



**Ambedkar University Delhi**  
Established by The Government of NCT of Delhi

# AUD NEWSLETTER

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## 63% of those graduating from AUD this year are women

**New Delhi:** Ambedkar University Delhi (AUD) held its 10th convocation ceremony on Tuesday where degrees were conferred upon 1,042 students. Over 63% of those graduating this year are women.

Speaking at the ceremony, deputy chief minister Manish Sisodia said that while two new campuses would be added under AUD, the College of Arts will also be attached to the university soon and that a few formalities pertaining to the latter were pending.

Urging the graduates to become ambassadors of social justice and equality, Sisodia said, "Wherever Babasaheb is mentioned across India, equality and social justice permeate the atmosphere. Therefore, it becomes the responsibility of every student who graduates to use their knowledge and skills towards bringing equality and social justice."

Sisodia also urged students to join the "Desh Ke Mentor" programme and guide students of Delhi government schools who are unable to turn to their families for guidance.

AUD vice-chancellor Anu Singh Lather stated that in the current academic year, the university saw an increase in the student intake. LG Anil Baijal presided over the ceremony and Dr K Kasturirangan, former ISRO chairman, was the chief guest.

Meanwhile, the varsity is planning to reopen the campus for students after the winter break. Officials said that libraries and computer centres would be made accessible to students from Friday. **TNN**

## अंबेडकर विश्वविद्यालय छह गांवों को गोद लेगा

**पहल**

**नई दिल्ली | प्रमुख संवाददाता**

राजधानी के गांवों को सवारने के लिए यहां स्थित विश्वविद्यालय उन्हें गोद लेंगे। वह गांववालों को कानूनी शिक्षा, सामाजिक सौहार्द, लैंगिक समानता, शिक्षा व स्वरोजगार के लिए जागरूक करेंगे। साथ ही, गांव के युवाओं को उद्यमिता का कोर्स कराकर उन्हें प्रमाण पत्र भी देंगे।

अंबेडकर विश्वविद्यालय की कुलपति प्रो. अनु सिंह लाथर ने बताया कि हम विश्वविद्यालय के आसपास के छह गांवों को गोद लेंगे। विश्वविद्यालय

### डीयू ने भी इस दिशा में उठाए हैं कदम

डीयू ने भी दिल्ली के कुछ गांवों को गोद लिया है। वहां पर डीयू की तरफ से उद्यमिता का प्रशिक्षण, कोविड-19 के दौरान लोगों को वैक्सिनेशन सहित तमाम जानकारीयों उपलब्ध कराई हैं। एनआईआरएफ रैंकिंग में देश में पहला स्थान पाने वाले मिरांडा हाउस कॉलेज ने भी कई गांवों को गोद लिया है और वहां स्वरोजगार के अलावा अन्य जागरूकता कार्यक्रम संचालित करता है।

का आउटरिच एंड एक्सटेंशन डिविजन इसे करेगा। आधुनिक सुविधा से युक्त एकेडमिक इनिशिएटिव वेन गांव-गांव पहुंचेगी और उसमें वह सभी सुविधाएं और जानकारी होंगी, जिससे गांव के लोग लाभान्वित होंगे। इसे करने में दो वर्ष का समय लगेगा।

उन्होंने बताया कि हम वहां पर कानूनी साक्षरता के लिए भी काम

करेंगे। यह पहल जानो अपना संविधान के तहत होगी। इसके तहत गांव के लोगों को उनके अधिकार के अलावा कर्तव्यों की भी जानकारी दी जाएगी।

**सर्टिफिकेट कोर्स के लिए नहीं होगी फीस :** कुलपति ने बताया कि गांवों के युवा जो सर्टिफिकेट कोर्स करेंगे, उसके लिए उन्हें किसी तरह की फीस नहीं देनी होगी। उनको हमारे यहां

चलने वाले अटल इन्क्यूबेशन सेंटर में प्रशिक्षित भी किया जाएगा। इसके अलावा, केयर एंड कम्युनिटी क्राइसिस मैनेजमेंट फॉर कम्युनिटी लीडर्स से संबंधित सर्टिफिकेट कोर्स भी डिजाइन किया गया है।

**आधुनिक सुविधा से लैस होगी वेन :** एकेडमिक इनिशिएटिव वेन आधुनिक सुविधाओं से लैस होगी। इसमें डिस्टेंस बोर्ड, कंप्यूटर के अलावा सभी मूलभूत सुविधाएं होंगी। यह गांव-गांव में जाएगी। इससे गांव के छात्र ही नहीं अन्य लोग भी लाभान्वित होंगे। उनको साक्षर करने, लैंगिक जागरूकता के लिए भी यह वेन काफी कारगर होगी। विश्वविद्यालय द्वारा इस तरह का पहला प्रयास है।







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## A NOTE OF THANKS

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All images unless separately mentioned are taken either from AUD website, or photos taken in official university events or from posters designed by members of School/Centre. Without naming (unless indicated), we thank everyone for being such creative poster designers

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## RENDEZVOUS WITH VICE CHANCELLOR

Professor Anu Singh Lather



**The University inaugurated AIC-AUDF, Skill Development Centre and Outreach and Extension Division. What role do you imagine of these three in the future of the University and how will they contribute to the city of Delhi?**

Ambedkar University Delhi Foundation (AIC – AUDF) is an Incubation Centre established by Ambedkar University Delhi to implement the Atal Incubation Centre (AIC) supported by NITI Aayog, GoI. This is the only Social Sciences university that was shortlisted for prestigious Atal Incubation Centre by AIM, NITI Aayog, GoI.

The Centre's endeavor is to create an ecosystem of innovation and entrepreneurship within the university and also for the city of Delhi. The interdisciplinary space of AUD, especially in applied fields such as business, design, development practice, education, ecology, mental health etc., is seen as an appropriate location for setting up the AIC-AUDF. AIC-AUDF has always maintain the highest standards to dispense provisions in last mile connectivity, energy, health, education, agriculture, water, and sanitation with the aim to impact society at large.

At the incubation centre we have created 10,000 sq. feet world class incubation facilities with plug-n-play facilities, an array of expert members, researchers, and academicians to provide the best quality mentorship; easy access to seed funding along with extraordinary opportunities to get access of investments from our pool of valuable investors. The facilities was inaugurated by Sh. Manish Sisodia, Hon'ble Deputy Chief Minister, Delhi on 29th October, 2021. Since October, 21 AIC-AUDF has impacted about 3500 students by conducting several successful and engaging boot camps and workshops, "Idea to I am," "Dastan-e-Startup," "InQuizzBee," to namesome.

To carry forward the University's vision for reaching out the masses in Delhi & NCR region, a Skill Development Centre (SDC) is established with a mission to reach out different stakeholders, including the students of AUD, to equip them with required skill set for meaningful employment as per demands of the industries and also facilitate them to become entrepreneurs in generating job opportunities. The National Education Policy (NEP) 2020 has strongly articulated that the incubation of skill development centers (SDC) will be set up in higher education institutions in partnership with industries. The SDC is supposed to groom and train the workforce by offering short-term skill certificate courses and performing entrepreneurial activities to benefit all the stakeholders.

The centre would take-up the vocational/skill education to new levels with adequately aligned to the National Skill Qualification Framework (NSQF) levels. All the skill training programmes will be in sync with the 'Skills India Programme' of Govt. of India for imparting knowledge on vital job skills to the students and workforce, thus enabling them to acquire an additional certificate along with their degree certificates. These add-on courses would supplement the core education practices and take the university benchmark for education to the next level. Through this initiative, the students will be able to pursue these



certificate programmes along with their regular degree programmes.

The skill training programmes offered by the SDC will also form the integral part of the outreach and extension activities of the University through the Outreach and Extension Division, where in such skill training programmes can find a place in the adopted villages for enhancing their livelihood through education and training. This will lead to the empowerment of population, especially women in the adopted villages in the areas of health, sanitation, education and economic conditions through continuous earning.

The Outreach and Extension Division was formally launched on 30th September 2021 with the mandate of access, equity, inclusion and collaboration. The Outreach and Extension Division, the Skill Development Centre, the Incubation Centre have been imagined to work in interconnected ways. The Division has adopted three clusters in the Kirti Nagar area of West Delhi—Jawahar camp, Chuna Bhatti and Kirti Nagar 5/35. The Division will soon have a mobile van which will organise digital literacy and legal awareness programmes for the people in the adopted clusters through the 'Aademics on Wheels' programme. The Division will also work in villages of Ghumanhera. Talks are already on to adopt more clusters in the Kashmere Gate area. Leadership building training, JanoApnaSamvidhan, coaching for civil services and other government jobs, Know your City walking tours will all be rolled out through this division in the months to come. The main idea is that as a social science and humanities university how is it that we connect with our community/neighbourhood and people.

**The University inaugurated new building and auditorium at Karampura campus. How will the academic activities of the University benefit from this infrastructural expansion?**

Recently, a multi-purpose building and an auditorium has been set up at the KP Campus. The Multi-purpose Building has guest house, staff quarters, a space for crèche etc. The auditorium has about 300 sitting capacity with all modern A/V system. While the guest house will be used to accommodate visiting professors engaged by different schools the auditorium will support for organising conferences, seminars, workshops and symposium etc., including the lecture for students. In today's competitive era, such facilities are highly crucial in preparing students at an international level.

**What concrete steps are you taking towards implementation of NEP 2020 at AUD?**

The University has been working on the implementation of NEP 2020 from July 2020. Collectively we have been closely following its previous drafts and had begun the preparation for the implementation even before the Policy was released. There have been series of internal and external discussions where each School has submitted its plan for NEP implementation. The University constituted a committee with Professor K. Ramachandran as its Chairperson to develop a roadmap for the implementation. Based on the outcomes of the deliberations five new Schools are being constituted in the areas of:

- a. Philosophy and Religion Studies
- b. Indigenous Knowledge Systems and Tribal Studies
- c. Public Policy
- d. Media Studies
- e. Mathematics, Statistics and Data Science.

We have already launched three Centres in the areas recommended by the NEP 2020:

- a. Centre for Research and Archiving in India and Indigenous Language & Knowledge System (CRA-IILKS) for research and development of resources in the Indian languages.
- b. AUD Centre for Incubation, Innovation & Entrepreneurship (ACIIE) that aims to create an ecosystem of innovation and entrepreneurship within the university. The Centre has been awarded under the Atal Innovation Mission, NITI Aayog, Government of India with financial support of Rs. 10 crores.
- c. Skill Development Centre (SDC) for development of entrepreneurial skills and providing resource and incubation support to students' ideas.

The School of Letters has started a four-year BA (Hons.) Programme in Hindi. All undergraduate programmes are shifting to four-years model. The School of Education Studies has successfully applied to the National Council for Teacher Education (NCTE) for the launch of the 4-year BABEd programme in the arts stream from 2023. The Student Services Division is set to begin admissions through CUETs from

this year onwards – as a State University this is a significant achievement. The AES Division is working towards implementing the Academic Bank of Credits system.

The University has ICT integrated in the mainstream from its inception. Now with support of the IT Services, the implementation SAMARTH (Smarter Automation Engine for Higher Education Institutes) is ongoing. It is a University Information Management System developed by Delhi University in collaboration with the Ministry of Education, Government of India. This will support paperless and swift administrative process across different areas of the university life including student and human resource management, financial management, academic governance and planning, as well as evaluation.

**The tenth Convocation was held this year with 1042 students graduating. What are your future plans of student expansion and what are the ways in which the Delhi government will support on the plans?**

The collective ambition of the University is to become a MERU (Multidisciplinary Education and Research University) as envisioned by NEP 2020. We want to cater to a much larger number of students and be the best in the region and the country. We have two new Campuses coming-up in Dheerpur and Rohini. These campuses would be able to host more than the enrolment target of 10,000 students set by the NEP 2020 for 2030. The University has always had the support of the Government of NCT of Delhi in all its endeavours. The Government's support for the development of the two campuses is a fine example of this.

**The Delhi Institute of Heritage Research and Management has merged with AUD and become School of Heritage Research and Management. What are the ways in which you think that the academic flavor of the institute can merge with AUD's existing vision and mission?**

This is the fourteenth school of Dr B R Ambedkar University Delhi. The vision of the School is in consonance with the interdisciplinary flavour of the university. There are two MA programmes already in place--MA in Conservation, Preservation and Heritage Management and MA in Archaeology and Heritage Management. There are plans to start a PhD programme in Heritage Studies and Management, a diploma programme in Folklore Studies as well as short term certificate courses for professionals on diversity and heritage of India. A basket of courses for undergraduate students will also be prepared by the School so that from that stage itself students have exposure to heritage studies, issues related to conservation of monuments and other heritage sites. This will also be in line with the interdisciplinary focus of undergraduate teaching as per NEP. The School will also enter into MOUs with various museums and conservation agencies in Delhi and outside and undertake research and policy based work contributing towards the cultural policy of the government.

**The pandemic continued through the entire year, as the head of a social science and humanities institution what message do you have towards the role of these institutions in assessing the impacts of the pandemic and propose long term recommendations for the future?**

Interdisciplinary knowledge networks need much strengthening if we are to study the impact of the pandemic. Sciences or Social Sciences alone can neither holistically study the impact, nor suggest sustainable reforms. The pandemic is not only a health crisis but socio-economic, cultural historic and emotional crises as well. How academic institutions learn to support each other towards the goals of holistic understanding of current and predicted issues and opportunities, will shape our future as a civilisation.

One area where we must pre-empt, and work together is the climate change. As institutions of a leading country in the Global South, our collective task is to develop a new perspective for our planet and progress.

It is also essential that academic institutions work with the governments, civil society and citizens. Easy as it may sound, it is challenging to balance the goals of different stakeholders. As a public social science academic institutions we must demonstrate that working together is not only possible, but that it is essential as we re-imagine the post-pandemic futures.

# AUD NEWSLETTER

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## LETTER FROM THE EDITOR

AUD Newsletter 5 is presented to its readers. This issue covers university initiatives between July to December 2021. The major University event in the month of December is the Annual Convocation. This time, maintaining COVID protocols, graduating Masters and research scholars were present in person at the Convocation. After many months the University dressed up colorfully for the occasion, and it was wonderful to see most students choosing to come to campus to collect their degrees, meet their classmates and teachers.

The University has embarked on new initiatives between this six months:

- Inauguration of the Atal Incubation Centre-AUDF
- Launch of the Outreach and Extension Division
- Establishing the Skill Development Centre
- Establishing the Centre for Research and Archiving in Indian Languages and Indic Knowledge Systems
- Launch of the E-library through Refread, a single window portal to access all e-resources

Besides these, the Delhi Institute of Heritage Research and Management has merged with the university as School of Heritage Research and Management, as the fourteenth interdisciplinary School of the University with its faculty, staff and two Masters programmes Masters in Conservation, Preservation and Heritage Management and MA Archaeology and Heritage Management. This School is located at Qutb Institutional Area making this the fourth site in the city of Delhi where the University has premises.

