the SCR. In all such cases the RSC can recommend action and the decision taken by the SCR shall be final.
- (ix) Any registered research scholar in employment shall be required to provide a certificate/letter from the employer permitting him/her to pursue research. Recipients of fellowships, whether from the University or externally, are not normally permitted to take up employment. Boards of Studies shall establish guidelines in such matters and any violations of the norms shall be reported to the relevant Board.
- (x) Extension of the period allowed for Ph.D. submission beyond what is prescribed in 13. and 15(vi). above shall require approval of the Vice-Chancellor. Such extension shall be for a period of six months only.
- (xi) No research scholar shall, without permission of the Supervisor(s), enroll in any other course of study, unless prescribed by the RSC as part of the research programme at the University. No research scholar shall appear in any extra-programme examination conducted by the University, an examination conducted by any other educational institution or an examination conducted by any public body without informing the Supervisor(s). The latter may report on such circumstances in their communications to the relevant RSC as per 15(v). above.
- (xii) A research scholar (M.Phil. or Ph.D.) may be permitted to submit a thesis for examination only after written assurance from the Supervisor(s) that the thesis is worthy of consideration for award of the degree. The assessment(s) of the Supervisor(s) shall reflect their own expectations as well as any criteria established by the School pertaining to thesis word limit, organization of material, etc. The Supervisor(s) *must also certify* that the student has fulfilled all other **thesis pre-submission requirements**, including successful

completion of course work and acquisition of prescribed skills (e.g., language proficiency, quantitative analysis). The pre-submission requirements may include *publication of research results* or publication of a scholarly contribution to the relevant area of research. The SCR shall establish particular publication criteria, respecting, for example, the timing of publication in relation to submission or evaluation of the thesis or award of degree.

A report certifying fulfillment of pre-submission requirements, containing the statement(s) of the Supervisor(s) and evidence of fulfillment of requirements, shall be signed by the chair of the RSC and be sent to the SCR. Evidence of proficiencies, etc. may be included in the form of academic transcripts, course certificates, or other documents; proof of proficiency could be communicated through other means approved by the RSC and the SCR. The report of the RSC shall include the research scholar's programme transcripts.

- (xiii) Doctoral students shall be required to present and discuss their research findings, prior to thesis submission, in one or more formal meetings (e.g., 'confirmation viva', 'pre-submission viva') as stipulated by the RSC. At least one of these events must be a public function open to members of the University. The purpose of such exercises is to elicit comments and feedback on the research project that may be incorporated into the thesis with the help of the Supervisor(s). In cases where Intellectual Property Rights of a student are involved, the Supervisor(s) shall sign an undertaking—before public presentation or publication of research findings—to maintain confidentiality until patents or other legal documents are filed.
- (xiv) The doctoral thesis must be a piece of research work characterized either by the discovery of new facts, or by fresh interpretation of facts or theories. In either case, it should evince the candidate's capacity for critical examination and judgment. It must be satisfactory as far as its language and presentation are concerned.

The candidate may incorporate in her/his thesis the contents of any work which she/he may have published on the subject and shall document the same in the thesis. However, she/he shall not submit

as a thesis any work for which already a degree has been conferred on her/him by this or any other University.

An RSC with the approval of the SCR shall establish criteria for acceptability of doctoral theses submitted for examination, such as a word limit.

16. M.Phil. and Ph.D. candidates shall submit as many draft copies of their thesis in printed and/or electronic form to be presented for evaluation as may be determined by the RSC with the approval of the SCR.
17. Supervisor(s) of the M.Phil. candidate shall, at least four weeks in advance of the submission of thesis for examination, forward copies of a thesis abstract including table of contents to the Chair of the RSC. The RSC shall then promptly construct a panel of potential thesis examiners comprising three to five members. The Supervisor(s) may recommend potential examiners in writing to the RSC Chair. The proposed examiners should be competent scholars or authorities in the area of the thesis; they must be 'external' academics/experts (i.e., not members of the University) and cannot include the external Co-Supervisor (in such cases where one has been assigned).

The SCR shall select from among the proposed examiners a panel of two examiners and secure participation of the same. A third proposed examiner shall be kept as an alternate.

In such cases where the examinee's registration period has lapsed before the thesis examiners' reports have been received by the RSC or before the viva voce examination of the thesis is scheduled, the examinee's registration shall still be extended for a period of time recommended by the RSC. This is to ensure that the examinee's registration remains valid in spite of any delays on the part of the SCR or the examiners. If an examinee's thesis is returned with direction for resubmission (see 18., 19. and 20. below), and if the examinee's registration lapses during the period allowed for resubmission, the RSC shall again be permitted to extend the student's registration for a sufficient period.

18. Upon their separate examinations of the M.Phil. thesis, the examiners may recommend that the degree be awarded subject to satisfactory open vive voce test of the thesis, that the thesis be rejected, or that the thesis be resubmitted pending modifications. Suggestions for modification, upon recommendation of resubmission, should be given in a formal report by the examiner.
19. In the event that *both* examiners recommend the *same* course of action, that action shall be taken. When a thesis is rejected the registration of the candidate shall be closed. An M.Phil. thesis recommended for resubmission must be resubmitted to the RSC within six months of the date of the supply of the examiners' comments to the examinee. The resubmitted thesis shall be examined by the two *original* examiners, unless they are unable or unwilling to act as examiners. The resubmitted thesis must receive the unqualified acceptance of two examiners in order to proceed to viva. Otherwise, the thesis is rejected and the registration of the candidate closed.
20. In the event that one examiner recommends acceptance of the thesis and the other recommends resubmission, the thesis shall have to be resubmitted. In the event that one examiner recommends rejection of the thesis and the other recommends resubmission, the thesis shall be rejected and the registration of the candidate closed. In the event that one examiner recommends acceptance of the thesis and the other recommends rejection, the thesis shall be forwarded to a third examiner. The third examiner shall be provided with the reports of the previous examiners. If evaluation by a third examiner results in two recommendations of acceptance, the thesis shall have to be resubmitted. If the result is two recommendations of rejection, the thesis shall be rejected. If the result is one recommendation of rejection, one of acceptance, and one of resubmission, the thesis shall have to be resubmitted. Any M.Phil. thesis can be resubmitted only once.
21. The M.Phil. viva voce shall be attended by the Supervisor *or* at least one Co-Supervisor, at least one of the two original examiners, and the RSC Chair.¹ The RSC Chair moderates the viva and may invite participation of people other than those named above. If the RSC Chair and official examiners are satisfied with the candidate's defense of the thesis, they shall recommend

¹ If either of the original examiners does not attend the M.Phil. viva, the one attending shall be provided with all original reports of the thesis and shall be expected to address these reports in the viva.

award of the M.Phil. degree. After the viva voce, the successful candidate in consultation with the Supervisor(s) may incorporate into the final version of the thesis suggestions made by the examiners or suggestions made during the viva voce before the thesis is finally submitted to the University. The student's transcript shall bear letter grades issued for M.Phil. course work and a programme average grade. The SCR on the recommendation of the RSC's shall determine the respective weightage given to course grades and thesis (plus viva/defense) grades in calculating the final grade for the M.Phil. programme.

22. Supervisor(s) of the Ph.D. candidate shall, at least six weeks in advance of the submission of thesis for examination, forward copies of a thesis abstract including table of contents to the Chair/convenor of the RSC. The RSC shall then promptly construct a panel of potential thesis examiners comprising six members. The Supervisor(s) may recommend potential examiners in writing to the RSC Chair. The proposed examiners should be competent scholars or authorities in the area of the thesis; they must be 'external' academics/experts (i.e., not members of the University) and cannot include the external Co-Supervisor (in such cases where one has been assigned). At least one examiner *must* be from outside the NCT and at least one *could* be an academic/expert from outside the country.

The SCR shall select from among the proposed examiners a panel of three examiners and secure participation of the same. A fourth proposed examiner shall be kept as an alternate.

In such cases where the examinee's registration period has lapsed before the thesis examiners' reports have been received by the RSC or before the viva voce examination of the thesis is scheduled, the examinee's registration shall still be extended for a period of time recommended by the RSC. This is to ensure that the examinee's registration remains valid in spite of any delays on the part of the SCR or the examiners. If an examinee's thesis is returned with direction for resubmission, and if the examinee's registration lapses during the period allowed for resubmission, the RSC shall again be permitted to extend the student's registration for a sufficient period.

23. Upon their separate examinations of the Ph.D. thesis, the three examiners may recommend that the degree be awarded subject to satisfactory open viva voce test of the thesis, that the thesis be rejected, or that the thesis be resubmitted pending modifications. Suggestions for modification, upon recommendation of resubmission, should be given in a formal report by the examiner.
24. In the event that *all three* examiners recommend the *same* course of action, that action shall be taken. When a thesis is rejected the registration of the candidate shall be closed. A thesis recommended for resubmission must be resubmitted to the RSC within twelve months of the date of the supply of the examiners' comments to the Ph.D. candidate. The resubmitted thesis shall be examined by the three *original* examiners, unless they are unable or unwilling to act as examiners. The resubmitted thesis must receive the unqualified acceptance of three examiners in order to proceed to viva. Otherwise, the thesis is rejected and the registration of the candidate closed.
25. In the event that any two examiners recommend acceptance of the thesis and the third recommends resubmission, the thesis shall have to be resubmitted. In the event that one examiner recommends acceptance of the thesis and two others recommend its resubmission, the thesis shall be resubmitted. In the event that *any two examiners* recommend rejection of the thesis, regardless of the third recommendation, the thesis shall be rejected and the registration of the candidate closed. In the event that *any two examiners recommend acceptance or resubmission* and a third recommends rejection, the thesis shall be resubmitted. In the event that one examiner recommends acceptance of the thesis, one examiner recommends rejection and one examiner recommends resubmission, the thesis shall be sent for evaluation by a fourth examiner. The fourth examiner shall be provided with the reports of the previous examiners. If evaluation by a fourth examiner results in two recommendations of resubmission or two recommendations of acceptance, the thesis shall have to be resubmitted to the original three examiners (who shall be provided with the evaluation from the fourth examiner). If the result is two recommendations of rejection, the thesis shall be rejected and registration closed. Any Ph. D. thesis can be resubmitted only once and a resubmitted thesis must receive three recommendations of acceptance from the examiners.

26. The Ph.D. viva voce shall be attended by the Supervisor *or* at least one Co-Supervisor, at least one of the three original examiners, and the RSC Chair.² The RSC Chair functions as viva voce moderator and he/she may permit participation in the viva from invitees other than those named above. If the RSC Chair and official examiners are satisfied with the candidate's defense of the thesis, they shall recommend award of the Ph.D. degree. After the viva voce, the successful candidate in consultation with the Supervisor(s) may incorporate into the final version of the thesis suggestions made by the examiners or suggestions made during the viva voce before the thesis is finally submitted to the University. The student's transcript shall bear letter grades issued for Ph.D. course work and a programme average grade. The SCR on the recommendation of the RSC's shall determine the respective weightage given to course grades and thesis (plus viva/defense) grades in calculating the final grade for the programme.
27. The SCR may establish regulations for different categories of award of M.Phil. and Ph.D. degrees (e.g., simple award of degree, 'Ph.D. with distinction', 'Ph.D. with high distinction'). The criteria by which differentiated awards are made may entail some modification in the computation of 'grades' for thesis examination and/or viva, but in any case the process (described in 18., 19., 20., 23., 24. And 25. above) of recommending acceptance, failure or resubmission of a thesis shall not be altered.
28. The Academic Council is empowered to revoke any duly conferred M.Phil. degree or Ph.D. degree if the candidate is subsequently proved guilty of plagiarism, falsification of data/information, or other academic malpractice.
29. Any dispute between supervisor(s), research scholar and RSC shall be referred to the SCR for resolution. Any issues concerning procedure or interpretation of provisions contained within these regulations shall be referred to the Vice-Chancellor, whose decision shall be final. All such cases involving the Vice-Chancellor's intervention shall be reported to the Academic Council.

² One examiner attending the viva shall be considered chief examiner and shall be expected to respond to the report(s) of the absent examiner(s).

School of Human Studies
MA Gender Studies

The past half a century has seen an increased interest in the analysis of the socially constructed nature of gender and inequities associated with it. This analysis has made it apparent that gender not only organizes the everyday lives and embodied experiences of men and women but also operates within the socio-cultural, economic and political realms. Further, gender is a central dimension in the construction of the very knowledge systems that provide analytical tools through which we make sense of this reality. Paradoxically however as the study of gender has shown, the structure of knowledge itself has been constructed within patriarchies. Thus both the experience of women and the category of gender have been obscured in many traditional disciplines.

The increased sensitivity to gender that has emerged in the past several decades has seen the development of courses in women's studies and gender studies in many universities across the world. One of the significant lessons from teaching and research on gender issues concerns the limitations that arise in attempts to work within the confines of a single disciplinary framework. Given the intersections between gender and other categories such as race, class, caste, community, and nation, the study of gender must be interdisciplinary in nature. The richness of such interdisciplinary work is evident in the growth of the field in India over the past decade. Whether in domains such as feminist theory or law, body, sexuality, masculinity and femininity, literary and cultural representations as well as their critiques, or the nature of epistemology, writing in gender is amongst the most exhilarating. Moreover, scholarship and research in gender often addresses the theoretical and the applied simultaneously. This has translated in the addition of gender in core and concurrent courses at the undergraduate level creating a larger number of students with some inclination towards the study of gender at a deeper and more intricate level. It is this group of students to whom the Masters programme in Gender Studies at AUD seeks to cater. The M.A. programme is likely to be of interest to graduates, post-graduates and professionals from allied disciplines like Political Science, Psychology, Law, Public Administration, Economics, History, Sociology, Home Science, Education and Literature. In addition, professionals and gender workers seeking to update their knowledge may also find the course beneficial.

The proposed M.A. in Gender Studies is envisioned as one of the Masters' programs offered by the School of Human Studies at AUD. The central concern of the program offered in the School of Human Studies is to enable students to develop a sound interdisciplinary understanding of their field that generates a capacity for theory, research and intervention with human experience. The student who has graduated from the School should be able to understand human experience and functioning as determined simultaneously by micro and macro processes.

Consistent with this ideal, the Masters program in Gender Studies in AUD is envisaged as a thoroughly interdisciplinary course drawing upon gendered analysis from the sciences, social sciences and the humanities. On completion, the students should be able to understand the situatedness of an individual in family, society, culture, nation state and global politics. Unlike some courses in Women's Studies/ Gender studies in India, this course does not focus on the development aspects only. Rather, it considers the understanding of psycho-social and subjective aspects of the gendered experience to be integral to any gender studies program. This is also one of the unique strengths of this programme.

We expect that the course will help students to

- unravel the biases that operate within traditional disciplines whether from the sciences, social sciences or humanities.
- develop skills in analytical and critical thinking that enable them to examine a range of processes through the lens of gender.
- transmit their learning from the course to varied domains of work.
- create insight on the interplay between the personal and the political aspects of gender.

The course will endeavour to combine theory, method and contemporary context to develop in students a sensitivity to the workings of gender in wide ranging domains. It will challenge students to think about the operation of gender at multiple levels through an exhaustive set of readings and stimulating experiences. Subject matter experts and resource persons whose work incorporates an edge of gender would employ alternative pedagogical devices such as film screenings, visits to NGOs, workshops and so on to make the learning experience enriching and fun.

It is hoped that students equipped with the degree would be able to intervene in multiple settings that require a focus on the inequities associated with gender such as governmental and non-governmental organizations, educational settings, mental health and disability, media as well as academia.

Program Structure (credits in parenthesis)

	Semester 1	Semester 2	Summer	Semester 3	Semester 4
Core Interdisciplinary	Experiencing the self/Ways of Humans (4)	Ideas Knowledge and Ethics (4)		Politics, transformation and resistance (4)	Gender, Work and Labour (4)
Program specific core courses	Introduction to Gender (4) Family (4)	Bodies (4) Sexuality (2)		Health (4) Masculinity (2)	Media (4)
Elective				Research Methodology (2)/State Nation Citizenship (2)	Literature (4)/ Gender and Environment (4)
Research Course work		Research Methodology core (2)			
Seminars/Workshops	Feminist Movements in South Asia (4)	Global Feminism (4)		Gender Education and Knowledge (2)	
Practicum/Field work				Violence (2)	Project (4)

Course Description

Semester 1

1. Ways of Humans

This course is one of the core foundation courses of the MA programs 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 everyday articulations of such notions.

2. Introduction to Gender

The course aims to introduce students to some of the central categories employed in a gendered analysis of human existence. This gendered analysis is grounded in the context of contemporary India. The themes of patriarchy, sexuality and their intersections with caste and religion are foregrounded. Issues of modern development are explored from a gendered perspective. The course aims to provide students with conceptual tools that would enable them to navigate the multiple domains within which gender operates. It will initiate and prepare students for all the courses that follow.

3. Family

This course will introduce students to the family as a social construction that is central in the process of formation of identities. The dimension of power as discussed in feminist theory will also be demonstrated. Theoretical frameworks that emphasize early socialization such as psychoanalysis would be contrasted with more social constructionist and discursive understandings. The question of essentialism in constructions of masculinity and femininity and its relationship to gender stereotyping, violence and mental health would be other concerns. The course will also be concerned with the intersections between disability, mental illness and gender. A major purpose of the course is to familiarize students with the Indian context, both as traditionally represented and in its evolution in the contemporary context.

4 Feminist Movements in South Asia

This paper explores significant issues, events and ideas in the histories of women's struggles and feminism in South Asia, with a focus on India. South Asian nations are socially and politically distinct, yet share a common regional identity. They are characterized by histories of colonialism and post-colonial identities, as well as ancient civilization and cultures. Oppressive patriarchies, within societies stratified along class, ethnic, caste and/or religious-communal lines, are common across the region. Large parts of the region have been ridden with violent conflicts. Women's extremely low status in South Asian societies is perpetuated under contemporary processes of global capitalist development, and their vulnerability is accentuated under contemporary conditions of armed conflict and militarization.

Within each of these nations, women's movements have been active on many fronts. This paper will explore women's collective struggles, forms of activism and resistance. Issues will be studied as relevant particularly to India, Pakistan, Bangladesh, Sri Lanka and Nepal. Students will be introduced to the salient issues through social science as well as literary works.

Semester 2

5. Ideas, Knowledge and Ethics

The second interdisciplinary paper in this program 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. Gendered Bodies

The body has been at the centre of feminist theory precisely because it offers no such "natural" foundation for our omnipresent cultural notions about femininity. The paper foregrounds the friction between women's lived bodily experiences and the cultural meanings inscribed on the female body that mediate those experiences. The disciplines reflected in this course examine a wide range of issues which have arisen from the writings of theorists such as, Butler, Douglas, Foucault, Haraway and others. The course will explore bodies from a gender perspective, and consider how understanding of body changed from biological to phenomenological and social cultural perspectives. The course will consider the body as a site, where power relations converge and are articulated, and as a site where agency is performed. Further the implications of ways of altering, shaping

and configuring bodies as well as images of women in sports, arts, entertainment, and the fashion industry will be discussed. Also the consequences of socio-cultural influences on women's body image: dieting, eating disorders, cosmetic surgery, etc will be studied. Finally the course will touch upon the potential for resistance against the normative culture.

7. Sexualities

This approach to the study of sexualities moves away from the biologism that has historically afflicted the study of gender and sexual identities. It is important, then, to be clear about what is meant by 'biologism', for it continues – through naturalizing social categories and processes – to be a significant context through which gendered operations of power unfold. A significant part of the modern history of the study of gender and sexual cultures is the history of biologism. So, in the accounts of European sexologists such as Richard Freiherr von Krafft-Ebing (1840-1902) and Havelock Ellis (1859-1939), and others such as Sigmund Freud (1856-1939), even the defence of 'abnormal' sexual behaviour and gender identities was couched through the reasoning that these are 'natural' identities and hence should be tolerated. Biologism is the idea that identities derive from a 'deep source' within the self. Hence the notion that we 'express' our gendered and sexual selves, rather than *enact* it. Enactment contains within it the idea of learning and performing, whereas 'expressing' embodies the notion of an essence that, no matter what, will come tumbling out. Further, a significant consequence of thinking about 'sexuality' as a world-unto-itself is that it tends to be simultaneously thought of as a very narrowly confined domain that has nothing to do with, say, politics and economics, *as well as* something that is of *very general significance* and absolutely fundamental to the 'truth' of our being. And, since it is thought of as a truth – and 'truths' are usually imagined as fixed and unchanging – sexual identity comes to be seen as fixed, unchanging and biologically given. Hence, historically, simultaneously as sexuality has been significant to the making of a wider world, its role as a *social* field has been downplayed through treating it as an inner and private aspect. This course aims to position an understanding of sexualities in a wide range of social, cultural and political contexts in order to better understand its shifting and unstable meanings.

8. Research Methodology (Core)

The aim of this course is to introduce students to the fundamentals of research in the social sciences and humanities from a gender-sensitive perspective. This requires a multi-layered approach beginning with engaging students with the idea

of research, the conventional research paradigm developed within positivism, the critique of the conventional perspective from a range of positions particularly feminist epistemology. This would serve as an introduction to the concept of research in general and feminist/gender-based research in particular.

9. Global Feminisms

For centuries women's voices and struggles have not been heard or recorded; thus there is limited access to what women thought. The fact is however that women have always thought about their lives and tried to resist their subordination. It is a theoretical and practical response to the particular conditions of modernity, and to the exclusions and contradictions embedded in the modern liberal capitalist nation-state. The earliest clearly articulated feminist consciousness in this *modern* sense can be traced to Mary Astell of 17th century Europe. In the Non-Western world too, this was a time of great upheaval in social and political institutions; the missionary and colonial intervention here framed emerging social and religious issues around the trope of gender; focusing on the supposed immorality of the natives. The 18th century has a mixed record in Europe, with the early years being somewhat hostile to feminist consciousness as represented by the bluestockings; however the latter years of the same century saw a strong resurgence of feminist consciousness in the writings of Mary Wollstonecraft, Utopian Socialists and female revolutionaries in France. The 19th century brings with it a huge transformation in social and economic relations in Europe due to industrialization and urbanization. The history of pre-Bolshevik movements in Russia and Eastern Europe and the Social Reform movements and early nationalist consciousness in Asia are important landmarks in the discussion of the history of feminisms. The writing of Simone de Beauvoir forms a conventional take off point for the postwar feminist movement in the West. Cuba, Russia, East Europe or China are examples of socialist experiments and provide a rich archive of thinking on universal women's questions like women's labour, the organization of housework, sexual arrangements, eugenics/reproduction/abortion and the relationship between the public and private.

10. Violence: Feminist Critiques and Resistance

This paper will examine contemporary feminist critiques of violence against women, seeking to understand why violence is pervasive and integral to patriarchal ideologies and institutions, and exploring feminist resistance to various forms of violence. We will discuss nuanced histories of thought and action, within personal and public spheres, across domains of sexuality, family, work and the

state. Violence is interrogated as a means to establish and maintain power structures, through controlling the dominated groups. Women are particularly targeted, intermeshed within communal, class, caste and sexual power relations.

If violence is a means of reinforcing power, resistance can be understood as a form of countervailing power. Women's resistance is expressed through individual rebellion and dissent, as well as creation of strategic spaces such as rape counseling centers, collective protests, sit-ins, songs and writings: these will be explored.

The paper provides scope for interactive pedagogies, experiential sharing, critical thinking, presentations and a week-long internship/micro-research.

Semester 3

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 the 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.

14. Health

The objective of the paper is to locate the concerns of women's health and well being in the larger context of socio historical, economic and political realities. The paper seeks to understand the biological, psychosocial and political factors affecting women's health and also analyze the extent to which this understanding is integrated into existing public health initiatives. Traditionally, the health of women has been seen as synonymous with maternal or reproductive health. Since the 1970s, women's health activists began to argue for a broader definition of women's health and increased participation of women in research studies. The major focuses of the women's health movement includes reproductive freedom, understanding health in a broader social context, and a critical orientation toward the medical establishment. The movement emphasizes that any understanding of women's health includes the study of illnesses and conditions that are unique to women, more common or serious in women, have distinct causes or manifestations in women, or have different outcomes or treatments in women. Importantly the paper aims at understanding women's health in the context of women's work- its kind and conditions, and also in the context of violence in women's lives. Finally the paper looks at privatization of health services and the impact of new medical technologies on women.

15. Masculinities

Masculinity refers to the socially produced but embodied ways of being male. Its manifestations include manners of speech, behaviour, gestures, social interaction, a division of tasks? proper? to men and women (?men work in offices, women do housework?) and an overall narrative that positions it as superior to its perceived antithesis, femininity. The discourse of masculinity as a dominant and superior gender position is produced at a number of sites and has specific consequences for women as well as those men who may not fit into the dominant and valorized models of masculinity. These sites include: customary laws and regulations, the state and its mechanisms, the family, religious norms and sanctions, popular culture, and, the media. The mass media is one of the most important means for the transmission, circulation and reception of local and global masculine identities. With the rise of new technologies of media and communication, representations of masculinities find both local and global anchoring. In this sense, the media becomes a transformative force field with a capacity to change structures of belief. This course will explore various cultural, political and social contexts through which ideas of masculinity / masculinities circulate and take shape.

16a. Research Methodology 11 (Optional)

The second paper would combine theory with practice by acquainting students in detail with principles of feminist methodology and other gender-based analytic approaches. Ultimately, students should be able to develop a research project that incorporates a gender-based methodology.

The readings comprise two sets: one is text-books of qualitative, quantitative and feminist methods laying out the conventional foundations of the different approaches. The second set comprise illustrations on gender-based research from India which highlight the use of a range of data sources and methods within the context of specific themes such as work, health, medicine, law, sexuality etc.

This course will combine lectures with workshops where students would have the opportunity to hone their research skills through exercises like mock interviews.

16b. State Nation Citizenship (Optional)

The modern state has been understood within feminism both as friend and foe. While the state and nation may denote forms of belonging for women that offer an escape from oppressive traditional structures and communities, they have also demanded disproportionate sacrifices from women, especially during times of war, economic insecurity or other conflict situations. This course will attempt to highlight the intimate and reinforcing relationship between state, nation, citizenship and modern patriarchy, but also keep a window open for discussing the radical, transformatory potential of these structures. It will also examine at a general level, the relative limits and possibilities of interventionism and separatism as alternate feminist strategies vis-a-vis the state.

17. Gender, Education and Knowledge

The paper introduces key concepts concerning the interface between gender and education. Placing education within wider political and philosophical currents, it seeks an overview of historical evolution of educational institutions and women's entrance into these. The paper brings the focus on Indian situations and processes, within an understanding of the androcentric construction of academic knowledge; gendered access to educational institutions; gender issues within schools and university; and diverse intervention strategies. Issues of class, caste, nationality, region, religion, race and disability will be factored in.

This course will enable students to interrogate educational goals and processes from a gender perspective, oriented to understanding the potential of education as a site for radical subversion.

Semester 4

18. Gender, Work and Labour

This course explores the field of Gender, Work and Labour relating to sexual division of labour and women's work in the development process. It looks at work from a gender perspective, particularly with a focus on analytical frameworks and contemporary experiences. The course also focuses on statistical issues relating to women's work and offers a survey and critique of the policy framework regarding work and gender. The course examines trends and implications of the globalisation process for gender, particularly in the context of the global production structure, service labour and the experiences of the Structural Adjustment Programs. It also looks at the politics of organization and resistance in the context of women's work and the legal framework to deal with women and gender at the workplace.

19. Media

The course has been designed to take the students through all the major debates in film and media studies, from early feminist debates to later interventions made through the conceptual tools of cultural studies, bringing together textual analysis, perspectives of political economy and engaging audiences to provide critical and political optics. The aim of the course is to help the students develop a critical understanding of the artifacts of media bringing in the political, the aesthetic and the experiential in a highly media dominated world. Importantly, the course will also familiarize students with debates on the interstices between Gender, Performance and the Nationalist Cultural project in the Indian context.

20a) Literature (Optional)

Literature and gender are categories where each is implicated in the formation of the other. The literature and gender course would foreground how literature is instrumental in the shaping of gender and in the perception of gender roles. The broad areas to be explored would be the reading of gendered power relations and politics with/in literature, issues surrounding writing by women, exploration of the "feminine" and the "masculine" in literature, the relationships between gender

and genre, and the de-stabilizing of gendered categories in literary works. This course will offer an introduction to the relationships between gender and literature through an exploration of some of the above issues. Works will be chosen from various different genres (myth, epic, short story, poetry, novel, etc) in each of the units depending on them being explored.

20 b) Gender and Environment (Optional)

This paper explores the links between gender and contemporary environmental concerns. Women's relationship with the environment is generally differentiated from the male experience, in most societies – a difference associated with their gendered work responsibilities. In subsistence based economies, women have been closely linked to gathering -- of food, fodder, fuel, water and other necessities. Destruction of natural habitats, speeded up within contemporary global capitalism, has led to loss of livelihoods and means of daily sustenance, affecting entire communities. This course will examine the impact of environmental degradation and destruction, upon women and men, in a range of contexts, and explore their responses. We will look critically at eco-feminist analyses of the roots and sources of environmental destruction, including issues such as deforestation, industrial waste, bio-engineering and food toxicity, global warming and climate change. Struggles, strategies and varied efforts to protect the environment will be studied, in India and elsewhere – at local and international levels. Myth, anthropology and literature will add dimensions to our overall understanding, of issues that are today at the cutting edge of debate.

21. Project

This course will allow students to do independent work under the guidance of a supervisor on any area of their interest. The project could take the form of a guided research in the traditions of the social science. However, given the interdisciplinary nature of the MA in Gender Studies, students will be free to select from a variety of themes and methods for pursuing the project. Some of these could include analysis of literary texts or media and film making, script writing and other modes to present their work.

Note:

The Programme Structure of the proposed MA Gender Studies is an outcome of a protracted process of consultations and deliberations. The School of Human Studies, Ambedkar University, Delhi initiated a series of meetings with experts for developing the curriculum for the Master's program in Gender Studies. The first

meeting in this series was convened in October, 2009 in the presence of Prof. Rima Apple. (Professor Emerita, University of Wisconsin-Madison and an eminent historian and Gender Studies scholar) who was a Visiting Professor at AUD. The other experts who drafted the course were:

Dr. Uma Chakravarti
Feminist historian and Gender Studies scholar
Prof. Patricia Uberoi, Sociologist and Author
Centre for Studies in Developing Societies, Delhi

Dr. Rachana Johri
Associate Professor of Psychology and Researcher
Lady Shri Ram College for Women
University of Delhi

Dr. Krishna Menon
Associate Professor of Political Science and Author
Lady Shri Ram College for Women
University of Delhi

Dr. Deepti Priya Mehrotra
Author, Independent consultant.

Prof Sanjay Srivastava
Anthropologist, Author
Institute of Economic Growth
University of Delhi.

Dr. Renu Adlakkha
Senior Fellow, Author, Researcher
Centre for Women's Development Studies, New Delhi.

Dr Anita Ghai
Currently Fellow Teen Murti ; Author and Activist.
Associate Professor of Psychology
Jesus and Mary College
University of Delhi.

Dr. Sadhana Arya
Associate Professor of Political Science, Author
Satyawati College (E)
University of Delhi

Dr Meenakshi Malhotra
Associate Professor of English Literature
Hansraj College
University of Delhi

Prof. Anu Aneja
School of Gender and Development Studies
Indira Gandhi National Open University

Ms. Shikha Jhingan
Assistant Professor of Journalism and independent documentary film maker
Lady Shri Ram College for Women, University of Delhi.