These academic initiatives were complemented with inauguration of the Multipurpose Block at Karampura campus which has staff quarters, guest house for scholars in residence and a crèche facility. The new 200 seater auditorium was also inaugurated within this time period. The University recognized all security guards and housekeeping staff from different campuses who gave their undeterred services through the different phases of the lockdown by distributing certificates on the Independence Day of 2022 which also begun Azaadi ka Amrit Mahotsav at the University for year-long programmes.

COVID facilities like setting up vaccination centre and enabling faculty, staff, students, their families, domestic workers to avail the services was ensured by the University. All Schools, Centres and Divisions of the University carried on with their multiple academic activities, mostly in hybrid mode. In this Newsletter, reporting on (online) internships from various Schools forms an important pedagogic contribution. Despite the pandemic, various Schools, with committed student and faculty representatives, arranged for online or on site internships for the undergraduate and postgraduate students.

As the year ends, the hopes of return to campus life for all members of the University community seem a possibility. The university emerged as a community, with resilience and care for each other as the ethical framework governing not just life within the University but also as an enduring message for the society.



Rukmini Sen  
Director, Centre for Publishing  
May 2022



FROM THE  
NEWSROOM

## TENTH ANNUAL CONVOCATION 21/12/21



### University Report by Vice Chancellor, Professor Anu Singh Lather



### Address by Hon'able Chancellor, Shri Anil Baijal

### Professor K Kasturirangan, Former Chairman ISRO, Convocation Address







Hon'ble Deputy Chief Minister  
Shri Manish Sisodia  
releases AUD Newsletter and Concept Bank  
for Undergraduate Programmes



Registrar Dr Nitin Malik  
with the Scroll of the Degrees



## UNIVERSITY REPORT BY VICE CHANCELLOR, PROFESSOR ANU SINGH LATHER (EXCERPTS)

The graduating students appearing in today's Convocation have completed their degrees in very difficult times. 1042 students have successfully completed their degrees in 2021. Of these, 438 students will receive undergraduate degrees, 558 will receive postgraduate degrees, 29 will be awarded with MPhil degrees, 05 shall be awarded PhD degrees, and 12 students shall be awarded with diplomas. I am pleased to announce that 63.05% of our graduating students are women. University with its mission focussed on social justice, we work towards ensuring that education is accessible to all students and that no student is left behind because of financial constraints. We offer full and partial fee waivers to students based on social category and income slabs. In 2020-21, 1102 students availed fee waivers. 247 students benefited from the Student Welfare Fund, 643 students were awarded Merit Scholarships, and 193 availed Learning Enhancement Fund. Students were also financially supported with Internet Reimbursement to ensure that they continue their studies. Many students, who required assistance with devices to attend online classes, have also been provided with Tablets.

We are the first state university to implement SAMARTH (Smarter Automation Engine for Higher Education Institutes) Project, which is a University Information Management System, developed by Delhi University in collaboration with the Ministry of Education, Government of India.

The Delhi Institute for Heritage Research and Management (DIHRM) has been merged with Dr. B.R. Ambedkar University Delhi, and has been successfully integrated with the University system as School of Heritage Research and Management. The University has been included in the list of reputed National Universities recognised by the Indian Council for Cultural relations (ICCR) for participation in the Government of India scholarship scheme for foreign students seeking admission to institutions of higher education in India. In the admission cycle for 2021-22, students from Afghanistan, Bangladesh, Botswana, Cambodia, Cameroon, Ethiopia, Gambia, Indonesia, Iran, Iraq, Jordan, Kazakhstan, Kenya, Malawi, Maldives, Mauritius, Magnolia, Myanmar, Namibia, Nepal, Netherlands, Nigeria, Panama, Sudan, Syria, Tajikistan, Tanzania, Vietnam, Yemen, Zambia and Zimbabwe have applied for admission to various programmes under ICCR scholarship scheme.

In 2020-21, through the Training and Placement Cell, the University organised eight training sessions in which 693 students participated. A total of 64 campus placement and internship drives were conducted in which 1780 students participated. Some of the companies invited for placement included Wipro, Tech Mahindra, Byjus, Asahi Glass Pvt. Ltd., Teach for India, Finorbit Global, Absolut Data Research & analytics Solutions Pvt. Ltd., Kotra, XL Dynamics, SBI, Rudder Soft Solutions Pvt. Ltd., Perfect Generators, Oyster Connect, Confederation of Indian Industry (CII), KaroSambhav, Planet Spark Pvt. Ltd., AzimPremji Foundation, Arabesque 2, Tata Consultancy Service, Magistral Consulting, Digiversal / ExpertGrad, Planet Spark, Athena Education, Torque Communication, HCL Foundation etc.

During the last one year, the university has expanded in diverse directions and launched the Skill Development Centre, Centre for Research and Archiving in Indian and Indigenous Languages and Knowledge System, and Outreach and Extension Division for enhancing the University's research, innovation and community engagement capacities. I am also excited to share with the esteemed guests, a significant initiative of the university, a 'Concept Bank' for students coming from Hindi Medium Schools and with Hindi as mother tongue. We realized that the maximum drop-out rate of students occurred in the first year with hindi medium background. Keeping this in mind, a committee was constituted to deliberate and work on a Concept Bank "Avdharana Kosh".

Dear graduating students, you are the ambassadors of Dr. B. R. Ambedkar University, Delhi. The University will be known by your work and conduct. So I appeal to you to show high moral values and integrity in your thoughts and deeds, love for your nation and become productive and responsible citizens of the country. We hope that you will imbibe and practice the principles of equity, social justice and excellence in your work and life spheres. We hope that while you move forward from here you will continue to be connected with your alma mater and will share your work and wellbeing with us to formalise this connection, the university has instituted an alumni office and alumni portal and will further strengthen the systems for building an all-inclusive alumni network. I congratulate all of you for successfully completing this major milestone and wish you the very best for your journey ahead



**INAUGURATION OF ATAL INCUBATION CENTRE-  
AUD BY DEPUTY CHIEF MINISTER SHRI MANISH SISODIA 29/10/21**



**AUD students displaying their entrepreneurship skill projects**







**Mr Sudhir Kant,  
Director AIIC-AUDF  
presenting the vision  
of the Centre at the  
inauguration**





INAUGURATION OF THE MULTIPURPOSE BLOCK AND  
AUDITORIUM AT KARAMPURA CAMPUS  
BY DEPUTY CHIEF MINISTER SHRI MANISH SISODIA 2/11/21



MLA Mr Shiv Charan Goel extending his support towards collaboration with University





## NAAC PEER TEAM VISIT









## After DU's high first cut-off list, AUD offers a ray of hope

Eligible candidates will have to get their documents verified physically on campus today and tomorrow

SPECIAL CORRESPONDENT  
NEW DELHI

Ambedkar University Delhi (AUD) on Tuesday released its first cut-off list for admissions into various undergraduate programmes.

The university's cut-off is lower than that set by the University of Delhi, giving hope to many students from the NCR to secure a seat. The highest cut-off was declared for BA (Hons.) with a major in psychology for which, the university has set a cut-off for NCT candidates at 98.75%, and for candidates from outside Delhi at 99.5%.

### Reserved seats

The university reserves 85% of its seats for candidates from the NCR and therefore, released two cut-off percentages in the general category



New alternatives: Ambedkar University's cut-offs are lower than those set by Delhi University. \*FILE PHOTO

— one for students from the NCR and the other for students outside the NCR. The university also released a merit list of applicants who had cleared the cut-off in various categories as a "provisional admission" list based on the marks entered by the candidates while filling the

application form.

For BA (Hons) Economics, the cut-off for NCT candidates is 97.25% and for candidates from outside Delhi 97.75%. For BA (Hons) English, the university has set the mark for NCT candidates at 97.50% and for candidates from outside Delhi at

97.50%. For BA (Hons) History, the cut-off is 96.75% for NCT candidates and 98.50% for candidates from outside Delhi. BA (Hons) Mathematics has cut-off at 94.25% for NCT candidates and 95.25% for candidates from outside Delhi. For BA (Hons) Hindi, the university has set the cut-off for NCT candidates at 81.75% and for candidates from outside Delhi at 82.25%.

### Two campuses

At the Kashmere Gate campus, AUD offers BA (Hons) with a major in English, economics, history, mathematics, psychology, sociology, social science and humanities, and Hindi. It also offers a degree in Bachelor of Business administration.

At the Karampura cam-

pus, it offers BVoc in retail management, tourism and hospitality, accounting and finance, and early childhood centre management and entrepreneurship. The campus also offers BA in global studies, law and politics, social sciences and humanities and sustainable urbanism.

According to the admission process by the university, those candidates that have made it to the first list will have to get their documents verified physically on campus between 10 a.m. and 5 p.m. on October 6 and 7. The last day for payment is October 7.

The second cut-off list is scheduled to be out on October 8. AUD said that it may release up to six cut-off lists depending on how many seats remain vacant.

## आंबेडकर विवि: चौथी कटऑफ जारी, साइकोलॉजी में सीटें फुल

अमर उजाला ब्यूरो

नई दिल्ली। आंबेडकर विश्वविद्यालय ने स्नातक पाठ्यक्रमों के लिए चौथी कटऑफ जारी कर दी। इस कटऑफ के तहत साइकोलॉजी विषय में सभी सीटें फुल हो गई हैं। वहीं, बीए ऑनर्स अंग्रेजी व इकनॉमिक्स समेत अन्य कोर्सों में भी आरक्षित वर्ग में सीटें भर गई हैं।

अब छात्रों के पास बीए ऑनर्स हिस्ट्री, सोशल साइंस एंड ह्यूमेनिटीज समेत अन्य विषयों में दाखिले के अवसर हैं। छात्र एक नवंबर तक दाखिले के लिए आवेदन कर सकते हैं जबकि तीन नवंबर फीस जमा करने

एक नवंबर तक कर सकते हैं दाखिले के लिए आवेदन 3 तक जमा होगी फीस

की अंतिम तिथि है। कटऑफ के मुताबिक, बीए ऑनर्स हिस्ट्री के लिए सामान्य वर्ग के लिए 92.75 फीसदी, अनुसूचित जाति के लिए 79 फीसदी, अनुसूचित जनजाति के लिए 64.75 फीसदी कटऑफ है। बीए ऑनर्स सोशल साइंस एंड ह्यूमेनिटीज में सामान्य वर्ग के लिए 93 फीसदी, अनुसूचित जाति के लिए 78.50 फीसदी कटऑफ है जबकि अनुसूचित जनजाति के लिए सीटें फुल हैं। इसी प्रकार बीए ऑनर्स

सोशियोलॉजी में सामान्य वर्ग के लिए 92.25 व ओबीसी के लिए 80.75 फीसदी कटऑफ है, जबकि अन्य श्रेणियों में सीटें फुल हो गई हैं।

बीए ऑनर्स अंग्रेजी के लिए सामान्य वर्ग में 94.25 व ओबीसी के लिए 86.75 फीसदी कटऑफ है और अन्य श्रेणियों में सीटें फुल हो गई हैं। बीए ऑनर्स इकनॉमिक्स में सामान्य वर्ग के लिए 95.75 फीसदी कटऑफ है। इस विषय के लिए अनुसूचित जनजाति में एक भी आवेदन नहीं मिला है। बीए ऑनर्स मैथेमेटिक्स में सामान्य वर्ग के लिए 88.50 फीसदी कटऑफ है जबकि अन्य श्रेणियों के लिए आवेदन नहीं मिला है।



# AUD Admissions Under First Cutoff Begin, Many Keep DU Option Open

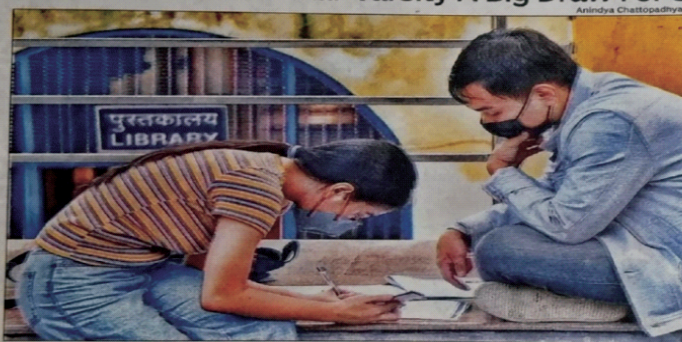
However, Unique Courses At Ambedkar Varsity A Big Draw For Several Aspirants

Shinjini Ghosh@timesgroup.com

New Delhi: Admissions under the first cutoff list at Ambedkar University Delhi (AUD) began on Wednesday with aspirants visiting the campus for physical verification. Along with the cutoff list, the varsity had also released a provisional list of candidates who were clearing the cutoffs for its various merit-based undergraduate courses.

With AUD's cutoff being marginally lower than that of DU, several students said that they were taking admissions at AUD as they could not get into their preferred DU colleges.

Anwesha Samanta, an aspirant who received 96.2% in her Class XII boards, said, "As of now, I am taking admission at AUD for BA (Honours) history. I had applied for a bunch of courses to DU as well but I did not clear the first cutoff list. Though I am taking admission at AUD, I will still wait for DU's second cutoff list and



READY FOR THE NEXT BIG LEAP

will take a transfer if required." With 98% marks in his Class XII exams, Krishnans-

hu, another aspirant, said that he would also wait for the DU's next list. "I had applied

for BA (H) history and a few other subjects in DU. However, I did not make the cut in

the first list. As I am clearing the AUD cutoffs, I am going ahead with my admission here. Will take a call about Delhi University after the second list is out," Krishnanshu said.

However, several others said that unique courses like BA(H) global studies and BA (H) law & politics offered by AUD were their first choice for admission.

Aryan, an aspirant who visited the campus on the first day of admissions, said, "I wanted BA (prog) in DU but the cutoffs were quite high. Moreover, I was interested in the law and politics course offered by AUD. So I will be taking admission here itself."

For Lavanya, who has 91% in her Class XII boards, faculty in a particular department was more important. "I was clearing the cutoff at Sri Venkateswara College and Maitreyi College among others but I wanted AUD because faculty matters at the end of the day. Now, I have my choice of course and university both," she said.