Ms. Sunalini Kumar
Assistant Professor of Political Science and Researcher
Lady Shri Ram College for Women
University of Delhi

Mr. Saumyajeet Bhattacharya
Associate Professor of Economics
Kirorimal College
University of Delhi

Ms. Dipta Bhog
Education and Gender Consultant
NIRANTAR

Statement on Assessment and Related Academic Procedure

PREFACE

This Statement was originally formulated for the MA programmes launched in 2009 in Development Studies, Environment and Development, and Psychosocial Clinical Studies. We are presenting this policy statement as a general guideline for all our programmes: BA, MA, MPhil, PhD and certificate/diploma programmes. Details of particular programmes other than MA - for example, grade requirements for academic promotion within a BA or MPhil programme - shall be worked out separately and adopted after due process. Thus, a comprehensive statement dealing with the issues raised in this document *in their application to the various programmes*, or separate documents, would be prepared in due course.

I. INTRODUCTION

The purpose of assessment at Ambedkar University Delhi (AUD) is to facilitate and promote learning with understanding. Providing feedback to students and teachers and thereby improving the learning environment is crucial. Assessment, or evaluation of students' learning, shall depend on both 'continuous' and end-of-course performance, but assessment will not be so frequent as to put unnecessary stress on students or faculty. Tutorials and mentoring are important features of all courses. Assessment for courses (see Glossary) is spread over the duration of the semester. Many courses shall contain end-of-semester assessment exercises that are 'weighted' more heavily than other exercises completed during the semester. Results of continuous assessment shall be communicated to students in a timely manner so that they have opportunity to improve their subsequent work. Certain opportunities shall be provided for students to improve grades, by repeating assignments during the teaching term and by repeating courses after course grades have been submitted (see Annexure II). **Evaluation committees** which are standing committees of the Board of Studies of the various Schools manage the processes by which students are evaluated and promoted through their programmes.¹

Teachers/course teams determine the nature, frequency and the 'weight' of assessment situations. Assessment may be in the form of classroom presentations, participation in planned (teacher-mediated) discussions, essays or other written submissions, practical work, fieldwork, project work, quizzes, in-class or take-home examinations and so on. Ability to work in a group or design an investigative project may also be tested by the assessment procedure. The procedure may include peer assessment. In determining a final course grade, a teacher/course team may decide to take only the best [n] grades obtained by a student of the [m] assessment situations (e.g., four out of six assessments).

¹ A separate document relating to actions of the evaluation committees shall be formulated.

This procedure shall apply uniformly to all students taking a course and must be announced at the commencement of the course (exceptions to the principle of uniformity may occur in cases of 'Remediation': see Annexure II). In any 4-credit or 6-credit course, no assessment exercise may carry more than 40% of the total grade weight of the course, and there shall be at least three graded assignments/assessment exercises. In any 2-credit course, no exercise may carry more than 50% of the grade weight, and there shall be at least two assignments/assessments. In the case of an 8-credit 'thesis course', assessment could be made on the basis of a completed thesis with thesis defense, or on the basis of thesis writing *and* other learning exercises stipulated by the supervisor(s).

Schools and course co-ordinators may announce to students particular *participation and attendance requirements* for the conduct of assessment. Students absenting themselves from classes/learning activities could be prohibited from participating in subsequent assessment situations. A student who has stopped attending classes without explanation and who has not participated in multiple assessment exercises, shall be reported to the School's Dean. *The student could then be asked to explain his/her behaviour and the Dean could recommend, on the basis of that student's response, a course of action which may include the student's removed from the programme.*

II. THE 11-POINT GRADING SYSTEM

Each assessment situation and course will carry a **letter grade** in accordance with the table given below:

Letter grade	Grade points (for GPA)	Qualitative description of letter grade
A+	10	Exceptional: performance beyond expectations.
A	9	Excellent: demonstrating mastery of all learning or assessment situations
A-	8	Very good: demonstrating mastery of most learning or assessment situations.
B+	7	Demonstrating thorough competence in most situations.
B	6	Demonstrating moderate competence in most situations.
B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
C+	4	Minimally acceptable: demonstrating minimal competence in most

		situations while showing considerable capacity for improvement.
C	3	Not passing but still showing capacity for improvement or development.
C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
D	1	Complete lack of engagement or comprehension; also, frequent absence.
AB and F	0	F for non-completion of assignments or 'blank' responses on a test. Absence or withdrawal from a course to be indicated by AB.

The grade point average (GPA) for a course, for a semester and for an entire programme will be calculated as follows:

Suppose a set of 5 assessment situations make up the assessment for a given course and they are assigned the relative weights w_1, w_2, w_3, w_4 and w_5 and a student is awarded grades whose grade points in the 5 assessment situations are g_1, g_2, g_3, g_4 and g_5 respectively. To calculate the student's grade in that course we need to calculate the weighted average G for that course of his or her grades:

$$G = (w_1g_1 + w_2g_2 + w_3g_3 + w_4g_4 + w_5g_5) / (w_1 + w_2 + w_3 + w_4 + w_5).$$

G will then be converted to the appropriate grade (A, B, C etc.) according to the table below. What shall be used in subsequent calculations is not G but rather the grade point corresponding to the grade within which G falls. Thus:

GPA	Letter grade
Greater than or equal to 9.5	A+
Greater than or equal to 8.5 but less than 9.5	A
Greater than or equal to 7.5 but less than 8.5	A-
Greater than or equal to 6.5 but less than 7.5	B+
Greater than or equal to 5.5 but less than 6.5	B
Greater than or equal to 4.5 but less than 5.5	B-
Greater than or equal to 3.5 but less than 4.5	C+
Greater than or equal to 2.5 but less than 3.5	C
Greater than or equal to 1.5 but less than 2.5	C-

Greater than or equal to 0.5 but less than 1.5	D
Less than or equal to 0.5	AB or F

This process of assigning a letter grade to a range of numerical values is called coarse graining and is in recognition of the coarseness associated with any assessment.

For examples of how course grades and semester grades are calculated, see Annexure I.

A student shall be considered to have passed a course only if he/she has participated in a previously specified number or quantum of assessment situations, and only if he/she has participated in all specific assessment situations that the course team (or School) has declared beforehand to be compulsory. *The 'passing grade' for each course is C+.* A student passing a course is awarded the full number of credits corresponding to that course. A non-passing course grade carries no credits.

In calculating a student's *semester average*, a weighted average of the grade points obtained by the student in the various courses is taken. In such calculation, weights are the credits assigned to each course. Courses are of 2, 4 or 8 credits.

A *cumulative grade* shall be calculated for a student's performance through the whole programme. The final/cumulative letter grade appears on the degree certificate or diploma along with statements about the range of grade notations, grade points and other essential details.

III. SUCCESSFUL COMPLETION OF SEMESTER/PROGRAMME

Successful completion of the *first semester* requires that a student have passed *all* courses required in that semester *with grades of C+ (or better) in each*. In each successive semester a student needs to pass *all* courses of that semester (but see 'Determining Academic Progress'). ***MA students are required to obtain a cumulative grade of B- at the conclusion of the programme. Moreover, an MA student's course grade for thesis work (4 or 8 credits, depending on the programme) must be B- or higher.***

A summer internship/practicum/fieldwork period following the 2nd semester is a required part of MA programmes in the schools of Development Studies, Human Ecology and Human Studies. Each School determines specific conditions of internships and criteria of evaluation. Either 2 or 4 credits are awarded for the internship, depending on the programme.

DETERMINING ACADEMIC PROGRESS

Students in MA programmes who do not successfully complete a semester (i.e., do not obtain passing grades in *all* courses) shall nevertheless *be allowed to register for the next semester* according to the following guidelines:

No minimum grade average or 'quota' of courses passed is required for promotion (permission to enrol) from Semester I to Semester II, or from Semester III to Semester IV. The exception to this policy is that *students who fail most or all courses in any term due to complete absence or non-participation may not to be allowed to register in the next semester in the programme.*

For *promotion from Semester II to Semester III* in MA programmes the following conditions apply:

- (1) A student can have *failed no more than 25% of the course credits (i.e., 8 credits) for the MA programme courses of Semesters I and II. (In the case of MA Psychosocial Clinical Studies, this amounts also to 8 credits, not 9.) Failing course grade in this context means a grade of C or less.*
- (2) Of the *remaining courses* of Semesters I and II, counting for 24 or 26 credits (depending on the MA programme), the student must have completed *all* courses with a grade in each of C+ or higher. Moreover, he or she must obtain in these courses an overall grade average of at least 4.5. (This number represents the lowest value of the letter grade B-).

Non-completion of the summer internship shall not *in itself* be cause for preventing a student from registering for Semester III. However, completing a summer internship with a passing grade shall always be a necessary condition for completing a programme. Evaluation committees will determine how and when students should complete the summer internship if they fail to do so after their second semester.

Students may be given opportunities to repeat courses during the summer intersession, according to directions of the evaluation committees of the Schools. MA courses amounting to a maximum 8 credits may be repeated in such a manner, so that the student would not need to repeat those courses while simultaneously enrolling in the courses of Semester III and Semester IV.

Following completion of the Winter Semester, evaluation committees shall review cases of students and recommend means of course repetition where necessary. The committees could also recommend that students repeat during the summer, courses in which they have obtained passing grades of C+. A committee could recommend that a student *repeat only a certain number of assessment exercises* of a course in lieu of repetition of an entire course, or that he/she complete assignments *comparable* to those required of the taught course. The results of these remedial exercises shall be declared before the commencement of the Monsoon Semester. Students thus meeting the requirements of promotion from second to third semesters would then enrol in the courses of the Semester III.

Students failing to meet the MA promotion requirements shall attend classes and repeat courses of the first or the second semesters, as the case may be, without yet attempting the courses of Semesters III and IV. When a student is to repeat

the courses of Semester II only (having passed all courses of Semester I), he or she may be directed to take an 'idle semester' during the Monsoon Semester before repeating courses of Semester II during the Winter Semester. Evaluation committees may recommend other activities for students during an idle period - for example, completion of a summer internship if it was not completed the previous summer. The University determines the tuition fees to be paid by students repeating courses or engaged in activities (other than regular coursework) required for completion of their programmes.

Although there is no formal requirement (in terms of cumulative grade average) for promotion in an MA programme from Semester III to Semester IV, a student who has earned in Semester III course grades of C or lower amounting to 8 or more credits shall proceed through the rest of the programme as directed by an evaluation committee of the School.

Decisions of the aforementioned evaluation committees concerning academic progress/promotion/fulfillment of degree requirements can be reviewed by a Standing Committee of the Academic Council.

TIMEFRAME FOR COMPLETION OF MA PROGRAMMES

The normal timeframe for completion of an MA programme is *two years* (four successive semesters and the summer internship period). A student might, for various reasons, find himself/herself unable to complete the course work for the MA degree in two years. Evaluation committees shall consider cases of students having to break their engagement with the required sequence of courses at any point between Semesters I and II, Semesters II and III, and Semesters III and IV.

A student in an MA programme shall be allowed *three years* (marked from the month of initial enrollment) in which to satisfy all academic requirements of the programme. Exceptional cases of students needing to take more than three years to complete a programme will be considered by the aforementioned evaluation committees. An evaluation committee may require a student to de-enroll (take an academic leave of absence) or to repeat courses without enrolling in the successive courses of a programme, as indicated in the previous section. In any case, an evaluation committee shall recommend a schedule for the student so that she/he can complete programme requirements within the three year time-frame.

POSTGRADUATE DIPLOMA AS ALTERNATIVE TO

M.A. DEGREE

Students *may* be able to earn a postgraduate diploma (PD) as alternative to an MA degree. Evaluation committees shall examine throughout the year cases of students who do not meet criteria of academic progress or who propose to voluntarily withdraw from an MA programme. The committees stipulate conditions according to which students may be awarded a PD instead of an MA degree. Students may bring their cases to the attention of the committees of their Schools through formal application. In other cases, a faculty advisor, a Dean of a School, or a School-level administrator may recommend to an evaluation committee students who in their estimation should be awarded PD's instead of degrees. Students thus selected shall be formally notified of the decisions of the evaluation committees.

IV. ACADEMIC ADVISING AND OTHER ISSUES

While tutorials and/or mentoring relationships are part of the academic programmes, students also need general advising on procedural and administrative matters. Students shall be assigned to a *faculty advisor*, who may be any faculty member of AUD or another person designated by the Vice Chancellor for that purpose. The function of the faculty advisor is to counsel the student about her/his academic career and to help resolve issues or problems that might arise. The advisor guides the student in his/her interactions with the administrative officers of the University. The advisor also advises the University about how to deal with a student's requests or demands so that problems can be resolved in a mutually satisfactory manner. Many forms and official requests by students for administrative action are routed through the faculty advisor.

The advisor is expected to serve as a student's advocate, even if he or she offers the student critical advice. Faculty advisors and their advisees are expected to meet at least once a semester. The student is free to choose an advisor other than the one initially designated, depending on availability. From the student's third or fourth semester a thesis supervisor (or supervisory committee) shall assume the functions performed originally by the faculty advisor. This does not preclude a student's original faculty advisor becoming his or her thesis supervisor.

Students shall have opportunity to formally rate their courses and instructors in *evaluation forms*. This shall usually occur near or at the conclusion of each semester, or at the conclusion of the modules taught by individual faculty members. Students are expected on these occasions to provide constructive criticism so that faculty can improve their teaching and the courses they teach. These evaluations are anonymous and access to completed evaluations is limited. Teachers see the evaluations only *after* they have submitted the students' course grades.

All students, faculty, researchers, administrators and staff at AUD are required to abide by guidelines and policies formulated in order to create a safe, positive and supportive learning environment. Procedures are in place to deal with disciplinary issues and instances of misconduct, such as plagiarism, 'ragging' and sexual harassment. These procedures and guidelines are matters of public record and shall be available through the AUD website and other forums to all members of the AUD community.

V. GLOSSARY

Programme

A programme leads to a degree, diploma or certificate. MA programmes have a normal duration of four semesters and a summer semester (or inter-session). They involve taught courses of 2 or 4 credits and project work (carrying as many as 8 credits) leading to a dissertation. MA programmes may include non-credit workshops and activities, or credited internships.

Semester

The teaching year consists of two major semesters of about 16 weeks each, the Monsoon Semester starting August and the Winter Semester starting January. A semester will carry a load of between 12 and 18 credits, depending on the programme. There is a shorter Summer Semester (or inter-session) meant for internships, project work and repetition of courses or 'independent study' on faculty guided basis. In each teaching semester there will be taught courses as well as seminar/workshop courses.

Course

Courses are assigned values of 2 credits, 4 credits or 8 credits. In any MA programme there is a core cluster of courses reflecting the philosophy and disciplinary (or interdisciplinary) perspective of the School within which it is located. Other courses, usually elective ones, reflect the specialisations within the School. Some courses that fulfil programme requirements may be offerings from adjacent or related programmes. This is only a general statement and there may be programmes that depart from these norms.

Credit

A unit measuring the teaching/learning/research intensity of a course. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/group work/laboratory work/field work per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of other programme activities.

Assessment situation/exercise

Any instance of assessment ('assignment', 'examination', 'field report', etc.) during a course will be known as an assessment situation or exercise.

Evaluation Committee

Evaluation Committees constituted by the Schools monitor students' academic progress and guide students through revision and/or repetition of course work so that they satisfy the academic requirements of their programmes.

Course instructor

Any individual involved in teaching a course or evaluating the work of students in the course. Course instructors usually hold official appointments as AUD faculty members. A course co-ordinator has supervisory authority in a team-taught course, when more than one instructor teaches a course.

Annexure I: Illustrations of Course Grade and Semester Grade Calculation.

Consider a student in an MA programme who in one course appears in 8 assessment situations to which have been assigned the weights 1, 1, 1, 2, 1, 1, 1, and 2 respectively. Suppose his/her performance in these tests are B+, B, B+, A-, B+, A, B, and A respectively. In order to calculate the student's performance in this course, the letter grade awarded to each assessment is first converted to its corresponding grade point. These are multiplied by the weights and the sum divided by the total weight to yield the grade point average and therefore the grade in that course:

Assessment	Weight	Grade	GP	Wt x GP
1	1	B+	7	7
2	1	B	6	6
3	1	B+	7	7
4	2	A-	8	16
5	1	B+	7	7
6	1	A	9	9
7	1	B	6	6
8	2	A	9	18
Total				76

Thus the grade point average for the course for this student will be $76/10$ (remember 10 is the total weight) = 7.6, and he/she will get the grade A-.

To calculate the student's performance in a full semester, a similar exercise is carried out over courses. Suppose the semester consists of five courses; three of 4 credits each and two of 2 credits each, totalling 16 credits in all, and suppose the student in question has obtained the grades B+, B, A-, A and B+ in these courses. Then the calculation of the student's grade for the semester will proceed as follows:

Course	Credit	Grade	GP	Credit x GP
I	4	B+	7	28
II	4	B	6	24
III	4	A-	8	32
IVa	2	A	9	18
IVb	2	B+	7	14
Total				116

Thus the semester grade point average of this student is 116/16 (remember that the total number of credits and therefore the total weight is now 16) = 7.25, and the student will be awarded the grade B+ for the semester.

The student's performance in the programme as a whole is calculated similarly on the basis of his/ her performance in each course (and an internship, if applicable).

Annexure II: Penalties for incomplete work, 'Remediation', and course repetition

There may arise situations, such as illness and emergencies, preventing a student from completing on schedule a major assignment such as a term paper or an end-of-term examination. Each School and programme shall announce grading penalties for assignments submitted late. In emergency situations, a student must contact the concerned teacher/course team as soon as possible and explain the circumstance(s) preventing completion of an assignment or assessment exercise. With the approval of the Dean of the School, a teacher or course team may devise means for a student to complete a major assignment or examination outside of the scheduled timeframe. In such *rare cases*, the teacher/course team *may* decide to award the student a temporary grade of 'Incomplete' pending his/her completion of the assignment(s). If the student does not abide by the approved conditions for completing a course, the temporary grade shall within a prescribed time period be automatically converted to the grade of 'F' for the entire course (not only for the incomplete work). *Students should not expect the automatic award of a temporary grade of 'Incomplete' due to supposedly unavoidable absence from a final examination.* In cases of inability to complete thesis work as scheduled, standing evaluation committees (not individual teachers, supervisors or course teams) shall decide on a course of action.

REMEDIAL WORK AND REVISION

Under circumstances of a student doing unsatisfactory work (work which foretells a non-passing grade for the course), a teacher or course team may permit a student to revise or repeat certain course exercises *before the end of the semester examination period*. The teacher or course team shall make an assessment of the minimal quantity and quality of work the student needs to revise or repeat in order to pass the course. The student shall then be promptly notified of the conditions (e.g., due dates) for completion or revision of work. On occasion, *revision may entail doing work not originally assigned that is comparable to the original assignments.* In cases of remediation/revision before completion of the teaching semester, the teacher or course team shall submit with the student's final course grade a statement of the terms and results of revision, indicating the grade weight (percentage) of the revised, repeated or substituted assignments.

'Revision' may be allowed in cases where a student's work in a few assignments or assessment situations has been evaluated as unsatisfactory or insufficient for passing a course. 'Revision' is *not* a voluntary opportunity for a student to improve upon a number of assignments or assessment situations already designated satisfactory by the teacher/course team. Revision-during-semester is not to be understood as an escape route or a means for students to complete assessment situations they have missed due to non-attendance. Teachers/course teams identify the circumstances under which revision before term-end is allowed; they shall normally identify the *minimum number* of assessments to be revised or repeated in order for a student to pass a course. A student who repeats the prescribed assignments could still receive a non-passing course grade, in which case he/she must repeat the course (see 'Repeating a Course').

REPEATING A COURSE

Courses not passed must be repeated. Passed courses may be repeated to improve grades. However, students may *elect* to repeat a passed course or courses *only with approval of the evaluation committee of the School in which they are enrolled*. The limit on elective repetition of courses is *one-eighth of the credits of the MA programme*.

Upon its review of a student's situation, an evaluation committee of a School may direct a student to repeat only certain assessment situations that were required in the taught course. A student may be directed to repeat a course on the next occasion it is taught or as an 'independent study' (i.e., without significant formal teaching). The latter means may be prescribed for the summer intersession, during a holiday period, or during the regular 'teaching' terms.

As a rule, a student *required* to repeat 8 credits worth of courses from a semester in order to pass those courses will not be permitted to *electively* repeat, during the same period, a passed course for improvement of the grade.

Whenever a student electively repeats a course, he/she accepts the second grade, even if it is lower than the grade obtained on the first occasion. A student repeating a course agrees to abide by all academic conditions stipulated by the course instructor or co-ordinator. The latter may waive certain conditions (e.g., of attendance) or modify assignments in order to accommodate demands presented by the student's other work.

Not all courses involving formal teaching can be repeated. In certain cases of practical difficulty in replicating a course an 'independent study', mode of transacting that course may be devised by a course co-ordinator with the approval of the Dean of the School. In all cases, the evaluation committee of the school in which the student is enrolled determines whether he/she is making a reasonable and practical demand for repetition of a course.

No course grade may be changed once it has been submitted without explicit written approval of the Dean of the School in which the student is enrolled.

Annexure III: Situations of Course Repetition

There are three cases of repetition of courses: (1) repetition of a failed course, (2) repetition of courses in order to satisfy requirements of MA programme (i.e., to achieve an overall grade average of B-), (3) 'elective' repetition for improvement of a passing grade.

1. Repetition for those who have failed a course (grade of C or less). There are two ways of doing this:

- a. The student will repeat the course the next time it is offered and go through all assessment situations (or a subset thereof specified by the course team).
- b. Subject to the approval of an evaluation committee of the School concerned, during the summer intersession between Semesters II and III or following Semester IV, the student shall go through a number of assessment situations stipulated by a course team.

2. Repetition for students who have passed a course but want to repeat it because they have not earned the requisite minimum cumulative grade of the programme. A student can do this after Semester IV in one or both of the following ways:

- a. During the summer intersession following Semester IV, the student shall go through a number of assessment situations that the course team stipulates in not more than two courses (amounting to 8 credits or less).
- b. The student shall enrol in an additional semester or year of courses (Semesters V, VI) to repeat all assessment situations (or a few thereof specified by the course team) of the courses whose grades are to be raised.

3. Repetition for those who have passed a course but would like to improve, or those who have been recommended to improve upon a passing grade by an evaluation committee. A student can do this subject to the following conditions:

- a. The number of courses that he/she can elect to repeat for this purpose shall not add up to more than *one-eighth* of the total credits of the programme concerned.
- b. The student accepts the grade obtained after repetition, even if it is lower than the grade earned before.

There are two ways of repeating a course for improvement of grade:

- a. The student will take the course the next time it is offered and go through all assessment situations (or a few thereof specified by the course team) of the taught course.
- b. Subject to the approval of an evaluation committee, during the summer intersession between Semesters II and III or following Semester IV, the student shall go through a number of assessment situations that the course team (with approval of the evaluation committee) stipulates.

Ordinance (Under Statute 7)

Dean, Academic Services

The Dean (Academic Services) shall exercise the following powers and perform the following functions:

- (a) Formulate the academic personnel policy of the university, keeping the provisions in the Act, Statutes and Ordinances in view, for the approval of the Academic Council and the Board of Management;
- (b) Make arrangements in consultation with the schools/centres concerned, for the recruitment, training and placement of all teachers and other academic staff of the university;
- (c) Formulate and organize, with the approval of the Academic Council/Board of Management, appropriate programmes of faculty development to enhance the quality of teaching and research in the university;
- (d) Create an environment that is conducive to the promotion of a culture of shared governance within the university and to secure and sustain the participation of teachers and other academic staff in various aspects of governance;
- (e) Develop and implement, with the approval of the Academic Council and the Board of Management, systems and procedures that are effective, participatory and transparent, for monitoring the performance, and ensuring the accountability, of teachers and other academic staff; and develop and implement mechanism for effective grievance redressal policies for teachers and other academic staff;
- (f) Formulate and implement appropriate programmes for the career advancement of teachers and other academic staff that may include provision of opportunities for improving their qualifications, participation in specialised conferences/seminars, etc., in the country and abroad, support for research and provision of similar facilities;
- (g) Prepare and maintain databases of reputed academics from universities and institutions in India and abroad with a view to facilitate selection of academic personnel for various purposes of the university;
- (h) Deal with all administrative matters concerning the teachers and other academic staff of the university;
- (i) Organize such other activities as may be requested to be undertaken by the Board of Management, the Academic Council and the Planning Board;
- (j) Do all other things that arise from, or are incidental to, the performance of the above functions;
- (k) Perform all other functions and exercise such other powers as may be prescribed by the Act, the Statutes and the Ordinances.

Ordinance (Under Statute 7)

Dean (Planning)

The Dean, Planning shall have the following powers and shall perform the following functions:

- (a) Formulate all development programmes of the university in consultation with the schools and other concerned bodies for consideration and approval by the university authorities and funding bodies;
- (b) Organise, coordinate and monitor the implementation of all development programmes and prepare reports from time to time for consideration of the Planning Board;
- (c) Provide all support necessary for the Planning Board to perform its functions;
- (d) Plan and supervise the infrastructure development of the University;
- (e) Prepare five year plans with budgetary allocations;
- (f) Prepare and submit plans for all major funding initiatives;
- (g) Coordinate with Director (IT) the planning and implementation of IT services;
- (h) Coordinate and supervise the development of a comprehensive information system covering all aspects of the functioning of the university, including preparation and maintenance of university statistics and data bases;
- (i) Draw up and oversee collaboration agreements between the University and external agencies;
- (j) Supervise the content and structure of the University Website and organize information to be posted on it;
- (k) Organize and plan publications in print and other media on information related to the University;
- (l) Organize servicing requests for information from individuals and external institutions;
- (m) Undertake and provide professional support to schools and other units on research, appraisals, surveys, programme evaluations and other studies on the various programmes and components of the University.
- (n) Plan and organize such other activities as may be requested to be undertaken by the Board of Management, the Academic Council and the Planning Board;
- (o) To perform such other functions and exercise such other powers as may be proscribed by the Act, the Statutes and the Ordinances.

Recommendations of the Establishment Committee
held on 22.12.2009 and 29.04.2010

Recommendations of the meeting of
Establishment Committee held on
22nd December 2009

- 01 **Considered which of the non-teaching positions created by the Board of Management in its meeting held on 12th December, 2009 be identified for regular appointments, and**

The Committee noted that Datar Committee has suggested one-third of the administrative positions created by the Board of Management may be filled up on regular basis and the remaining two-third positions on deputation/contract basis,

Resolved that two posts of Dy. Registrar and five posts of Assistant Registrar be filled up on regular basis and the remaining posts of Dy. Registrar and Assistant Registrar be filled up on deputation/contractual basis and a sub-committee consisting of Prof. A.R. Khan and Registrar may identify other posts which may be filled up on regular or on deputation/contractual basis and authorized the Vice Chancellor to approve the recommendations of the sub-committee.

- 02 **Considered qualifications and experience for each administrative position, and**

Resolved that for filling up the posts of Assistant Registrars and Dy. Registrars every effort be made to adhere to the qualifications and experience suggested by the University Grants Commission but, if required, the qualifications and age may be relaxed in case of persons working in the University system by suitably increasing the length of experience for filling up the positions on deputation/contract basis.

Resolved further that positions of two Dy. Registrars and two or three Assistant Registrars be immediately filled up on deputation basis by circulating the vacancies in the Universities located in Delhi in order to facilitate speeding up of the process of recruitment of teaching and administrative staff in the University and the framing of rules and regulations.

Resolved further that for other administrative posts, qualifications, experience and other details may be framed by a committee consisting of Prof. A.R. Khan, Registrar and Adviser (Finance) and submitted to the Establishment Committee for its consideration.

03 Considered mode of selection and appointment for regular and deputation/contractual positions

The Establishment Committee noted that the framing of Recruitment Rules for various administrative positions and approval thereof may take some time and certain posts under each category are to be filled up urgently for smooth functioning of the University's activities.

Thereafter, the Establishment Committee resolved to authorize the Vice Chancellor to decide and appoint persons against the administrative positions which are required to be filled urgently on deputation/contract, keeping in view the qualifications suggested by Datar Committee and decision taken under item 2 above of this meeting.

Resolved further that other deputation/contractual administrative posts be filled up after finalization and approval of Recruitment Rules by the Establishment Committee and by releasing an advertisement in Employment News, a referral advertisement in one of the national dailies and posting it on AUD's website.

04 Considered procedure for engaging staff for short-term/contract/ad hoc appointments, and

Resolved that the Vice Chancellor shall make short term appointments of administrative staff up to six months on the recommendations of Selection Committee whose compositions are as given below:

For Group A level officers: Vice Chancellor or his nominee (Chair)

Registrar

One teacher/officer nominated by the Vice Chancellor

For administrative staff other than Group A level officers:

Registrar (Chair)

Two officers/teachers nominated by the Vice Chancellor

For terms more than six months and up to two years, the appointing authority shall be Establishment Committee.

**Recommendations of the meeting of
Establishment Committee held on
29th April 2010**

05 Considered the leave rules for Non-teaching staff of the University, and

Resolved that the following shall apply in respect of the various categories of non-teaching staff:

- a. Those inducted on deputation shall be governed by a comprehensive set of leave rules that will be duly got approved by the EC and BOM. In the interim, the leave rules that is prevalent in sister universities in Delhi shall apply to them. Their Casual Leave and Special Casual Leave shall be approved by their respective Heads of Departments. All other kinds of leave shall be approved by the Registrar.
- b. Personnel appointed on contractual basis for six months or less at a time shall be entitled to one day's leave for every month of service completed. Such level shall be sanctioned by their respective Heads of Departments.
- c. In the case of those who are appointed on contractual basis for a year or more, a comprehensive set of leave rules will be duly got approved by the EC and BOM. In the interim, such persons shall be entitled to 2 ½ days of leave for every month of service completed. Such leave shall be sanctioned by their respective Heads of Departments.

All Heads of Department shall send the information relating to leave records in the first week of every month to the Registry with a copy to Finance Department.

06 Considered pay and allowances and other entitlements (TA/DA, LTC etc) for Non-teaching staff of the University, and

Resolved that the administrative staff engaged for upto 6 months shall be paid a consolidated salary upto Rs.10,000/- (against Pay Band-1), upto Rs. 20,000/- (Pay Band-2) and upto Rs. 30,000/- (Pay Band-3) subject to the recommendation of the Selection Committee constituted for the purpose.

Resolved further that in respect of the administrative staff appointed on deputation basis, their pay and allowances and other entitlements shall be governed by deputation/foreign services rules as per Government of India/Government of NCT of Delhi.

The regular employees shall be entitled for pay and allowances and other entitlements as prescribed by the Government of India/Government of NCT of Delhi/UGC.

Resolved further that a detailed proposal be submitted for the consideration of the Establishment Committee for the persons to be appointed on contract for one year or more as recommended by the Datar Committee. Their consolidated salary may be worked out on the basis of median of the pay scale, i.e. pay band, grade pay, current level of DA, HRA and transport allowance.

Resolved further that in case of retired employees engaged on contractual basis, they shall be paid the consolidated amount based on the last pay drawn plus Grade pay minus pension + 40% thereof, on the pattern of the University of Delhi.