## दिल्ली की छात्राओं ने वनांचल के गांवों में किया शोध



रहटगांव. डॉ. भीमराव आंबेडकर विश्वविद्यालय दिल्ली के छात्राओं का सात दिवसीय शोध दौरा रहटगांव तहसील क्षेत्र में हुआ। 5 छात्राएं और उनके शिक्षक डॉ. बुध्वादित्य दास तहसील क्षेत्र के वनांचल में विकास और पर्यावरण से संबंधित अध्ययन करने 17 अक्टूबर को पहुंचे। समाज शास्त्री डॉ. दास ने बताया कि छात्राओं ने वनांचल के किसानों से उनकी आजीविका, वनोपज और खेती के बारे में चर्चा की। वनांचल में कार्यरत एनडिजी फायर जैसी गैर सरकारी संस्थाओं में विकास कार्य, शिक्षा और समाज सुधार जैसे विषयों का विश्लेषण किया। वनग्राम केलझिरी, बड़वानी और बोथी के दौरे के दौरान ग्रामीणों के कोरोना टीकाकरण की सफलता, पानी की समस्या और अन्य विषयों पर भी चर्चा की।

## AUD unveils centre on Indian languages

Research will be done to challenge dominance of western social theory, says V-C

SPECIAL CORRESPONDENT  
NEW DELHI

Ambedkar University has launched a Centre for Research and Archiving in Indian Languages and Indic Knowledge Systems (CRA-ILIKS) under the School of Letters to investigate into the working of myriad knowledge systems of pre-colonial India.

The university said that the centre has been started

with a financial grant of ₹6 crore from the Art, Culture and Languages Department of the Delhi government.

The university said CRA-ILIKS will have four components. It will build a *bhasha* archive, a vast, multi-pronged and constantly growing digital collection propelled by a multilingual search engine and user-friendly interface on the web. It will be accompanied

by a substantial programme of translation, transcription and curation. The multidisciplinary academic research and a publication programme will make the other two necessary components.

Professor Anu Singh Lather, Vice-Chancellor of AUD, said the centre had been launched in line with the emphasis by the National Education Policy on Indian knowledge systems. She ad-

ded that the research is intended to challenge the dominance of western social theory and the notion that English language is the only medium of knowledge production. CRA-ILIKS will soon launch aforesaid archive as well as an encyclopedia of Indian thought and knowledge systems, the V-C said.

Two academic journals, one in Hindi and other in English, will also be published.



# आंबेडकर विवि में शुरू हुआ इन्क्यूबेशन सेंटर

■ विशेष संवाददाता, नई दिल्ली

दिल्ली के उपमुख्यमंत्री और शिक्षा मंत्री मनीष सिसोदिया ने शुक्रवार को आंबेडकर यूनिवर्सिटी दिल्ली (AUD) में इन्क्यूबेशन सेंटर का उद्घाटन किया। उपमुख्यमंत्री ने कहा कि यह इन्क्यूबेशन सेंटर हमारे भविष्य के ऑनप्रेन्योर्स के लिए एक बुनियाद का काम करेगा जहां से वो अपने नए आइडिया और इनोवेशन को सही दिशा दे पाएंगे। उन्होंने कहा कि इन्क्यूबेशन सेंटर, हमारे स्टूडेंट्स को शुरू की जाने वाली नई कंपनियों की बुनियाद बनेगा और दुनिया भर में नौकरी बंटेगा।

उन्होंने कहा कि आज हमारे स्कूलों और कॉलेजों में पढ़ने वाले 99% बच्चे नौकरी करना चाहते हैं लेकिन ये बेहद खुरी की बात है कि AUD ऐसे बच्चे तैयार कर रही है जो नौकरी ढूँढ़ने वालों के बजाय नौकरी देने वाले बनने की दिशा में आगे बढ़ रहे हैं। उपमुख्यमंत्री ने कहा कि कोई



उपमुख्यमंत्री और शिक्षा मंत्री मनीष सिसोदिया ने सेंटर का उद्घाटन किया।

भी व्यक्ति सपनों को तब तक पूरा नहीं कर सकता है जब तक उसके पास सीखने का कोई प्लान नहीं हो। अगर आप ऐसा नहीं करते हैं तो अपने यूनिवर्सिटी से केवल डिग्री लेकर निकल रहे होंगे न कि अपने सपने

को पूरा करने का रास्ता और जुनून लेकर। सिसोदिया ने कहा कि दुनिया में दो तरह की यूनिवर्सिटी हैं। पहली, जहां पढ़ने वाले बच्चे डिग्री लेने के बाद नौकरी लेने की लाइन में खड़े होकर इंतजार करते हैं कि कोई कंपनी

उन्हें नौकरी दे दे। दूसरी, जहां नौकरी देने वाले कंपनियों में ही होड़ मची होती है और वे इनके बच्चों को नौकरी देंगे और इन्हें से निकले स्टूडेंट्स आगे चलकर फेसबुक, गूगल जैसी कंपनियां बनाकर पूरी दुनिया में लोगों को नौकरियां दे रहे होते हैं। अगर हमें भारत को विकसित देश और विकसित इकॉनमी बनाना है तो इसका सपना हमारे स्कूलों और यूनिवर्सिटीज से ही पूरा हो सकता है।

डिप्टी सीएम ने कहा, यह हमारी जिम्मेदारी है कि 12वीं के बाद यूनिवर्सिटी में जाने वाले बच्चे ऑनप्रेन्योर माइंडसेट के साथ यूनिवर्सिटी में जाएं। इस दिशा में स्कूलों में बच्चों को अपने बिजनेस आइडियाज देने के लिए हम उन्हें बिजनेस ब्लास्टर्स प्रोग्राम के तहत 2000 रुपये की सौद मनी दे रहे हैं। उन्होंने कहा कि आज हर जगह नए इनोवेशन को अपनाने की जरूरत है, यह न सोचें कि केवल इंजीनियरिंग और मेकेनिकल के फील्ड में ही इसकी जरूरत होती है।

## अंबेडकर विवि को छह करोड़ का अनुदान

नई दिल्ली। डॉ. बीआर अंबेडकर विश्वविद्यालय को दिल्ली सरकार की ओर से 6 करोड़ रुपये का अनुदान दिया गया है। यह राशि सेंटर फॉर रिसर्च एंड

अर्काइविंग इन इंडियन लैंग्वेज एंड इंडिक नॉलेज सिस्टम द्वारा पूर्व औपनिवेशिक भारत के कार्यों की जांच व अनुसंधान के लिए इस्तेमाल की जाएगी। दिल्ली सरकार के कला, संस्कृति और भाषा विभाग से प्राप्त छह करोड़ को तीन साल की अवधि में वितरित किया जाएगा। वहीं, परियोजना की निगरानी दिल्ली सरकार व अंबेडकर विश्वविद्यालय द्वारा संयुक्त रूप से की जाएगी। दिल्ली सरकार की ओर से विभाग के विशेष सचिव मोहम्मद ए आबिद और रजिस्ट्रार डॉ. नितिन मलिक ने ज्ञापन पर हस्ताक्षर किए हैं। ब्यूरो

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## दिल्ली के हर बच्चे को मिलेगी क्वालिटी एजुकेशन : सिसोदिया



डिप्टी सीएम ने आंबेडकर यूनिवर्सिटी, कर्मपुरा कैम्पस में मल्टीपुर्पज ब्लॉक और ऑडिटोरियम का उद्घाटन किया। उन्होंने शिक्षा के क्षेत्र में केजरीवाल सरकार के प्रयासों का विशेष जिक्र किया।

■ विशेष संवाददाता, नई दिल्ली

उपमुख्यमंत्री मनीष सिसोदिया ने मंगलवार को आंबेडकर यूनिवर्सिटी, कर्मपुरा कैम्पस में मल्टीपुर्पज ब्लॉक और ऑडिटोरियम का उद्घाटन किया। इस मौके पर उन्होंने कहा कि केजरीवाल सरकार का विजन है कि सभी बच्चों को क्वालिटी एजुकेशन मिले और जब हर बच्चे को क्वालिटी एजुकेशन मिलेगी तभी हम भारत को एक विकसित देश बना पाएंगे।

उन्होंने कहा कि आज की दुनिया में हर बच्चे को एजुकेशन मिलना चाहिए। हमें यह सुनिश्चित करना है कि देश में जितना प्रतिभावत बच्चे को क्वालिटी एजुकेशन मिले। आंबेडकर यूनिवर्सिटी, कर्मपुरा कैम्पस में नौकरा एम मल्टीपुर्पज ब्लॉक में एक क्रेच, 4 कमरों के गैस्ट हाउस कर साथ-साथ शिक्षा का एक न्यूनतम बेसमाक तैयार किया जाए ताकि हर बच्चे को अच्छी शिक्षा मिल सके। इस मौके पर डॉ. के. बालू चंदासर प्रो. योगेश सिंह, आंबेडकर यूनिवर्सिटी की वड्डस चंदासर प्रो. अनु सिंह लाडर और रजिस्ट्रार डॉ. नितिन मलिक भी मौजूद रहे।

उपमुख्यमंत्री ने कहा कि केजरीवाल सरकार अपने शिक्षा खर्च 2.0 के तहत काम कर रही है और यह कोशिश की जाएगी कि हर बच्चे को अच्छी शिक्षा मिल सके। उन्होंने कहा कि दिल्ली में पिछले 5 साल के दौरान शिक्षा में क्रॉनिकली नदरान हुए हैं और मुख्यमंत्री अरविंद केजरीवाल के विजन के तहत शिक्षा के क्षेत्र में काम किया जा रहा है। आज देश में हर बच्चे को अच्छी और गुणवत्तापूर्ण शिक्षा नहीं मिल पा रही है। कुछ बच्चे को तो शानदार शिक्षा मिल पा रही है लेकिन बहुत से बच्चे को ऐसी शिक्षा नहीं मिल पा रही है।

हमें ये सुनिश्चित करना है कि देश में जितना प्रतिभावत बच्चे को क्वालिटी एजुकेशन मिले। आंबेडकर यूनिवर्सिटी, कर्मपुरा कैम्पस में नौकरा एम मल्टीपुर्पज ब्लॉक में एक क्रेच, 4 कमरों के गैस्ट हाउस कर साथ-साथ शिक्षा का एक न्यूनतम बेसमाक तैयार किया जाए ताकि हर बच्चे को अच्छी शिक्षा मिल सके। इस मौके पर डॉ. के. बालू चंदासर प्रो. योगेश सिंह, आंबेडकर यूनिवर्सिटी की वड्डस चंदासर प्रो. अनु सिंह लाडर और रजिस्ट्रार डॉ. नितिन मलिक भी मौजूद रहे।

रॉजडेरियल ब्लॉक की शुरुआत की गई है। इसके साथ ही कैम्पस में 250 लोगों के बैठने की क्षमता के साथ नए ऑडिटोरियम हॉल की शुरुआत भी की गई है जिसका इलेक्ट्रॉनिक थियेटर में सेमिनर व अन्य शिक्षण व सांस्कृतिक गतिविधियों में किया जाएगा।



# अंबेडकर विवि के यूजी और पीजी के विद्यार्थियों को मिली डिग्रियां

बाबा साहेब के संदेशों को जन-जन तक पहुंचाएं छात्र-छात्राएं : सिसोदिया

अमर उजाला व्यूरो

नई दिल्ली। बाबा साहेब का नाम भारत में जहां भी लिया जाता है, समानता और सामाजिक न्याय वहां के वातावरण में शामिल हो जाता है। इसलिए अंबेडकर विश्वविद्यालय से शिक्षा प्राप्त करके निकले हर एक विद्यार्थी की यह जिम्मेदारी बनती है कि वो यहां से प्राप्त अपने ज्ञान और कौशल का इस्तेमाल समाज में समानता और सामाजिक न्याय लाने के लिए भी करे। वहीं दुनिया भर में सामाजिक न्याय और समानता के ब्रांड एम्बेडर बने। उक्त बातें उपमुख्यमंत्री एवं शिक्षा मंत्री मनीष सिसोदिया ने मंगलवार को अंबेडकर विश्वविद्यालय के दीक्षांत समारोह में विद्यार्थियों को संबोधित करते हुए कही।

मनीष सिसोदिया ने कहा कि विश्वविद्यालय के विद्यार्थी जब भी अपने सर्टिफिकेट पर बाबा साहेब का नाम पढ़ें, तो गर्व महसूस करें। उन्होंने छात्रों से आग्रह करते हुए कहा कि छात्र सरकार द्वारा शुरू किए गए देश के मेंटर कार्यक्रम में शामिल होकर दिल्ली के सरकारी स्कूलों में पढ़ने वाले विद्यार्थियों की मेंटरिंग और शिक्षित करें। इस कार्यक्रम से अब तक लगभग 32 हजार युवा मेंटर के रूप में बच्चों



दीक्षांत समारोह में छात्रा को डिग्री देते डिप्टी सीएम सिसोदिया। अमर उजाला

**डिप्टी सीएम ने कहा  
यूनिवर्सिटी का एक और  
कैम्पस हो रहा तैयार**

की मेंटरिंग कर रहे हैं। देश के मेंटर कार्यक्रम का उद्देश्य बताते हुए उपमुख्यमंत्री मनीष सिसोदिया ने कहा कि दिल्ली के सरकारी स्कूलों में पढ़ने वाले बच्चों में प्रतिभा को कोई कमी नहीं है। उन्हें केवल एक ऐसे बड़े भाई-बहन की जरूरत है, जो जिंदगी में आगे बढ़ने, उच्च शिक्षा या कैरियर को चुनने में उन्हें गाइड कर उनकी मदद कर सकें।

उन्होंने कहा कि विश्वविद्यालय में शिक्षा की गुणवत्ता निखरने के

साथ-साथ छात्रों की संख्या भी बढ़ी है और हर साल वहां से हजारों की संख्या में विद्यार्थी अपनी डिग्री पूरी कर रहे हैं। दीक्षांत समारोह में 438 ग्रेजुएट, 558 पोस्ट ग्रेजुएट, 29 एम.फिल., 12 पोस्ट ग्रेजुएट और पांच पीएचडी विद्यार्थियों को उनकी डिग्री दी गई। इनमें 657 छात्राएं शामिल हैं।

यूनिवर्सिटी का एक और कैम्पस धीरपुर में 49 एकड़ में तैयार हो रहा है। यहां पांच हजार नए विद्यार्थी दाखिला ले सकेंगे। इस कैम्पस में कुल 270 फैकल्टी सदस्य और 273 स्टाफ मेंबर के साथ सात स्कूल और नौ केंद्र होंगे। साथ ही रोहिणी में विश्वविद्यालय में भी एक अन्य कैम्पस तैयार किया