Minutes of the Third Meeting of the Finance Committee

Thursday, 29 April 2010, 10 AM

Venue: Room No 3, Business Centre, India Habitat Centre, New Delhi

Members present:

Professor Shyam B. Menon, Vice-Chancellor	(Chairperson)
Shri J.P.Singh, Pr. Secretary (Finance), GNCT of Delhi	(Member)
Shri Anand Prakash, Pr. Secretary (Higher Education), GNCT of Delhi	(Member)
Dr. Kiran Datar, Member, Board of Management	(Member)
Professor Ahmed Raza Khan, Member, Board of Management	(Member)
Dr. A.K. Malik, Registrar	(Special Invitee)
Shri C.M. Sharma, Advisor (Finance)	(Special Invitee)

Item 1

The Committee welcomed the new members, Shri J.P. Singh, Principal Secretary (Finance), GNCT of Delhi and Shri Anand Prakash, Principal Secretary (Higher Education), GNCT of Delhi and expressed its deep sense of appreciation for the services rendered by the outgoing members Shri V.V. Bhatt, Former Principal Secretary (Finance) and Shri Rajinder Kumar, Former Secretary (Higher Education). The Finance Committee welcomed Dr. A.K.Malik who has joined as Registrar since the Committee met last and has been invited as a Special Invitee in this meeting.

Item 2 (a)

Minutes of the Second Meeting of the Finance Committee held on 13th October 2009 were duly read and confirmed.

Item 2 (b)

The Committee noted the action taken report (Annexure 1) on the decisions taken in the last meeting of the Finance Committee held on 13th October 2009.

Item 3 (a)

The Committee resolved to approve and adopt in AUD, the new Pension Scheme as introduced by the Government of India, Ministry of Finance vide Notification No.5/7/2003-ECV&OR dated 22.12.2003 with subsequent clarifications/modifications issued by the Government w.e.f. 28.8.2008.

The Scheme will have two tiers - Tier I and Tier II. Tier I is mandatory for all new entrants in University service on or after 28.08.2008. In Tier-I all University employees will have to make a contribution of 10% of his/her basic pay plus DA which will be deducted from his/her salary bill every month by the University. The University will make an equal matching contribution. Tier-I contribution (and the investment returns thereof) will be kept in a non-withdraw able Pension Tier-I account with one of the Public Sector Banks notified by the Government for this purpose. Tier-II will be optional and at the discretion of the University employees. Tier-II contribution will be kept in a separate account that will be withdrawable at the option of the University employee. The University will not make any contribution to Tier-II account.

Item 3 (b)

The Committee noted that it is critical for AUD to attract people with expertise and experience working in other Universities and Institutions at senior positions, and that they may be covered by the earlier Pension Scheme in their parent institutions. It is desirable that they may be given an option to either continue with the earlier Pension Scheme of their parent institutions even after joining AUD or to opt for the new Pension Scheme 2004. It was also noted that this option will have to be made available for a finite number of years and it is unlikely that people from old pension scheme will join AUD after a few years.

After due discussion the Committee resolved to approve the proposal to allow those who joined/will join AUD after having tendered technical resignation in their organization/institution, and were/are covered by the earlier Pension Scheme, the option to continue with the earlier Pension Scheme, subject to the conditions that:

- (a) their previous service is countable as qualifying service for pensionary benefits; and
- (b) their pensionary benefits are transferred to the University by their previous employer.

Item 4

The Committee considered and approved the proposal of paying the Leave Salary and Pension Contribution in respect of faculty and staff joining AUD on EOL with lien from sister Institutions.

Item 5 & 6

The committee noted that:

- a. AUD has been given additional space at Dwarka Campus and shall also be starting movement into the Kashmere Gate Campus during the current financial year. This will require major intervention by way of Civil Work, Electrical Work and procurement of equipment to prepare these for the use of the programmes of the University. It was also noted that the Directorate of Technical Education/Higher Education has entrusted the responsibility to AUD for managing the Security, Sanitation, Horticulture and Hostel Services at the Integrated Institute of Technology Campus, Dwarka which will involve incurring recurring additional expenditure.
- b. AUD has been allotted two adjacent plots of land of just over 16 acres in Rohini and that the same would be transferred to AUD during current financial year for establishment of its permanent Campus. Initial steps need to be taken for designing and starting the construction activities of the permanent campus.
- c. AUD has initiated a major faculty and staff recruitment drive and that it is likely that within the current financial year, expenditure towards salary would increase manifold.
- d. AUD has initiated a proposal to DDA for allotment of land for permanent campus at Dheerpur. If this materializes, additional grant for purchase of land may have to be sanctioned by the Govt. of NCT of Delhi.

In the light of the above, the Finance Committee resolved:

- a. to recommend the allocation of additional grant to AUD over and above the provision of grant-in-aid kept by the Govt. of Delhi in their Book of Demands for the financial year 2010-11, as under:

Additional Grant for preparing the temporary location of AUD:

Rs. 5 Crore (Capital)

Additional Grant towards Salary, Sanitation, Security and Horticulture:

Rs. 8 Crore (Revenue)

Additional Grant towards executing the initial steps in developing the permanent Campus:

Rs. 60 Crore (Capital)

- b. to recommend that in case the proposal under consideration of the DDA for allotment of land to AUD at Dheerpur materializes, the additional grant for the purchase of the land, if required, may also be sanctioned by the Govt. of NCT of Delhi.
- c. that while deciding on the agency to execute capital works relating to civil/electrical, agencies other than PWD such as DSIDC, Delhi Transport and Tourism Development Corporation, and others approved by the Government may also be considered.

Item 7

The Committee considered the report of the Ms. Janaki Kathpalia Committee to formulate the Financial Rules, Codes and Procedures for the University. The Committee observed that AUD is expected to be flat and lean in its administrative staff structure. Since the administrative structure planned for AUD is not along the lines of traditional Universities, it is important that the financial structures and procedures must be in consonance with the organizational structure approved by the Board of Management. In the light of this, the Financial Rules, Codes and Procedures of AUD may be drafted in greater details and keeping in mind the needs of a futuristic and pace-setting university.

The Finance Committee resolved that:

- a. AUD may take help of professional organizations such as the Price Water House, KPMG, MDI and Indian School of Business to formulate a comprehensive structure of financial management, including financial rules, codes and procedures for the University.
- b. The delegation of financial powers to Officers of the AUD as recommended by the Janaki Kathpalia Committee be approved with some modifications. The table of delegation of financial powers as approved by the Finance Committee is presented at Annexure 2.
- c. The Vice-Chancellor may constitute a Committee for investment of surplus funds of the University in one or more of the Nationalized Banks as per the guidelines of the Govt. of India.

- d. The Controller of Finance (till the Controller of Finance joins, the Advisor Finance) and the Registrar be the authorized co-signatories for all cheques of all values for the Bank Accounts of the University.

Item 8

The committee considered the proposal regarding medical facilities provided to the employees of AUD and resolved that:

- a. The University may make efforts towards entering into a group insurance scheme with an Insurance Company which, in their package, may provide both for OPD and hospitalization facilities. The University may like to study the medical facilities being provided by the Institute of Liver Sciences and Delhi State Cancer Institute to their employees and to come up with a fresh proposal.
- b. The Vice Chancellor be authorized to decide on merit, on a case-to-case basis, the claims of the employees for reimbursement of charges of medical treatment, till a formal medical policy for the University is framed and adopted.

Item 9

The committee considered the pay and allowances and other entitlements (TA/DA, LTC etc) for Non-teaching staff of the University, and resolved that:

- a. The administrative staff engaged for upto 6 months shall be paid a consolidated salary of up to Rs. 10,000/- (against Pay Band-1), up to Rs. 20,000/- (against Pay Band-2) and up to Rs. 30,000/- (against Pay Band-3).
- b. In respect of the administrative staff appointed on deputation basis, their pay and allowances and other entitlements shall be governed by deputation/foreign services rules of Government of India.
- c. The regular employees shall be entitled for pay and allowances and other entitlements as prescribed by the Government of India/Government of NCT of Delhi/UGC.

- d. A detailed proposal be submitted for the consideration of the Establishment Committee for the persons to be appointed on contract for one year or more as recommended by the Datar Committee. Their consolidated salary may be worked out on the basis of median of the pay scale, i.e. pay band, grade pay, current level of DA, HRA and transport allowance.
- e. In case of retired employees engaged on contractual basis, they shall be paid the consolidated amount based on the last pay drawn plus Grade pay minus pension + 40% thereof, on the pattern of the University of Delhi.

Item 10

The Committee considered and approved the purchase of a Mini Bus and one Innova Car and it was also decided that the drivers may be hired on Contractual Basis.

Item 11

The Committee took note of the recommendations of the Datar Committee report on Organizational Structures and Personnel Policy and suggested to fill up the posts and appoint staff as per the requirement of the University. The committee suggested that it should be mentioned in the offer of appointment letters issued by AUD that the selection of employees is not for a specific department/school/division or a job but that they may be deployed in any of the departments/schools/divisions or assigned any job by the competent authority.

The meeting ended with a vote of thanks.

ITEM NO. 2- (b)

**REPORT OF ACTION TAKEN ON THE DECISIONS MADE IN THE
SECOND MEETING OF THE FINANCE COMMITTEE HELD ON
13TH OCTOBER, 2009**

Minutes 1, 2a, 2b, 9

No action was required.

Minutes 3, 4, 6, 7

Decisions have been complied with

Minute 5

The Revised Estimates for the Financial Year 2009-10 and Budget Estimates for the Financial Year 2010-11 approved by the Financial Committee were sent to the Govt. of Delhi through the Directorate of Higher Education. These estimates were prepared keeping in view the expansion programme of the University. However, it is noticed that the GNCT of Delhi has made heavy deductions in both the RE for 2009-10 and the BE for the FY 2010-11. Against the demand of Rs.1210.50 Lacs under Revenue and Rs. 2950 Lacs under Capital heads for the FY 2009-10, the university has been given the grant-in-aid of Rs. 500 lacs under the Revenue and Rs. 100 Lacs only under the Capital heads. Similarly against the Demand of Grant-in-aid of Rs. 3100 lacs under Revenue and Rs.6600 lacs under Capital heads for the FY 2010-11, the GNCT of Delhi has drastically reduced the demand and has kept a provision of Rs.800 Lacs under the Revenue and Rs. 100 Lacs only under the Capital heads.

Minute 8

A separate Savings Bank Account, as desired by the Ministry of Home Affairs, exclusively for the purpose of Foreign Contributions has been opened in the RK Puram Branch of the State Bank of India, New Delhi.

Minute 10

A Committee, out of the names approved by the Finance Committee, to formulate the Financial Rules, Codes and Procedures of the AUD, was constituted under the Chairmanship of Ms Janaki Kathpalia, IA&AS (Retd) vide Notification No. FC/Com/2010/1071 dated 14.1.2010. The Report of the Committee is being placed before the Finance Committee for perusal and approval.

FC3: Annexure 2

Delegation of Financial Powers to Officers of the University						
S N o.	Nature of Power	Registrar	Deans	Controller of Finance	Conditions, if any	Remarks
1	Purchase of office equipment including computers, intercom equipments, projectors, calculators, photocopiers etc.	Rs. 5 lac on each occasion			Subject to availability of funds, completion of codal formalities as per laid down purchase procedure. Purchase above Rs.50,000 will be made with concurrence of Finance.	Full powers with the VC
2	Repair & Maintenance of Computers and other related installations/ equipments	Rs. 10,000/- on each occasion			- do-	Director IT will have full powers for AMC in respect of computers and other related equipments
3	Repair and Maintenance of equipments other than at Sr.No. 2 above	Full powers			-do-	
4	Publications(Purchase) of :					
	(i) Publications for official use	Full powers	5000 pa	5000 pa	-do-	Librarian upto 5000 pa. Library Committee will have full powers.
	(ii) Library Books, technical journals				-do-	
5	Disposal of obsolete, surplus or the unserviceable stores	1 Lac at a time with the concurrence of Finance.			Subject to completion of codal formalities	Full powers with VC
6	Furniture and Fixture, purchase and repairs	Rs 5 lac on each occasion within the scales and norms approved by the VC. For repairs full powers subject to the condition that it is economical			Subject to availability of funds, completion of codal formalities as per laid down purchase procedure. Purchase above Rs.50,000 will be made with concurrence of Finance.	Full powers with VC
7	Purchase of Stationary stores	Full powers			-do-	
8	Conveyance Reimbursement	Full powers within the prescribed norms for the staff working under their control	Full powers within the prescribed norms for the staff working under their control		Subject to availability of funds.	All HODs will have full powers within the prescribed norms for the staff working under their control
9	Local purchase of Rubber stamps and office seals	Full Powers	Full powers		-do-	
10	Postal & Courier charges	Full powers			-do-	

S.No.	Nature of Power	Registrar	Deans	Controller of Finance	Conditions, if any	Remarks
11	Purchase of Desert Cooler and Room Cooler (except air conditioner)	Rs. 50,000 on each occasion	-		Subject to availability of funds, completion of codal formalities as per laid down purchase procedure. Purchase above Rs.50,000 will be made with concurrence of Finance.	Full Powers with Vice-Chancellor
12	Motor Vehicles:					
	(i) Purchase	--	--	--	-do-	Powers vest with the Vice Chancellor
	(ii) Maintenance upkeep	Full powers			-do-	
	(iii) Hiring	Full powers			-do-	
13	Printing and binding	Full powers subject to the condition that the work is executed through the University's approved printers/ suppliers or through quotations or through Govt Press.			-do-	
14	Irrecoverable losses of stores or of public money-write off Irrecoverable losses due to theft, fraud or negligence	Rs 50,000 in each case	Rs 1000 in each case			All losses will have to be reported to the Vice Chancellor. Up to 2 lacs powers with Vice-Chancellor. Full Powers with the Finance Committee
15	Freight and demurrage/wharfage charges	Rs 20,000 in each case			Provided each instance is reported to the VC	
16	Municipal rates and taxes	Full powers			Subject to availability of funds, completion of codal formalities as per laid down purchase procedure. Purchase above Rs.50,000 will be made with concurrence of Finance.	
17	Telephone bill, reimbursement of residential phone/mobile phone/Broadband connection.	Full powers subject to the approved norms.			Subject to availability of funds, completion of codal formalities as per laid down purchase procedure. Purchase above Rs.50,000 will be made with concurrence of Finance.	

S.No.	Nature of Power	Registrar	Deans	Controller of Finance	Conditions, if any	Remarks
18	Telephone charges for office telephone	Full powers			Subject to availability of funds, completion of codal formalities as per laid down purchase procedure. Purchase above Rs.50,000 will be made with concurrence of Finance.	
19	Merits, Awards, Stipends, Loans and other educational scholarship's to students, fee waiver				Subject to availability of funds, completion of codal formalities as per laid down purchase procedure. Purchase above Rs.50,000 will be made with concurrence of Finance.	Full powers with Vice Chancellor as per the norms approved by the Board of Management.
20	Imprest to take care of unforeseen expenses	Rs.10,000	Rs. 10,000	Rs. 10,000	Subject to guidelines to be framed	
21	Sanction for Tour for teaching and other staff				Subject to availability of funds	Powers vest with the Vice Chancellor.
22	To depute teaching staff to accompany students on educational tour		Full powers for local visits		Subject to availability of funds	Powers vest with the Vice Chancellor for out of station visits
23	Deputation of Research staff and Fellows for field work, pertaining to respective research schemes with TA/DA as per rules concerning the grants received for research		Full Powers for Research Staff & School related activities within India		Subject to availability of funds	Project Director will have full powers for projects within India. For visits abroad, Vice-Chancellor will have full powers
24	Invitation of distinguished scholars or experts in different fields and payment to them.					Powers vest with the Vice Chancellor
25	Engagement of part-time staff/ Experts/Guest Speakers/Lecturers for day to day classes and payment of remuneration		Full powers subject to the approval of panel by the Vice Chancellor and payment is made at the approved rates			
26	Acceptance of outside work and remuneration by teachers				subject to the rules to be framed in line with rules applicable in other universities.	Powers vest with the Vice Chancellor
27	Payment to members of Statutory Board, Assessment Committee members, Expert Committees, Sub-Committees	Full powers in respect of Boards/Committees in which Registrar is Member/Member Secretary/Convener	Full powers in respect of Boards/Committees in which Deans are Chairperson/ Secretary/Convener	Full powers in respect of Boards/Committees in which Controller of Finance is Member Secretary/Convener		Full powers with VC for other Committees

S.No.	Nature of Power	Registrar	Deans	Controller of Finance	Conditions, if any	Remarks
28	Appointment of Examiners / Paper Setters and other work relating to Examination, Entrance tests		As per Statute 12 (a) and ordinance			Powers vest with the Vice Chancellor
29	Appointment of Advocates on behalf of University					Powers vest with the Vice Chancellor
30	Purchase of Uniforms, Liveries for Class-IV employees / workshop staff	Full powers				
31	Pay fixation on new appointment / promotion for teaching / non-teaching staff	Full powers in respect of Non-teaching staff subject to the concurrence of the Controller of Finance	Dean Academic Services will have Full powers in respect of Academic Staff subject to concurrence of the Controller of Finance.			
32	Annual increment for Teaching and non-teaching staff	Full powers in respect of Non-teaching staff subject to the concurrence of the Controller of Finance	Dean Academic Services will have Full powers in respect of Academic Staff subject to concurrence of the Controller of Finance.			
33	Service Book Attestation and Entries	Full powers in respect of Non-teaching staff s	Dean Academic Services will have Full powers in respect of Academic Staff .			
Note:						
(i) Powers to sanction expenditure in respect of items not specified above, shall rest with the Vice-Chancellor						
(ii) Powers to sanction expenditure beyond the limits specified above shall rest with the Vice-Chancellor						
(iii) Vice Chancellor can exercise powers of any of the officers to whom powers have been delegated as above.						



UNIVERSITY OF DELHI
दिल्ली विश्वविद्यालय

BY SPECIAL MESSENGER

HC-2064/98/LC/Fees/716
4th March, 2008

To

Sh. A. Mariarputham, University Standing Counsel &
Other Panel Advocates

Sub: Revision of Fees for University Panel Advocates

Dear Sir,

I am glad to inform you that the Executive Council in its meeting held on 4.2.2008 based on the recommendation of the Committee constituted by the Vice Chancellor under the Chairmanship of the Dean of Colleges, has approved the revision of fee for Advocates, Senior Advocates, Inquiry Officers, Presenting Officers etc. as per the schedule attached to this letter.

2. The schedule of fee shall be applicable from the date of its approval by the Executive Council i.e. 4.2.2008.

Regards,

Yours faithfully,

[Signature]
Deputy Registrar (Legal)

Encl: As above

(Copy of Executive Council Resolution No. 168 Dated 4.2.2008)

UNIVERSITY OF DELHI

EXECUTIVE COUNCIL
RESOLUTION NO. <u>168</u>
DATED: <u>4/2/2008</u>



168/ Resolved that the recommendation of the Committee constituted by the Vice-Chancellor to recommend a suitable fee structure and revision of fee for Advocates, Senior Advocates, Inquiry Officers, Presenting Officers etc. be accepted (vide Appendix-III).



SCHEDULE

SCHEDULE OF FEE FOR ADVOCATES, SENIOR ADVOCATES, ENQUIRY OFFICERS, PRESENTING OFFICERS ETC.

I. SUPREME COURT	EXISTING RATES	PROPOSED
a) Fee for final hearing matters		
Sr. Advocates	Rs. 5,000/- per hearing	Rs. 11,000/-
Advocate on Record	Rs. 3,000/- per hearing	Rs. 6,000/-
b) Fee for other /Misc. matters		
Sr. Advocate	Rs. 2,500/- per hearing	Rs. 7,500/-
Advocates on Record	Rs. 1,500/- per hearing	Rs. 3,000/-
Conference with Sr. Adv. or Officers	Rs. 1,000/- per conference	Rs. 3,000/-
Settling of pleading /affidavit (Sr. Advocate)	Rs. 1,800/- per case	Rs. 5,000/-
Drafting SLP/Counter Affidavit/Rejoinder/Affidavit etc. (Advocate on Record)	Rs. 1,050/- per case	Rs. 5,000/-
Drafting Short/misc Application/stay/Reply to misc. Application/stay		Rs. 1,500/-

II. HIGH-COURT (including CAT/Arbitration/Quasi-Judicial Bodies/ Commissions)

i) Senior Advocate /Counsel for special engagement

For appearance in High Court	Rs. 3,000/- per case per day effective hearing	Rs. 7,500 (Misc. hearing) Rs. 11,000/- (Final hearing)
Settlement of petition/ Affidavit	Rs. 1,000/-	Rs. 3,000/-
Conference	Rs. 1,000/-	Rs. 2,000/-
Legal Opinion	Rs. 1,100/- for short opinion Rs. 2,200/- for long opinion	Rs. 5,000/-

ii) Advocates other than Sr. Advocate

For appearance in the High Court	Rs. 550/- per appearance	Rs. 1,500/- (Misc. hearing) Rs. 2,000/- (Final hearing)
Drafting of Petition Affidavit	Rs. 750/- per pleading for drafting/pleadings, written statement in bills, counter affidavits, rejoinder	Rs. 2,000/-
	Misc application /stay reply thereto	Rs. 1,000/-
Conference /opinion	Rs. 500/- per conference/opinion (upto a maximum of three conference for a case)	Rs. 1,000/-

-xxxx-

III. DISTT./LABOUR COURT/DISTT. CONSUMER FORUM

	EXISTING RATES	PROPOSED
Advocate for Distt./Labour Court work/Consumer Forum	i) Rs. 550/- per appearance (Rs. 1,100/- minimum & Rs. 5,500/- maximum for effective hearing per case which includes ii) Rs. 220/- per day for non-effective hearing with not more than five hearing in a case	i) Rs. 1,000/- per hearing (Final hearing) ii) Rs. 500/- per hearing (Misc.)
Drafting of Affidavit	i) Rs. 500/- per pleading for drafting written statement and ground of appeal etc. ii) Rs. 200/- per pleading for drafting of other pleadings and misc. matter	i) Rs. 1,000/- per pleading for drafting written statement and grounds of appeal etc. ii) Rs. 500/- per pleading for misc. application/stay reply thereto.
Conference /Opinion /Legal Notice	Rs. 350/- per conference/opinion/legal notice (upto a maximum of three conference for a case)	Rs. 500/- per conference opinion /legal notice (upto a maximum of three conference for a case)

IV. ENQUIRY COMMITTEE:

Judge (Retired) Supreme Court/High Court

Rs. 5,000/- per sitting plus conveyance charges (upto a maximum of Rs. 75,000/- for whole case)

Judge Others

Rs. 3,500/- per sitting plus conveyance charges (upto a maximum of Rs. 50,000/- for whole case)

If not Judge (Example Teacher of University /College)

Rs. 1,500/- per sitting plus conveyance charges (upto a maximum of Rs. 30,000/- for whole case)

Presenting Officer (If not employee of the University/College)

Rs. 750/- per sitting plus conveyance charges (upto a maximum of Rs. 15,000/- for whole case)

Presenting Officer (If an Officer/Teacher of University/College)

Rs. 500/- per sitting plus conveyance charges (upto a maximum of Rs. 10,000/- for whole case)

Stenographic Assistance

Rs. 300/- per sitting plus conveyance charges (upto a maximum of Rs. 3,000/- for whole case)

Peon

Rs. 100/- per sitting plus conveyance charges (upto a maximum of Rs. 1,500/- for whole case)

The Council noted that:

1. The University Grants Commission has sanctioned Rs.10.00 lakhs for staff positions in the WUS Health Centre under the X Plan. The positions have to be filled up before the end of the X Plan i.e. 31.3.2007.
2. The WUS Health Centre has proposed the creation of the above positions on full time basis.
3. The expected expenditure on all these positions will be about Rs. 75,000/- per month.

120. Resolved that the recommendations of the Committee constituted by the Vice-Chancellor under the Chairmanship of the Pro-Vice Chancellor to review and finalize the Panel of Advocates for the University and rules governing it be accepted (vide Appendix-II).

Recommendations of the disciplinary Sub committee :

121. The Council resolved that the recommendations of the Disciplinary Sub-Committee of Executive Council, made at its meeting held on 4th September, 2006 be accepted (vide Appendix-III).

The Committee had made the following recommendations:

1. Dr. Sushma Gupta, Medical Officer, WUS Health Centre:
"The Disciplinary Sub-Committee recommended that the penalty of "Censure" in terms of Rules 67 (i) of the University Non-teaching Employees (Terms & Conditions of Service) Rules, 1971 be imposed on Dr. Sushma Gupta."

2. Shri Chhida Ram, Assistant, Law Centre-II
The Committee recommended that the penalty of withholding of one increment without cumulative effect in terms of Rule 67 (ii) of the University Non-teaching Employees (Terms & Conditions of Service) Rules be imposed on Shri Chhida Ram."

122. Resolved that the Annual meeting of the Court will be held on Tuesday the 20th February, 2007.

123. The Council considered the proposal of making provisions for appointment of Advisor(s) in the University to get advice and inputs for preparing reports to the government agencies and industry, interaction with alumni, resource generation etc. The proposal was appreciated by the members. After detailed discussion

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the subject it was resolved that the proposal required more inputs and for this purpose members were requested to give their views/suggestions in writing to the Chairperson so that the fresh proposal could be proposed and brought for consideration before the Executive Council.

The Council further resolved that the Vice-Chancellor be authorized to make appointment of Advisor in case there is urgent necessity and report to the Executive Council for its concurrence.

124. Resolved that the recommendations of the Vice-Chancellor in respect of Professor Nishir Zadan, Professor in the Department of Pathology, University College of Medical Sciences, for the appointment for a period of three years with superannuation on 31.03.2010 be accepted. (vide Appendix-IV) (Ordinance XI-102) be accepted.

Emergency action of the Vice-Chancellor

125. Resolved that the action taken by the Vice-Chancellor in exercise of his emergency powers under clause 5(a) of Schedule III of the Statutes of the University in approving the recommendations of the E.C. regarding the cases of unfair means disorderly conduct during the Annual Examination 2006 (vide Appendix-V) be reported and recorded (vide Appendix-V).

Other than Emergency action of the Vice-Chancellor

APPOINTMENT OF WARDEN/RESIDENT TUTOR/E.C. NOMINEES ON THE MANAGING COMMITTEES OF HOSTELS.

126. Resolved that the action taken by the Vice-Chancellor in reappointing the following persons as Warden/Resident Tutor and E.C. Nominees on the Managing Committees of Hostels for a period of two years w.e.f. the date mentioned against each be reported and recorded.

S.No.	Name	Designation	Institution	Date
1.	Dr. T.S. Sarvanth (Re-appointed)	Warden	Mansarovar Hostel	01.11.2006
2.	Prof.(Mrs.) Mahabathi (Re-appointed)	E.C. Nominee	International Students Hostel	29.10.2006
3.	Prof. Suresh Nair (Re-appointed)	E.C. Nominee	International Students Hostel	01.11.2006

*Not printed

Resolution No. 115

Report on 'Action Taken' on the minutes of the meeting of the Executive Council held on 19.10.2006.

Resolution Nos.

Action Taken

68, 69, 70, 71, 84, 85, 86, 87, 88
89, 90, 91, 92, 93, 94, 95, 96, 97,
98, 99, 100, 101, 102, 103, 104,
105, 106, 107, 108, 109, 110,

Matters of record.

72, 73, 74, 75, 76, 77, 78, 79, 80

Concerned quarters

81, 82, 83, 111

have been informed.

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APPENDIX II

Resolution No. 120

Recommendations of the Committee constituted by the Vice-Chancellor to finalize the panel of advocates for the University.

A meeting of the Committee appointed by the Vice-Chancellor to finalize the panel of Advocates for the University was held on Tuesday, the 27th November 2006 at 3.00 p.m. in the Vice-Chancellor's Committee room. The following were present:

- (i) The Pro Vice-Chancellor Chairman
- (ii) Dean of Colleges Member
- (iii) Registrar Member
- (iv) Professor B. N. W. Khanna Member
- (v) Professor Gurdeep Singh Expert Member
- (vi) Deputy Registrar (Colleges) Expert Member
- (vii) Assistant Registrar (Legal) Member
- Member Secretary

The terms and reference of the Committee vide notification dated 15th April 2006 is as under:

- To review the existing panel of advocates.
- To adopt its own method to call for the names and shortlist them.
- To prescribe the terms and conditions governing such engagement of lawyers in the panel.
- To suggest ways and means to strengthen the existing legal and litigation work in the University.
- To recommend such names of suitable persons to the Vice-Chancellor for his kind approval.
- Any other allied matters connected to legal cell.

The Committee reviewed the existing panel which was approved by EC vide Resolution No. 111 dated 10.2.2004 consisting of 11 names and after considering the workload of each advocate and the services rendered by them it was decided to recommend the following names in the panel:

- (1) Shri. P. Prasad Sharma Advocate (Supreme Court work)
- (2) Shri. W. Chandran Sharma Advocate (Supreme Court work)

- (3) Sri Jitendra Sharma, Senior Advocate (Supreme Court & HC work)
- (4) Smt. Shyamala Pappu, Senior Advocate (Supreme Court & HC work)
- (5) Shri V. P. Singh, Senior Advocate (Supreme Court & High Court work)
- (6) Shri parag Tripathi, Senior Advocate (High Court & Supreme Court work)
- (7) Shri Arvind Nigam, Advocate (for special engagement for High Court work)
- (8) Shri A. Mariarputham, Advocate (High Court & Supreme Court work)
- (9) Shri S. K. Luthra, Advocate (High Court work)
- (10) Shri R. P Sharma, Advocate (High Court work)
- (11) Shri A. P. S. Ahluwalia, Advocate (High Court work)
- (12) Shri Rajendra Dhawan, Advocate (High Court work)
- (13) Ms. Beer ashaw Soni, Advocate (District & High Court work)
- (14) Shri Amit Bansal, Advocate (High Court work)
- (15) Shri M. J. S. Rupal, Advocate (District & High Court work)
- (16) Dr . Aurobindo Ghose, Advocate (District & High Court work)
- (17) Ms. Pinky Anand, Advocate (Supreme & HC work)
- (18) Ms. Mahinder Acharya, Advocate (High Court work)
- (19) Ms. Bulbul Das, Advocate (District & High Court work)
- (20) Shri Pawan Kumar Agarwal, Advocate (District & High Court work)
- (21) Shri P. S. Pradhan, Advocate (District Court work)

3. According to the suggestions received from the members during the previous meeting held on 25th April 2006, draft rules for empanelment of Advocates for the University were circulated among the members. After making some minor changes, the Committee unanimously agreed to the proposed Terms and Conditions for Constitution of panel of Advocates for the University of Delhi. A copy of the same is annexed as Annexure-I to these minutes.

4. The committee also screened the 36 requests (Annexure-II) for empanelment suggested criteria proposed in the terms and conditions. The committee after considering their age, qualification, experience and standing in the field, recommended the following persons for empanelment as panel Advocates for the University for a period of two years, subject to their consent:

1. Shri Rajeev Mahana (Appl. No. 5) (District & High Court work)
2. Mayank Yadav (Appl. No. 9) (District & High Court work)
3. Shri J. Hejari (Appl. No. 13) (District & High Court work)
4. Ms. Premlata Gautam (Appl. No. 17) (High Court work)
5. Shri Anurag Mathur (Appl. No. 18) (High Court work)
6. Ms. Arvini Viyagan (Appl. No. 20) (High Court work)
7. Shri Anil Singh (Appl. No. 22) (High Court work)
8. Shri Lata K. Gupta (Appl. No. 23) (High Court work)
9. Dr. Ashutosh (Appl. No. 26) (High Court work)
10. Shri Kaalash Kr. Jain (Appl. No. 34) (District Court work)
11. Shri Naresh C. Sharma (Appl. No. 35) (District & High Court work)

5. The committee was concerned with the large number of litigations in the University and it is felt essential to have professional manpower in the legal cell. The committee also appreciated the efforts of the present Assistant Registrar in streamlining the working of the legal cell. Considering the increased workload and activities in the legal cell and there is no professional staff attached to the legal cell, the Committee recommended that at least two young practicing advocates be engaged as legal associates with suitable remuneration on retainer basis to assist the Branch Office (AR/DRL/ Legal) in this day to day working. The services of legal associates so appointed may be utilized by the Branch Office to pursue the pending court cases rigorously before various courts and also rendering legal advice/legal vetting etc.