**डीटीयू : गोल्डन प्राइड  
समारोह 23 को**

नई दिल्ली। दिल्ली प्रौद्योगिकी विश्वविद्यालय (डीटीयू) की ओर से 23 दिसंबर को गोल्डन प्राइड समारोह का आयोजन किया जाएगा। समारोह में डीटीयू के गोल्ड मेडलिस्ट एवं पीएचडी छात्रों का सम्मान होगा। इस अवसर पर अखिल भारतीय तकनीकी शिक्षा परिषद (एआईसीटीई) के चेयरमैन प्रो. अंजल डी. सहस्रबुद्धे मुख्य अतिथि होंगे। वहीं, दिल्ली विश्वविद्यालय के कुलपति तथा डीटीयू के पूर्व कुलपति प्रो. योगेश सिंह समारोह के विशिष्ट अतिथि होंगे। डीटीयू के मुक्तिक, कार्यक्रम में अंबेडकर विश्वविद्यालय की कुलपति प्रो. अनु सिंह लाठर और प्रवर्तन निदेशालय के पूर्व प्रमुख कनैल सिंह विशेष अतिथि के रूप में समारोह की अध्यक्षता करेंगे। कार्यक्रम का आयोजन डीटीयू के डॉ. बी.आर. अंबेडकर सभागार में किया जाएगा। व्यूरो

जा रहा है, जहां विभिन्न कोर्सज में 3,475 सीटें होंगी। दोनों कैम्पस का डिजाइन विश्व स्तरीय होगा। ऊर्जा के मामले में दोनों कैम्पस आत्मनिर्भर होंगे और हरित ऊर्जा का इस्तेमाल करेंगे।

विद्यार्थी को प्रोत्साहन

उपमुख्यमंत्री मनीष सिसोदिया ने अंबेडकर विश्वविद्यालय के दीक्षांत समारोह में विद्यार्थियों को किया संबोधित

## ‘जन-जन तक पहुंचाएं बाबा साहेब के संदेश’

नई दिल्ली, (पंजाब केसरी) : बाबा साहेब का नाम भारत में जहां भी लिया जाता है, समानता और सामाजिक न्याय वहां के वातावरण में शामिल हो जाता है। इसलिए अंबेडकर विश्वविद्यालय से शिक्षा प्राप्त करके निकले हर एक विद्यार्थी की यह जिम्मेदारी बनती है कि वो यहां से प्राप्त अपने ज्ञान और कौशल का इस्तेमाल समाज में समानता और सामाजिक न्याय लाने के लिए भी करे और दुनिया भर में सामाजिक न्याय और समानता के ब्रांड एम्बेडर बने।

दिल्ली के उपमुख्यमंत्री एवं शिक्षा मंत्री मनीष सिसोदिया ने मंगलवार को अंबेडकर विश्वविद्यालय के दीक्षांत समारोह में विद्यार्थियों को संबोधित



अंबेडकर विश्वविद्यालय के दीक्षांत समारोह में मनीष सिसोदिया व अन्य।

करते हुए यह बातें कही। दीक्षांत समारोह में 438 ग्रेजुएट, 558 पोस्ट ग्रेजुएट, 29 एम.फिल., 12 पोस्ट ग्रेजुएट और 5 पीएचडी विद्यार्थियों को

उनकी डिग्री दी गई। इनमें 657 छात्राएं शामिल हैं। उपमुख्यमंत्री मनीष सिसोदिया ने कहा कि इस विश्वविद्यालय के विद्यार्थी जब भी

अपने सर्टिफिकेट पर बाबा साहेब का नाम पढ़ें, तो गर्व महसूस करें। सिसोदिया ने विद्यार्थियों से आग्रह करते हुए कहा कि वे केजरीवाल सरकार द्वारा शुरू किए गए 'देश के मेंटर' प्रोग्राम में शामिल होकर दिल्ली के सरकारी स्कूलों में पढ़ने वाले विद्यार्थियों की मेंटरिंग और गाइडेंस करें। अंबेडकर यूनिवर्सिटी में शिक्षा की क्वालिटी निखरने के साथ-साथ क्वांटिटी भी बढ़ी है और हर साल वहां से हजारों की संख्या में विद्यार्थी अपनी डिग्री पूरी कर रहे हैं। इसलिए जल्द ही विश्वविद्यालय में दो नए कैम्पस जोड़े जाएंगे, ताकि और भी बच्चे दाखिला ले सकें।

**‘देश के मेंटर’ कार्यक्रम की शुरुआत...**

उपमुख्यमंत्री ने कहा कि केजरीवाल सरकार ने दिल्ली और देश के युवाओं के साथ मिलकर 'देश के मेंटर' कार्यक्रम की शुरुआत की है। जहां युवा अपना थोड़ा समय निकाल कर सरकारी स्कूलों में 11वीं व 12वीं क्लास में पढ़ने वाले बच्चों को उनके एजुकेशन को लेकर गाइडेंस देने और हर्ड-होलिंग करने का काम करते हैं। इस प्रोग्राम से अब तक लगभग 32 हजार युवा मेंटर के रूप में बच्चों की मेंटरिंग कर रहे हैं।

**अंबेडकर यूनिवर्सिटी को जल्द मिलेंगे दो और कैम्पस**

अंबेडकर यूनिवर्सिटी का चौथा कैम्पस धीरपुर में 49 एकड़ में तैयार हो रहा है। यहां 5,000 नए विद्यार्थी एडमिशन ले पाएंगे। इस कैम्पस में कुल 270 फैकल्टी मेंबर और 273 स्टाफ मेंबर के साथ 7 स्कूल और 9 सेंटर होंगे। साथ ही, रोहिणी में विश्वविद्यालय का पांचवां कैम्पस तैयार किया जा रहा है, जहां विभिन्न कोर्सज में 3,475 सीटें होंगी। दोनों कैम्पस का डिजाइन विश्व स्तरीय होगा और यहां एनवायर्नमेंटल सस्टेनेबिलिटी का भी खास ध्यान रखा जाएगा। ऊर्जा के मामले में दोनों कैम्पस आत्मनिर्भर होंगे और ग्रीन-एनर्जी का इस्तेमाल करेंगे।

## RESEARCH and CONSULTANCY DIVISION

Major Research Project Grants (MRPG) were awarded to the nine faculty members listed below in September 2021. The MRPG scheme is an internal scheme created by the University to encourage research amongst faculty. A committee consisting of internal and external experts, constituted after due approval by the Vice-chancellor, deliberated on the proposals received and made the recommendations. The entire process from the call to the award was overseen by the R&C division

| S. No. | Faculty Name                            | Project Title                                                                                                                                               | Duration                                     |
|--------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 1.     | Prof N. Nakkeeran                       | Methodological contributions of thinkers/writers/practitioners from the field of social sciences, humanities, creative art, fields of practice and sciences | 05 Months                                    |
| 2.     | Dr Kranti Kumar                         | Mapping of Road traffic noise in an urban environment                                                                                                       | 01 Year                                      |
| 3.     | Dr K. K. Dixit                          | A study of Assessment practices at Primary and Secondary levels in English Language Education in Maharashtra.                                               | 02 Years                                     |
| 4.     | Prof Amol Padwad                        | De/Centering in ELT - Exploring perceptions and practices of Indian ELT community                                                                           | 03 Years                                     |
| 5.     | Dr Dhiraj Kr Nite                       | Time and Wellbeing: An enquiry into the temporality of industriousness and life courses in an Indian coal field                                             | 02 Years                                     |
| 6.     | Dr Budhaditya Das                       | Land governance and large dams in central India: A case study of the Morand and Ganjal Complex projects in Madhya Pradesh                                   | 01 Years                                     |
| 7.     | Prof Satyaketu Sankrit                  | Pravasi Hindi Katha Sahitya: Eksarvekshan                                                                                                                   | 01 Years                                     |
| 8.     | Dr Pritpal Randhawa/<br>Dr Rachna Mehra | Past, Present and Future: Understanding temporal and spatial linkages in Ghaziabad                                                                          | 03 Years                                     |
| 9.     | Dr Kopal                                | Contemporary Crime fiction from the Global South: Crimes of the Neoliberal Capitalism                                                                       | 1 year with possibility of 6 month extension |



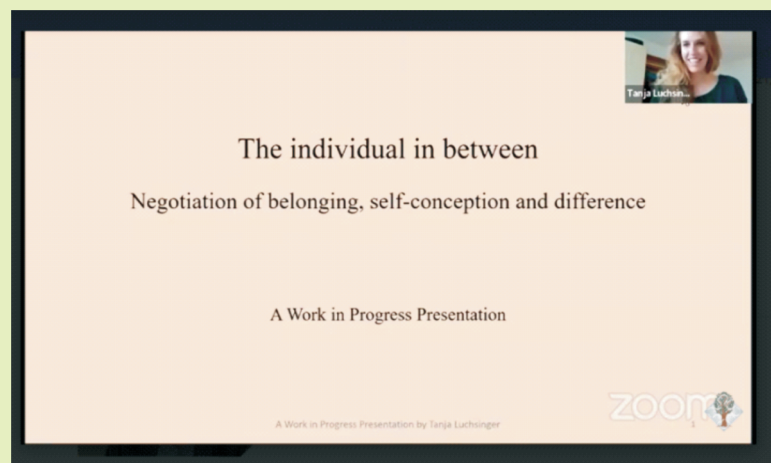
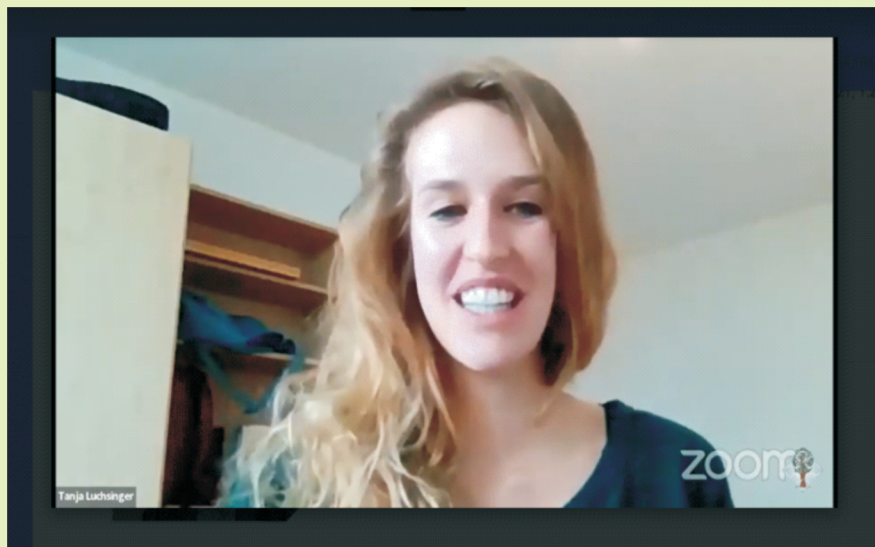
## INTERNATIONAL AFFAIRS DIVISION

### **The individual in between - Negotiation of belonging, self-conception and difference**

A Webinar  
by  
**Tanja Luchsinger**

Visiting International Scholar  
School of Liberal Studies

Wednesday  
November 24, 2021  
3pm



## LIBRARY

**Launch of AUD e-Library**  
10th Dec 2021 11:30 am Conference Hall, KG CAMPUS

**Professor Anu Singh Lather**  
Hon'ble Vice-chancellor, AUD

- Welcome Address: Prof Rukmini Sen, Librarian (In-charge) 11:35 am-11:45 am
- Launch & Inaugural Address: Prof Anu Singh Lather, Hon'ble VC 11:45 am-12:00 pm
- Special Address: Dr Nitin Malik, Registrar, 12:00 pm-12:10 pm
- Live Demonstration: Ms Bhawna Goswami, Refread 12:10 pm-13:00 pm
- Questions & Answers 13:00 pm-13:20 pm
- Coordination & Vote of Thanks: Dr Alka Rai, Deputy Librarian

**Features of AUD e-Library**

**Beyond Consultation**  
AUD e-Library brings together over 1 Million resources including eBooks, eJournals, Video lectures, Theses, Dissertations, Open Access, literature from world renowned publishers to serve diverse reading, learning, and research needs.

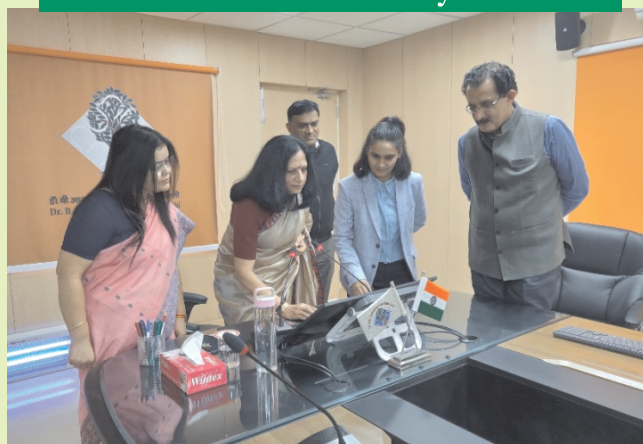
**Contentual Search**  
A powerful discovery engine that delivers lightning-fast results from encyclopaedias, topical collections, info services and facilitates the deep search for the most relevant research articles from all AUD subscribed journals, databases, and OPAC.

**Access to the Go**  
With a seamless, rich authentication layer, users will always get full-text access to subscribed resources wherever they are. The AUD e-Library is just a tap away with an elegant, engaging, and fully integrated native Android and iOS mobile app.

**Personalization**  
Personalisation and sharing tools like the 'Reading List' that allows users to save, share, and export citations of their favourite resources or 'Social Lib' for users to follow peers and discover content in a social manner.

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Meeting ID: 942 0514 6437  
Passcode: 416837

## Vice Chancellor inaugurating AUD E-Library





**8<sup>th</sup> September 2021 at 15.00 IST**

**Exclusively for Dr B.R Ambedkar University, Delhi**

  
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Time: 15.00 – 16.00 IST

Co-ordinator: **Dr Alka Rai- Dy Librarian**

Email: [alka@aud.ac.in](mailto:alka@aud.ac.in)

Note: Participants limited to 250.



## DR. B.R. AMBEDKAR UNIVERSITY DELHI (AUD) LIBRARY INVITES YOU TO JOIN

### Training Session on Turnitin-AntiPlagiarism Software September 22nd, 2021, at 2:30 pm

#### Agenda:

- Why Turnitin Feedback studio check report.
- Instructor Management/ Student Management.
- Creation of Class and Assignment.
- Generation of Similarity Reports in Turnitin.
- Reviewing student submissions with a similarity report.
- Feedback to students.
- Similarity Report download.

#### Resource Person

**Mr. Akshay Prasanna**  
Senior Consultant  
PES - South Asia



Register in advance for this meeting:  
<https://turnitin.zoom.us/j/94205146437?pwd=YXoydTdVOTR3S0FZeGQzU1I5TKVad209>  
Coordinator- **Dr. Alka Rai, Deputy Librarian**  
(Email: [alka@aud.ac.in](mailto:alka@aud.ac.in))



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| Sr. No. | Title                                                         | Date        | Section                |
|---------|---------------------------------------------------------------|-------------|------------------------|
| 1       | Survey Design and Sample                                      | 17 Nov 2020 | Survey Design          |
| 2       | Sample Survey & Response Rate                                 | 12 Mar 2020 | Survey Design          |
| 3       | Weights                                                       | 11 Nov 2020 | Survey Design          |
| 4       | Member Roster                                                 | 14 Feb 2021 | Survey Design          |
| 5       | Survey Execution                                              | 17 Mar 2020 | Survey Execution       |
| 6       | CPHS execution during the lockdown of 2020                    | 19 Aug 2020 | Survey Execution       |
| 7       | The Questionnaire                                             | 31 Mar 2020 | Questions & Indicators |
| 8       | Data-capture Screens                                          | 17 Mar 2020 | Questions & Indicators |
| 9       | Description of indicators                                     | 12 Mar 2020 | Questions & Indicators |
| 10      | Gender & Age                                                  | 18 Sep 2021 | Questions & Indicators |
| 11      | Adding Custom Questions to Consumer Pyramids Household Survey | 03 Apr 2020 | Questions & Indicators |
| 12      | Household Groups                                              | 27 Jul 2020 | Classifications        |
| 13      | Classification of Profitability of Businesses                 | 14 Dec 2020 | Services               |

CMIE Database Training 17/11/21

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Participants: Preeti, Deepu Singh, Divya Nistala, SBPSE Communications, Alka Rai, SBPSE Communications, PARAS PANCHAL, 51 others, You

## URKUND training 25/10/21

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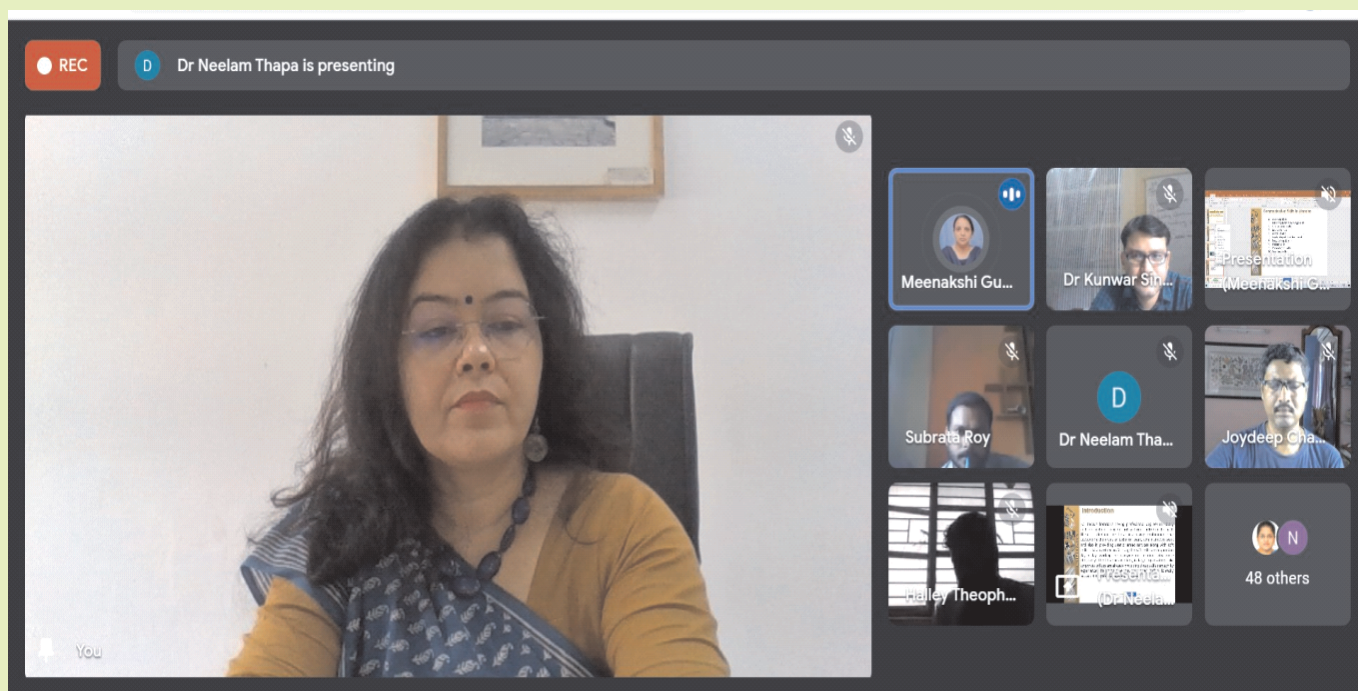
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URKUND training 25/10/21





Alka Rai invited as a resource person in refresher course  
**"The New Normal : Reinventing Libraries and Librarianship"**  
 organized by UGC- HRDC Dr. Hari Singh Gaur  
 Vishwavidyalaya, Sagar, M.P. 11/8/21

### LIBRARY STAFF AT CONVOCATION 21/12/21





## OUTREACH and EXTENSION DIVISION



### Importance of Extension Activities and Community Engagement for a Public University

#### Inaugural Address

Professor Anu Singh Lather, Vice Chancellor  
AUD

#### Special Lecture

Professor Pamela Singla, Head, Department of  
Social Work, University of Delhi

#### Presentations by AUD Alumni

Reflections and Lessons Learnt through  
Community Engagement Practices at AUD  
Students from SGA, SBPPSE, CDP, SES

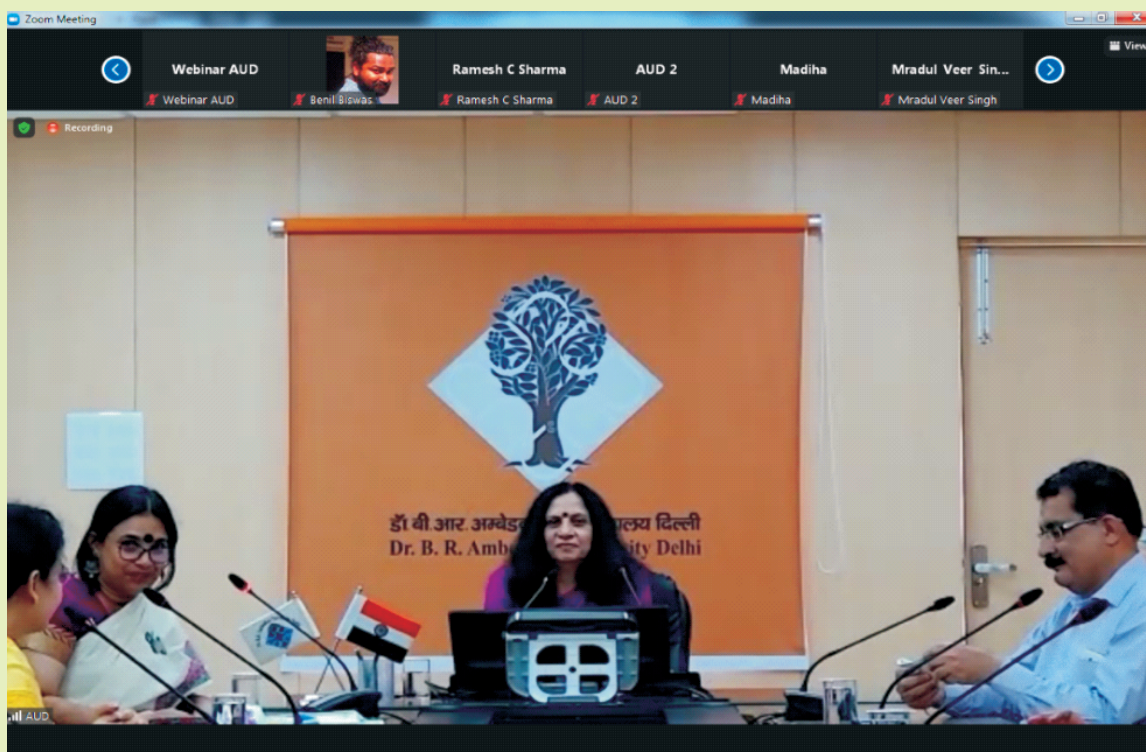
Date: Thursday,  
**September 30, 2021**

Time: **2.30 pm**

Venue:  
Conference Hall, KG  
Campus

Zoom Link:  
<https://zoom.us/j/92625609704?pwd=QnhxbDA1U1BEbmlCbDdEZU9ORUhiQT09>  
Meeting ID: 926 2560  
9704  
Passcode: 072838

**Anchor**  
Rukmini Sen  
Director Outreach and  
Extension Division AUD



**Dr. B R Ambedkar University Delhi**  
Outreach and Extension Division

invites you to a Webinar  
**Diversity and Inclusion**

**Women in Motion: an Axis Bank Initiative**  
3pm onwards on 30th October 2021(Saturday)

**Ms. Vijayanti Naik**  
Senior Vice President  
& Head, Wholesale  
Banking HR  
and Diversity, Equity & Inclusion,  
Axis Bank

**Mr. Harish Iyer**  
Head Diversity,  
Equity & Inclusion,  
Axis Bank

**Mr. Aksha Kulkarni Mao**  
Director,  
Equal Opportunity Cell,  
AUD

Register via  
<https://forms.gle/Gde9ZKXsg8kMsb9>  
Zoom link <https://bit.ly/3Ea7IEE>  
Attendees will receive e-certificates

Webinar | Outreach and Extension Division, AUD

From home

TIME TAKEN?

COLLEGE

zoom

4:44 / 1:10:20

Scroll for details

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## Principles and Practices of Outreach and Extension Division

- Access—resources and training
- Equity—aiming towards reducing digital, infrastructural, skill based divides
- Social Justice and Inclusive initiatives—University reaching the Neighbourhood/Adopted Villages
- Collaborate with government departments, industry and corporate enterprises, development practitioners



**Vision of the Outreach and Extension Division presented at the inauguration of AIC-AUDF on 29/10/21**





VIBRANT  
AUD



**Independence Day Celebrations 15/08/21**  
Certificate distribution to Security and Cleaning Staff of the University recognizing their continued services through the lockdown



**Vice Chancellor**  
with NSS  
volunteers of the  
University





AUD secured first position among Educational Institutions in Swachhata Ranking in NDMC area





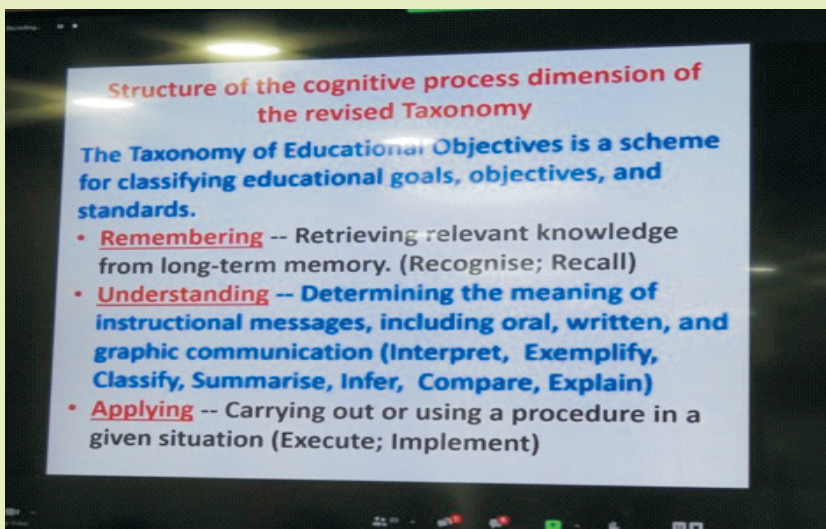


Hindi Mahotsav  
Celebrations 14/09/21



Constitution Day Reading of Preamble and Fundamental Duties 26/11/21





Planning Division  
organized Workshop on  
Learning Outcome based  
Curriculum Framework for  
University faculty on  
5/10/21 and 6/10/21  
Conducted by Professor K.  
Ramachandran, Academic  
Council Member and  
formerly with NIEPA



ENGAGEMENT  
WITH THE  
WOR(L)DS



**SCHOOL OF BUSINESS, PUBLIC POLICY AND  
SOCIAL ENTREPRENEURSHIP**

AMBEDKAR UNIVERSITY  
DELHI

SCHOOL OF BUSINESS,  
PUBLIC POLICY AND  
SOCIAL  
ENTREPRENEURSHIP

Invites you all for an Online Lecture on

## STARTUP LIFECYCLE AND FINANCE

by Mr Raghu Monga  
Controlling and Finance,  
Siemens

13 December 2021  
2:30pm onwards

Meeting Link:  
<https://meet.google.com/mnf-pjex-hdy?hs=122&authuser=2>



SCHOOL OF BUSINESS, PUBLIC POLICY AND SOCIAL  
ENTREPRENEURSHIP INVITES YOU ALL FOR AN ONLINE  
LECTURE ON

## DESIRED SKILLS IN CURRENT TIMES

24 NOVEMBER 2021  
2:00PM

**Speaker: Mr Ritu Raj Das,  
Director at Deloitte Consulting**

Link: <https://meet.google.com/ybtdm-vngp>



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SCHOOL OF BUSINESS, PUBLIC POLICY  
AND SOCIAL ENTREPRENEURSHIP

Invites you all for an Online Lecture on

## DIGITAL DISRUPTION

By Mr Inbarajan Palanisamy  
Business Head: Verse Innovation

On 10 December 2021  
11:30 am onwards  
Meeting Link: [meet.google.com/xot-iava-hjg](https://meet.google.com/xot-iava-hjg)

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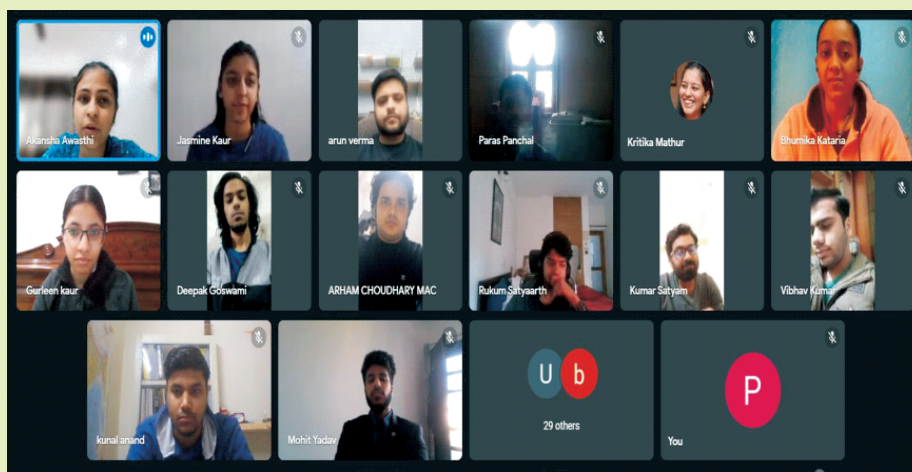
## THREE STEPS TO A START UP SUCCESS

By Mr Saurabh Jain  
Founder, Fun2do labs  
Ex Vice President, Paytm

on 10 December 2021  
4:00pm onwards

Meeting Link: [meet.google.com/ohq-evir-koy](https://meet.google.com/ohq-evir-koy)





Second batch  
BBA and MBA  
Orientation  
Tenth Batch of  
MBA on 25th  
November 2021



A<sup>+</sup> | A | A<sup>-</sup>

Reader Mode

## Wholesale and Retail Food Prices in Maharashtra during the COVID-19 Pandemic

The analysis builds on the extant literature in three ways: it covers the longest period of the lockdown; offers robust comparisons of means and variances of food commodities' prices and the price wedge between them in different cities/market centres in Maharashtra during the lockdown relative to the pre-pandemic period; and finally gives a distillation of time-series analysis of co-movements of wholesale and retail prices between pairs of centre/wholesale and retail prices, mutual dependence of wholesale and retail prices, taking their lags into account, and their time-varying volatility.