The meeting ended with vote of thanks to the Chair.

Sd/-

(M. A. Sikandar)
Member Secretary

Sd/-

Pro-Vice-Chancellor
Chairman

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DRAFT TERMS AND CONDITIONS FOR CONSTITUTIONAL OF PANELS OF
ADVOCATES FOR THE UNIVERSITY OF DELHI

(1) Empanelment of and tenure:

- (i) The appointment will be made by the Executive Council on the recommendations of a duly constituted committee constituted by the Vice Chancellor for this purpose.
- (ii) Initially such appointment would be for a period of two years which may be extended from year to year basis.
- (iii) A pane advocate can, however, be removed from the panel by the Vice Chancellor or the Executive Council at any time without assigning any reason. Similarly the panel advocate may resign from the panel of Univerity advocates and he or she shall cease to exist from the panel from the date of his or her resignation is accepted by the Vice Chancellor.

(2) Procedure for selection/empanelment of Panel Advocates:

- (i) The Vice Chancellor may appoint a suitable Committee for the purpose of selection of panel advocates and University Standing Counsels for making recommendations to the Vice Chancellor and Executive Council.
- (ii) The Committee may adopt such procedure and criteria as may be considered including personal or telephonic interviews of the applicant(s) for the selection and may make recommendations to the Vice Chahancellor for their appointment.
- (iii) The performance of the advocates existing in the panel shall be reviewed by the Committee atleast every two year and make recommendations to the Vice Chancellor for retention/removal of the Advocates on the panel as the case may be.

(3) Terms and conditions of appointment of Panel Advocates/ Standing Counsel(s):

- (i) The eligibility conditions for appointment of Standing Counsel/ Panel Lawyers shall be as determined by the Committee from time to time.
However, for appointment of Standing Counsel/ Law Graduate of recognized University with minimum 15 years of practice in the High Court on the Civil side with good reputation preferably in the age group of 40-55 years and he/she may be allowed to continue upto the age of 60 years. In case the University wishes to appoint one or more persons as Additional Standing Counsel possessing the same qualification and experience.
- (ii) In the case of Panel Lawyers, the person should be holding a Law Graduate with minimum of 5-7 years practice in the High Court on the Civil side with good reputation. The preferred age limit would be 30-55 years and in exceptional cases the Committee may relax the age conditions for existing panel lawyers and experienced persons subject to their good health.
- (iii) The remuneration payable to the Standing Counsel and Panel Lawyers shall be generally on the pattern of fees prescribed by the Central Government through Ministry of Law and Justice and other Educational Institutions situated at Delhi and approved by the Executive Council from time to time. However for any special engagements the rates shall be fixed on the mutual consent of such lawyer and the University on the rates approved by the Pro Vice Chancellor. In the event of any doubt and difference regarding the fees, the fees determined by the Pro Vice Chancellor shall be final and binding.

(4) Duties of Standing Counsel and Panel Lawyers:-

- (i) The Standing Counsel or Additional Standing Counsel (if any appointed) generally expected to conduct the litigation work their fee shall be as follows:-

made as parties and will also give his opinion on such matters that are referred to him by the University.

- (ii) To appear in the Delhi High Court, Supreme Court, Central Administrative Tribunal and other Tribunals, Arbitrators, Commissions of Enquiry, Subordinate Courts etc, Commissions for Enquiry and any Commission at Delhi in the cases marked to him by the University or the College.
- (iii) When any case attended by the Standing Counsel or Panel Lawyer is decided against the University or its officer, the Counsel will give opinion regarding the advisability of filing an appeal/review/revision against such a decision.
- (iv) The Standing Counsel or Panel Lawyer shall render such advice/opinion as may be asked for from his with regard to any pending matter or any other matter involving legal question.
- (v) Perform such other duties of legal nature which may be assigned to him by the University or the College from time to time.
- (vi) Keep the Assistant Registrar/Deputy Registrar of Legal Cell informed of the important developments of the case from time to time particularly, in cases where stay orders have been given by the Courts.
- (vii) To furnish the University periodical statements and reports/returns which may be called for from time to time.

(5) Right to private practice:

The Standing Counsel and Panel Lawyers will have the right of Private practice which shall not, however, interfere with the efficient discharges of the work of the University. He or she shall not advice in or accept against the University any case in which he is likely to be called upon to appear for or advice or which is likely to affect or lead to litigation against the University of Delhi.

Final Applications requests for appointment for Standing Counsel/Panel Advocate/Legal Assistant

S.No.	Name of the Candidate	Date of Birth	Qualification	Experience	Remarks
1	Mr. Kishor Mahesh	13/7/2005	N.A.	11 years	Not eligible for this post
2	Ms. Ritu Garg	25/6/2005	B.Sc. LLB	N.A.	No. of cases handled
3	Mr. Uday Gupta	28/3/2005	LLB (DU)	7 years	8000 A. 5000 B. 1000 C.
4	Mr. Rajesh Sharma	15/4/2005	LLB (DU) JLL	11 years	Recognized by various Courts
5	Mr. Rakesh Mathur	2/12/2005	B.Sc. LLB (DU)	11 years	10000 cases till now
6	Ms. Deepika Aggar	20/12/2005	BA (H) LLB (DU)	10 years	10000 cases till now
7	Mr. Ashish Singh	2/11/2005	Group of 10 persons	8 years	10000 cases till now
8	Mr. Harshant Dastidar	15/11/2005	LLB (DU)	3 years	10000 cases till now
9	Mr. Anshu Jain	15/2/2005	LLB (DU)	5 years	10000 cases till now
10	Mr. Baran Singh	15/2/2005	LLB (DU)	5 years	10000 cases till now
11	Mr. S.K. Jain	15/2/2005	MA LLB (DU)	2 years	10000 cases till now
12	Mr. Anshu Singh	2/3/2005	LLB (DU)	20 years	10000 cases till now
13	Mr. J.H. Jadhav	15/2/2005	BA LLB (DU)	27 years	10000 cases till now
14	Mr. Premjit Sahasra	15/2/2005	LLB	20 years	10000 cases till now
15	Mr. Anshu Singh	15/2/2005	LLB (DU)	10 years	10000 cases till now

16	Mr. K. S. Mijlani	17.4.2006	District & Consumer	MA, LLB	6 months	Recently retired as AR(Legal)
17	Mr. A. K. Upadhyay	6.7.2006	District & HC Work	LL.B(DU)	10+ years	Exp. In commercial & govt bodies.
18	Mr. Asif Khan	19.5.2006	District & Consumer	BA(Hon) LLB(AMU)	2+ years	
19	Mr. Lokesh K. Agarwal	18.6.2006	District & HC Work	LL.B(Ajmer)	3+ years	
20	Ms. Anjali Aiyagari	10.6.2006	All Courts	LL.B(DU)	8+ years	On panel for CSIR
21	Mr. Aksh Kumar	5.4.2006	Not mentioned	LL.B(DU)	6+ years	
22	Mr. Anel Strohi	30.1.2006	Standing Counsel	LL.B(DU)	9+ years	PT Lecturer in LC-I & exp in DLSA
23	Mr. Lalit K. Gupta	25.4.2006	Supreme Court	LL.B(DU)	34+ years	Exp. Mainly in Fin. Matters
24	Mr. Ravinder Wall	25.4.2006	High Court	B.Sc, LL.B	17+ years	Exp. In banking & Comm. Org.
25	Ms. Kanth Associates	5.6.2006	High Court & SC	Group of Professionals	4+ years	Legal Firm
26	Ms. Surt & Company	3.7.2006	High Court & SC	Group of 40 lawyers		Legal Firm
27	Mr. Pankaj K. Rai	Mar-06	Legal Assistant	LL.B(DU)	No experience	Fresher
28	Mr. Khanchinpaou Zou	25.7.2006	District & HC Work	M.A, LL.B. (DU)	5+ years	Social worker & ST candidate
29	Mr. Asheesh Jain	18.1.2006	All Courts	BA(H), LLB(DU)	3 years	
30	Ms. Ruchita Kapoor	19.1.2006	High Court	BA(H) & LLB(DU)	3 years	
31	Mr. Rajeev Kr. Tiwari	30.10.2006	High Court & SC Court	BA(Hon) LLB(DU)	7 years	
32	Ms. Suman Sharma	17.10.2006	High Court & SC Court	Not given	8 years	

✓ 33	Dr. Ashutosh	8.9.2006	District & HC Work	B.Sc, LLB, LL.M, Ph.D.	Since 1987	Part-time teacher of Law
✓ 34	Mr. Kailash Kr. Jain	10.2006	District & HC Work	B.Sc, LLB(DU)	19 years	
35	Ms. Neela Gorhale	10.2006	Not mentioned	LL.B, LL.M(Pune)	1992 onwards	Presently pursuing Ph.D since 2006
36	Mr. Nareesh C. Sharma	22.9.2006	All Courts	B.Sc(CS), LL.B(DU)	1991 onwards	Maintaining own office/firm

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PANEL OF ADVOCATES APPROVED BY THE EXECUTIVE COUNCIL IN ITS MEETING HELD ON 13-14-2005

S.No.	Name	Nature of engagement	Office Address	Residential Address/Residence	Contact No. & E-mail ID
1	Sri V. P. Chaudhary Senior Advocate	High Court work		15/4/45, Durg Camp, New Delhi-110 002	233267491(O) 233276700(R)/2334332(Pax) 5810309680(M) 23882271(O)
2	Sri Jyendra Sharma, Senior Advocate	Supreme Court and High Court work	17, Lawyers Chamber, New Delhi-110 001		
3	Sri Shivamshu Pappu, Senior Advocate	Supreme Court and High Court work	4, Central zone, Bangla Market, New Delhi-110 001	A-56, New Badli, New Delhi - 49	2372543(O) 2365765(R)
4	Sri V. P. Singh, Senior Advocate	Supreme Court and High Court work	223, Lawyers Chamber, Delhi High Court Building, New Delhi-110 003	E-10/A, East of Kailash, New Delhi-65	23386089(O) 23093991/23208933(O) 23093991/23208933(O) 23093991/23208933(O)
5	Sri Parag Tripathi, Senior Advocate	Supreme Court and High Court work	5, New Lawyers Chamber, Supreme Court, New Delhi-110 001	14, Bharatpur, New Delhi-110001	23070639(O) 23070639(O) 23855855/2351664(R)
6	Sri Anand K. Mishra, Sr Advocate for Spl. Engagement	High Court work	43, Lawyers Chamber, Supreme Court, New Delhi-110 001	K-39, Hazratgias Road, New Delhi-16	23382824(O) 23695168/23697833(R) 23810166345
7	Sri S. K. Jadhav, Advocate	High Court work	21, Lawyers Chamber, Delhi High Court, Delhi-110 003	148, Nagar, Vasant Vihar, New Delhi-110 003	23811694975 23388207(O) 22754646(R) sankhrajadhav@rediffmail.com

PANEL OF ADVOCATES APPROVED BY THE EXECUTIVE COUNCIL IN ITS MEETING HELD ON 13.12.2006

S.No.	Name	Nature of engagement	Office Address	Residential Address/Res-cum-office	Contact Nos. & Email ID
1	Shri V. P. Chaudhary Senior Advocate	High Court work		4844/24, Darya Ganj, New Delhi 110 002	23275740 (O) 23274700 (R)/23243232 (Fax) 9810103680 (M)
2	Shri Jitendra Sharma, Senior Advocate	Supreme Court and High Court work	17, Lawyers Chamber, Supreme Court New Delhi 110 001		23882271 (O)
3	Smt. Shyamala Pappu Senior Advocate	Supreme Court and High Court work	4, Central Lane, Bengali Market, New Delhi 110 001	A-16, Neeli Bagh, New Delhi - 49	23722542 (O) 26857659 (R)
4	Shri V. P. Singh Senior Advocate	Supreme Court and High Court work	223, Lawyers' Chamber, Delhi High Court Delhi 110 003	L-10/A, East of Kailash, New Delhi 65	23386089 (O) 26432394/26237843 (R) vpsingh@indiatimes.com
5	Shri Parag Tripathi, Senior Advocate	Supreme Court and High Court work	5, New Lawyers' Chamber, Supreme Court, New Delhi 110 001	14 Bazar Lane, Bengali Market, New Delhi - 110001	23070453 (O) 23355855/25451664 (R)
6	Shri Arvind K. Nigam, Sr Adv Advocate for Spl Engagement	High Court work	43, Lawyers Chamber Supreme Court New Delhi 110 001	K-10, Hauz Khas Enclave New Delhi - 16.	23382582 (O) 26961687/26527853 (R) 9810166345
7	Shri S.-K. Luthra, Advocate Dtd	High Court work	211, Lawyers' Chamber Delhi High Court Delhi 110 003	148, Manu Apartment, Mayur Vihar, Ph-I, Delhi-91	9811604075 23388707 (O) 22754246 (R) sudhirkluthra@rediffmail.com

By sir

Addl. Standing Counsel

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8	Shri Amit Bansal Advocate	High Court work	B-231, Greater Kailash Part-I, New Delhi-48		9810072413 29238021 (O) 29238023 (fax) apbansal@nda.vsnl.net.in amit@kundraabansal.com
9	Shri M. J. S. Rupal Advocate	High Court and Lower Court work	K. R. Chawla & Company 7 th Floor, Kailash Building 26, Kasturba Gandhi Marg New Delhi-110 001		9811151216 23357658/59 (O) krclo@krc.co.com 23319995/97 (Fax)
10	Ms. Maninder Acharya	High Court work	Office No.1, First Floor, Pocket-E Market Mayap Vihar, Phase-II, Delhi 110 091	502, Rocket-I, Mayap Vihar - II, Delhi-92	9810163078 2277216/2277216 (O) 22774076 (Fax) acharyaman@rediffmail.com
11	Shri R. P. Sharma	High Court work	1E/3, East Patel Nagar New Delhi-110 008	3/6, West Patel Nagar, New Delhi- 110008	25884140/25887132 (O) rosharma@ndlsnl.net.in
12	Shri A. P. S. Ahuwalia,	High Court work	495, Lawyers' Chamber Delhi High Court Delhi 110 003	H-425-B, Palam Vihar, Gurgaon	9810204209 23381313/23935089 (O)
13	Shri Rajendra Dhawan,	High Court work	H-61, Govind Mansion, Connaught Place New Delhi Chamber no.-260; Delhi High Court, New Delhi.	A-48/29, DLF Phase-I, Gurgaon, Haryana-122002	9810027992 23327591 (O) 23322584 (Fax) 95124-5055027/28

14.	Ms. Pinky Anand SR Anand	Supreme Court and High Court work	109, Lawyers' Chamber Delhi High Court Delhi 110 003	A-126, Nectar Bagh, New Delhi - 49	23386545/23386625 (O) 26862282 (R)
15.	Dr. Aurobindo Ghose	High Court and District Court work	730, Lawyers' Chamber, Western Wing, Tis Hazari Courts, Delhi 110-054	C-2/III/C, Lawrence Road, Keshav puram, Delhi-35	9312713798 27182115/27103564 (R)
16.	Ms. Beenashal N.Soni	High Court and District Court work	238, Lawyers' Chamber Delhi High Court Delhi 110-003	B-3/64-C, MG Flats, Lawrence Road Delhi-110-035	9810646611 23388867/23930503 (O) Beenashal@rediffmail.com
17.	Ms. Bulbul Das	High Court and District Court work	598, Patiala House, New Delhi X-44, Civil Side, Tis Hazari, Delhi	23, Anupam Apartments B-13, Mastudhara Enclave, Delhi-110-096	9910816106 22616884 (O)
18.	Sh. P. K. Agarwal	High Court and District Court work	431, Lawyers' Chamber Civil Side, Tis Hazari Court Delhi 110 054	A-1/501, Milan Vihar, 72, Patparganj, Delhi-92	9810020362 23956063 (O) 20578738 (R) pawan_advocate1985@yahoo.com
19.	Sh. P. S. Pradhan	District Court work	Room No. 36, Behind Court Room, Tis Hazari.	J-92, Ashok Vihar, Phase-I Delhi 110-052	9868155714 27110008 (R)
20.	Sh. Rajesh Mahana	High Court and District Court work		G-67, Masjid Moth, Greater Kailash, Part-II New Delhi-110048	9810116690 29210258-259-946 (Office), 55659322, 41637949 rajeshmahana@yahoo.co.in
21.	Sh. Mayank Yadav	High Court and District Court work	Chamber No. 567 Western Wing, Tis Hazari Courts	R-33, Vani Vihar, New Delhi - 59	Mob. 9811891144 23969581 (Office) 25636507 (R)

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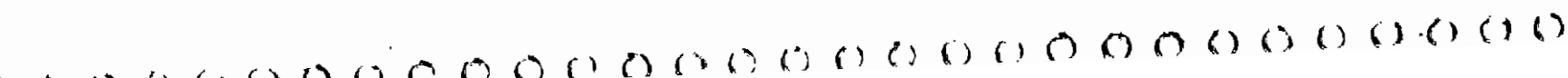
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22.	Sh. J. H. Jafri	High Court and District Court work	Delhi 110 054 Chamber No. 677 Western Wing, Tis Hazari Delhi 110 054	10, Under Hill Road Civil Lines, Delhi 54	mavankar@hotmail.com Mob: 9810102925 23970770 (Office) 23916584 (Res) 2jhadv@gmail.com
23.	Sh. Anurag Mathur	High Court work	242, New Lawyers Chamber, Supreme Court of India	MD-23, Vashalka Enclave, Patampura, Delhi 110 034	Mob: 9810875679 27318626 (Res) 23353718 (O)
24.	Ms. Anjani Aiyagari	High Court work		C-10/03, Mohi Bagh I, New Delhi - 21	9811193627 26889829/24405615 (O)
25.	Sh. Aniel Sirohi	High Court work	Chamber 542, Western wing, Tis Hazari court	D-1, MCD, Mareruti Home Residential Complex, Dilshan Colony, Delhi - 05	9810175574 22855820 (R) anielsirohi@indiatimes.com
26.	Sh. Lalit K. Gupta	High Court work	189, Lawyers Chamber -II, Delhi High Court, New Delhi - 03.	290, Jagat Enclave, Vikas Marg, Delhi - 92	9899048990 22149701 (R) gupta.lalit@rediffmail.com
27.	Dr Ashutosh.	High Court work	Chamber No. 143, Patiala House Courts New Delhi 110 001	B-115, Preet Vihar, Delhi - 92	23385380, 23382668 (Off) 22465377-88-99 (Res) ashutoshadv@yahoo.com
28.	Sh. Kailash Kr. Jain	District Court work	313, Ajjeesh House, 16/3-W.E.A, Abdul Aziz Road, Karol Bagh, New Delhi - 05	B-2/16, Ranar Pratap Bagh, Delhi - 02	9868189064, 9213584136, 27118255/27240232 (R) risabhi712@yahoo.com

29.	Sh. Naresh C. Sharma	High Court and District Court work	Chamber No. 53, Civil Wing, Tis Hazari Courts. 2. GG-1, 13-C, Vikas Puri, New Delhi - 18.	C-119, Mohan Garden, New Delhi 59.	680145572 28547463/2391563(0)
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~~ASST. REGISTRAR~~
~~18/01/99~~
~~Naresh C. Sharma~~

~~Naresh C. Sharma~~





- 129 -
LEGAL CELL
ROOM NO. 117, ADMINISTRATION BLOCK
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI- 110067, INDIA

ABHA YADAV
Asstt. Registrar

SPEED POST

Sh. A.K. Malik
Registrar
Ambedkar University,
Integrated Institute of Technology Campus
Sector 9, Dwarka
New Delhi- 110077

11.02.2010

Dear Sir,

As desired by you the information regarding the list of University panel advocates with their contact details, fee structure and terms and conditions to be paid to advocates is forwarded to you for your information.

Thanking you,

Yours sincerely,

Abha
[Abha Yadav]

Encl: as above

466/LC
12/02/2010

NAMES AND CONTACT ADDRESS OF PANEL ADVOCATES

Sl. No.	Name of the Advocate	Address	Phone No.	Email Address
1.	M/S Chandra & Chandra Standing Counsel	OFF: 222, Lawyers' Chamber Delhi High Court Sher Shah Road, New Delhi- 110003 RES: C-150, Defense Colony New Delhi- 110024	011-23384327 (O) 011-24615213 (R)	chandraasc@rediffmail.com
2.	Sh. M.J.S. Rupal Additional Standing Counsel	OFF: 707, Kailash Building 26, Kasturba Gandhi Marg New Delhi- 110001	23357658 (C) 23357659 (C) 09811151216 (M)	mjsrupal@hotmail.com
3.	Sh. Manoj Gorkela Panel Advocate	OFF: New Lawyers' Building-149 Lib. No. 1 Bhagwan Das Road Supreme Court New Delhi - 110001	09212010271 (M) 09818792069 (M) 05964-232614 FAX: 011-23386613	neelkanthgorkela@gmail.com
4.	Sh. Amit Sharma Panel Advocate	OFF: Chamber No. 228-229 Patiala House Courts New Delhi- 110001 OFF: Flat No. 302, Nidhi House B-2/1B, Safdarjung enclave Africa Avenue New Delhi- 110029	0091-11-26173279 51651052 23389224 23389690 09811146771 (M)	advamitsharma@gmail.com
5.	Sh. Sagar Pathak Panel Advocate	OFF: D-94, Defense Colony New Delhi- 110024	09810293916 (M) 011-24699284 (O) 011-24693774 (O) 011-24622313 (O)	sagarpathak@hotmail.com
6.	Sh. Ved Prakash Panel Advocate	OFF: 1/14 B, LGF Jungpura 'A' New Delhi- 110014	Telefax: +91-11-24372882 09871300428	adv.vedprakash@gmail.com tele@rediffmail.com

SUPREME COURT

Drafting of petition or counter affidavit	Rs. 6000/-
Supplementary Affidavit or rejoinder	Rs. 4000/-
For all appearances when University counsel is pleading himself :	Rs. 10,000/- (per hearing) (50% when the case is adjourned)
When assisting senior counsel	Rs. 5000/- (per hearing)

HIGH COURT

Drafting of petition or Counter Affidavit	Rs. 2,500/-
Drafting Supplementary Affidavit or rejoinder	Rs. 1,000/-
For all appearances when University counsel is pleading for himself :	Rs. 2,200/- (per hearing) Rs. 1,100/- when the hearing is adjourned
For appearances when assisting Senior Counsel	Rs. 4,000/-
When case is adjourned	Rs. 1,500/-

DISTRICT COURTS/ LABOUR COURTS/ CONSUMER FORUM

For all appearances other than final hearing	Rs. 600/-
For final hearing appearances	Rs. 1,000/-
Drafting fees, drafting of written statements, grounds of appeal	Rs. 1,000/-
For miscellaneous applications and others	Rs. 500/- (per pleading)

With the above position, the retainer fee being paid to the University Ad Board shall stand dispensed with.

TERMS AND CONDITIONS FOR CONSTITUTION OF PANELS OF
ADVOCATES

(1) Empanelment and tenure:

- i) The appointment will be made upon the recommendations of a duly constituted committee constituted by the Vice-Chancellor for this purpose.
- ii) Initially such appointment would be for a period of two years which may be extended from year to year basis.
- iii) A panel counsel can, however, be removed from the panel by the Vice-Chancellor at any time without assigning any reason. Similarly the panel counsel may resign from the panel of University counsel and he or she ceases to exist from the panel from the date of acceptance of his or her resignation by the Vice-Chancellor.

(2) Procedure for selection/empanelment of Panel Counsel:

- i) The Vice Chancellor may appoint a suitable Committee for the purpose of selection of panel counsel and University Standing Counsels for making recommendations to the Vice Chancellor.
- ii) The Committee may adopt such procedure and criteria as may be considered appropriate including personal or telephonic interviews of the applicant(s) for the selection and may make recommendations to the Vice Chancellor for their appointment.
- iii) The performance of the counsels existing in the panel shall be reviewed by the Committee atleast every two year and the committee will make recommendations to the Vice Chancellor for retention/removal of the Counsel on/from the panel, as the case may be.

(3) Terms and conditions of appointment of Panel Counsel/Standing Counsel(s):

- i) The eligibility conditions for appointment of Standing Counsel, Panel Counsels shall be as determined by the Committee from time to time. Moreover, for appointment of Standing Counsel, Law Graduate of a recognized University with minimum 10 years of practice in the High Court with good reputation preferably in the age group of 40-55 years shall be considered and he/she may be allowed to continue upto the age of 60 years. In case the University wishes to appoint one or more persons as Additional Standing Counsel he/she should be possessing the same qualification and experience.
- ii) In the case of Panel Counsel, the person should be holding a Law Degree from a recognised University with minimum of 5-7 years practice in the High Court with good reputation. The preferred age limit would be 30-55 years and in exceptional cases, the Committee may relax the age conditions for existing panel counsel and experienced persons subject to their good health.

- iii) The remuneration payable to the Standing Counsel and Panel Counsel shall be generally on the pattern of fees prescribed by the Central Government through Ministry of Law and Justice and other Educational Institutions situated in Delhi and approved by the Vice Chancellor. In the event of any doubt and difference regarding the fees, the fees determined by the Vice Chancellor shall be final and binding.

(4) Duties of Standing Counsel and Panel Counsel:

- i) The Standing Counsel or Addl. Standing Counsel (if any appointed) or Panel Counsel(s) is generally expected to conduct the litigation work where the University is made a party and will also give his/her opinion on such matters that are referred to him by the University.
- ii) To appear in the Delhi High Court, Supreme Court, Central Administrative Tribunal and other Tribunals, Arbitration matters, Commissions of Enquiry, Subordinate Courts etc. Commissions for Enquiry and any Commission at Delhi in the cases marked to him by the University or the College.
- iii) When any case attended by the Standing Counsel or Panel Counsel is decided against the University or its officer, the Counsel will give opinion regarding the advisability of filing an appeal/review/revision against such a decision.
- iv) The Standing Counsel or Panel Counsel shall render such advice/opinion as may be asked for from him/her with regard to any pending matter or any other matters involving legal question.
- v) Keep the Assistant Registrar/Deputy Registrar of Legal Cell informed of the important developments of the case from time to time particularly, in cases where stay orders have been given by the Courts. All court proceedings should be immediately and timely intimated by the Standing Counsel/ Panel Counsel to the Asst. Registrar/ Dy. Registrar, Legal Cell.
- vi) To furnish the University with periodical statements and reports/returns which may be called for from time to time.
- vii) Perform such other duties of legal nature which may be assigned to him by the University or the College from time to time.

(5) Right to private practice:

The Standing Counsel and Panel counsel will have the right of private practice which shall not, however, interfere with the efficient discharge of the work of the University. He or she shall not give advice in or accept against the University any case in which he is likely to be called upon to appear for or give advice or which is likely to affect or lead to litigation against the University.

Changes in the 'Course Structure' and 'Credit Allocation', in M.A. Development Studies recommended by the School of Development Studies for the batch 2010-12

Orientation in the First Semester for MA Development Studies Batch 2010-2012:

It was felt by the faculty members that some **introductory sessions (non-credited)** should be offered in the orientation week, where the key concepts in social sciences and basic research skills be taught to the students in a workshop mode. Various interactive tools like seminars, film-discussion and lectures could be conducted for the same purpose. Keeping in mind the importance of such foundational sessions in the beginning of the semester, it was decided in the meeting that a **two week orientation schedule and its modalities** be prepared.

Research Methodology Course (2010-12 batch):

It was decided that **Research Methodology (RM)** in the first semester will be upgraded from a 2 credit to **4 credit course*** and would also include components from the Basics of Research Skills and Training which was introduced for the batch of 2009-10. It was decided that the existing design and structure of the **RM Course would be reviewed** and updated based on the inputs of the appointed faculty members.

It was agreed upon that Research Method Course in the Second Semester would comprise of both qualitative and quantitative methods. This would be a **4 credit course**, pitched at a **basic level**.

Seminar/ Workshops:

The **weekly seminar slot** for SDS will be retained in the first semester, although **no credit** will be attached to it. However, it was decided to schedule the seminar in the middle of the day, so as to ensure student participation.

Basics of Organisation and Project Management:

It was decided that '**Basics of Organisation and Project Management**' be **shifted** from second semester to the category of optional/ elective courses to be offered in the **fourth semester** (This will not be applicable to the current batch which will be promoted to final year as they have already done this course in their second semester).

Elective Courses for Semester 3 and 4:

A cluster of elective course / optional were decided upon. The title of each cluster was agreed upon, the details of which are to be formulated in the next consultative meeting. The tentative titles of the elective clusters are as follows:

- A. 'Labour, Movements and Development'
- B. It would comprise of the following papers-
 - i. Industrial Organisation, Labour and Development
 - ii. Trade Union, Peasant Groups, Social Movements and Social Change
- C. 'Gender and Development'
- D. 'Rural Development'
- E. 'Environment and Development'
- F. 'Industry, Trade and Development'
- G. 'Human Development and Public Policy'

Non- Clustered:

- 1. 'Basics of Organisation'
- 2. 'Development Communication'
- 3. 'Infrastructure Development'

Changes in the Course Structure and Credit Allocation in M.A. Environment and Development for the batch 2010-12 recommended by the School of Human Ecology

1. It was decided that the course on **Research Methodology** in the first semester will be upgraded from a 2 credit to **4 credit** course and would also include components from the Basics of Research Skills and Training which was introduced for the batch of 2009-10.
2. It was agreed upon that Research Method Course in the Second Semester would comprise of both qualitative and quantitative methods. This would be a **4 credit** course, pitched at a basic level.
3. It was decided that the course '**Basics of Organization and Project Management**' will be shifted from second semester to the category of optional/elective courses to be offered in the **fourth semester** (This will not be applicable to the current batch which will be promoted to final year as they have already done this course in their second semester).
4. It was decided that the core course '**Growth, Society and Development**' being offered in SDS in the first semester will be offered to the third semester students of E&D as a compulsory elective.
5. It was decided that for the next batch of students '**Basics of Mathematics for Social Science**' will be offered in the second semester as a 2 credit course. This course will be completed within the first four weeks of the winter semester.
6. It was decided that some introductory sessions (non-credited) should be offered in the **Orientation Weeks**, where the key concepts in social sciences and basic research skills be taught to the students in a workshop mode. Various interactive tools like seminars, film-discussion and lectures could be conducted for the same purpose. It was decided that a **two week orientation schedule** be prepared by a **sub-committee** comprising of Asmita Kabra and Ghazala Shahabuddin, who would work in coordination with the corresponding committee in the School of Development Studies. **It was decided that the Orientation for SHE students would be held from July 26 to August 8, 2010 at AUD. Student's Reports on their internship will be part of the Orientation.**
7. It was suggested that the present MA Course needs to be restructured, giving room for greater disciplinary specialization in the natural sciences as well as the social sciences. It was proposed that the first two semesters offer compulsory courses and we offer students a specialization in natural sciences and social sciences with an option of taking some courses in Environmental Management in semester 3 and 4.

8. A possible structure of the natural science stream of the post graduation (MS / MSc) in Environment and Development was discussed. The first two semesters of this new programme / stream would be common with the existing MA programme in Environment and Development. For the next two semesters, it was decided to offer two broad areas of specialization to the students- Ecology and Conservation, and Environmental Management. The electives that could be offered to the proposed programme are- **Advanced Ecology, Environmental pollution and Toxicology, Conservation Biology, and Systems Analysis and Environmental Modeling.**
9. It was decided to add more options in the list of Electives (for the existing MA programme) in the semester 3 and 4 including, **Environmental Law, Climate Change and Adaptation, Gender and Environment, Environmental and Conservation History**
10. It was decided that the core course of Environmental Modeling and System Analysis should be made an optional for this batch of students who may opt for a specialization in Environmental Management.

**Vision Document on the Proposed Programmes of the School of
Culture and Creative Expressions**

Ambedkar University, Delhi (AUD) is a unitary university that has been set up to focus on teaching and research in Social Sciences and the Humanities. Its establishment has been based on a view of public institutions as instruments for social transformation, with a focus on social action and the interface of civil society and the State. The idea is to focus on areas of knowledge and professional specializations which are relevant to our context, and at the same time, not being given enough emphasis by other universities in India." (Concept Note on AUD, November 2008)

1. Rationale

Within the above context, the proposed School for Culture and Creative Expression is visualized as a location that intends to implement a new vision of art pedagogy and practice in the country. It aims at being constituted by the principle of integration, creative overlap and interdisciplinary processes between varied creative practices and disciplines, including historical, theoretical and critical engagements. The proposed School is imagined as a breeding ground for the development of newer and different art making practices and theoretical insights.

The aim of the School would be in the direction of finding interdisciplinary paradigms, engaged scholarship, greater amalgamation between various arts; theory and practice on one hand, and between various arts on the other. It is proposed that the School will have equal focus on training in theory and practice of art.

While keeping in view the possible inclusion of a larger or the total range of artistic media and forms within the School's curriculum, it had been envisaged that the School would primarily organize itself around four major streams of artistic practice. These are: (1) Visual Art (2) Literary Art (3) Performance Art and (4) Cinematic Art. The course structures of each of the streams and specializations would be designed keeping in view the composite and generic focus of the School, which would facilitate conceptual commonalities to interactively and creatively coexist between the various disciplines and streams of specialization.

While proposing the establishment of a new art teaching institution, a due consideration for the following critique of the available art pedagogy in the country needs to be kept in view. The focus of almost all the existing visual art, literature, performing art, and film educational institutions is understandably in the direction of imparting various kinds of technical knowledge and skills and/or in the nature of routine, if not uncritical learning of theory and history. The area of creative concept developing, newer presentation modes and experimentation in newer mediums, and an intention for effective viewer/reader participation are most often or at least relatively sidelined in the currently available institutions.

Considering that there are numerous undergraduate level art schools in the country that impart technical skills and training, and imparting historical and theoretical knowledge in specific mediums of art such as painting, sculpture, in theatre and in specific forms of music and dance, in literature and in the area of film, it is proposed that in the inaugural phase of the School at AUD, it will offer Postgraduate, M.Phil and PhD level Programmes in Visual Art, Literary Art, Performance Art and Cinematic Art. In this context it is considered logical that bachelor's level programme/s in any or all of the four streams of art would be possible to visualize and implement once the proposed Masters' programme is instituted and regularized. However, it is being proposed even at this initial stage that the Bachelors level programmes would be more basic, introductory, and the intention would be to expose students to diverse forms and practices. At the Bachelors level the stress would be on knowledge development through survey courses, historiography, introductory and broad based historical exposures and to a lesser degree geared towards introduction to critical practices and theories while inculcating critical thinking.

The programs the School will offer is being imagined to lend an intense learning experience through incorporating elements from various disciplines such as art making, history, philosophy, sociology, political science, anthropology, critical theory, literary studies, media studies, psychology, art history, art criticism and cultural studies.

Keeping the above context in perspective, the major differences that the proposed School intends to make while training the students will be in the direction of (1) developing ability in conceptual thinking, (2) promoting historical and critical thinking, (3) in inculcating research orientation, (4) in instilling creative concept development, (5) in enabling adventurous and active creative experimentation (7) in empowering for creative self-expression and (7) in sharpening the intention for effective viewer/reader participation.

While the School will seek a direction in creating an amalgamation of various disciplines of arts into a single curriculum, the attempt will also be directed towards retaining certain methodological characteristics specific to disciplines which will provide possibilities of specialization.

The focus of the School would be in the direction of exploring the possibilities of imparting training in the emergent modes of art making and forms in the four above mentioned streams that are not yet systematized and imparted as part of an integrated and holistic curriculum at the university level in the country.

1.1 Visual Art: The proposed courses in Visual Art take into view a certain crisis in the discipline and the courses offered in various Indian Universities and related institutions of Fine Arts and the problematic of currently available practices of art within the public sphere, and stresses the need for initiating a new model of pedagogy in imparting skills and knowledge in various areas of art education.

Within the historical overview of art education in India, given the three phases of its development; (1) colonial art pedagogy (Art & Craft schools at Madras, Calcutta etc), (2) nationalist/indigenous initiative of pre-independence period within Nationalist movement (Kalabhavana, Santiniketan), and (3) the modernist initiatives (Faculty of Fine Arts, MS University of Baroda and other subsequent similar attempts across the country), and the substantial overlaps of these three distinct approaches in the existing art teaching systems in the country, it is pertinent that a new model of pedagogy in imparting skills and knowledge in the various areas of art education be evolved.

The systemic crisis in the available practices of high/fine art within the existing mainstream of the gallery system, that allows a wide gap to exist between fine arts production, its circulation and the public sphere. This can be attributed to the mediumistic specificity of art; its object making orientation, its associated symbolic capital of prestige, status and power, and the entrenchment within the rather disproportionate monetary capital. The condition of the very nature of art, namely its presence as possessable fetishistic commodity and the resulting commoditization that has led to its relatively insufficient visibility in the public gaze, and the unavailability of it for larger public purposes; social instruction, empowerment or any other such significant social and political change, function or purpose, is a glaring fact to reckon with.

Having critically understood the above condition, increasingly, there are examples in the last fifteen years of Indian artists' search for alternative practices, where tenuous but significant individual and institutional initiatives

and interventions have led to creating unconventional possibilities of producing and circulating art within the community. However, it is most significant to note that the art teaching institutions have by and large only either shown apathy or non-concern with such developments. Such apathy is also apparent towards non-objectifiable or non-commodifiable art, such as new media art; installation art, video art, new uses of photography, performance art, net art, digital art, happenings etc. The very nature of these new mediums either makes art more democratic or de-materializes art for possession or devolves art as concepts, rendering them as ideas that simply can not be owned for private purposes of possession and symbolic value. Significantly, such practices have also enabled artists to shift towards community oriented collaborations that challenge the conventional values enshrined in art. However, in the current situation these are rather inchoate or even disparate, yet possess the potential to be cutting-edge practices which have the latent power to break the existing deadlock and the stultified interface between art and larger society, that can open up possibilities of greater integration of art into the social fabric. Thus, in a broader sense, the attempt would be to democratize the field of cultural production.

The above inchoate developments that have emerged in the art world would be attempted to be gathered together to form a new pedagogical philosophy and structure in art education, with a view to promote issue based, socially interactive and purposive art making and circulation practice/s. It is suggested that the proposed School undertakes to organically integrate various inputs of interdisciplinary nature combined with artistic/technical skills, methodological framework, conceptual thinking ability, theoretical and historical knowledge, socio-political awareness, purposiveness and clarity of address-points, moral and ethical integrity and commitment and problem solving abilities.

1.2 Literary Art: Although study of literature, including courses on Indian regional literature, is well developed in most of the universities in India, an integrated pedagogic programme to instruct aspiring students in creative writing as well as translation and editing is currently unavailable in any of the Indian universities. A few experiments with some variations have at a partial level been conducted elsewhere, yet they have not been completely successful. One such innovation was attempted at School of Letters, M.G University, Kottayam, Kerala. The Masters Programme had originally been conceived as a genuinely bilingual course with English and Malayalam and was designed to produce comparatists and bilingual scholars and critics, if not enable and facilitate creative writers in the real sense of the term. Moreover, translation and creative writing are deeply interconnected as translation is also transcreation and it is essential to connect the two. Further, areas such as creative writing or translation are generally subsumed within departments of

language and literature and not explored and developed as artistic and creative expressions on their own or in interaction with other forms of artistic expression.

It is in the above context that the location of the Masters Programme in Literary Art is imagined within the School of Culture and Creative Expressions, where the students will not only be trained to be specialists in any one discipline of art but will be able to undertake courses that will help them to develop a perspective and a deeper understanding of literary art and its socio-political relevance in its varied dimensions.

1.3 Performance Art: This stream of creative expression takes into account serious gaps that exist within performance education and pedagogy in the country. First, in the area of performance art, there is no single university level institution in the country that undertakes teaching and practice of all the different aspects of performance such as music, dance, theatre, puppetry etc, least of all composite contemporary performance that involves multiples genres. For example, departments of music or dance which teach specific traditional genres in our context are often isolated and not interconnected with departments dealing with other aspects of performance. Institutions that specialize in specific areas such as the National School of Drama for theatre deal primarily with theatre, with lesser focus on other areas of performance such as music or dance, thereby delimiting the scope of performance to the confines of drama. Second, in specific areas of performance, there is a serious gap between the corpus of practices (available heritage, evolving practices, and multiple forms) and a methodology for analysis, evaluation and comparison that stems fundamentally from practice. In other words, often traditional grammar has dwindled and that which exists is inaccessible outside its specific contexts, while performance practices as such have advanced significantly:

Given the above situation, it is deemed necessary to develop a location where a grammar of performance and a methodology of analysis can be produced, with a view to evolve a new pedagogy by bringing academicians, performers and students together.

Thirdly, the practice of performance in contemporary times also reflects the transcending/crossing of borders of form, region, country and conventions, even while being rooted firmly in indigenous traditions, which have hardly been subject to critical academic discussion on a sustained basis. The relevance of the proposed new pedagogy of performance art within the School arises in the above context.

1.4 Cinematic Art: The existing film institutes in India largely cater to the needs of the commercial film industry. It is a well accepted fact that because of the excessive financial involvement in movie production, this form of cinematic art is limited to the experimentation and self-expression of a small section of people in the society. Whereas, video film making considering its relative financial viability has proved to be more accessible to creative and critical expression of creative people at large. However, from a historical perspective video film making still remains in the peripheries of academic disciplines. Although, in the recent past there are institutions that have mushroomed across the country which give training in commercial videography one of the primary objectives of academically structuring videography as a pedagogic discipline, as is being conceived by the School, is to enable this medium to explore its maximum creative and critical potential.

The proposed Masters programme in Cinematic Art will be an attempt to productively amalgamate the theoretical, practical and technical aspects while focusing on the medium of videography and film studies as two separate but interrelated specializations.

In the Film Studies programme, unlike in the pedagogy and research of many other centers that are available in the country, the programme at the School proposes to give a special emphasis on regional cinema in the Indian context. On the one hand, this emphasis will allow the programme to engage with the regional ethos and heterogeneity of language and culture and on the other hand, will enable a more comprehensive, non-hegemonic and inclusive history of Indian cinema. This would also allow the programme to explore the influence of cinema in everyday life and its political ramifications. The thrust within the research and pedagogy of world cinema would be on the traditions that have emerged at the marginal locations such as Latin American, African and Asian cinema. The newer developments both in cinematic practices and theorization across the globe would be introduced in order to equip students with changing paradigms of cinematic art practices.

The above integrated model inclusive of film studies and training in videography would provide more spaces for socio-politically committed and theoretically informed cinematic practices. This programme will also give an emphasis on community oriented video art practices in order to move away from conventional/canonical cultural production. In a broader sense, this would be an attempt to democratize the field of cultural production. This allows the practitioners/students to get in touch with ground level realities and also enable them to produce more experience and research oriented works.

2. Credo

Considering the above proposals which are not already established pedagogical, institutionalized teaching practice, it is proposed that the School of Culture and Creative Expressions, AUD, undertakes to initiate such a possibility. As already noted the aim of the School will be in the direction of practicing interdisciplinary pedagogic paradigms, promoting engaged scholarship, and enabling greater amalgamation between various arts. The focus of the school will be in spearheading new cultural practices with socio-political concerns and on the lines of engaged scholarship, and in the direction of breaking the reification of culture and in the direction of enabling critical thinking, intervention and praxis. As a whole the School will keep in its purview social needs, and needs of the art field in exploring the relationship of one stream to another, but would function apart from market needs.

The organizing principle of the School shall be that for inspiration it may look anywhere and everywhere, or in other words pedagogic practice will be based on liberty to experiment that give all involved a chance and applying themselves to the needs and dictates of our times. Contemporary relevance in terms of socio-political affect, social change and if needed transgression too should be possible through the programmes instituted by the School.

The attempt in the pedagogy of art in all the streams would be adequate disciplinary rooting which would at the same time allow and enable interdisciplinarity. The proposed pedagogy is imagined as a breeding ground for the development of newer and different art making practices and developing theoretical and historical insights which will be fulfilled by having equal focus on training in theory and in practice and their creative interaction.

A major focus of the art pedagogy will be to look at art and its relation to the community, in other words, will be to critically engage with art in terms of its contemporary relevance, interpretation, socio-political affect, social change and transgression. In this attempt to connect art with the people, there will be a focus such that art is not practiced in isolation but in connection with the concerns of the most marginalized communities. The aim will be that through all this, the students develop robust secular attitudes and egalitarian, democratic, emancipatory and ecological concerns. Engaged scholarship and subversion of conventional discourses will be a core part of the curriculum as well as teaching of radical schools of thought.

3. Programmes

The School for Culture and Creative Expressions will offer Masters, M.Phil and PhD Programmes in Visual Art, Literary Art, Performance Art and Cinematic Art. If a need or possibility is realized, a bachelor's course in any or all of the four streams will be designed after the Masters' programmes are instituted and regularized.

In each of the streams of specialization, there will be an equal focus on theory and practice, and two sets of courses; one with a specialization in practice and another in theory, history and criticism will be offered. For all the courses at the Masters level, the students will undergo common foundation courses which will be theoretical and historical in content.

3.1 Visual Art: The practice oriented MVA in Artistic Research and Experimental Practices would include training in varied new trends of art making that fall under diverse nomenclatures and practices such as New-Media Art, Meta-Media Art, Installation Art, Performance Art, Photography, Video Art, Public Art, and Collaborative Art etc. Since the School is focusing on research orientation and experimental practices the focus of historical and theoretical studies/subjects for the students of MVA in Artistic Research and Experimental Practices would be on contemporary art history, which will include world art history, the history of national art scene with adequate inputs of regional/local art scene. The theory, history and criticism oriented MVA in Visual Studies would include imparting knowledge and skill in writing in the areas of critical art history/new art history, art criticism, art theory, and cultural studies/visual studies.

3.2 Literary Art: With regard to Masters degree in Literary Art, the School in its first phase will run programmes in Creative Writing and Translation at the Masters level with an elaborate module on language and conceptual editing, since editing is a very important aspect of both creative writing and translation.

Instead of running three Programmes in Creative Writing, Translation and Editing, the School will run one Programme which would be inclusive of Critical Reading, Creative Writing, Translation and Editing. Students opting for Masters in Literary Art would be required to do all the options and then could specialize in any one of them. Besides this, the students would be required to do modules in Literary Appreciation and Literary Journalism.

For the course in Critical reading, the students could take up papers from the Departments of Humanities, and especially from the Departments of Literatures/Comparative Literatures. Hence opting for two courses from Literature, for the students of literary Art could be made mandatory.

The course on Translation will include Translation Studies and Theory of Translation. This would entail imparting knowledge on social, psychological and cultural aspects of language, the history of translation, craft and art of translation, and literary sense of language. The students will study contemporary history and conventions of translation in some specific languages as well. The course will also aim at imparting skills in translating non-fiction and academic translation. Adaptations of Literary texts into performing and Cinematic texts would also come within the arena of translation. The programme on translation will have an interface with the programme on Cinematic Art, as it is possible to translate conceptually and develop screenplays and scripts from literary texts. Teaching the art of dubbing and subtitling will also be undertaken as these components also do come within the arena of translation. The course in Creative Writing would impart knowledge in the areas of style, genres, mechanics and theory of writing, experimentation in writing, oral narrative traditions, academic writing/literary criticism and literary journalism.

The Literary Studies course will impart knowledge and skill in the areas of literary history, literary theory, and literary criticism.

3.3. Performance Art: The Masters programme in Performance Art (MPA) will have two sets of courses, one with a specialisation in practice and the other in theory, history and criticism. The practice-oriented MPA will focus on emergent, unconventional and cutting edge performance practices which will be based on concept development, research orientation and experimental practice. Rather than purely skill oriented training, the course will be oriented towards enabling, enhancing and honing talents and training students in acting/abhinaya, dance choreography, music composing, play direction, costume and set design etc. The Performance Studies course will impart knowledge and skill in the areas of performance history, performance theory, and performance criticism.

3.4 Cinematic Art: The practice oriented Masters programme in Cinematic Art will offer courses in cinematic research and experimental practices through videography. There will be greater emphasis on the community aspect of cinematic art and this programme will promote attempts in this direction by implanting community oriented video art practices. The programme will also include training in various genres of cinematic art such as experimental films, documentary film, docu-fiction etc.

The theory and history oriented specialization of Masters programme of Cinematic Studies would deal with critical history and theory of cinema and of film making. This would include imparting knowledge and skill in writing in the areas of film criticism, film theory, history of cinema, film studies and

visual/cultural studies. There would be a special emphasis on the regional cinema in the Indian context. This programme also would initiate an in-depth study of world cinema with a special focus on experimental cinema and documentary cinema from across the world. The programme would give a special emphasis on the regional cinema in the Indian context. To facilitate this, the school would undertake the collection and organization of regional resources. On the one hand, this emphasis allows the programme to engage with the regional ethos and heterogeneity of language and culture and on the other hand, would enable a more comprehensive, non-hegemonic and inclusive history of Indian cinema. This would also allow the students to explore the influence of cinema in everyday life and their political ramification.

In terms of the study of history of world cinema it is proposed that the programme would attempt to bring into focus newer currents from across global regions. The Hollywood centric approach of many of the film studies would be replaced by developments in cinema in other continents, cultures and regions. The newer developments in both practices and theorization across the globe regarding cinematic art would be introduced in order to equip students/practitioners with changing paradigm of cinematic art practices.

4. Pedagogic Structure

In all the taught courses, apart from the lecture based classroom teaching and with regard to modalities of balancing theory and practice in order to initialize the implementation, the pedagogy will gather intellectual resources simultaneously through the system of studio model/ project model, workshop model, and visiting faculty/artists in residence programmes. While the studio model would entail the engagement of an artist in residence for a limited period of time to interact with the students on their ongoing work, the workshop model will involve an honorary engagement of an artist in producing a work of art in association/collaboration with the students and faculty members. Within the visiting faculty/artist in residence scheme, the invited faculty member will share the work experience with the students. The projects of the students are being envisaged as developing in a research and experimentation framework in a laboratory kind of situation.

The Masters programmes across specializations will comprise of 64 credits in all. All the taught courses will have common foundation courses of 16 credits which will be theoretical and historical in content. Apart from these, there will be core courses of 8 credits, which will be common and compulsory within each stream. 32 credits will be reserved for training in the chosen specialization. Apart from these, 8 credits will be assigned for optional/elective papers for all the streams of specialization.

The class room teaching and guidance in the practice oriented courses will involve five projects for the students to work with, namely (1) A project based on archival investigation (2) Production of an art work – left to the student to define (3) An art work to be produced in the public domain (4) Making of a collaborative art work (5) Production of a critical, analytical treatise concerning the works produced by the student. There would be an inbuilt scope for students to accrue skills from outside the School in the form of apprenticeship with artists/artisans/ technicians/or any other.

5. Infrastructure:

Since the focus of the School is on concept development, research and experimentation, the teaching will be based on available expertise on technological devices and techniques, which will be supported by adequate number of technical staff, including high level computer technology.

The infrastructural facilities would include:

- Studio Spaces.
- Class Rooms.
- Computer Lab.
- Computer Softwares.
- Language Lab.
- Editing Lab.
- Sound Studio.
- Workshop (for fabrication in wood and metal).
- Project Spaces.
- Photography Lab.
- Exhibition Gallery.
- Theatre.
- Auditorium.
- Cameras (for still photography).
- Video Cameras.
- Library (common for all the four streams of the school).
- Documentation Archive (**Note:** It is proposed that a common Documentation Archive covering all the four streams of art taught and practiced in the School be built-up. It is proposed that the School may house two kinds of Archives, one that will have a direct bearing on the taught courses and which will be used in the day to day teaching at the School. The second is visualized as emerging out of the on going research projects that will be undertaken by the School and the faculty members over the years. As for the latter, it had been recommended by several experts in the consultative meetings that documentation

projects may be undertaken with Delhi as a focus, mapping, documenting and researching the lesser explored/minor forms of art creations in the city which are practiced and preserved by specific communities.)

6. Faculty Structure

There could be various kinds of Faculty

1. Faculty who can teach and guide courses specific to literary art, visual art, performance art and cinematic art.
2. Faculty who can teach theory across disciplines.
3. Faculty who can teach courses specific to literary history, art history, performance history and cinematic history.
4. Guest/visiting/artists-in-residence faculty who can conduct workshops and projects.

Some faculty can be employed on long term basis whereas some can teach as Visiting Faculty on short term basis, who can engage the students with creative/critical exercises, workshops, lectures etc. The School shall identify temporary faculty members from among creative artists who are also good teachers. The concerned faculty can be invited to residencies or appointed as Professors for specific periods of time. The School would also collaborate with other institutions like the FTII, Pune, the NDS, Delhi and Departments of Mass communication in other universities and develop exchanges of personnel.

7. A list of experts in Culture and Creative Expressions (an Advisory Committee could be constituted with some of them):

1. Ms. Geeta Kapur (Art Critic/Cultural Theorist, Delhi) <geetapur1@gmail.com>
2. Mr. Vivan Sundaram (Artist/New Media/Installation, Delhi): "Vivan Sundaram" <vivansun@gmail.com>
3. Mr. Sunil Gupta (Artist/Photography, Delhi), Sunil Gupta <sunilgupta@mac.com>
4. Ms. Pooja Sood (KHOJ, Delhi) "Pooja Sood" <pooja.poojasood@gmail.com>

5. Mr. Shudhabrata Sengupta (Raqs Media Collective, Sarai, Delhi),
"Shuddhabrata Sengupta" <shuddha@sarai.net>, "Shuddhabrata
Sengupta" <shuddha@gmail.com>,
6. Mr. Ashis Rajyadhyaksha (CSCS, Bangalore) <ashish@cscsban.org>
7. Dr. Tapati Guha Thakurta (CSSS, Kolkata) <tapati@cscsscal.org>
8. Prof. Susie Tharu, Hyderabad <susietharu@gmail.com>
9. Prof. Parul Dave Mukherjee, School of Art & Aesthetics, JNU, New
Delhi <paruldavemukherji@gmail.com>
10. Dr. Annapurna Garimella, Director, Art, Resources & Teaching (A.R.T.),
annapurnagarimella@gmail.com
11. Ms Githa Hariharan, Author
12. Ms. Gita Dharmarajan, Katha Books, Delhi
13. Prof. Harish Narang, Jawaharlal Nehru University
14. Ms. Nirupama Dutt
15. Prof. Sukrita Paul Kumar, University of Delhi
16. Prof. Prem Singh
17. Mr. Uday Kumar, University of Delhi
18. Prof. Satchidanandan, Former Chairman, Sahitya Academy
19. Prof. Madan Gopal Singh, Senior Fellow, NMML, Delhi
20. Prof. E.V. Ramakrishan
21. Prof. G.N. Devy
22. Dr. Ravi Vasudevan, Sarai, Delhi
23. Prof. Madhava Prasad, EFLU, Hyderabad
24. Prof. MSS Pandian, Jawaharlal Nehru University

25. Mr. Anand Patwardhan, Filmmaker
26. Prof. Anuradha Kapoor, Director, NSD, Delhi
27. Prof. Sadanand Menon
28. Ms. Madhushree Dutta, Majlis
29. Ms. Shubha Mudgal
30. Dr. Maya Rao, Independent Theatreperson
31. Mr. Keval Arora, Kirorimal College, University of Delhi

The vision statement of the School of Culture and Creative Expressions has been developed out of a series of consultative meetings that were held over a year which ensured participation and valuable inputs lent by a range of experts drawn from varied cultural fields as follows:

Professor Irenç Tourinho, (School of Visual Arts, Universidade Fedral de Goias, Brazil), Mr. Shudhabrata Dasgupta (Raqs Media Collective, Sarai, Delhi), Mr. Vivan Sundaram (Artist/New Media/Installation, New Delhi), Mr. Sadanand Menon (Art Writer, Activist) Dr. Deeptha Achar (Dept of English, MS University of Baroda), Ms. Indu Chandrasekhar (Publisher, Tullka, Delhi), Prof. Art Sitas (Visiting Scholar from South Africa), Mr. Sudhanva Deshpande (Theatre Activist and Performer, New Delhi), Mr. Shamik Bandopadhyaya (Theoretician/Theatre, New Delhi), Ms. Maya Rao (Performer, Theatre Activist, Delhi), Prof. Shivaprakash (Dean, School of Art & Aesthetics, JNU, Delhi) Prof. Madangopal Singh (Performer, Researcher, Theoretician, New Delhi), Ms. Shukla Savant (Artist, Associate Professor, School of Art & Aesthetics, JNU, New Delhi), Mr. B.V. Suresh (Senior Lecturer, Dept. of Painting, Faculty of Fine Arts, MSU, Baroda) Prof. Sukrita Paul Kumar, Prof. Harish Narang (JNU, New Delhi), Prof. Prem Singh, Ms. Geeta Dharmarajan, Ms. Githa

Hariharan, Ms. Neerupama Dutt, Mr. Uday Prakash, Prof. Madhavaprasad (EFLU, Hyderabad), Shabnam Virmani (Documentary Film Maker, Bangalore), Kumar Sahani (Film Maker, New Delhi), Prof. MSS Pandian (JNU, New Delhi), Prof. Shyam Menon, Prof. Vijay Verma, Dr. Diomand Obroi (D.U., Delhi), Dr. Sumangala Damodaran (AUD, New Delhi), Prof. Shivaji K Panikkar (Dept. of Art History and aesthetics, Faculty of Fine Arts, MSU, Baroda), and Santhosh.S (School of Art and Aesthetics, JNU, New Delhi).

The vision statement has been jointly written by Dr. Sumangala Damodaran, Dr. Diamond Oberoi, Mr. Santhosh Sadanandan and Prof. Shivaji K Panikkar, through a deliberative process which was initiated and guided through by Prof. Shyam B Menon.

May 2010.

Concept Note on School of Law, Governance and Citizenship.

The School of Law, Governance and Citizenship (LGC) is a teaching-cum-research institution that focuses on the "social meaning" of law. The proposed programmes offered by the LGC will approach the study of law as a social science/ humanities discipline, and develop a deeper understanding of issues of law, governance and citizenship in their social, political, and historical settings.

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

The LGC plans to offer the following programmes in three phases:

First phase	<ul style="list-style-type: none">• 3-year BA Honours in Social Sciences and Humanities with Law and Governance as one of two or three streams• 3-year BA Honours with Major in Law and Governance• 4-year BA Honours with Double Major in Law and X• Ph.D
Second phase	<ul style="list-style-type: none">• MA / LL.M (Law and Governance)
Third phase	<ul style="list-style-type: none">• 3-year LL.B• Short-term diploma programmes in specialised areas

BA Honours in Social Sciences and Humanities with Law and Governance as one of two or three streams; BA Honours with Major in Law and Governance; BA Honours with double major in Law and X

The proposed BA Honours programme with Major in Law and Governance will offer a deep understanding of the law in its social setting in certain concentration areas. An undergraduate programme focusing on the interfaces

between law and society marks a departure from existing law degree programmes geared towards producing legal professionals.

The LGC will offer two concentrations/ focus areas in the Law Major initially: Human Rights and Legal History. These cross-cutting concentration areas were chosen keeping in mind the overall vision of AUD as an academic institution focusing on social justice and equality. Other concentrations/ thematic focus areas will be considered in subsequent years.

These undergraduate programmes will have considerable flexibility in their design, and will not be subject to constraints imposed by professional bodies such as the Bar Council. Several of the courses in this programme can also be offered jointly with other schools of AUD.

During the first year, students will complete Foundation courses common to all BA Honours programmes in AUD. The LGC will design courses with a focus on issues of law, governance and citizenship as an offering to all students of the BA Honours (Social Sciences and Humanities), as well as Single Major and Double Major students.

From the second semester onwards, all students of the BA Honours with major in Law and Governance will begin to opt for elective courses in Law and Governance and complete at least 48 credits in this discipline area. They will additionally complete 16 credits from one of the following selected discipline areas: Sociology, Political Science, Economics, Development Studies, Literature, Philosophy and other such discipline areas offered under the undergraduate programme at AUD.

Graduating students may choose to join several institutions and agencies in India that are engaged in the study of the law, its role in society, and ongoing legal reforms. These include the judicial and civil services, think tanks, universities, voluntary agencies, international development agencies, and political organisations.

Graduating students who wish to study further, will be well prepared to pursue a 3-year LLB programme (whether this will be offered within AUD can be decided later). The thematic approach of the BA (Law and Governance Hons.) programme will lay an excellent foundation for a 3-year LLB programme. They

may also pursue MA in Law and Governance (that AUD may consider offering at an appropriate time) or MA in Development Studies or in Environment and Development. Graduates of the Double Major programme will also be well equipped to pursue an MA in the social sciences/ humanities/ Journalism.

Clearly, the BA Honours with Major in Law and Governance plus LLB combination will offer entering students prospects that are similar to those offered by a five-year law school, with the additional flexibility of changing course mid-way to pursue higher studies in social sciences/ humanities if they choose to. The price of this flexibility is a 6-year course of study before they can enrol at the Bar. However, this flexibility may be highly desirable given the age (18-years) at which students need to make career choices (with little understanding of their aptitude for such a career). The BA+MA combination will be unique given the rigorous grounding in Law provided during the BA programme.

Ph.D programme:

Ph.D students will be admitted based on the core areas of research of LGC. Students with a social science/ humanities/ law postgraduate degree will be eligible for admission. These students can be offered research/ teaching assistantships and assist faculty in teaching/ tutorials at the undergraduate level. Admitted candidates must have cleared the NET/equivalent exam in the relevant fields and must have interdisciplinary research interests. The Ph.D programmes will be offered after the faculty appointments for the BA (Law Hons.) programme are completed.

Research focus of the LGC

- Jurisprudence and modern social theory
- Regulatory regimes and governance
- Colonialism and South Asia
- Constitutionalism and Democracy
- Law as applied in citizen's lives
- Labour and Development
- Globalisation and regulatory challenges

Faculty recruitment plan:

In the initial phase, the BA (Law and Governance Hons.) programme will offer concentrations in Human Rights and Legal History. This will require a mix of faculty with specialisations in sociology/ anthropology, history, political science, law, economics, development studies, and women's studies.

The LGC will offer:

- 2 courses in Semester 2
- 3 courses each in Semester 3-6
- 1-2 courses each in Semester 7-8 (Double Major degree).

From year 4 onwards, at peak load, the BA (Law Hons.) programme will be offering 10 courses in the even semester (2 + 3 + 3 + 2). Faculty will also be involved in conducting limited initial course-work for the Ph.D programme. In addition, some courses will also be offered by LGC faculty in programmes offered by other Schools.

Keeping this in mind, the following appointments will need to be in place by Year 4¹ for the BA (Law Hons.) programme:

- One Professor in Law
- Two - four Associate Professors, one each in the areas of History, Sociology/ Anthropology, Law, Economics/Philosophy/ Development Studies
- Three - four Assistant Professors in the areas of Law, Political Science, Economics and Sociology/ Anthropology, Development Studies, Philosophy.