Commentary

Vol. 56, Issue No. 40, 02 Oct, 2021  
Updated on 4 October 2021

Nidhi Kaicker  
Raghav Gaiha  
Radhika Aggarwal

+ Food Prices

There had been a sudden surge in COVID-19 cases and fatalities in Maharashtra and elsewhere in September 2020.<sup>1</sup> Our focus is on the pandemic's impact on food commodities' wholesale and retail prices in Maharashtra covering four cities/market centres—Mumbai, Nagpur, Pune and Nashik. The food commodities comprise onion, potato, tomato, rice and milk. The period examined is 1 July 2019



SES Seminar Series/ Film Screening and Discussion: Happiness Class  
by Samina Mishra

School of Education Studies (SES)

Dr. B. R. Ambedkar University Delhi

invites you to a film screening and discussion on

## Happiness Class

A documentary Film by Samina Mishra

Followed by a discussion between Dr. Anandini Dar and Samina Mishra

On Wednesday, Dec 15, 2021,

4.00 p.m. - 6:00p.m.

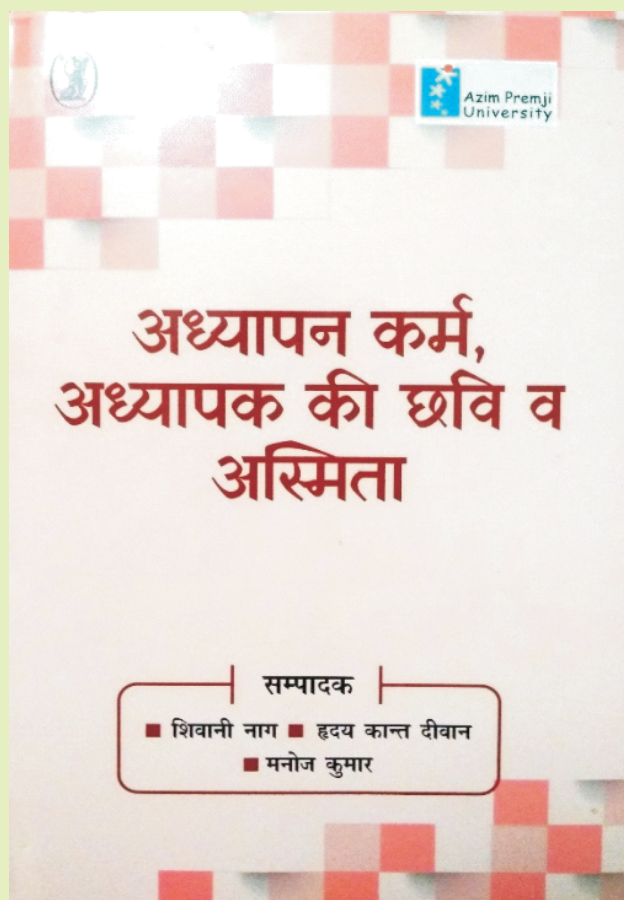
Join via Google Meet: <https://meet.google.com/inf-xfu-lbd?authuser=0>

The documentary film, *Happiness Curriculum*, explores the idea of happiness seen through the Happiness Curriculum introduced in the curriculum in the government's schools in Delhi in 2018.



Samina Mishra is a documentary filmmaker, writer and teacher based in New Delhi, with a special interest in media for and about children. Her work uses the lens of childhood, identity and education to reflect the experiences of growing up in India. She is currently teaching the International Baccalaureate Diploma program in Film at Pathways School Noida. Samina also collaborates on *Yarelight* a web-based journal on libraries and bookish loves, curates for *Half Ticket*, the children's section at the *MAMI Mumbai Film Festival* and runs *The Magic Key Centre for the Arts and Childhood*, a virtual resource centre for children as

well as adults working with and for children. Samina's books include *Shabana* and *The Baby Goat*, *My Friends in the City*, *My Sweet Home* and *101 Children's Books We Love!* (co-author) among others. She has also created a multi-media exhibition, *Home and Away* (2004) and written children's books published by Scholastic, Tulika, Young Zubaan, The Wisdom Tree and Penguin. She is the recipient of grants from the Charles Wallace Trust, British Council and Pro Helvetia. In 2010, she was awarded the Sea Change Residency by the Gaea Foundation, USA in recognition of her work across disciplines. For description of her film visit <https://samnamishra.wordpress.com/films/>



## The emergent transition to remote learning online: A study of the experience of students' doing postgraduation in education

### Abstract

This paper attempts to examine and situate the experience of students enrolled in two postgraduate programmes in the discipline of education during the pandemic. The lockdown introduced in response to COVID-19 pandemic entailed a sudden and abrupt shift to the online mode of teaching. In order to understand the efficacy of the online classroom space for students preparing or studying to be teachers and teacher educators, it is important to reflect on the nature of the discipline of education and the current context in which the transition to online learning happened. This transition was not an outcome of a systematically planned academic experiment or endeavour. This paper builds upon narratives emerging from the responses of students pursuing postgraduate degrees in education, and early childhood care and education. The responses to an open-ended questionnaire, semester-end student feedback forms on courses taught in an online mode, periodic informal interactive sessions with students over a period of seven months, and participant observations conducted by the authors in a School of Education Studies in a university in New Delhi were gathered. The informal interactions and group discussions with students were facilitated by the authors' location as faculty in the same department. The intersubjective space thus created between the participants and the researchers, allowed a closer engagement with everyday challenges and students' reflections and experiences. The paper draws from the interpretive paradigm and attempts to examine how students experienced the digital pedagogic space and this transition to online learning.

### Introduction

The global COVID-19 pandemic has impacted the world in an unprecedented manner, affecting and influencing virtually all of activities and structures. In India, the nation witnessed a complete lockdown beginning in the third week of March that continued for months till almost July 2020. The pandemic also resulted in the closure of schools and higher education institutions (HEI) from March 2020 across the globe. This was followed by a sudden shift to online education. Apart from being mid-course, the "suddenness" of the shift also entailed an unpreparedness on the part of educational institutions, faculty and students—in terms of both infrastructure as well as necessary skill sets. In the context of programmes that facilitate students to become early

childhood teachers, educators and teacher educators, the very nature of the discipline and objectives of the programmes posed additional challenges. The complex dynamics that emerged call for a critical examination of both, the facilitative dimensions that provide insights into online pedagogy for future educators, as well as limitations that circumscribe the online mode of learning. In this context, this paper builds upon narratives emerging from the responses of students pursuing post graduate degrees in Education, and Early Childhood Care and Education.

The two postgraduate academic programmes on "Education" and "Early Childhood Care and Education" (ECCE) aim to bring together elements of liberal and professional preparation of educators

## EARLY CHILDHOOD EDUCATION FOR MARGINALIZED CHILDREN in India

### Deconstructing Quality



Edited by  
Monimalika Day  
Venita Kaul  
Swati Bawa Sawhney



## In the Time of Toxic Air: Environmental Contestations, Collaborations, and Justice in Delhi

Rohit Negi and Prerna Srigyan

Negi, R. and P. Srigyan, 'In the time of toxic air: Environmental contestations, collaborations, and justice in Delhi', in N. Kirmani (Ed.) *Marginalisation, Contestations, and Change in South Asian Cities*. Oxford University Press

## Chapter 2 Opportunities and Challenges of Connections, Trust, Diversity, and Conflict for Motivation, Volition, and Engagement in Online Learning

Ramesh Chander Sharma

<https://orcid.org/0000-0002-1371-1157>  
Ambedkar University Delhi, India

### ABSTRACT

Motivation is an important parameter for successful completion of the course by the student. There are many factors that can mar such motivation like digital fatigue, poor instructional design, facilitator competency, course design, assessment practices, and student support. For online teaching learning, the authors spend a lot of time in front of computer monitors, keep typing on computer keyboard, listen to audio using headsets, etc. The students may be sitting in live meeting of their class and not understand what is expected of them. They may have a sense of being lost and demotivated. The students may not want to ask questions for fear of appearing foolish. This chapter looks into the factors related to motivation in online teaching and learning settings. It examines the factors related to motivation like deepening connections, dealing with diversity, managing conflict, teacher capabilities for online facilitation, providing feedback, providing educational resources to students, digital fatigue, assessment and evaluation practices for online learning, and conversing.

DOI: <https://dx.doi.org/10.21879/faeeba2358-0194.2021.v30.n64.p198-209>

## TECHNOLOGY 4.0 FOR EDUCATION 4.0: INNOVATIONS, CHALLENGES & OPPORTUNITIES IN INDIA

Ramesh Chander Sharma\*

(Ambedkar University Delhi)  
<https://orcid.org/0000-0002-1371-1157>

Suresh Garg\*\*

(Usha Martin University)  
<https://orcid.org/0000-0002-3601-4338>

### ABSTRACT

There is no denying the fact that education is the greatest tool to solve our problems. Education has been transformed from centuries in its form, levels, and format. Depending upon our needs and times, be it peace or exigencies (natural or human induced), educational pedagogies, assessment strategies, infrastructural provisions, student enrolment, faculty recruitment, finances, knowledge management and technology adoption, all have changed over a period of time. Such change in teaching and learning practices is constant. Flexibility of operations, rapidity of knowledge generation and transfer, creative practices and spatial arrangements have given rise to innovations in education. New pedagogies and technologies have opened up new possibilities. Students are offered new learning paths. This article discusses the innovations, challenges and opportunities as presented to us by the technology 4.0 for education 4.0.

**Keywords:** 4<sup>th</sup> Industrial Revolution, Educational Innovations, Internet of Things, Artificial Intelligence, Open and Distance Learning.

## DAY NINE: Myth and reality of gender-based violence in India's partition and thereafter

Rachna Mehra traces the legacies of Partition-era gender-based violence and abductions on community relations and consensual inter-faith marriages in contemporary India.

Asian Journal of Distance Education

Volume 16, Issue 1, 2021



**Asian Journal of  
Distance Education**

On the verge of a new renaissance:  
Care and empathy oriented, human-centered pandemic pedagogy

Aras Bozkurt, Ramesh C Sharma

**Abstract:** The many known and unknown consequences of the pandemic have generated not only a biological crisis but a social and psychological crisis as well. As one of the greatest global crises in recent human history, the pandemic has changed the way we perceive and interpret the world as we know it. The field of education too has had to undergo many changes as a result of the pandemic, but many lessons have been learned from the experience. In the three modes of education, we have historically gone through – from face-to-face to screen-to-screen and finally, to mask-to-mask education – we have discovered that most of our assumptions on education have been wrong. Emergency remote teaching and learning not only disrupted the education systems but also forced us to critically question the pedagogy. Accordingly, there has been a rupture in the normal, and what the new normal promises depends on the decisions we make. We could either simply return to the previous normal or create a new normal by reimagining pedagogy. The latter would require a process of learning, unlearning, and relearning the pedagogy in order to form it in its ideal shape. In this sense, we could start by defining the subject, the object and their interaction; apply asymmetric designs, and pursue a minimalist approach to pedagogy, where the goal would be to humanize pedagogy with care and empathy and reconstruct our learning ecologies with equity and social justice. This paper argues that transactional distance and affective proximity matter and aims to inspire minds to ignite the fire that will initiate an intellectual renaissance, through which we can heal the wounds of education and revive it, and as a global society, rise from the ashes, be reborn, and come back stronger in the new normal.



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**International Feminist Journal of Politics** ▶  
Volume 23, 2021 - Issue 4: Feminism(s) and anti-gender backlash: lessons from Latin America. Guest Edited by Gisela Zarembek and Constanza Tabbush

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Editorial

## Feminist spaces: conferences, journals, community

Brooke A. Ackerly (she/her/hers) ✉, Elisabeth Jay Friedman (she/her/hers) ✉, Krishna Menon (she/her/hers) ✉ & Marysia Zalewski (they/them/theirs) ✉

Pages 523-526 | Published online: 24 Aug 2021

Download citation | <https://doi.org/10.1080/14616742.2021.1953293> | Check for updates

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**Sexuality and private Citizen's Engagement with State and Law**

**Krishna Menon**

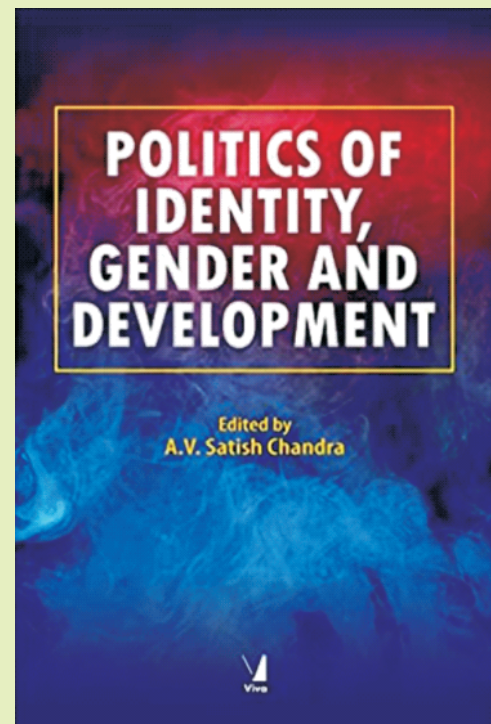
**COURTING DESIRE**  
Litigating for Love in North India  
RAMA SRINIVASAN

COURTING DESIRE: LITIGATING FOR LOVE IN NORTH INDIA by Rama Srinivasan *Duke to Rutgers*, 2020, 216 pp., \$ 34.95

SEPTEMBER 2021, VOLUME 45, NO 9

*Courting Desire: Litigating for Love in North India* is a book that attempts very successfully to capture the nuances of change and contestations in Haryana through the lens of youthful desire and love that transgresses caste/*gotra*/religion and courts the legal process to gain societal acceptance and legitimacy. This process is far from being smooth. Rama Srinivasan in this rich ethnographic study provides us with glimpses of the many challenges, negotiations and limitations of the legal process when it intersects love and desire in an agrarian society that is undergoing rapid social and economic transformation. This book is part of a series that interrogates the politics of marriage and gender, ethnic, national, religious, racial, and class identities in order to map the ways in which the changes in social and political differences, inequalities and conflicts are mapped by various societies.