The discipline-wise distribution of faculty would be as follows:

Discipline	Level	Number	Required Number in Discipline
Law	Professor	1	
	Associate Professor	0-1	
	Assistant Professor	1	2-3
Sociology/Anthropology	Associate Professor	1	
	Assistant Professor	0-1	1-2
History	Associate Professor	0-1	
	Assistant	0-1	1

¹In case faculty are assigned teaching duties in other Schools, the numbers will have to be increased appropriately.

	Professor		
Political Science	Associate Professor	0-1	
	Assistant Professor	0-1	1
Economics/ Development Studies/ /Philosophy	Associate Professor	1	
	Assistant Professor	0-1	1-2
TOTAL			6-9

All faculty members will have interdisciplinary research specialisations in the thematic concentrations offered by LGC. It must be noted that faculty recruited by other Schools of AUD may not necessarily be appropriate for LGC as they may not have specialised in law-related research areas. For instance, a faculty member recruited in the History area by LGC would have done considerable work in Legal History as compared to a faculty member in History recruited by other Schools who may have focused on other aspects. It is therefore necessary to recruit interdisciplinary faculty in all the above subject areas specifically for the courses offered by the LGC.

Second Phase:

In the second phase, the LGC proposes to offer MA (Law and Governance)/LL.M (Law and Governance) programmes. The MA programme will be open to graduates from all disciplines subject to their completing additional courses to make up for pre-requisites (to be decided on a case-by-case basis). The LL.M (Law and Governance) programme will be open to LL.B. students. MA/LL.M programme will, among other things, focus on critical thinking on the interface between law and governance, groups marginalised by the law and state, the capacity and limits of law to be an emancipatory force, etc. Students will select a major concentration area (some of which are listed below), and also submit a research dissertation in the area. Students will also be encouraged to take up seminar courses, and courses of independent study. Students will be required to submit a dissertation in the final semester.

Concentrations in MA/ LL.M could include:

Law and Public Policy - This concentration calls for knowledge of economics, budgetary analysis, developments in administrative and regulatory aspects of the law

Social Inclusion and Identity - This concentration will focus on issues of identity, the construction of citizenship

Judicial Administration and Access to Justice - This concentration will focus on court processes, judicial behaviour, jurimetrics, informal processes of dispute resolution.

Rethinking Human Rights - This concentration will focus on contemporary theoretical developments in this area of human rights

Critical Perspectives on Crime, Law and Justice - This concentration will focus on the normative structures, the 'gap' in their application, 'exceptionalism' and the norm

Third phase:

In the third phase, a 3-year LL.B programme will be offered by the LGC. This is in order to ensure that well-trained BA (Law and Governance Hons.) students are retained within the AUD system and not lost to other universities. This will also ensure that faculty members from a law background are retained within AUD. The programme will be structured keeping in mind the guidelines governing professional legal education in India.

A Brief Initial Note on the Proposed Programmes of the School of Design

Ever since the establishment of Ambedkar University Delhi, a School of Design has been a part of its vision. Not only is there a great shortage of designers and design schools in India, it is also true that hardly any are located within the ambit of a university. Design as a discipline has grown sufficiently in our country that it is opportune that a school of design now be located within a university system so that not only does design gain from interaction with the other disciplines to be found in a university, but in turn it enriches the way courses and pedagogy are conceived of in the other disciplines. In addition to such synergy, it would be important that a School of Design located within Ambedkar University Delhi free itself from too close an embrace with industry and commerce and instead of its focus being on products, industry, fashion, etc should instead be on service and social design so that the School engages primarily with the concerns and problems confronting the common man. Such a formulation had essentially arisen from our initial interactions with Professor Soumitri Varadarajan and his experience and familiarity with the design situation in the country. The Advisor Planning also visited IIT, Mumbai and *Srishti*, Bangalore to discuss the idea of a School of Design in a university dedicated to the social sciences and humanities.

Subsequently, AUD commissioned two local designers, Elizabeth Jacob-Sandwick and Parag Anand, to take these initial ideas forward under the guidance of Professor Varadarajan. They came up with a position paper (see Annexure) the core of whose recommendations can be summarised as follows:

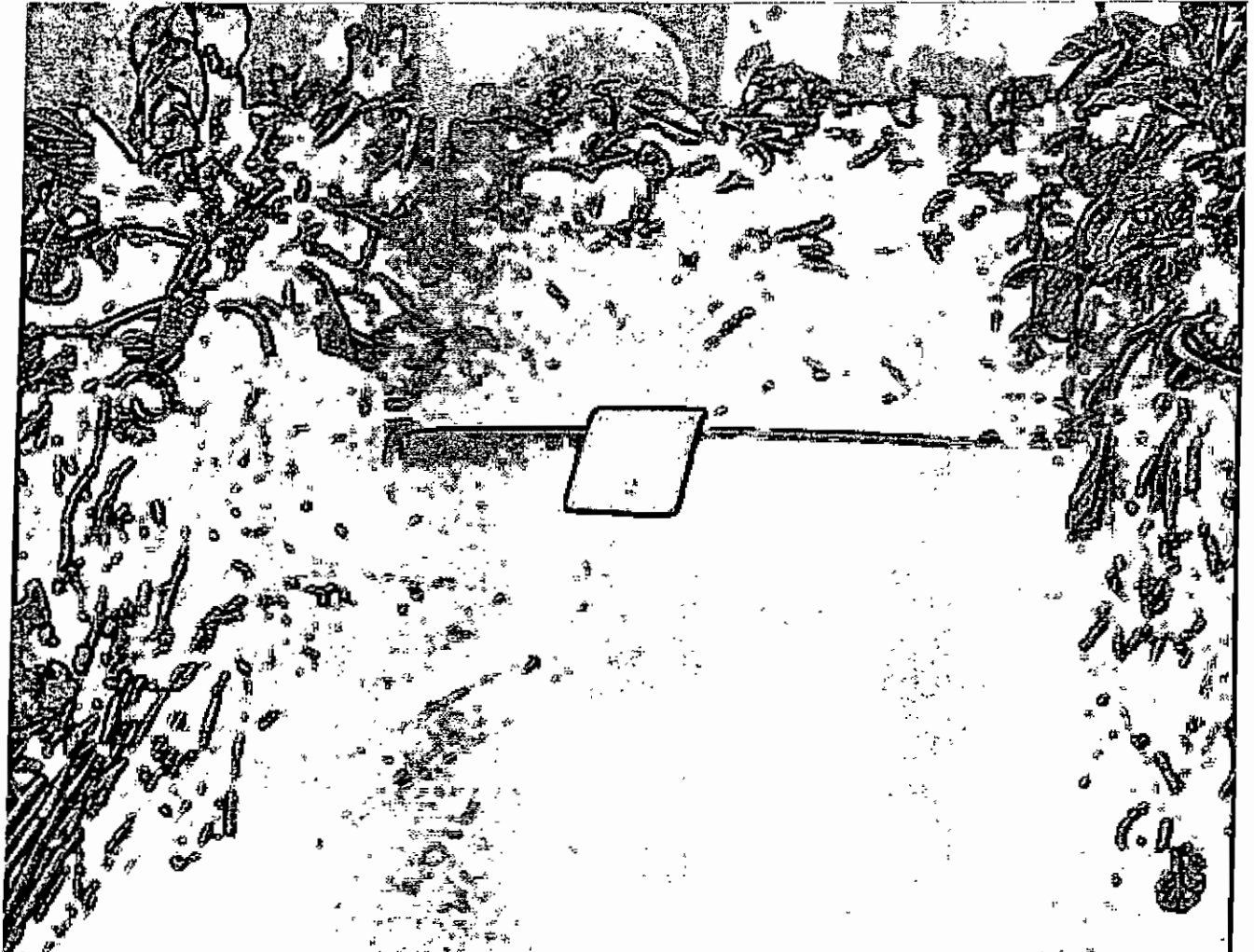
Service design is the related set of activities of the planning and organisation of personnel, infrastructure, communications and the material components of a service to improve its quality, its delivery and the interaction between the customer and the service provider. Similarly, social design refers to the strategies, concepts, ideas and organisation that meet social needs of all kinds – from working conditions and education to community development and health – activities that strengthen social structures and help build a more equitable and caring society.

India so rich in its diversity in art, culture, languages and sensibilities is unfortunate in that the major part of its large population remains relatively unaffected by change and development. This has been one of the foremost failures of the design of our official development programmes and hopefully

such issues can also be addressed by the courses we develop for the School of Design.

The problem with many design programmes in the country is that they are too western and industrial in their orientation and tend to produce, at best, designers with western aesthetic sensibilities conditioned to a standardised design process. Even designers working with traditional crafts persons tend to focus on mass production, scaling up, standardising design solutions and mechanisation, forgetting that the strength of the craft system is that it is very contextualised and possesses diverse sensibilities. If allowed to proceed in their present mode such efforts will end up homogenising and standardising the diverse crafts to be found across the country. Our attempt must be to create a new paradigm of design practice and education that liberates it from its conventional context and concerns and makes it more relevant in a deep and meaningful way to our society as a whole.

In response to our recent advertisement for appointment of design professionals in our School of Design we have received a large number of applications. These must now be sorted and short-listed so that a process of systematic interaction can be initiated with the short-listed candidates to see how far their vision of a school of design finds resonance with our own conception. We must find a way in which the outcome of such interaction feeds into our selection process. In this way there may possibly be a better chance of identifying the creative, academic and committed individuals who would work towards the foundation of a School of Design in the University in consonance with our vision of its ethos and values and thereby also identify a person who would lead such a group.



SCHOOL OF SOCIAL DESIGN

A Working Paper
for
Ambedkar University, Delhi

Working group
Prof. Vijay S. Varma
Prof. Sumanth Varma
Elizabeth Jacob-Somak
Rajag. Arant

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Introduction

Based on a draft for discussion developed and presented by Soumitri Vardarajan in December 2008 to the Ambedkar University, Delhi (AUD) - a team of two consultants, working under the guidance of Vijaya Varma (Advisor Planning) was chosen to develop further the concept of a School of Design for AUD with focus on Social and Service design. The outcome of meetings, deliberations, discussions and independent work is this **Working document for the School of Design at the Ambedkar University, Delhi.**

From the outset it was agreed that the principles and guidelines of the School would be in consonance with the spirit of everything that Ambedkar stood for - an ideology of social reform based on a commitment to promoting equity and social justice, with proactive engagement for change via institutional and constitutional processes. The specific notion of equity here is one of affirmative action; the name 'Ambedkar', when associated with an agency, conveys in India a focus on the improvement of the lives of those from the marginalized castes. The moot question is therefore, what kind of a school of design would be in consonance with such a vision.

Design in India has a unique character, defined by the nature of society, the colonial past and the prevailing culture of academic design. Through history, it has been aligned with institutions of power: the government, whether imperial, colonial or post-Independence, and industry as the wielder of technology. With class structure and social hierarchy replicated throughout the profession and its concerns, the goals of design tend to reflect an orientation that is administrative or prescriptive, where the designer plays the expert who has no need to consult the people on their needs and wants. Design thus ends up relying on a notion of society as it ought to become and not as it is or was. A broad research agenda for social design must begin by addressing a number of questions: What role can a designer play in a collaborative process of social intervention? What is currently being done in this regard and what more might be done? How can agencies that fund social welfare projects and research gain a stronger perception of design as a socially responsible activity? What kinds of products meet the needs of vulnerable populations?

As design academics, it is time we rethink the developmental paradigm along the lines of sustainability and equitability — a goal that may be achievable through social innovation but most certainly not by merely proscribing an elitist practice of the profession. This document prepares the backdrop to social design in India and explores the potential for it to affect the lives of people. This century is going to see a proliferation of the 'social' through information and communications technology and through a new kind of philanthropy. This will

call for people trained in new tools with a deep sympathy for the 'social' and for real people. The shift away from focus on the market is bracketed by many challenges — in this instance, the challenge is to design an appropriate curricular structure and it is the associated vision for design as an agent of social change that must define the School of Design project for the Ambedkar University, Delhi.

The report then positions the School of Design within the Ambedkar University, Delhi by attempting to articulate the need for such a School, the form of the institution, the curriculum, the structure of education, the nature of associations with other Schools of AUD, the resources required and the progressive direction that the School would take.

1. The Backdrop: The Neglect of the Societal Through history

Three things seem to be happening with the design scene in India. First, it is distinctly aligned with the government whose policies have dictated the way design has constructed its priorities. Added to this has been the fact that for years few designs for industrially manufactured products ever made it to production.

Second, although there have been notable successes in the craft sector, the approach has been to replicate the colonial view of craft as exotica admirably suited for trade, for sale in a faraway location and perspective. Technology has intervened to change the processing paradigm, yet society does not constitute a significant factor in design.

Third, privileging and status concerns modify and transform design. Design curricula were imported; they subscribed to an idea of design appropriate for a consumer-focused society. The location of design programmes in recent years in institutes of technology removed design even further from the social aspects of finding appropriate solutions. (Srinivasan and Varadarajan, 2003)

All three constructs are characterised by a focus upon the production and sale of the object, and a neglect of the societal side of design. Significantly, it is the elite, administrators and articulate designers, who take it upon themselves to decide what 'good design' is for the people. While this is how the voice of design was usually constructed in the texts of the last century, it presents a unique problem in India in that such a view becomes isolated and limits design's ambit to a small section of society, reinforcing Sainath's observation: "A profoundly undemocratic streak runs through India's development process." (Sainath, 1992)

Through Design education

Design institutes have proliferated in India in the recent past with a mitotic replication of the core curriculum as design for manufacture. India-specific projects continue to be spoken of as 'design for development' or 'design for the rural', in effect privileging technical innovation as the way for design to engage with the needs of the marginalized. The following critique applies quite precisely to these institutions — we reproduce it at some length to make the case for a new curriculum that includes the social. "Since the Industrial Revolution, the dominant design paradigm has been one of design for the market and alternatives have received little attention. Compared to the 'market model', there has been little theorizing about a model of product design for social need... Conversely, little thought has been given to the structures, methods, and objectives of social design." (Margolin and Margolin, 2002)

The 'Marginalized'

A significant proportion of the population of India lives in its villages. It also constitutes the majority of India's poor, uneducated and chronically ill. Although they have been the focus of all international aid and of the long-term development goals of both local and multilateral agencies for five decades, their numbers have only grown. Change there has been, but life for these millions continues to be harsh and to be imbued with a feeling of powerlessness and social exclusion.

While it is not our desire to categorise this population, as 'the marginalized', we do so to emphasise that this is a segment of people that mainstream design practice has kept at the periphery of its concerns. The socially excluded constitute the focus of much academic inquiry and the construction of this population is an outcome of not only neglect but also of incorrect strategies.

"When one speaks of social exclusion, one does not refer to the exclusion suffered by a particular social group but all social groups that are subjected to exclusion. Moreover, social exclusion does not limit itself to market discrimination but refers to discrimination and denial of access in all aspects of life. Finally, social exclusion addresses the multiple and cumulative aspects of being excluded and the consequences that arise out of it." (Louis, 2007)

In small pockets, projects of non-governmental organisations, such as the Barefoot College¹ and Pradhan², have transformed the lives of the populations

¹ Barefoot college: www.barefootcollege.org

² Pradhan: an NGO

they have touched. Fuelled by enormous passion and a commitment to live and work in the field, these projects demonstrate the power of local and multidimensional problem solving. Taken in one sweep, they also look very similar to system-design projects that design students work on, except that they extend the life of the project beyond the drawing board and the folio into intervention and demonstration.

On Change

Relieving the grimness of the context, there are ample signs of hope. In recent years, there have been many shifts both in design school curricula and in the various ways the social has been incorporated. The old focus on technological and product innovation targeted at the rural and the poor continues, but there are robust examples of curricula looking at the sustainable and the social as primary issues of engagement. While interaction design looks at the people side of digital technologies, service design and social innovation have also moved from their core management roots to emerge as design specialisations. Initiatives such as [change.org](#)³, [design-21](#)⁴ are two examples of campaigns and social actions that include design and reinforce a shift in focus from a consumption-oriented practice to one of effecting change especially for those poorly served by infrastructure and state policies. This is all good news and is a sign that design is ready to join a sector dominated by aid agencies and NGOs. Yet more needs to be done. Miles to go before we sleep...

The Potential

The India project began over half a century ago as a proposition for change: after the end of colonial rule, Indians in power would work for the well being of both the collective and the individual following the Buddhist maxim that the **wellbeing of an individual lies in the wellbeing of society**. An inquiry into its success shows that much was not achieved. In this, India is similar to other parts of the planet: "Of the world's 6.5 billion people, 90 percent have little or no access to most of the products and services many of us take for granted. In fact, nearly half do not have reliable access to food, clean water, healthcare, education, affordable transportation or shelter." (Smith, 2007). It therefore becomes a design agenda to focus upon service provision through design.

Service design, as it has emerged in the west, primarily focuses on the notion that what the artefact designers come out with is a service. Which means there would be two kinds of projects — the redesign of existing services and the design of new ones. In the Base of the Pyramid (**BoP**) context **service design**

³ [change.org](#): Leading site for social change, providing daily news and information about important social issues and empowering people to take action.

⁴ Design-21: a social design network in collaboration with UNESCO

can be seen as being primarily suited to central agencies in creating programmes for social welfare. However, there is room for another kind of strategy, one centred on the individual: social innovation.

Social innovation refers to new strategies that meet social needs — including projects that have a social purpose like microfinance or distance learning — and that extend and strengthen civil society. The concept can also be related to **social entrepreneurship**, which recognises a social problem and creates, organises and manages a venture to make social change. Whereas a business entrepreneurship typically measures performance in terms of returns and profits, **social entrepreneurship assesses success in terms of the impact on society.**

It is these two perspectives that offer up the potential to focus design attention upon the BoP and provide an alternative to its material focus.

The Bottlenecks

Given the absence of a focused program, the design profession re-purposed systems thinking to address the large problems that surrounded design in India. Offered as a studio topic, the systems design project would point students to issues of health or waste and, in the process of research, allow the student immersion in the field. While it was quite possible for the outcome of the systems project to be a service, it was only the odd student who ventured there. In the main, the dominant discourse would make the project fold into a technical innovation project, so the fieldwork came in time to be the site for finding problems and the outcome another product or object. Over time, the ever-present brief of these kinds of projects, for the problems never seemed to go away, wore out the collective design community and it became okay to design a composting bin rather than take on the unaddressed problem of pervasive waste.

Action is difficult, owing to two factors: the first is design's training and curricula, which are deficient in tools and ways to work in a non-material project, and the other is the context. Sainath looks at what happens during drought; at the way good schemes end up benefiting agencies and not the populations targeted. Another barrier, ironically, is that business investments in social and infrastructure needs often face the highest regulatory hurdles. The sieve of Corruption becoming a veritable colander has now been accepted as a way of life, which dries up all aid but for a mere trickle to the actual beneficiary? This is a by-product of how policymakers and nonprofits often approach the needs of the poor, which are mostly handled within the realm of social or government work.

Meeting the social and infrastructure needs of the poor is a complex challenge for design as the arena is charged, with social scientists, development experts and political commentators all proffering solutions. Design as the aesthetic as well as the technical specialisation feels especially out of place and unsophisticated in this dialogue/ discourse.

But design can engage with the construction of projects and solutions that can enable an individual to live with ease and dignity. Immediately we see that we may not be talking about the profession of design at all in the sense of an aesthetic-material project to make objects better. This is the challenge of design in India — should it keep its engagement with the material⁵, compromise so that it is part material and part service⁶, or take the extreme step of seeing itself as a component of a collective enterprise⁷?

If we take the third option we are confronted with the fact that we may be keeping only the intellectual aspect of design — problem solving — and letting go of all else. Additionally the designer at work would be seen as employed in the field of NGOs and other service organisations, designing and redesigning things, which may have a service system solution rather than just a stop at product outcome that is only a small slice of the larger service system pie. Which immediately raises the issue of whether this is Design at all. The profession of service design has addressed this question, though interaction design is still negotiating its roots in design, where the social science collaboration with design results in a greater role for the individual who is the focus or locus of change. (Sachs, 2008)

The Social in Design

There is an ever-widening gap between longstanding assumptions about design education and where we are going in design practice, between the circumstances of 21st-century life and the worldview from which we devise the content and pedagogy of professional design curricula. (Davis, 2008)

Design does not train for sociality — it has always been about mass markets, one-size-fits-all, top down, quality. Most importantly, design trains for discrete projects, not long-term engagement or slow change. The social is a different thing altogether, embracing conversation, narrative, engagement, and facilitation.

⁵ New design for Reebok or Nike

⁶ Sachet packaging of shampoo and soaps

⁷ Rethink waste management with energy crisis and fossil fuel depletion

There are a few trends in the year 2009 that will mean something to how and what we design now and in the future.

- Increasing complexity in the scale of design challenges.
- Thinking about the people for whom we design as participants in the design process.

This necessitates a new knowledge base that supports new practices. It is necessary to be both bottom up (centred on the individual, the field of social innovation) and top down (emanating from the collective-state-corporate, the arena of service design).

Curriculum Strategy

Porter's five-force analysis suggests that Postgraduate Diploma courses could be a very attractive industry to begin with. Ambedkar University will have a first-mover advantage as no other institute in India offers a similar one-year program. This is a corporate social opportunity for Indian industry and the design community. We have here the foundation of a cooperative movement that could conceivably create health, wealth and the freedom to choose - not just for a fortunate few but for the vast majority across our nation.

A strategy for a curriculum is speculated upon here. In curricular terms, both Service Design and Social Innovation are postgraduate specialisations, but when introduced at the undergraduate level comprise Social design.

Service Design is the activity of planning and organising people, infrastructure, communication and the material components of a service, in order to improve its quality, the interaction between service provider and customers and the customer's experience. The increasing relevance of the service sector, both in terms of the people employed and its economic importance, requires services to be accurately designed. Service Design is an emerging discipline that lies between the various fields of Design and Management. It is the cusp of both these major disciplines, which in India have rarely met or exchanged expertise in an educational setting.

CAREER OPPORTUNITIES

Indian Corporates as also MNCs operating in the country have shown great interest in recruiting design architects. Indian public sector enterprises are also open to taking design graduates into their fold. Service Design agencies, such as live|work⁸ and IDEO⁹, apply design tools, techniques and thinking to service challenges, either to improve existing services or to create new ones.

⁸ live|work: <http://www.livework.co.uk/>
⁹ IDEO: www.ideo.com

In the last few years, the public sector has expanded, with new investments in hospitals, schools, cultural institutions and security infrastructures. The number of jobs in public services has also grown. Such growth is also associated with large and rapid social change that is calling for a re-organisation of the welfare state. In this context governments are explicitly considering service design for the re-organisation of public services.

Social innovation refers to new strategies, concepts, ideas and organizations that meet social needs of all kinds - from working conditions and education to community development and health- that extend and strengthen society.

CAREER OPPORTUNITIES

In the field of social innovation, India offers huge opportunities with its 1.1 billion population of which about 70% resides in rural areas. Of late, the priority sector has witnessed a lot of interest in India and many national and international organisations have driven into innovation in the fields of green energy (from biogas to harnessing wind and solar energy), sanitation (closed circuit renewable power and disposal units), water harvesting (water budgeting to recycling) etc. India has also witnessed significant scientific and technical growth over the last two decades, capabilities which social innovation can easily harness.

Amidst the recent financial slowdown, India is slated to grow at 6.5% even as some developed economies have plunged into recession. Social innovation opportunities could come from the corporate sector as part of their Corporate Social Responsibility programmes. Other opportunities lie with NGOs both domestic and international. Students could also take up entrepreneurship as a new career option.

Social Design has many definitions and the term is put to very different uses across the globe. Some definitions exist within the design world and refer to design in its traditional sense, meaning the shaping of products and services. Other definitions refer to social design as the creation of social reality: design of the social world. To comprehend it in its polarity are selected two divergent interpretations from which we distil our relevant context for the curriculum.

As perceived by Wibowo Sulistio an Industrial designer for Wiserearth.org Social design is - Weaving Human Intention Across Divides. Design is first and foremost about intention. Intention is starting point, path and destination at the same time. Social is about human, the fountain of intention. People working

individually with similarly aligned intentions, will inevitably bridge many divides along the way and eventually solve complex problems.

Albio Nascimento of Illegal Beauty (an organization providing cultural asylum and expression for illegal immigrants) believes that everything that works with creating, shaping or reshaping elements that define society is Social Design.

For our curriculum we phrase it thus: Social design thinking within the design world joins developing human and social capital with new products and processes that are profitable. Profitability and ownership of the processes are the cornerstones of sustainability that underpins human wellbeing. In this view social design is an activity that should not be framed with connotations of charity, aid donations, help etc. It is not voluntary work but should be seen as professional contribution that plays a part in local economic development or livelihood. Social design is the art and science of setting structure in social systems. It is the link between Facility Design, Organisation Design, and Corporate Strategy.

Postgraduate Diploma in Social Design

Scope of studies: 32 credits

Start date: Monsoon 2009

Starting capacity: 20

Duration: 1 year

Language of instruction: English

Background required: Relevant varied fields of study or experience or application

Entrance examination: Evaluation of grades and/or experience supplemented by test and interview

BACKGROUND OF STUDENTS

There is a growing tendency among Indian bureaucrats to take time off from service for further education. Social Design is one course that could attract considerable talent from this pool. In many parts of the world, Human-Computer Interaction (HCI) emerged as an interdisciplinary activity between the fields of Computer Science, Cognitive Psychology and/or Human Factors. In India, however, it emerged as Interaction Design. Designers with an exposure to Human Factors inputs will be very effective in tackling many HCI problems. Freelance designers and small design firms of Indian origin have been consulting in HCI in India and abroad. Companies in e-learning and new media

that emerged in the early 1990s were the first to hire designers for Information Architecture, Instructional Design, Visual Design and Interaction Design.

Management professionals engaged in planning interventions in social systems and NGO's, both domestic and international , would also greatly benefit from a formal structured approach to Social design.

FOUNDATION ORIENTATION COURSE

4 credits
Orientation towards Social Design (acquiring preliminary skills). Receives to be chosen after evaluation

TECHNICAL DRAWING SKILLS

PRESENTATION SKILLS (3D, 2D)

PHOTOGRAPHY (VIDEO)

GUI STUDIES (HORIZONTAL SYSTEMS)

INTRODUCTION TO LOCAL SKILL AND/OR CREATIVITY

SEWAGE DESIGN

3 months

MATERIALS PREPARATION PROCESSES

SOCIAL INNOVATION

3 months

FIELD AND SOCIAL ENVIRONMENTAL STUDIES

Local Sewage Consultants

MANAGEMENT FINANCING

Design of Social Innovation from

Sewage Design process and methods

Fieldwork and research methodologies

Students will be planning in a field

Change leads to innovation

Includes a service process

Field-oriented fieldwork

Field orientation in social design

AVG PROJECT SERVICE DESIGN

6 credits

The subjects and skills and experiences which have been implemented in the above subjects will be carried in a corporate or NGO sponsored five projects

AVG PROJECT AWARENESS

6 credits

The above subjects and experiences will be carried in a corporate or NGO sponsored five projects

IMPLEMENTATION APPROACH

In AUD courses the active participator replaces the traditional learning role of the passive listener. The program brings students to the forefront of recent developments in the fields of Service Innovation and Service Design by including supervised development training. Another important objective is to improve students' competences in combining academic rigour with managerial relevance when working on independent projects.

The study modules distributed over the year are:
Foundation/Orientation course – 4 electives and 4 credits

Service Design 8 credits

Social Innovation 8 credits

Projects: 1 Service Design and 1 Social Innovation project 6+6 credits

FOUNDATION ORIENTATION COURSE

As the background of the students is likely to be rather diverse there will be an initial orientation program for the students to get acquainted with the concept of 'What is Social Design' and the scope of the basic and in depth skills that will be required for this one-year course. This will allow them to then choose the Electives that can supplement the education, skills and experience they bring with them at the start of the course. 4 Electives will have to be chosen from those offered, some are likely to be from the interdisciplinary offerings shared with the other Schools such as the School of Developmental Studies, and can last till the end of the first semester. The credits for this course will be 4 credits, one per elective.

SERVICE DESIGN

Service Design is the activity of planning and organizing people, infrastructure, communication and material components of a service, in order to improve its quality, the interaction between the service providers and their customers, and customers' service experiences. The increasing relevance of the service sector, both in terms of the people employed and its economic importance, requires services to be accurately designed.

Service Design has a long tradition of focusing on services in the areas of operation and management, for instance, connecting operational factors that affect quality to customer loyalty and service orientation. There is a long tradition of service thinking in economics as well. More recently, designers have started to turn to service design, which is a very practical approach to create outstanding and innovative customer experiences. Service design focuses on knowing the user and bringing many intangible elements together into a cohesive user experience. In addition, service engineering has been researched and discussed from the industrial engineering perspective and service computing from the computer science perspective.

The study modules are:

1. Insight into social environment studies
2. Local Services insights
3. Service Design process and methods
4. Service Strategic planning methods
5. Technology in Service processes
6. Entrepreneurship in services sectors

INSIGHT INTO SOCIAL ENVIRONMENT STUDIES

To comprehend the selected Social environment from the viewpoint of there being elements that define society. (Refer to definitions of Social Design)

LOCAL SERVICES INSIGHTS

To analyse and categorise the elements as Services, which make the environment a complex piece of working machinery.

SERVICE DESIGN PROCESS AND METHODS

To extract a process that can function as a template for handling a Service Design project.

SERVICE STRATEGIC PLANNING METHODS

The strategy of implementation of this design process in various Service situations creating scenarios that emulate a polarity from the realistic to the extreme providing a wide gamut of choices.

TECHNOLOGY IN SERVICE PROCESSES

The re-evaluation of the role of technology, present as well as those suggested within the services, with specific emphasis on the local context and implications.

ENTREPRENEURSHIP IN SERVICE SECTORS

To comprehend and assign the significance of sustainability in the Services sectors.

SOCIAL INNOVATION

Social innovation refers to new strategies, concepts, ideas and organizations that meet social needs of all kinds – from working conditions and education to community development and health – that extend and strengthen society.

The course in Social Innovation is an ideal vehicle to create distinctive competencies. This professional program educates students from diverse backgrounds to become practicing service developers. The aim of the program is to provide students with multidisciplinary knowledge in service innovation and design through advanced studies of different service theories and their implications for service innovation and design practice. A central theme of the studies is that services possess a set of unique characteristics that require a distinctive approach to strategy, innovation and design.

The study modules are:

1. Local Systems insight studies
2. Design Strategy in social innovation
3. Future thinking and foresight methodologies
4. Change leadership and innovation
5. Entrepreneurship in social sectors

LOCAL SYSTEM INSIGHT STUDIES

A critical study of various systems from the selected environment in the context of their relevance, significance, functionality and efficiency.

DESIGN STRATEGY IN SOCIAL INNOVATION

Formulate a strategic approach to innovation, concept and organisation.

FUTURE THINKING AND FORESIGHT METHODOLOGIES

Project the trajectory of movement of society with respect to time and scale for changes that are likely to affect the systems, pre-empt probable scenarios and then plot these as methods for application at a generic platform level.

CHANGE LEADERSHIP AND INNOVATION

Create rigorous continuous collaborative inquiry for the improvement of learning, teaching and instructional leadership at the classroom, levels in order to help all students to meet the new performance standards for learning innovation in a knowledge economy.

ENTREPRENEURSHIP IN SOCIAL INNOVATION SECTORS

To Comprehend and assign the significance of sustainability in the Social Innovation sectors.

PROJECT: SERVICE DESIGN PROJECT

The skills and preferences that have been acquired within Service Design will be realized in a Corporate or NGO sponsored live Service Design project. The selection of the project and its evaluation will both be based on the focus of Ambedkar University – namely the BoP and its width.

PROJECT: SOCIAL INNOVATION PROJECT

The skills and preferences that have been acquired in Social Innovation will be realized in a Corporate or NGO sponsored live Social Innovation project. The selection of the project and its evaluation will both be based on the focus of the Ambedkar University – namely the BoP and its width.

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A Brief Initial Note on a proposed programme in Disability Studies under
the School of Human Studies

INTRODUCTION

It is estimated that there are 650 million people with disabilities across the world. This fact has come to the forefront with the passage of the first ever UN convention for protecting the rights of persons with disabilities on December 13th, 2006. However while the situation of disabled persons has changed, it is far from desirable. The ubiquitousness of disability has been missed by social policy. Disabled children, women and men lack access to basic human rights, and are marginalized, excluded and discriminated against.

On the other hand the rise of disability advocacy led in large part by disabled persons has resulted in a marked shift in the understanding of disability. Advocates have redefined the problem of disability from one of deficits in the individual to one of barriers in the environment. In response there are changes that are reflected in creating a more friendly built environment and greater analysis of policy issues. However, the academic component of disability in universities has remained underdeveloped. Such a failure is attributed to an absence of understanding of disability issues in generic fields, thereby relegating the responsibilities to governmental and non-governmental agencies which are largely oriented towards rehabilitation and the disability issues are considered within the purview of rehabilitation counselors and special education programs,

REPRESENTATION AND LIVED REALITY

The normative culture attaches a negative value to what it perceives as a lack or deficit as well as difference. Exhibiting a structural amnesia that society displays about a particular category of people who because they do not fit into the hegemonic discourse of "normality" are excluded, separated and socially dis-empowered. Consequently disabled people's lived reality is marked by acute marginalisation, discrimination and stigmatisation. A form of social and cultural apartheid, this seclusion is sustained by the creation of a built environment and sadly lacking amenities that solely cater to the needs of the more complete and able-bodied "Other". Thus disability symbolically represents lack, tragic loss, dependency and abnormality. The internalisations that disabled people carry in India perceive disability as a personal quest and tragedy to be borne alone. The obstacles are to be negotiated through heroic efforts, overcoming and acts of 'bravery.' This social disregard coupled with

experiences of social, economic and political subjugation deny the disabled a voice, a space or even power to disrupt these deeply entrenched normative ideals that deprive them of presence in the academic endeavours. Worse is that disability has been used as a metaphor to convey the humiliation that disabled people experience. The commonsense understanding uses words such as cripple, blind, deaf, cognitively impaired, spinal injuries, cerebral palsy, multiple disabilities are never understood as part of lived reality. Many at times non-disabled people use wishes to get across, in the same way that 'beauty' and perfection are used. Historically if we look at the development of women studies we can clearly see that it emerged out of a necessity that issues confronting women can only be understood. However the awareness about the issues and concerns of lives touched with disabilities is a fairly recent phenomena. It was only in the 49th year of independence from colonial oppression, that the first legislation advocating equal rights for disabled people became a living reality. With the Equal opportunities Act, disability Studies and disability-related research programs need to be encouraged to grow and expand. The comprehension is to incorporate persons with disabilities, as well as disability-related issues and research, into the larger society and the growing body of scholarship that explores human variation and exposes systems of power and oppression. It was with idea that a programme in disability studies has been visualised. Generally people and specifically students have had little or no opportunity to interact with disabled people. A vast majority of college students engage with disciplines such as corporate and human resources management, architecture and engineering, social and political sciences, literature and the arts, media and social work. However, they rarely encounter any information about the disabled. It is this lack of knowledge which creates problems in understanding the attitudes which result in a failure to include their disabled peers in work, accommodation and interact with disabled individuals in their everyday lives. disabilities later. The need is to provide information on people with all kinds of disabilities, their issues and concerns within the spaces provided by the colleges and universities. One answer is therefore to create programmes in the university which can engage with students about the disability perspective. Only then disabled in India would be accorded full recognition as equals and be included in public transportation, housing facilities, places of recreation and more significantly in education and employment.

DISABILITY STUDIES AT AUD

Disability Studies has evolved from an understanding of the school of human studies. It is understood that AUD's endeavour in setting up the School of Human Studies is to bring together an interdisciplinary group of scholars and practitioners drawn from psychology, social anthropology, sociology, philosophy and social work to offer postgraduate and research programmes preparing professionals in Psychotherapy, Social Work, Rehabilitation Studies, Disability Studies and other related areas. The possibility of developing a suitably designed programme in Disability Studies under the School of Human Studies is therefore very encouraging as it will locate the changing and challenging nature of disability theory, policy and research. Basically three components will be addressed namely teaching, research and training

TEACHING

It would also endeavor to give the students knowledge and skills to understand the reality of disability. The teaching of Disability Studies will pertain to an appreciation of disability as a social, cultural, and political phenomenon. In comparison to clinical, medical, or therapeutic perspectives on disability, Disability Studies contemplates on how disability is defined and represented in society. From this perspective, disability is not a characteristic that exists in the person so defined, but a construct that finds its meaning in social and cultural context. What is wonderful about understanding disability is the fact that no specific academic discipline can own disability studies as the field is inter connected with different disciplines such as psychology, history, sociology, literature, political science, law, policy studies, economics, anthropology, architecture and gender studies. In this sense it is truly interdisciplinary. Disability Studies largely concentrates on disability as a social category. The desire is to conceptualise disability manifested in different paradigms. Different theoretical orientations such as social model approach, medical approach, ontology of disability, disability as minority group, disability as a social construction are evident in the theoretical concerns of disability. Teaching disability perspective would hopefully locate the experiences and voices of disabled people as the groundwork for all academic understanding, research and training. A cross-disability perspective is also critical so that diversity in disability can be comprehended. The objective is to impart students with the expertise and proficiency, pedagogy, and theoretical perspectives to participate in different kind of roles in disability research, advocacy and enrichment.

This new perspective on disability would attempt to elucidate how individuals designated "disabled" are treated collectively in a manner that diminishes their economic, interpersonal, psychological, cultural, political, and physical well-being, relegating them to membership in a socially marginalized, disadvantaged group. In the last two decades or so, literature on disability has been evolved in a way that scholars of disability studies strongly emphasize that disability is not a 'deviance', but, a characteristic or a 'difference', which should be accepted as a part of diversity in a society just like race, caste, class, ethnicity etc.

The discipline of Disability Studies will enable them to think critically not only about disability, but also about larger social and cultural justifications for inequality and oppression that affect all historically marginalized groups. The tentative list of courses that could be part of a programme in Disability Studies are as follows.

1. Conceptualizing Disability in Developing Societies
2. Gender and Disability
3. Sexuality and disability
4. History of disability Studies(West And South Asia)
5. Disability and Cultural constructions
6. Disability and subjectivity
7. Conceptualising the disabled Body
8. Terminology:-Language & Labels
9. Paradigms of Disability
10. Sociology Of disability
11. Film , Media and disability
12. Narratives
13. Disability Ethics : End Of Life Issues, Eugenics, stem cell research, Reproductive issues
14. Disaster and disability
15. Disability and the law
16. Disability, the Family and Childhood
17. Disability and Education
18. Disability and Employment
19. Disability, health and Social Support Services
20. Disability and the Built Environment
21. Disability, Leisure and Social Life
22. Cultural Representations of Disability
23. Disability Politics, Citizenship and the Law
24. Disability- A Global Perspective
25. Disability and Research

RESEARCH

Meaningful research is the foundation upon which effective policies and programs of disability can be grasped. AUD is devoted to provide students with a basic understanding of social research with specific reference to disability studies. The hope is that students critically analyse research. Within the interdisciplinary context of AUD 's holistic framework, the intention would be to encourage researchers to acknowledge the dynamic interaction between the person and the environment, to be aware of the participation of the subjects of inquiry i.e. the disabled in the planning, implementation, and evaluation of research activities and intervention strategies. AUD will emphasise the " emancipatory " model.

TRAINING

AUD visualises internships to expose field experiences to equip the challenges of the dealing with issues such as disability s discrimination issues in employment, public accommodations, education, disability law in NGO's and hospitals such as Muskaan. AADI, Spinal injuries , Action for Autism, AARTH (Action, Advocacy, Research and Training in Disability) The stakeholders of Disability Studies will not be. limited to the conventional professions (e.g., health, education, social wariness work, rehabilitation and psychology). It would encompass a broader perspective. It must reflect the change in the paradigm that considered disability as a natural part of the human condition rather than a defect or impairment that needs cure and care Disability Studies will challenge the notion that the statuses and roles of individuals with disability are determined by their physical or physiological circumstances. By approaching disability from the perspective of human diversity and universality, the program will seek to promote a more accurate understanding and appreciation of people with disabilities and the evolution of their rights movement. The students pursuing the course will also be encouraged to it reflect on how the study of disability relates to professional, social and personal aspects of their lives. AUD's goal is to place disability as an epistemic location in the arena of knowledge and to foster appreciation and acceptance of people with disability as 'survivors' not 'victims' To accept that disability is a fundamental aspect of human experience is a part of the AUD's endeavour.

Note on the School of Business, Public Policy and Social Entrepreneurship

The last six months have seen an initiative lead by Professor Ashis Gupta, former Professor of Strategy and General Management, University of Calgary and Adjunct Professor, University of Maryland, assisted by the Planning Unit of AUD, and more recently by Professor Anirban Sengupta of the School of Development Studies, to articulate the vision of a proposed school of Business, Public Policy and Social Entrepreneurship (SBPPSE) to be located within Ambedkar University Delhi.

Using the Report of the Ghosh Committee, set up about 8 years ago by the University of Delhi to conceptualise a School of Business, as a springboard, a position paper on the proposed School is under preparation. A preliminary discussion note was circulated among experts in Business Studies who were then invited to a consultative meeting in February 2010, in which Professor Gupta presented his conception of the proposed School. The consensus that emerged from the meeting stressed that the proposed School was not being visualized as a mainstream Business School but rather as a School of Business and Social Entrepreneurship, which would engage primarily with the concerns of common people. Identifying potential students, prospective employers, as well as the body of knowledge available in the domain were flagged as crucial issues. It was also suggested that the question of addressing the problems of struggling entrepreneurs - enabling them to generate jobs and scale up their enterprises, was an aspect to be borne in mind while designing the programme.

Some of the other suggestions that emerged were that the University should actively explore linkages with the corporate sector, foundations and societies for funding support; that the value associated with an MBA degree in terms of employability and hence opportunity for students, should be kept in mind when deliberating the relative merits of an MA or an MBA programme; that the need for an academic programme that focuses on institutional management in the areas of health and education, rural and sustainable development is acute. The need for the study of small and family businesses was emphasized along with the need to explore processes and methodologies for social entrepreneurship. It was suggested that networking and interacting with groups of social entrepreneurs was necessary in order to gauge the critical inputs that would be required for creating a programme in this area.

As follow up of this meeting Richa Oberoi has been engaged in preparing, under the guidance of Anirban Sengupta, a review of courses in Social Entrepreneurship being offered in Universities in India and abroad (see Annexure). Such a review was considered necessary in order to understand the precise ambit of the term, so that we are able to articulate our own vision of social entrepreneurship that is both in consonance with current practices worldwide and which breaks new ground in reflecting our concerns of engaging with the base of the pyramid, that constitutes a core principle in the vision of AUD. Clearly we don't intend to cater primarily to the needs of the corporate world, but we do wish to design a course which reflects our concerns, the requirements of Indian Business and also produces graduates who are employable and are valued additions to the agencies in the country which concern themselves with social entrepreneurship.

We are now at a juncture where it is important for the Board of Management be apprised of the progress in conceptualising SBPPSE so that it may give its formal approval to the establishment of such a School of Business, Public Policy and Social Entrepreneurship within AUD.

SBPPSE: Annexure

Note on Social Entrepreneurship

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3. Models of Social Entrepreneurship
4. Issues in Social Entrepreneurship
5. Need of Indian Social Entrepreneurs
6. Gaps in the Research Literature/Opportunities for Future Inquiry
7. Examples of Social Entrepreneurship Initiatives / Ventures across the Globe
8. Social Entrepreneurship Courses offered in India and Abroad

INTRODUCTION

Social entrepreneurship is an emerging approach for dealing with complex social needs. With its emphasis on problem-solving and social innovation, socially entrepreneurial activities blur the traditional boundaries between the public, private and non-profit sector, and emphasize hybrid models for-profit and non-profit activities. Currently, the non-profit sector is facing intensifying demands for improved effectiveness and sustainability in light of diminishing funding from traditional sources and increased competition for these scarce resources. At the same time, the increasing concentration of wealth in the private sector is promoting calls for increased corporate social responsibility and more proactive responses to complex social problems, while governments at all levels are grappling with multiple demands on public funds.

In light of this, social entrepreneurship is emerging as an innovative approach for dealing with complex social needs. Promoting collaboration between sectors is implicit within social entrepreneurship, as is developing radical new approaches to solving old problems.

As with any change-oriented activity, social entrepreneurship has not evolved in a vacuum. Rather, it has evolved within a complex framework of political, economic and social changes occurring at the global, national and local levels.

The concept of social entrepreneurship means different things to different researchers. One group of researchers refers to social entrepreneurship as not-for-profit initiatives in search of alternative funding strategies, or management schemes to create social. Another group of researchers understands it as the socially responsible practice of commercial businesses engaged in cross-sector

partnerships. A third group views social entrepreneurship as a means to alleviate social problems and catalyze social transformation

Social Entrepreneurship can be defined as:

- A process of creating value by combining resources in new ways.
- These resource combinations are intended primarily to explore and exploit opportunities to create social value by stimulating social change or meeting social needs.
- Involves the offering of services and products but can also refer to the creation of new organizations.

Social entrepreneurship as a practice integrates economic and social value creation that has a long heritage and a global presence.

SOCIAL ENTREPRENEURS

Social entrepreneurship catalyzes social transformation by meeting social needs. The main focus is on social value, while economic value creation is seen as a necessary condition to ensure financial viability.

Five qualities which a social entrepreneur possesses:

- (i) adopting a mission to create and sustain social value;
- (ii) recognizing and relentlessly pursuing new opportunities to serve that mission;
- (iii) engaging in a process of continuous innovation, adaptation and learning;
- (iv) acting boldly without being limited by resources currently in hand;
- (v) exhibiting a heightened sense of accountability to the constituencies served and to the outcomes created.

The closer an individual gets to satisfying these criteria, the more that individual fits into the model of a social entrepreneur.

While common sense dictates that not everyone will have the skills and talents required to undertake entrepreneurial activity for social and/or economic purposes, it is possible that latent social entrepreneurship exists in individuals with the potential to be entrepreneurial but, for some reason or another, this talent is trapped and needs spotting and releasing.

Three general types of people who become social entrepreneurs.

- Individuals who have made a lot of money and are interested in giving some of it back to further social goals.
- 'Recovering social workers' who are disenchanted with the existing social support system and looking for a more effective approach.
- New breed who have gone to business schools (or along a similar path) with social enterprise in mind.

"Social entrepreneurs combine street pragmatism with professional skills, visionary insights with pragmatism, an ethical fibre with tactical thrust. They see opportunities where others only see empty buildings, unemployable people and unvalued resources...Radical thinking is what makes social entrepreneurs different from simply 'good' people. They make markets work for people, not the other way around, and gain strength from a wide network of alliances. They can 'boundary-ride' between the various political rhetorics and social paradigms to enthuse all sectors of society."

Catford (1998)

MODELS OF SOCIAL ENTREPRENEURSHIP

Classical Models of Social Responsibility

Classical models of capitalism argue that "business interacted with others only through the marketplace." Under this classical model, there was no need to teach the concept of Social Responsibility in Business Schools. As Post et al. further note, the classical view of business interaction with society has changed over the past forty years. They state that "Business decisions are shaped by cultural and political forces, as well as economic factors, and business also affects the political life and culture of a society" (2002:6). It has become clear that business cannot operate in a vacuum. A business must consider the entire environment when making decisions. Virtually all business programs now offer courses, or segments of courses, on corporate social responsibility in their curricula as a result of these changes in thinking and actions on the part of managers. These courses typically include a discussion of different models of corporate social responsibility.

The **classic stewardship model**, the company makes it clear that its primary objective is profits. At the same time, the company also makes it clear that it feels a responsibility to its social environment. As part of its corporate objectives, the company commits a portion of its pre tax profits to charitable activities. However, it constrains much of these contributions to charities that are located near company facilities. The company makes money first, but then uses part of these funds to support charitable activities.

The **classic social activist model** is trying to solve social problems outside of the corporate sector. When corporations (and others) have failed to act in a socially responsible manner, individuals often arise to pressure for change.

In our society, social entrepreneurship is forced to be either for profit or not for profit. Many organizations are nonprofits simply because all they need to start is a cause, whereas a for-profit organization also needs a market for its products and appropriate business skills.

Hybrid Models of Social Entrepreneurship

Responsibility to society takes many more forms than the "extremes" represented by the classic stewardship and classic social activist models. There are individuals and organizations all along the continuum between these two models. Two intermediate models, differentiated by their legal forms, can be better used to describe these "hybrid" approaches to social responsibility.

The "**corporate social entrepreneurship model**" involves entrepreneurs who have set up a business wherein a major aspect of their corporate activities is to support social activities more directly than simply making donations to charitable causes.

Example:

Ben & Jerry's Homemade, Inc. is such a company. The entrepreneurs created an organization that both made money and embodied the personal values of the founders. This can be seen by their policies to buy local, and to purchase from minority groups in the Center Cities as well as in the Rain Forest. They then created a foundation to fund other social causes. The founders embodied their values within and beyond the company.

The second model involves organizations that are designed as not for profit entities to develop and support social causes. Many are small organizations that are designed to solve local problems. One could call this hybrid model "**nonprofit social entrepreneurship.**"

Example:

The founding of **Hull House by Jane Addams in 1889** represents an example of this approach. Inspired by a settlement house that she visited in London, Addams saw the concept as a way to alleviate some of the social problems experienced by immigrants to Chicago. Addams brought together a group of young activists to live in Hull House in the midst of an immigrant community, working to improve literacy, education, health and many other local problems, as well as to lobby for social and legislative changes. Many of the concerns

expressed by the residents of Hull House and their solutions have become part of modern social welfare legislation.

Both of these models follow many of the traditional concepts and models of entrepreneurial behavior. Their goals involve social actions instead of or in addition to traditional economic objectives, however. While companies such as Target and Ben & Jerry's support their social actions through market activities, the nonprofit organizations all compete for funds from similar sources. There are courses and materials that address ways to organize, operate, and fund these organizations, however these course are typically not a part of business curricula. Consequently, business school students are not typically exposed to these materials.

ISSUES IN SOCIAL ENTREPRENEURSHIP

Support for Social Entrepreneurs

The need is to support the rare and exceptional individuals with the talent and drive to become innovative social entrepreneurs. Given the demands on funding and the need for radical new approaches that social problem solving demands, social entrepreneurs emerge as a dynamic group with a viable and highly sustainable approach. As the concept of social entrepreneurship (in its current incarnation) is relatively new, there are few institutional mechanisms in place to support this work.

Social entrepreneurship will only flourish if social entrepreneurs are supported by the right environment, which will be created largely by governments together with the private sector

Training and Capacity Building for Social Entrepreneurship

Related to the issue of support for social entrepreneurs is the issue of training and capacity building for social entrepreneurship. If social entrepreneurship is defined as principally bringing business and management skills to the non-profit sector, the skills of the entrepreneur are fairly replicable. If a social entrepreneur is defined as an 'exceptionally creative and innovative individual,' replication will be much more difficult to achieve, and the focus should then be on creating conditions in which latent entrepreneurial talent can be harnessed for social purposes. The latter is obviously the more difficult of the two situations, as it is far easier to develop skills to help people translate ideas into realized opportunities than it is to teach them to spot the opportunities in the first place.

Ordinary people do not triumph as social entrepreneurs because they are not organized for success. They lack the tools, training, finances and resources they need to reach their full potential. To that end, a multitude of supports should be in place to help ease the transition from start-up to sustainability for social entrepreneurs, including: leadership and management training; educational scholarships and fellowships; mentoring schemes; twinning arrangements at local, national and international levels; development of information systems; and models of good practice.

Providing training for individuals also raises the issue of institutional support(s) for social entrepreneurship.

Implementation Issues

The majority of social entrepreneurship activities are premised on inter-sectoral collaboration. While there is a lot of support in principle for this, the implementation of collaborative partnerships is much more difficult to achieve.

A common implementation issue is that of the clash of cultures between for-profit and not-for-profit organizations. This clash can manifest itself in the 'distrust of money-making activities' felt by many in the non-profit sector.

Most small and medium-sized non-profit organizations are missing useful financial expertise, above and beyond basic bookkeeping skills.

Inter-sectoral collaborations require not only agreement about basic procedures, but also harmonization of evaluation measures for organizational 'success.' Finding appropriate performance evaluation measures is critical. A combination of qualitative and quantitative measures, noting that qualitative evaluation can generate a volume of useful data while quantitative measures are ideal for benchmarking purposes (e.g., number of clients served, jobs created, money raised). For many organizations undertaking social entrepreneurial activities there are really two bottom lines to meet - one for economic profit and one for social mission and the difficulty of meeting these simultaneously should not be underestimated.

These cultural differences, while significant in themselves, reflect a much deeper problem for inter-sectoral collaborations - the lack of a common discursive framework among the public, private and non-profit sectors. As such, the challenges of collaboration among these sectors should not be underestimated, and those advocating inter-sectoral collaboration will be most likely to succeed if these challenges are understood and accounted for early in the planning processes. At the end of the day the art of integration is to marry developmental agendas with market priorities and then manage them properly

so they are synergistic, not draining. The lack of operational guidelines for inter-sectoral partnerships and/or collaborative ventures makes this a challenging task, albeit one with potentially high rewards as well.

NEED OF INDIAN SOCIAL ENTREPRENEURS

There are tremendous hurdles and challenges that many social entrepreneurs face that dampens the effectiveness of their efforts.

Investment

More fuel is needed for social entrepreneurship to drive sustainable development on the ground. Many institutions- private & public- provide funding for a small number of leading social entrepreneurs at an early stage, but the need is much more broad and deep than what these institutions can satisfy. Thus, these institutions should allocate more resources (both financial and non-financial) for social entrepreneurs, as they will deliver tremendous bang for the sustainable development buck and spur innovations that may lead to exponential returns on investment.

Policy Environment

Social entrepreneurs will see their efforts buttressed and will find more promising opportunities to exploit as the rules of the game tilt in their favor. Perverse incentives in policy and regulatory structures that encourage environmental harms and do not encourage environmental benefits must be addressed. At the most macro level, steps must be taken toward a global agreement on climate change with key players signing and ratifying such an agreement. At the national level, subsidies to environmentally harmful industries and processes must be phased out and incentives for environmentally positive innovations phased in-the costs to the environment and the benefits from environmental protection must be hardwired into policy frameworks. Finally, at the most micro level, ensuring that communities have clear rights over their natural resources is a vital starting point for the type of just and lasting change implicit in sustainable development.

Better information

Better environmental data and the capacity to use this data intelligently at the community level are both essential. Social entrepreneurs, like business entrepreneurs, need the best information to make smart strategic and operational choices. Leading social entrepreneurs across the globe are working directly on these issues. More often, however, the technological and capital

hurdles are too high for grassroots social entrepreneurs to clear. Anil Singh, a veteran of many community development projects, says: "access to information creates decision making power, a fundamental livelihood right." Thus, commitments from governments, businesses, and NGOs to empower communities with good data and the capacity to understand this information are vital pieces of the puzzle.

Better cooperation and coordination

Along with better information, social entrepreneurs also need to establish better synapses with other sectors and other social entrepreneurs.

Recognition and visibility

Social entrepreneurs need recognition and visibility. For the best ideas coming from social entrepreneurs to be replicated, for the best people to enter this profession, and for the most pressing challenges in sustainable development to attract new social entrepreneurial entrants, profile for this profession and confidence in their abilities is essential. Too often, social entrepreneurs are dismissed for having wacky ideas or insufficient experience on a given issue. This is especially the case with social entrepreneurs from communities and doubly so for those working in developing countries like India. A healthy dose of skepticism is probably a good thing, but as Zimbabwean Social Entrepreneur Esinet Mapondera says, "poverty doesn't mean a lack of ideas or capability. In our work with the poor we often get brilliant ideas and unearth remarkable capability."

GAPS IN THE RESEARCH LITERATURE / OPPORTUNITIES FOR FUTURE INQUIRY

As is the case in many emerging fields of research, there are significant gaps in the literature currently available on social entrepreneurship. A few of these are noted explicitly within the research literature, many others are conspicuous by their absence. This section briefly highlights these gaps as potential areas for relevant future research on social entrepreneurship.

Prabhu (1999) is very explicit about **the lack of research on social entrepreneurs and leadership**. "The field of leadership has comparatively inadequately explored the role of social entrepreneurial leaders in the formation, growth, functioning, effectiveness, decline and closure of social entrepreneurial organizations. ...the creation of innovative organizations with a social rather than an economic vision is still a legitimate area for

entrepreneurship research. Yet entrepreneurship research has shown scant interest in this rich, fascinating and socially relevant field...Our knowledge of social entrepreneurial leaders is inadequate...no large sample studies exist which can be used for generalization and comparison. Few case accounts have the rich detail required to make adequate ideographic or content analytical studies" (p. 140-142).

De Leeuw (1999) notes that the role of social entrepreneurs in setting policy agendas has long been ignored. Thompson et al. (2000) make reference to the lack of detailed, rigorous empirical case studies on social entrepreneurship, noting the need for this type of work to support further research in this area, including research on how to best support social entrepreneurs and how to build individual and institutional capacity for social entrepreneurship.

Discussion around issues related to monitoring and/or evaluation of social entrepreneurship projects is underdeveloped at best, and will likely need to be addressed if social entrepreneurship (as an area of research and/or practice) is going to be sustainable over the longer term. This may be a particularly relevant area to organizations and individuals seeking funding and investment from public sector sources where monitoring and evaluation activities would be a requirement.

Detailed 'models of good practice' are lacking in the literature, as are guidelines for operationalising partnerships and/or collaborations. This is in spite of the explicit emphasis on inter-sectoral cooperation as a vehicle for the implementation of socially entrepreneurial activities. Research related to the discursive structures of inter-sectoral dialogue may provide relevant and valuable insights into the inevitable communication problems resulting from attempts at the development of collaborative partnerships among the public, private and non-profit sectors. On a related issue, more research on the schism between 'old assumptions' and 'old models' of social mission work, and the 'new needs' and 'emerging approaches' may also be useful, particularly in light of the new philanthropy that is emerging out of the high technology sector.

Finally, at a macro-level, the atheoretical nature of the existing research should be noted. While this is hardly surprising in an area that is dominated by practitioners rather than researchers, at some point it would be interesting (and potentially valuable) to link practice-related issues with larger bodies of existing research and with conceptual and/or theoretical frameworks (e.g., some of the current work on social capital).

EXAMPLES OF SOCIAL ENTREPRENEURSHIP INITIATIVES / VENTURES ACROSS THE GLOBE

- The eGovernment Foundation
- Drishtee
- Project Shakti
- L.V. Prasad Eye Foundation
- Ashoka Foundation
- Muhammad Yunus, founder and manager of Grameen Bank, Bangladesh
- Rippan Kapur of Child Rights and You
- Jyotindra Nath of Youth United,
- Ramakrishna and Smita Ram founder of Rang De.
- Vikram Akula founder CEO of SKS Microfinance
- Vijay Mahajan of BASIX
- Dr Nachiket Mor of IFMR ,Chennai
- Amul and Verghese Kurien in Anand
- Amit Chugh of Cosmos Ignite
- Bhagavatula Charitable Trust, Vizag, AP founded by Dr Parameswara Rao
- Food King of Sarath Babu, Chennai
- Lizzat Papad (SGMU), Mumbai
- Polyhydron and Suresh Hundre, Belgaum
- SEWA, Ahmedabad and Ms Ela Bhatt Ben & Jerry's Homemade, Inc.
- Stonyfield Farms, Inc.
- Seacoast Science Center, Inc.
- Sustainable Harvest International
- Habitat for Humanity International

SOCIAL ENTREPRENEURSHIP COURSES OFFERED IN INDIA AND ABROAD

- Columbia University
- Duke University
- IESE University
- Yale University.
- Skoll Center for Social Entrepreneurship (**Oxford Said Business School**)
- Center for Advancement of Social Entrepreneurship (**Faqua Business School, Duke University**)
- Catherine B Reynold Program for Social Entrepreneurship (**New York University**)

- Entrepreneurship in Social Sector Program (**Harvard Business School**)
- Schwab Foundation for Social Entrepreneurs (**University of Geneva**)
and
- Social Entrepreneurship Course Series (**Stanford University**)
- Amity Institute
- Annamalai University Directorate of Distance Education
- Bharathidasan University Centre for Distance Education, Tiruchrappali
(Tamil Nadu)
- Madurai Kamaraj University, Directorate Of Distance Education, (Tamil
Nadu)
- NMIMS –Narsee Monjee Institute Of Mgmt & Research, Mumbai
- Tata Institute of Social Sciences (A Deemed University)

A concept Note on the proposed Centre for Social Science

Research Methods

This note is a work in progress. It has emerged from an ongoing consultative process involving eminent social scientists and research methods specialists from all over India, notably Nandita Chaudhary, Udaya Dash, R Govinda, N Jayaram, Jyotsna Jha, PM Kulkarni, Arun Kumar, Shyam Menon, Salil Misra, Ashok Nagpal, Hemlata Oinam, TS Saraswathi, Sivakami, VK Srivastava, Manasi Thapliyal and RC Tripathi. The consultative process is being led by TS Saraswathi, the distinguished developmental psychologist, and coordinated by Radhika Govinda, a political scientist and visiting faculty at Ambedkar University Delhi (AUD).

The Rationale

Social Science Research Methods is a fast expanding field. New tools and techniques have emerged in social science research, strengthening the scope for dialogue across disciplines. In fact, elements of social science research have begun to transcend the confines of academe and are increasingly being employed in corporate, government and non-government spaces. These developments make it crucial that cutting edge training be provided in the art and science of doing research in the social sciences. As a new university with a mandate to do research and teaching in the social sciences and the humanities, AUD proposes to design and offer innovative training programmes (stand-alone and plug-in courses and workshops) in social science research methods. It envisages the creation of a centre to run these programmes.

What the Centre would do The Centre for Social Science Research Methods, conceptualised on the lines of other centres at AUD, would function in project mode, draw on the existing (regular, adjunct and guest) faculty's expertise in research methods across various Schools, and provide support in research methods to the University's on-going academic and research programmes. It would run residential and non-residential training programmes in research methods for social science scholars, and possibly those from corporate, government and non-government organisations involved in action research. These programmes would be different from the majority of programmes on offer in universities and research institutions where training in research methods tends to be imparted in lecture mode with limited scope for interdisciplinary, hands-on learning. The Centre would also provide consultancy services for designing small and large research studies, and facilitate collaboration and networking among scholars associated with

programmes in research methods in other universities and research institutions in India and abroad.

Even before the Centre is instituted, AUD intends to offer a series of short courses and workshops in the form of a month-long **festival in Social Science Research Methods**. The festival will be a residential one and of relevance to doctoral students and early career academics engaged in social science research in India. Attending the festival may be made a requirement for AUD's own doctoral students as the PhD programme will have been activated by the time the first festival takes place (in December) this year. Attached is a framework for the proposed workshops and courses. It seeks to specifically integrate the various insights that emerged - on the aims and objectives, on the clientele and application procedure, on having a thematic focus, on the programme structure, content and manner of transaction - from the first Consultative Meeting on Research Methods that was held at AUD on 1-2 April 2010.