The politics of marriage (and divorce) is a very effective way to unravel and comprehend the social tensions and conflicts. It is fairly ubiquitous, inter race couples—even the British royalty has been subjected to scrutiny on this count, when Prince Harry married American bi-racial actor Meghan Markle. The politics of marriage not only amplifies existing social tensions and inequalities, but it also intersects with migration patterns, globalization, human trafficking and other factors. Srinivasan's book examines the challenges of young men of Haryana being compelled to bring in brides from other parts of India and the resulting social challenges.



**Krishna Menon (2021)**  
**'Engendering Politics of Identity and Development' in Politics of Identity, Gender and Development**  
edited by A . V. Satish Chandra Viva Books, New Delhi pp 30-33

## COMMENT

### Towards a Political Etymology of Sedition

*Criminalisation of sedition is normatively inconsistent with the value framework of democracy.*

Anushka Singh writes:

The Supreme Court has observed that the law of sedition (Section 124A of the Indian Penal Code [IPC]) is "colonial" and "stale" and is being "misused" by the executive, hence merits a review possibly to be struck down. This observation branches off into two different yet intersecting analytic propositions which have a bearing on the normative relationship between sedition and democracy. First, the critique of the sedition law as colonial, not in a temporal sense but in its function, problematises its very existence after independence by way of a binary construct between democracy and colonialism regardless of its postcolonial use. Second, its critique on the grounds of misuse by the executive shifts the gaze on the working of law disconnected with the letter of the law and its colonial origin is cited as an argument against the law only as an afterthought. Putting the two together, one may ask—if the perniciousness of its use routinely by the political executive was not exposed, would Indian democracy still be debating the viability of the sedition law and expressing discomfort with its colonial antecedent? The response to this question transcends an analysis of Section 124A and delves deeper into the meaning of the act of sedition and the problematic it formulates for a constitutional democracy like India.

The understanding of sedition dominated by the legal perspective is discrepant. On the one hand, the legal meaning evolved by the Supreme Court in 1962 is circumscribed in the everyday invocation of Section 124A which has been termed as cases of "misuse" by the Supreme Court, and on the other hand, sedition does not have any alternate imagination to that of an offence. The legal status of sedition as an offence remains intact even when the mandate of the law is routinely violated. This understanding of sedition dominated by the legal perspective privileges the vocabulary of the state which has the power to transform acts into offences through the language of law, wherein the determination of "what is sedition" and "who is a seditious" becomes the prerogative of the state.

An alternate understanding of sedition begins to emerge when sedition as an act is bifurcated from sedition as an offence, in the exploration of a political etymology of sedition. In India, sedition was the name given by the colonial regime to voices of collective resistance against arbitrary rule. Sedition was a form of political action demanding the guarantee of liberal rights, of which freedom of expression inclusive of freedom of press was foremost. Challenge to the law criminalising sedition was one of the earliest expressions of the language of self-determination in India. While the colonial regime defined sedition in specific terms as the act of spreading disaffection, hatred and contempt against the government in the trc, the colonial archives bear witness to the fact that the term "seditious" was used overarchingly to encircle all kinds of political agitations against the government. Sedition was symptomatic of a form of politics

reclaiming suppressed liberties best explicated by M K Gandhi during his trial that sedition against an unjust system was the "highest duty of the citizen."

In spite of the clear articulation of the meaning of sedition in the language of patriotism, the Constituent Assembly decided in favour of retaining its offensive connotation on two particular logics—first, that democratic government will show restraint in arbitrary exercise of state power, and second, that the newly independent state needed laws to protect itself from political reactionaries. On both these justifications, the retention of sedition as an offence was aporetic as the post-independent state stood to criminalise forms of political action on which the edifice of Indian democracy was founded. Remonstrance of the government which had emerged as a right but worded in the language of sedition before independence, was criminalised. The Supreme Court in 1962 made a failed attempt at resolving the contradiction. On the one hand, it interpreted sedition as an offence against public order by ruling that mere expressions against the government without any tendency to create disorder would no longer be criminalised, and on the other, it retained the language of disaffection against the government as a crime.

Tracing the etymology of sedition in the political context of its emergence exemplifies that spreading disaffection towards the government was that part of citizen practice which made power accountable and politics just. Sedition as a political act was as appropriate to explain the anti-colonial movement as it is to elucidate the exercise of popular sovereignty post independence. The meaning of sedition needs to be liberated from its legal definition to focus on the form of politics that the act of sedition has characterised to understand the normative relationship between sedition and democracy. To return to the two analytic propositions that the Court's observations lead us to, it is simply clear that, for the law of sedition to be challenged, neither the reiteration of its colonial past is required nor should the citation of its present abuse. The meaning of sedition as representative of democratic dissent alone should be discomfiting enough for a democracy to criminalise it. Criminalisation of sedition is normatively inconsistent with the value framework of democracy, an argument which is equally applicable to other laws passed by democratic governments in India, such as the Unlawful Activities (Prevention) Act, which, along with restricting fundamental freedoms, also penalises "disaffection against India." What is needed is not the judicial erasure of the offence of sedition alone but the restoration of the language of dissent that the meaning of sedition imports.

Anushka Singh (anushka@aud.ac.in) teaches at the School of Law, Governance and Citizenship, Ambedkar University Delhi and is the author of *Sedition in Liberal Democracies* (OUP).

AUGUST 7, 2021 VOL. XVI NO. 32 222 Economic & Political Weekly

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## Original Article

### 'Using a Blacksmith's Hammer to Crush a Fly': Jallianwala Bagh, Public Order and Popular Protests in late Colonial India

History and Sociology of South Asia  
1–15  
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DOI: 10.1177/22308075211049835  
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SAGE

Javed Iqbal Wani<sup>1</sup>

## Abstract

This article reconstructs the unfolding of events in India in March–April 1919 that led to the Jallianwala Bagh massacre. It evaluates the circumstances and the administrative and military response from a legal history perspective. It argues that the Jallianwala Bagh massacre was not a unique event but culminated colonial rage against a broader anti-colonial mobilisation.

## Keywords

Public order, colonial India, protest, massacre, violence, martial law, Jallianwala Bagh

In April 1919, it was the centenary mourning of the Jallianwala Bagh massacre. The Jallianwala Bagh massacre led by a British military officer General Dyer took place in April 1919 and remains one of the most potent memories of British colonial violence and brutality in India. A quick recounting of a representative set of scholarship and observations about the Amritsar massacre of 1919 is mandatory here. In the popular imagination, it is recollected as the ultimate example of the cold-hearted character and blood-thirsty approach of the colonialists who knew nothing but oppression. It has been proposed as "the decisive moment when Indians were alienated from British rule".<sup>1</sup> While Indians were shocked, distressed, disturbed and angered at Dyer's actions, some representative sections of the British were also critical of the excessive use of force at Jallianwala Bagh and termed it as a gross miscalculation, but insisted that it was an isolated deviation in

<sup>1</sup> School of Law, Governance and Citizenship, Ambedkar University, New Delhi, India.

## Corresponding author:

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E-mail: wani.javediqbal@gmail.com; javed@aud.ac.in

## CHAPTER 9

### THE AFFECTIVE SURPLUS OF JUDICIAL POPULISM

Law, Media and Mimicry\*

Lawrence Liang

For an institution that transacts primarily on the authority of its precedents, it must have seemed a little ironic for the Supreme Court that one of its most public controversies was endlessly described in the media as 'unprecedented'.<sup>1</sup> Four of the senior most judges of the Supreme Court, Justices Jasti Chelameswar, Ranjan Gogoi, Madan B. Lokur and Kurian Joseph, convened a press conference at Justice Chelameswar's house on 12 January 2018 while the Supreme Court was in session. It was covered live by all major television channels and widely reported and debated in all newspapers for the next two weeks. According to the judges, the crisis was precipitated by the refusal of the Chief Justice of India (CJI), Justice Dipak Mishra, to accede to demands relating to

\* The genesis of this chapter lies in a kindred conversation with Francis Cody and a failed attempt to write a joint paper (largely my fault), but many of the ideas expressed here bear the imprint of that conversation and thus the best of this chapter is a work of joint authorship, while the worst is solely authored by me.

<sup>1</sup> For a representative sample of some of these news stories, see <http://www.newindianexpress.com/nation/2018/jan/12/four-senior-sc-judges-call-unprecedented-press-conference-all-you-need-to-know-as-it-happened-175113.html>, <https://www.thehindu.com/news/national/sc-judges-press-conference-legal-fraternity-says-it-unprecedented-shocking/article22429811.ece>, <https://www.ndtv.com/topic/supreme-court-judges-press-conference>

SOUTH ASIA: JOURNAL OF SOUTH ASIAN STUDIES  
<https://doi.org/10.1080/00856401.2022.196928>



Routledge  
Taylor & Francis Group

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### Regulating Hooligans and Mawaalis: Collective Action and the Politics of Public Order in Late Colonial India

Javed Iqbal Wani

School of Law, Governance and Citizenship, Ambedkar University, New Delhi, India

## ABSTRACT

In 1938, a communal conflict took place in the city of Bombay. This confrontation between Hindus and Muslims flared into large-scale violence. During the riots, the home minister of the provincial government invoked a combination of laws such as Section 144 of the Code of Criminal Procedure and instituted curfews to control the situation. As a result, hundreds of inhabitants of the city were arrested. The purpose of this article is threefold. Firstly, it will highlight how communal conflict in the late colonial period would often begin over trivial issues but could easily expand into large-scale riots influenced by metropolitan concerns. Secondly, moments of 'disorder' facilitated the administrative urge to institute extraordinary laws like Section 144 and curfews. And thirdly, the invocation of extraordinary laws was justified in reference to various problem categories like mawaalis and hooligans in this case. Overall, the article will show that the provincial government led by Indians continued the colonial art of governance by resorting to repression as a significant tool to deal with political unrest.

## KEYWORDS

Badmaash; Bombay; collective action; colonial India; communal violence; CPC; hooligan; mawaali; public order; riots

On 17 April 1938, at around 6pm, a group of men had gathered to play cards in Northbrook Gardens in the city of Bombay (now Mumbai). The game was disrupted due to a disagreement causing some members of the group to fall out and have a heated argument. Soon, a crowd had gathered in the gardens. The otherwise insignificant disagreement during the game of cards had erupted into a fight and quickly escalated into a scene of full-blown violence. A police force had to be rushed from the nearby Mahar Bavdi police station to intervene and stop the clash. The situation remained calm for the next couple of hours before erupting again. Within three hours, a minor incident during a game of cards had become a communal incident. According to newspaper reports, groups of men belonging to two different religious identities began to clash, challenging the police and resorting to vandalism. On several occasions, the police responded by firing. In the end, a curfew was imposed by the Bombay City

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### Rural Frames: Bollywood Imagination of Village India

Priyasha Kaul

#### Introduction

The village has long been a central feature of the popular Indian imagination about the nation in cinematic representations. Mainstream Hindi cinema, popularly referred to as Bollywood, has consistently used the village as a trope in its discourse regarding the nation. While the representation of the idea of the 'village' has changed considerably over the decades, as I discuss in this chapter, its metaphoric significance has continued as a thematic device in Hindi cinema. For scholars, like Chakravarty (1997) and Virdi (2003), Hindi cinema can be seen as a national popular cultural text in constant dialogue with the ongoing socio-economic and political changes in the country (Dudrah, 2006). As the predominant popular cultural form in India, it has often played a significant role in articulating the popular narratives surrounding Indian society (Ganti, 2004). It is perhaps due to this that the idea of the village has played such a crucial role in Hindi cinema's imaginations of the nation right from its very beginnings.

For the British colonial establishment, understanding the Indian village held the key to dealing with Indian society (Inden, 1990: 131). This view was further reinforced by scholars like Karl Marx who considered the Indian village as 'little republics' (Gupta, 2005). Gandhi, as the leading figure of the Indian independence movement

### Sexuality, Development and Governance – A Transnational Queer Feminist Critique

Niharika Banerjee

How do development discourses and practices imagine sexuality? There is well-established literature that has brought to light the neglect of sexuality and silence within development that is hinged on a particular sexual and gendered subject. While the particulars of this subject are engendered through context-specific development agendas, still it is universalization of nature which is the common belief, and thus is an abiding concern for feminist politics in general and queer feminist politics in particular. In the context of India, and able heteronormative middle class Hindus, an upper caste Hindu is the ideal citizen subject around which revolve policies, programmes and laws. One obvious consequence of this is that development agendas exclude abject people who deviate from the ideal citizen subject as J. Devika in her interrogation of the development discourse in Kerala argues. She says that the abjects who are the constitutive outside of development discourses are the impossible, abnormal, deviant subjects relegated to the unliveable spheres of life. Therefore, there are increasing demands on theorists and practitioners to critically engage with sexual norms and morals that underpin the ideal subject of development. Sex workers and LGBTIQ persons among others have been at the forefront of these demands. Much of these demands revolve around rights which, while being framed within the politics of recognition and inclusion, are also about questioning the optimism of international development efforts that trivialize and/or silence the value of pleasure, non-procreative sexual acts and non-normative desires. Today I will briefly review how the sex workers movement and queer politics are fracturing the narrative of the subject of development even when they claim inclusion within the Nation-State. But before I move on, here are some necessary words about one: the linkage between sexuality development and governance and two: a transnational queer feminist critic of this linkage.

Explorations

Vol. 5 (2), October 2021

E-journal of the Indian Sociological Society

Conversation: Kalpana Kannabiran in conversation with Rukmini Sen

Source: Explorations, ISS e-journal, Vol. 5 (2), October 2021, pp. 277-291

Published by: Indian Sociological Society

## SPECIAL SECTION

Sociology of Law is an important sub-field within the discipline of Sociology. The special section on Sociology of Law in this issue of *Explorations* is guest edited by Rukmini Sen, Professor of Sociology, Dr. B. R. Ambedkar University Delhi (AUD). Over the last forty years, sociologists/anthropologists and legal scholars in India have been doing research on law and society interface and contributing to the emergence of this sub-field. The move from research on legal issues impacting social relations to teaching sociology of law has been slow and not really popular. While law schools need to teach sociology at the initial years to primarily fulfil their objective of interdisciplinarity, sociology of law or studying the law-society interface is not mandatory within the discipline of sociology, and sometimes happens as an elective, based on faculty specialisation. It is however heartening to see that research at the law-society interface is happening through various departments and disciplines in recent times.