The Festival of Social Science Research Methods:

THEME

AUD shall conduct the *Social Science Research Methods Festival* every (other) year. Each festival will have an overarching theme guided by AUD's vision, and possibly the burning issues in social science research that year. For instance,

2010 EMPOWERMENT AND RESISTANCE

2011 DEVELOPMENT AND FREEDOM

2012 EQUITY AND JUSTICE

2013 DEMOCRACY AND HUMAN RIGHTS

The participants' research (interests and project) and the resource persons' teaching strategies and material (examples, texts and contexts) shall broadly tie in with the Festival's theme.

AIMS

Drawing on the theme for the year, and using a theoretically sound, interdisciplinary and hands-on approach, the Festival will:

- stimulate interest in epistemological concerns and philosophical foundations of social science research,
- showcase new developments in research methods employed by social scientists,
- impart basic skills in designing and conducting research,
- teach specific qualitative and quantitative methods and applications, and

- provide opportunities to discuss and tackle, in a relaxed and supportive environment, issues of interpreting, articulating and publishing research findings.

WHO IS THE FESTIVAL FOR?

This Festival is of relevance for **doctoral students and early career academics** (university teachers and postdoctoral research scholars), who are engaged in social science research. Preference will be given to those who have already had some exposure to research methods (through coursework they may have done at the master's level). Doctoral students applying for the course are expected to have identified their research topic and prepared a skeletal research proposal.

HOW TO APPLY?

There will be a fee for the participants, the details of which shall be made available along with the downloadable application form on the AUD website www.aud.ac.in. Partial and full fee-waivers may be provided to a small number of participants, and participation will be acknowledged with a certificate from AUD upon completion of course requirements.

Completed application forms must be accompanied by a curriculum vitae, a brief research proposal and/or a clear statement of purpose of not more than 500 words, detailing the applicant's reasons for wanting to attend the Festival and describing the research idea he/she wishes to pursue. Applicants must clearly state which bloc(s) they are interested in opting for. Those wishing to opt for the third bloc will be required to submit along with other application materials a draft version of a full length research paper (approximately 7500 words). Papers that lend themselves to publication will be selected for submission as a special issue in a reputed peer-reviewed journal.

Selection of participants will be made on the basis of the aforementioned application materials. Application materials should be clearly labeled 'Social Science Research Methods Festival' and may be posted to Ambedkar University, Delhi (AUD), inside Integrated Institute of Technology Campus, Sector 9, Dwarka, New Delhi 110075 or sent by email to ambedkaruniversitydelhi@gmail.com. The last date for submission of application materials will be made known once the Festival dates have been finalized.

PROGRAMME STRUCTURE

The Festival programme shall be rolled out in three blocs, each of which will be organized in a modular fashion. The total duration of the Festival shall be 3 weeks. While the first bloc shall precede the third bloc, there need not be linearity in the rolling out of the second and third blocs. The sequence in which modules from the second bloc are transacted would greatly depend on the availability and convenience of the resource persons.

Participants may opt to attend either: the first bloc; the second bloc; the third bloc; the first and second blocs; the first and third blocs; the second and third blocs, or; all three blocs. More or less all 7 modules in the first and third blocs shall be on offer and participants opting for these blocs will be required to take all 7 modules. In the second bloc, 7 modules shall be on offer during every Festival depending on the availability of resource persons, and participants may opt for any 2-3 of these modules based on their needs and/or interest.

The modules will be transacted in such a manner that there will be both a personal strand and a generic strand running through them. The personal strand shall be informed by the participants' application materials (curriculum vitae, research proposal and/or statement of purpose) and shall involve hand-on, peer-learning activities. The generic strand shall be more didactic, exposing the participants to the types, advantages and disadvantages, and uses and abuses of theories and methods in social science research. The Festival will be a residential affair, facilitating smooth transaction of modules and offering formal and informal contexts for peer-learning.

Prior to the commencement of the Festival, an annotated bibliography of reading material along with selected texts will be made available to the participants. Those interested in opting for the third bloc will be required to submit along with other application materials a draft version of a full length research paper (approximately 7500 words). Applicants selected for the third bloc will be given feedback on their draft papers, and will be required to send their revised papers prior to the commencement of the Festival.

BLOC I: DOING SOCIAL SCIENCE RESEARCH

Module 1: Thinking about Research Methods

Module 2: Methods, Instruments and Orthodoxy in the Social Sciences: Reading the Classics

Module 3: Designs, Methods, Data and Disciplines: Understanding Boundaries, Building Bridges

Module 4: Basic Processes of Social Science Research

Module 5: Hermeneutics of a Research Proposal: Design, Data, Methods and Theories I

Module 6: Hermeneutics of a Research Proposal: Design, Data, Methods and Theories II

Module 7: Politics of Knowledge Production and Ethical Issues in the Practice of Social Science Research

BLOC II: APPLICATIONS AND METHODS IN SOCIAL SCIENCE RESEARCH

The list below is a tentative one and may be expanded and/or modified.

Module 1: Feminist Research Methodologies

Module 2: Handling psychometric data

Module 3: Using Atlas.ti

Module 4: Using SPSS

Module 5: Using Excel

Module 6: Directions in Interview Research

Module 7: Ethnography

Module 8: Engaging with archival data

Module 9: Participatory research methods

Module 10: Discourse and narrative analysis

Module 11: Survey methods

Module 12: Case studies

Module 13: Basics of Sampling

Module 14: Directions in Focus Group Research

Module 15: Approaches and Issues in Mixed Methods Research

Module 16: Spatial Analysis

Module 17: Time Series Analysis

Module 18: Regression and correlation analysis

Module 19: Statistics for qualitative researchers

Module 20: Categorized data analysis

BLOC III: SCIENTIFIC AND RESEARCH WRITING

The focus of this bloc may vary from one Festival to another depending on the availability of resource persons and the demands from participants. For instance,

2010 Writing to publish in peer-reviewed journals

2011 Thesis writing

2012 Transforming your PhD dissertation into a book

2013 Grant writing

Module 1: ABC of academic writing

Module 2: Writing for multiple audiences: academics, policy-makers and development practitioners

Module 3: Writing articles and monographs

Module 4: Writing book reviews and reports

Module 5: Preparing a good literature review

Module 6: Preparing the manuscript for journal publication I

Module 7: Preparing the manuscript for journal publication II

PLENARIES

Author Meets Readers: Vinay Srivastava on his forthcoming volumes on Research Methods

Editor Meets Readers: N Jayaram on his edited journal issues on Social Research Methods

Copy-Editor Meets Potential Authors: Jai Shankar Prasad from Pearson Education on Publishing Research

RE-SEARCHING CONTEXTS

2-3 published qualitative and quantitative studies conducted in Delhi shall be identified. These studies will be such that they fall under the broad theme of the Festival that year. Excerpts of these studies shall be made available on the AUD website www.aud.ac.in as the Festival dates approach. On each Saturday during the Festival, (half) day-long visits will be organized, taking the participants to re-search the field sites from these studies and to take note of the continuities and changes in the field sites.

For instance, the Festival theme for year 2010 is EMPOWERMENT AND RESISTANCE. Hence, the participants could be asked to read Shrivastava, J. (2003) '*Taleem se Taqat: Educating Adolescent Girls in Delhi Slums - The Ankur Experience*', in B. Kothari, PGVS Chand and M Norton (eds.), *Reading beyond the alphabet: innovations in lifelong literacy*, New Delhi: Sage, pp. 54-68.

This book chapter describes an educational initiative undertaken by a NGO called Ankur with adolescent girls living in the Delhi slums near Jama Masjid, Anna Nagar, Gautam Puri, JP Basti, Nandnagari and Dakshinpuri. The initiative was aimed at building on certain basic literacy skills in order to move towards 'empowerment' of the learners. The chapter is based on organizational records maintained by various people.

Visits could be organized to one or two of the aforementioned slum areas, and the participants may be asked to re-search the footsteps of Shrivastava in the way she conducted the study and to examine the ways in which the field site has altered since the time that Shrivastava conducted the study.

This segment of the Festival will be optional for the participants.

RESOURCE PERSONS

The various modules will be taught by a dynamic team of resource persons with many years of teaching and research experience in the social sciences, and a keen understanding of research methods. While AUD will draw on its in-house experts on research methods, those whom it intends to invite as external resource persons include:

TS Saraswathi, psychologist, retired from MSU, Baroda
RC Tripathi, psychologist, GB Pant Institute, Allahabad
PM Kulkarni, demographer, JNU, Delhi
R Govinda, educationist, NUEPA, Delhi
VK Srivastava, sociologist, DU, Delhi
N Jayaram, sociologist, TISS, Mumbai
Udaya Dash, psychologist, Orissa University, Bhubaneswar
Salil Misra, historian, IGNOU, Delhi
Mahesh Rangarajan, historian and psephologist, JNU, Delhi
Richa Nagar, University of Minnesota, Minneapolis
Jayanthi Mistry, Tufts University, Massachusetts
Sivakami, demographer, ISEC, Bangalore
Nandita Chaudhary, psychologist, Lady Irwin College, Delhi
Jyotsna Jha, economist, independent researcher, Bangalore

BOOK DISPLAYS

Leading publishers and book distributors shall be invited to display books and journals on research methods in the social sciences at the Festival. Participants and resource persons may purchase/ place order for the books and journals at discount prices.

The publishers with the most active Methods programmes with extensive lists include: SAGE - Blackwell Publishing - Taylor & Francis - Palgrave Macmillan - Pearson Education - Oxford University Press - McGraw-Hill / Open University Press - Cambridge University Press - Routledge

SOCIAL ACTIVITIES

AUD will be hosting special luncheons on the first and the last days of the Festival. A page of suggestions for things to do in Delhi before or after the Festival will also be uploaded on the AUD website www.aud.ac.in as the Festival dates approach.

PROGRAMME SCHEDULE

The Programme schedule shall be uploaded on the AUD website www.aud.ac.in once the dates for the Festival have been finalized.

MODULE-WISE CONTENT AND/OR ABSTRACTS

Some guidelines for module-wise content, possible teaching strategies, and resource material (including readings) will be collated through an iterative process and made appropriately available to resource persons and participants prior to and/or at the beginning of the Festival. Module 1 of Bloc I has been fleshed out below as an illustrative example.

Note: The module has been fleshed out in considerable detail as it is the first one in the bloc and has been conceived of in an altogether new manner. Subsequent modules need not be fleshed out in such detail, and specific decisions about their content, teaching strategy and resource material may be left to the resource person(s) transacting the module.

BLOC I Module 1: Thinking about Research Methods

- What is method? What is methodology? What's the difference?
- Does every research product have a method?
 - That is, is there a 'latent' method hidden in every project, even where method is not discussed?
- Is it useful to reject method? Or reject 'a' method?
 - Does the existence of method itself (that is, the idea of method) damage research?
- What is the relationship between method and skill?
 - What is the relationship between method and tacit knowledge?
 - How much of a method is never written down?
- What is the relationship between method and knowledge?
 - What are the sources and nature of knowledge?
(people's constructions - inherited - constructed - intuition - commonsensical - 'scientific')
 - Do the sources and nature of knowledge drive method?
- Does technology drive method?
 - Or... Does method drive theory?
- What is the relationship between theory and method?
 - How do some methodological choices imply theoretical commitments?
 - Are theoretical disputes really methodological disputes? (or epistemological disputes?)

- What is the relationship between data and method?
 - (primary and secondary – objective and subjective – rational and empirical)

More practically:

- How can methods be creative?
- When would it be a good idea to come up with a new method rather than use an existing method?
- How can you tell if a new method is a good idea?
- How are methods codified and taught?
- How do you defend a method as superior to other methods?
- Do new methods become orthodox?

Resource material for use in class:

- Notable Graduate Theses from <http://www.mismethodology.info>
- Notable Controversies from <http://www.mismethodology.info>

Reference Reading:

- Dictionary of the Social Sciences (available online)
- Glossary of research methods (also available online)

A Concept Note on Centre for Community Knowledge Heritage

Synopsis

The Centre aims to explore the traditional knowledge available with the local communities, recognising that community practice and ways of life are and were highly evolved and carried specialised skills. Given the dominance of the "scientific" knowledge in the world today it is necessary to "put meanings" into traditional knowledge i.e. transposition to the extent possible, local knowledge into the discourse of scientific formal knowledge.

At a time when development is faced with multiple challenges, the Centre will document, study and disseminate the praxis of community knowledge, so as to improve our understandings of our living heritage, and integrate community-based knowledge in the available alternatives.

Glimpses of community knowledge in action

#1.

Across three districts in the dryland farming belt of lower Madhya Pradesh, farmers use a variety of rice - 16(*solah*)Number - as the seed of choice to maintain food security. And it is a variety that has stood the test of time. It is not a hybrid variety, and neither is it local, yet has the best ability to resist drought and irregular rainfall. Its continuing fertility rules out a lab-bred hybrid origin, and researchers estimate it to be a pre-green revolution variety of the 60s, in the days when successful local varieties were collected and given official status. This community learnt adaptation for ensuring food security in times of unexpected environmental and climate change. This brings to attention a need for '*agroecological*' strategies to address environmental issues, *to integrate traditional, community-based knowledge*, create opportunities for the poor farmers and include social scientists in the policymaking process.

#2

The identity of the narrow lanes of Shahjahanabad, the 'Old' Delhi was linked to different crafts so that whole areas were known by the skills that thrived in them - streets of bangle makers, washermen, needle workers, toolmakers, dyers, basket weavers. While some craft conglomerates have disappeared, perhaps forever, others are alive. From specialised crafts to a wholesale market - the Old City's unplanned journey into, modern day urbanisation has meant the transformation of its old *havelis* into godowns and storehouses. Viability has become the new economic password - easing out crafts that are no longer

in demand. Islamuddin and his son work with metal, making diesel engine parts. But talking to him reveals a rich and varied trajectory. The family made ornate swords in the time of Shahjahan himself, moving onto gun making in the colonial period. Another family pulls out a book from their collection – revealing '*Kaareegaron ke Alfaaz*', part of a four-volume work, a sort of lexicon of the language and terminology used in different crafts. It describes many crafts that are not to be seen at all now, while the complex terminology and the fine differentiation of meanings informs that *artisanal crafts were highly evolved and specialized in skills*.

#3

As the younger generation of the village moved out, decreasing the pressure on the land, the village assembly of Ghaji in Nagaland declared around 100 sq km of commonly owned forest land as a conservation zone in 2003. However, some months later, a resident and farmer of the village declared that he needed to farm in the traditional *jhoom* fashion. A village assembly meeting was convened to handle the economic circumstances involved, and a temporary solution created through the creation of village conservation guards, with an allowance from the government. The individual was recompensed for his immediate economic setback, while the village assembly bought time to understand how conservation can turn into economic benefit for the village community.

To do this successfully, it becomes necessary *to explore the traditional knowledge available with the local communities* which are linked with *Jhoom* cultivation. It is a knowledge system of the landscape; and includes agriculture, homestead cultivation, secondary forests in fallows and mature forests. *Jhoom* has several ecological advantages in the hilly forest terrain. The food produced in *Jhoom* along with food collected from forest can and does provide year round household food security.

#4

In the Banaskantha area in Kutch, there is a rich tradition of *Juthis*, locally made footwear, which the *Mochis*, Cobblers, would themselves embroider with their awls (working on the same principle as that in crochet). Their women folk decided to innovate and create a marketable product on cotton cloth. The men folk, the *mochis*, could decorate without drawing out the design on their leather *juthis*. The womenfolk had to transfer and transform the design onto woven fabric, through perforated tissue paper placed on the cloth, speeding up the process and making the design and product replicable.

In a recent innovation in Rajasthan, the women of the leather working community transferred their leather craft patterns onto cloth using paraffin and charcoal dust. The processes at work behind this and other successful cross-fertilisation and revitalising of craft tradition in communities range from skills

and artisanal knowledge, to changing gender roles in the craft within other socio economic conditions. As times change, so does *the praxis of community skill when development is faced with multiple challenges*. It is important to build a wider understanding of the body of knowledge that traditional communities carry about their craft.

#5

The artisanal seafaring tradition of India is different from that of the West. Its knowledge and its components are preserved as an oral tradition, disseminated and assimilated through signs and gestures with appropriate instrumentation. The know-how of boatbuilding and navigation also largely existed as an oral tradition drawing on sensory reaction to wind, current and swell. This rich, diverse and ecologically sound seafaring tradition today lies totally obscured by western derived, government supported western technology. There is a need to record and conserve this tradition before the last of the carriers of this tradition are lost, as is their lore and tradition. This can be done by a study of living traditions of maritime history as carried out by seafaring communities and those engaged in current artisanal fishing endeavour.

Similarly, the maritime traditions of island cultures subsisting among the Nicobarese, in the Andamans and the intrepid sailors of Lakshadweep of which vestiges can be traced today and fishing groups in Kerala, form a valuable repository of nautical data. The urgency to record and collect this information stems from aspects such as depletion of ocean flora and aquatic life, pollution of shore line, estuarine waters and ocean floors, a concomitant of changes in water level. The data would also provide windows to technical aspects such as traditional nautical procedure. Besides improving livelihoods, *dissemination of this community based information will add to our understandings of our oceanic heritage*. Simultaneously, collaborations with other heritage agencies and institutions like the Science Museum network will enable the children of Delhi and other centres to see monuments like Jantar Mantar as more than isolated curiosities.

#6

Concepts and practices pertaining to diet, work, daily routine and lifecycle are more coherent than generally viewed and constitute the health culture of a region derived from indigenous medical traditions. The healing skills they recognize and work with range from bone setting to restoring mental balance, and birthing and infant care. In a metropolitan setting, the traditional medicine of *vaidyas* and *hakims*, has in many ways been reconstituted, laying emphasis on its medicines. The expansion of urban lifestyles, requirements of migrant populations and pervasive medicalisation of everyday life has advanced the relevance of therapeutic services in the urban context. By assigning autonomy

to technology, diagnostic techniques are made use of by non-allopathic healers, as innovation occurs from within a 'system'.

With an awareness of healthcare traditions across cultures, individual practitioners negotiate the ground between tradition and modernity. In another setting, it also enables them to recognize that specific birthing skills used by *dais*, traditional midwives, can be observed in other communities and health care cultures as far as northern Europe. A suitable vehicle for documentation of knowledge and practice, and methods of medicine production has to be devised, if ***the authentication of local health traditions and practices*** is to be perpetuated in any form.

What these examples suggest ?

"...an object is valued not so much for its intrinsic qualities as much for the living relationships that bind it to its own environment.This requires a multidisciplinary approach: one that considers not only landscapes and architecture, but also addresses symbolic, economic and social issues apart from that of technique "

The previous examples from around the country suggest the different ways in which diverse contemporary 'marginal' societies combine available skills from across traditional and modern disciplines to negotiate modernity, tradition and multiple changes. Yet, while doing so, they try to retain, highlight and protect relevant constituent elements of their existing cultural heritage.

Some of these examples also suggest how the current phase of development is characterized by the predominance of information, communication, and knowledge in the economy as well as human activities. As Knowledge plays an increasingly important role in the global economy, the asymmetries of the existing world knowledge environment, makes indigenous knowledge, with its potential and possibilities, continue to come a distant second. And if it does make an appearance, the knowledge is usually separated from the knower, and therefore of little benefit to them.

Global warming, ecological collapse, globalisation and the after effects of breakneck industrialisation are slowly forcing a reappraisal on the part of societies in transition. Community knowledge can play a crucial role in these transformative times in a number of areas, including the empowerment of marginal communities, environmental impacts, changes to public policy, and other areas.

The demands of Equity and Sustainability are applying pressure on the development process, and knowledge interests are beginning to coincide. The Centre would sensitize the empowered, beginning from academic and scholarly

community, to the fact that alternative systems have an equal validity and the community has to arbitrate on how it wishes it to move forward. And in this way, *the Centre will foster a reciprocal dialogue between knowledge from the margins and the mainstream*, in the absence of which, local community knowledge's and its cultural identity will continue to lose out.

Towards a dialogue between knowledge environments

Upon reaching the sources of knowledge at the sites of production, the logic of *community knowledge collection requires an examination of material objects, technological processes, work procedures, and oral sources*. Since it deals with knowledge which belongs to intertwined domains, a fair amount of research and understanding is required to make it useful for the participant, the academician, as well as the development practitioner without harming the participants' interests.

Re-presenting 'marginal' cultural identities has other caveats too. Different communities, by virtue of their location on the socio-economic and geographical map, are not at the same stage of 'modernisation'. Therefore, what seems unique and common knowledge and simple understanding to 'insider' members of a community, may be seen as cross cultural knowledge to an 'outsider'.

There is a serious rupture to processes of transmission of knowledge and techniques in domains going through periods of crisis or which are being subjected to major transformation. A scholarly initiative, *designed to preserve and ensure the vitality of the cultural knowledge and resources of 'marginal' communities*, will automatically improve the understanding of different ways in which *community knowledge can be of value in a changing world*.

Local authorities, , and mainstream knowledge users, even when living and working in 'marginal' and 'tribal' areas are often under the impression that such communities have none or a paucity of rules and that their cultures are weak. On the other hand, research on customary practice among tribal and 'marginal' communities reveal practices and understandings that are ecological and resource based in addition to cultural.

For example, most communities have an understanding of local foods and their properties that go beyond understandings as 'heating' and 'cooling'. For example, the tribals of Bastar have a song for each of the 5000 odd rice varieties the district is home to, carrying detailed nutrition and taste information, in addition to farming practice and legend. All of the related rice tradition, ceremonies, legends, beliefs, and relation systems are not only illustrative of the local community and people's way of life, but also an ecological view of

humans and nature, as well as among humans. Consequently, this has absolute influences on local rice genetic conservation and management.

To build a full understanding of local community traditions, it would be necessary to be aware of the knowledge base from which the collection is being made. Collection must be with the knowledge of the local community, so that as many facets of the knowledge base or 'praxis' are articulated, and with equal partnership of the informant and the local community as well. A bridge has to be formed *linking academic expertise with the existing community resource* persons so that an authentic, organic and visible knowledge data bank can be established. The Communities concerned can both enrich as well as drawn on this data bank.

The Dynamics of Community Knowledge

Community and Indigenous Knowledge is largely Oral, and has rarely been recorded or validated by social science or the scientific method. Moreover, most of such knowledge is localized and transmitted orally and is typically uncodified. Therefore, recording and validation may serve to analyze and incorporate such knowledge in a validated corpus with the aim of promoting local sustainable development and redefining mainstream views of applicable knowledge.

However, contemporary application of Indigenous Knowledge can be sustainable and successful if the concept behind the praxis also befits the context in which it is incorporated. Whether carried out by members of the community, or by social scientists or scientists engaged in expanding the frontiers of knowledge, implicit in this process is the understanding that community knowledge is more than a technical understanding of its material culture. The proposed actions should make it clear that present day practice of oral knowledge is built upon the legacy of a community's past. Any wider application of its use, should be with the approval and involvement of the holders of such knowledge, innovations and practices

By building connections with the communities, groups and individuals, like those mentioned in the earlier section, *the Centre aims to redress the relative neglect faced by Local Community Knowledge*. By promoting its examination in academia, private and public sector, by linking it to centres of excellence in different spheres of human endeavour, the proposed Centre will also be acting in line with the philosophy of Ambedkar University to contribute to the cause of equality and social justice, empowerment through knowledge and the promotion of excellence.

The VISION of the Centre for Community Knowledge Heritage includes,

Firstly, to achieve an understanding of the heritage of knowledge and its practice whether oral or otherwise, as found prevalent among Indian marginal artisanal, farming and tribal communities. Such a documentation and study by mainstream researchers in tandem with the community itself, would aim to authenticate and valorise this body of knowledge and transmit this to the mainstream.

Secondly, to identify opportunities where detailed field research can contribute to changing attitudes and better policy making for development both by enabling the community itself to chart its own course in change and modernization as well as by promoting sustainable future use of this knowledge.

Thirdly, to conduct interdisciplinary research in collaboration with other AUD schools and centres, and with invited scholars and institutions, professionals and practitioners, to strengthen the Centre and other AUD academic and research programmes

Fourthly, to devise programs that will try to make the carriers of such knowledge creative in the evolving society, while enhancing social science's understanding of such social, economic, ecological and cultural phenomena

Fifthly, to act as an advisory body for policy makers and planners, and develop capability to advise in interventions in local communities.

MISSION of the Centre

The proposed *Centre* will strive to become a national and global leader and innovator in developing excellence in *local community knowledge archiving, research, teaching and collaborative community development*. In so doing, the Centre promotes the study of local community knowledge and practice as a means of democratizing the knowledge society, and working towards social justice and human rights in a globalizing world.

A study of *oral and material aspects of community heritage* in a 'globalising' world means building an access to cultural and intellectual resources that enlarge the vision of what it means to be human and offer wisdom and experience that foster respect for difference, empower the disenfranchised and promote social justice.

Such studies can highlight the *autonomous processes of cultural innovation*, choice making and adaptation of 'alien' values and ideologies, innovations in the everyday life-styles and livelihoods, the development initiatives of independent action groups and occasions where the traditional socio-cultural frameworks become the spring-board for invention or happen to be creatively reshaped and reassessed without breach of continuity.

OBJECTIVES of the Centre

- a) To explore the largely uncharted area within chosen local communities to collect information that is as 'authentic' as possible, and introduces this work into other academic disciplines. This will lead to a pivotal role in this emerging field of interdisciplinary research by creating programmes to bridge the divide between scholarship and practice.
- b) To facilitate directly and indirectly, opportunities for scholarly support to field locations and supporting exchange and participation between groups, institutions and individuals active in the field.
- c) To conduct and promote research programmes in chosen frontier and interdisciplinary areas of the humanities, social sciences and science, and organize seminars, workshops and symposia on these areas, to integrate understandings across disciplines and the usually segregated research and development components, and lead to a reciprocal dialogue between sources of knowledge.
- d) To work with other institutions within the country and elsewhere, that examine local traditions, promote and revitalise practices knowledge traditions and innovations.
- e) To collect and archive the digital audio-visual testimonies of oral and intangible knowledge pertaining to community and indigenous understanding and practice, by recording work, life and livelihoods, its cultural manifestations, ecological and technical processes, and connected tools, methods and practices.
- f) To analyze and disseminate Indigenous Community Knowledge, keeping pace with the latest developments in Social Science and Science. This will require academic interventions and collaborations to serve the needs of selected

community, wider public and policy makers as well as enter the academic programmes of the university.

g) To promote local and community digital archives and archiving that will preserve recordings of traditional lifestyles and cultures, innovations and practices. Such protection will increase youth and wider public interest in, and use of indigenous community knowledge and cultures.

h) To research legal guidelines, laws, policies and administrative arrangements for indigenous knowledge protection, emphasizing prior informed consent before such knowledge can be used by others.

The road ahead...

Establishing *community archives and resource centres* with the objective of documenting and conserving Cultural Knowledge and Practice as a Strategy for Sustainability. These community centres are to be created by members of the community, who are in any case are the best to follow the local lore and language and will recognize the various details of the practice. The community centres will coordinate field study of local knowledge and practice, in collaboration between scholars and practitioners.

Identifying and involving *external facilitators*, to ensure that the collection process is based on complete partnership with the community, and able to frequently assess the collected information for its usefulness and suggest directions the research practice can take.

Promoting high-quality, relevant *interdisciplinary research* that will make the university and its work relevant and beneficial to the communities in the field. There is an increasing recognition in the social sciences of the importance of integrating analysis of narratives and lived histories and experience to inform social research.

Become a hub for developing an *innovative Doctoral Program* in local knowledge studies that will facilitate the acquisition of Ph.Ds. and other academic credentials by knowledgeable members of the concerned community itself. This will support knowledge leadership and also build appropriate building blocks to transform their specific knowledge system into one of pedagogic replicability.

Developing *campus - community partnerships* by inviting scholars-in-residence, students and research associates of diverse (academic and non-academic) background who will conceptualize and carry out oral archiving and knowledge collection projects within the context of multiple diversities. Knowledge collection is a proven and highly effective means of achieving knowledge transfer, as seen in local indigenous (called First World) communities in North America, Africa and Australia. The Centre will carry this forward through community-based projects and innovative training programs. These will be developed in cooperation with and through input by communities, oral knowledge and craft researchers.

Promote technological innovation in field collection and academic research by *using digital media for collection and archiving*. Oral testimony and practice can now be recorded digitally, while archiving has begun to use multimedia software. This format allows field centres to rapidly collect and build Knowledge Base records in a suitable format. This easy up-dating, encourages expansion of the Network of contributors, and enhance the information available to users. Worldwide, major archives and research centres have begun to develop standards for preserving digital data.

The Centre will take a lead role in *exploring these technological, legal and ethical challenges* in the Indian context. While training research & documentation students in the use of digital hardware and software, it will help them ask critical questions about the use and practice of such tools. In cooperation with social scientists and others, the Centre will develop best practices for community knowledge archives in India and the non-western world. The Centre will pursue innovation in audio and video digitisation, and be a leader in open source and transparent digital database management.

Main Work Elements of the Centre would include:

1. The establishment of a resource centre for documentation, database information, research, development and training on the subject of Community Knowledge;
2. To gather data and facilitate the documentation of Community Knowledge in the fields of rural industries, craft and artisanal technologies, environmental and ecological management, education, health, and agriculture;

3. To develop a system of digitally storing and retrieving records of Community Knowledge Systems;
4. To arrange and organise seminars and workshops for development and dissemination of Community Knowledge;
5. To provide administrative, managerial and organisational support and services to visiting scholars and affiliated field sites and research projects at the Centre;
6. To publish monographs and reports on frontier and interdisciplinary areas of sciences related to Community Knowledge Systems.

This will be *actualised by* Programs that:

1. Identify and develop field research methods at selected field sites and at the Centre, through direct studies, collaborations, and other academic support and interventions.
2. Develop digital documentation and archiving (audio, visual and textual) systems located both in the field and at the Centre. And so lead to creating a virtual and real meeting place for studies and research on oral, indigenous and community knowledge.
3. Promote critical studies of community knowledge, so as to be able to authenticate, document and bring into academic discourse, the 'overlooked' areas of 'oral' and 'community' knowledge.
4. Develop a pedagogy of learning about oral community cultures and networking with other knowledge and policy making agencies on matters relating to community knowledge
5. Establish the practice of appointing a Scholar in Residence at the Centre who will contribute towards a creating a body of knowledge on an associated theme
6. Establish and award Ph.D degrees which are inter-disciplinary, field based, and acknowledge the vocabulary and validity of knowledge carried by local practitioners.
7. Contribute towards credits for Degree/Diploma Programmes in other departments
8. Develop partnership and funding opportunities.

The major *personnel* include:

1. Director of the Centre, who will oversee the administrative and research activities
2. Field documentation and archiving Director
3. Research scholars and associates, associated with specific field projects
4. Visiting scholars, or scholars-in-residence.

Contributors to the study

Ashok Jain retired from the National Institute of Science Technology and Development Studies. He has been looking at impact-making yet little-known innovative approaches dispersed in various parts of the country.

Surajit Sarkar is a digital media professional and new media artist engaged in coordinating collection of oral histories and knowledge in some regions and communities in the country.

Archana Shastri is Professor and Head of Department, Kaldarsana at the Indira Gandhi National Centre for Arts, Delhi. This division of IGNC A provides a forum for creative expression, interaction and communication in areas of art and culture.

Lotika Varadarajan, historian-ethnologist, has worked on Traditional Indian Knowledge Systems against the backdrop of the Intellectual Tradition fostered through the colonial experience.

Vijaya Varma retired as Professor of Physics and the Dean Planning of the University of Delhi. Currently he is the Advisor Planning to the Ambedkar University, Delhi