5/21/22, 11:05 AM

India's community health workers' struggle for recognition | ROAR Magazine

ROAR Magazine is an independent journal of the radical imagination providing grassroots perspectives from the frontlines of the global struggle for real democracy.

ROAR

## India's community health workers' struggle for recognition

December 11, 2021

CARE &amp; COMMUNITY

AUTHOR

Dipa Sinha

India's ASHA and anganwadi workers are rallying under the slogan "Community health work is work!" to demand fair pay and treatment for the essential services they provide.

Over the last year-and-a-half, one of the most visible groups of workers throughout the COVID-19 pandemic in India have been the Accredited Social Health Activists (ASHAs), a cadre of community health workers appointed by the National Health Mission (NHM). These hitherto invisible women were seen not only going house to house across the country in villages and cities conducting surveys for tracing and treating purposes, building COVID-19 awareness and providing support for those in home quarantine, but also made themselves heard through their protests and strikes demanding better working conditions.

Over a million women across the country work as ASHAs, a program that was started in 2005 to bridge the gap between the community and the health system. They play multiple roles, as activists, volunteers and workers providing public services covering a range of public healthcare services including maternal and child health and communicable and non-communicable diseases.

<https://roarmag.org/essays/india-community-health-worker-struggle/>

1/6

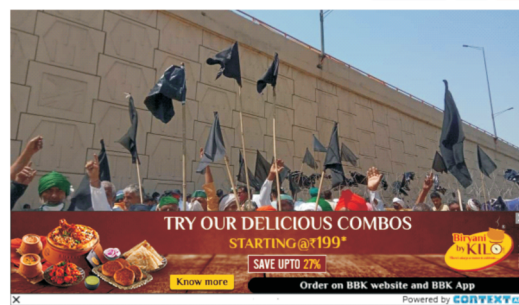
While they have been appointed by the government, they are not recognized as employees and are only paid "incentives" that are linked to certain tasks or targets. On average, ASHAs earn between ₹3000 to ₹9000 a month (about US\$36 to 120).

Another cadre of women workers, employed under the Integrated Child Development Services (ICDS) are anganwadi workers and helpers. An anganwadi is a community mother-and-child care center that provides education, health and nutrition services for young children, pregnant and lactating women and adolescent girls. Almost 38 million women work under this program and, like ASHAs, they are not recognized as workers. Rather, they are seen to be "honorary workers" who are paid an honorarium rather than a salary. The honorarium for anganwadi workers ranges between ₹4,500 to ₹15,000 (about \$60 – \$200) a month, with the central government contributing ₹4,500 and some states topping it up with their own funds.

## How to define a farmer

Categorising farmers based on dependence on farm income, land own

Written by Ishan Anand · Arindam Banerjee · Anirban Dasgupta |  
Updated: November 6, 2021 9:13:04 am



At the heart of the recent debates around the farm laws is the nature of the state intervention in agriculture and the efficacy of the pro-market reforms that are being pushed. Farmer unions are demanding withdrawal of farm laws, but also seeking mechanisms to ensure remunerative output prices.



## SCHOOL of UNDERGRADUATE STUDIES



**History Society**  
School of Undergraduate Studies  
Ambedkar University, Delhi

Special lecture series on 75 years of Indian Independence

***Nationalism and Patriotism in the Twentieth Century: Reflections on Urdu Poetry***

16th November, Friday 2021  
Time: 03:00-05:00 PM

Link:  
<https://meet.google.com/cza-ibjd-ynd>

Guest Speaker:- Prof. Salil Mishra, Faculty of History, School of Liberal Studies, AUD

Chaired by Prof. Bodh Prakash, Dean, School of Undergraduate Studies, AUD



**History Lecture Series**  
School of Undergraduate Studies, AUD

***Infinite Inquilab: The Afterlives of Bhagat Singh***

Guest Lecture by Dr. Chris Moffat, Senior Lecturer in South Asian History at Queen Mary University of London

Dr. Moffat has written extensively on the Indian revolutionary martyr Bhagat Singh, tracing his continuing political potential into the 21st century and asking what it means to take such revenant figures seriously in the history of political thought. His recent monograph is 'India's Revolutionary Inheritance: Politics and the Promise of Bhagat Singh'

Date- 15th December  
Time- 3.30 pm- 5:00 pm

Link:  
<https://meet.google.com/amz-shbr-dej>

Session Chaired by: Dr. Dhiraj Kumar Nite  
Assistant Professor, School of Liberal Studies, Ambedkar University Delhi

### Article

## The Impact of COVID-19 on Poverty Estimates in India: A Study Across Caste, Class and Religion

Krishna Ram<sup>1</sup>  and Shivani Yadav<sup>1</sup>

### Abstract

The impact of COVID-19 on poverty estimates is humongous. The economic tumult caused by the pandemic over the past two years has the potential to double the nation's poverty, erasing the decade-long gains from the fight against poverty and inequality. Our calculations show that around 150–199 million additional people will fall under poverty in 2021–2022; a majority of which are from rural areas, owing to the immiserate nature of the rural economy. Further disaggregation reveals that the SC/ST, casual labour and the self-employed are the most impacted groups. Bihar, Chhattisgarh, Madhya Pradesh, Uttar Pradesh and Odisha are the most affected states facing poverty ranging from 50% to 80% in the rural area and 40% to 70% in the urban area. Our analysis also identifies the rippling effect of poverty on the inter-group disparities in India.

Contemporary Voice of Dalit  
1–15

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DOI: 10.1177/2455328X211051432  
[journals.sagepub.com/home/vod](http://journals.sagepub.com/home/vod)





## SCHOOL OF VOCATIONAL STUDIES



Negi, R. and P. Srigyan, 'In the time of toxic air: Environmental contestations, collaborations, and justice in Delhi', in N. Kirmani (Ed.) Marginalisation, Contestations, and Change in South Asian Cities. Oxford University Press



B.Voc-Tourism and Hospitality, Semester -5 students participate in the virtual Chandiwalla Annual Summit organized by Banarsi Das Chandiwalla Institute of Hotel Management & Catering Technology, Nehru Place, Delhi at 19 November 2021 to show hospitality skills



## SCHOOL OF VOCATIONAL STUDIES

B.Voc RM) 3rd Semester attended the offline Retail Summit and Expo at Hotel Pullman, New Delhi. The Expo brings together buyers and sellers in retail from across the world to facilitate lucrative opportunities. Students learnt about various aspects of Retail Business.



Dr Asim Ray, An Analytical Study of Central Government Scheme From 2014 Onwards in the context of rural development, Inspira Journal of Modern Management and Entrepreneurship (JMME) ISSN:2231-167X, Volume 11, No-02, April June 2021, pp 60-67

The Election for the First SVS Alumni Association (SVSAA) was held on 15th December 2021.

The following executive members were elected. The tenure of the office bearers will be for a period of two years from the date of being elected.

President: Mr Mr Vikas Rajak

Vice President: Mr Ishaan Gupta

General secretary: Ms Yesha

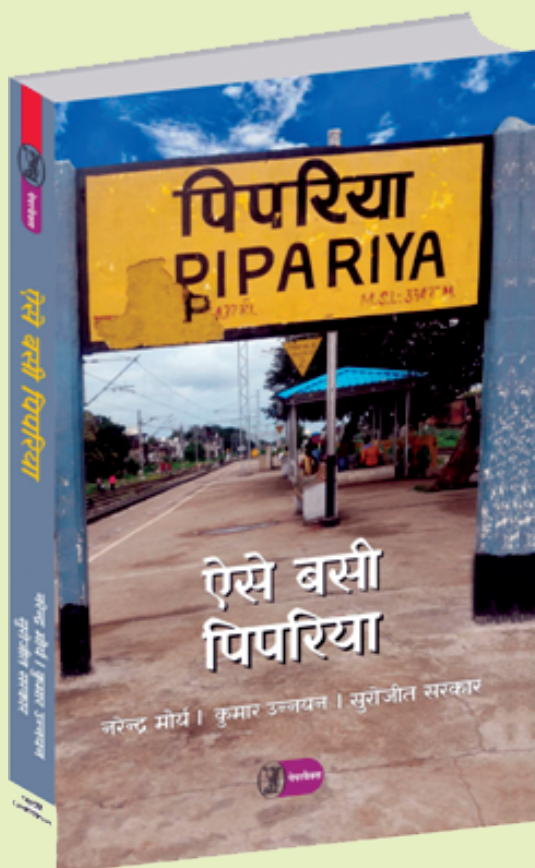
Joint Secretary- Ms Dipti Gupta

Joint Secretary: Ms Sneha Dahariya

Finance Secretary-cum-Treasurer: Mr Pranay Rathore



CCK organised the book release of 'Afghan Communities in Delhi: A Primer' on 11 October, 2022. The book, authored and designed by Harpreet Kaur and Gurpreet Kaur, is a graphical representation of 25 words from the life of Afghan migrants in Delhi



CCK collaborated with Vani Prakashan to publish 'Aise Basi Pipariya', written by Narender Maurya, Kumar Unnayan, and Surajit Sarkar. The book is a result of oral history work in the small town of Pipariya in Madhya Pradesh as part of the Humanities Across Borders programme



## CENTRE for PUBLISHING

**Centre for Publishing** organises a panel discussion on **CARING FOR CHILDREN, RESPONDING TO VULNERABILITY** under the new series *Beyond Crisis: Ways of Reconstructing Lives*

As we encountered the crisis of the pandemic, there are multiple ways in which lives are rebuilt. This series will foster conversations with professionals who are studying the crisis and implementing ways of moving beyond it.

**PROF. VENITA KAUL** **Anchor:** Professor Emeritus, School of Education Studies, Ambedkar University Delhi

**Panelists:**

**MR. ANURAG KUNDU** Chair, Delhi Commission for Protection of Child Rights

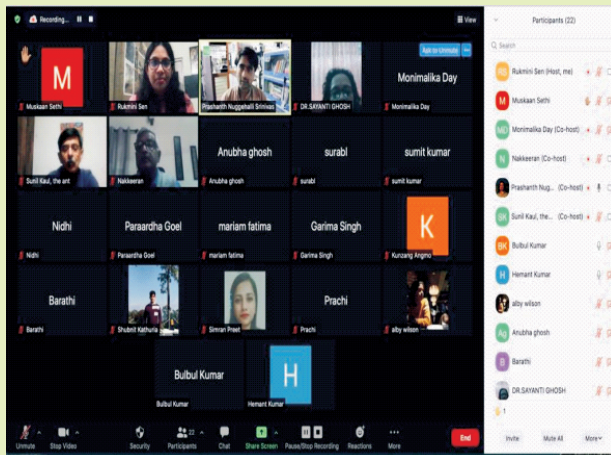
**PROF. ZUBAIR MEENAI** Department of Social Work and Director, Centre for Early Childhood Development and Research, Jamia Millia Islamia, Delhi

**DR. VINITA BHARGAVA** Lady Irwin College and associated with Central Adoption Resource Authority

**PROF. RACHANA JOHRI** Director, Centre for Psychotherapy and Clinical Research, Ambedkar University Delhi

**30/07/2021, 3 PM**  
**Zoom Meeting ID: 910 2206 2914**  
**Passcode: 285012**

This programme is part of the CFP initiative Learning with Professionals



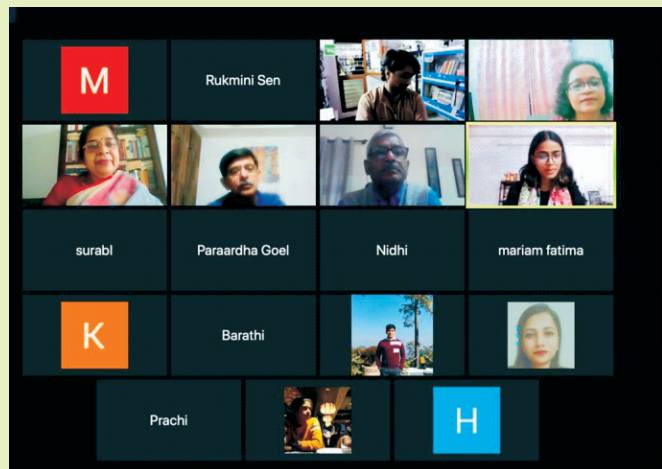
**Dr. B.R. Ambedkar University Delhi**  
**CENTRE FOR PUBLISHING**  
 invites you to a panel discussion on  
***Pandemic and its Impact on Healthcare Systems and Professionals***  
 under the series *Beyond Crisis: Ways of Reconstructing Lives*

**Anchor:**  
 Prof. N. Nakkeeran,  
 Dean, School of Global Affairs

**Panelists:**

- Dr. Sunil Kaul, Co-founder, The Ant, The Action Northeast Trust
- Dr. N.S. Prashanth, Faculty, The Institute of Public Health, Bengaluru
- Dr. Sayanti Ghosh, Department of Psychiatry, Nil Ratan Sarkar Medical College and Hospital, Kolkata
- Madevi, ASHA, Chamarajanagar, Karnataka

11 November 2021, Thursday | 3 PM  
 Zoom ID: 916 0305 6716 | Passcode: 619770  
 This programme in partnership with SGA is part of CFP initiative Learning with Professionals





## ATAL INCUBATION CENTRE-AUD



The inauguration ceremony of AIC-AUDF was held on October 29, 2021. Sh. Manish Sisodia, Hon'ble Deputy Chief Minister of Delhi, in the august presence of Hon'ble Vice Chancellor, AUD and other dignitaries. Startups incubated with AUD incubation centre had exhibited their product/service.





### Daasatan-e-Startup

Daasatan-e-Startup which is our flagship event, and as the name suggests, it is about stories that inspire. Stories about struggles, failures, success and everything in between. Entrepreneurs and startups shared their stories of hardships and fruitful labour, motivating and encouraging others to believe in themselves and climb that ladder of success. Mr. Nishant Chowdhary, Co-founder, Urban Kyaari was invited as a guest for the 1st episode of the series which was held on December 10th 2021



“IDEA to I AM” was a 4-day “Startup Master Class” programme organized to kick-start the entrepreneurial journey. The classes focused on clearing paths of students where the event was held in person mode from 14th December 2021 to 17th December 2021 with a total participation of 33 students.

AIC-AUDF had an exciting and engaging quiz competition, “InQuizzBee”. A riveting set of questionnaires about innovation, entrepreneurship and ideas inspiring potential entrepreneurs and startup ideas was developed where a total of 55 students participated

**InQuizBee**  
Hosted by AIC AUDF  
Supported by AIM of NITI Aayog GoI

**HURRY UP!**  
Register now!

Cashprize for the Top 3 Winners!

**18th**  
October, 2021 | 6:00 pm

PRE-REGISTRATION STARTS FROM  
**13 OCTOBER, 2021 ONWARDS!**

Last date : 17 October, 2021.

Registration link in bio



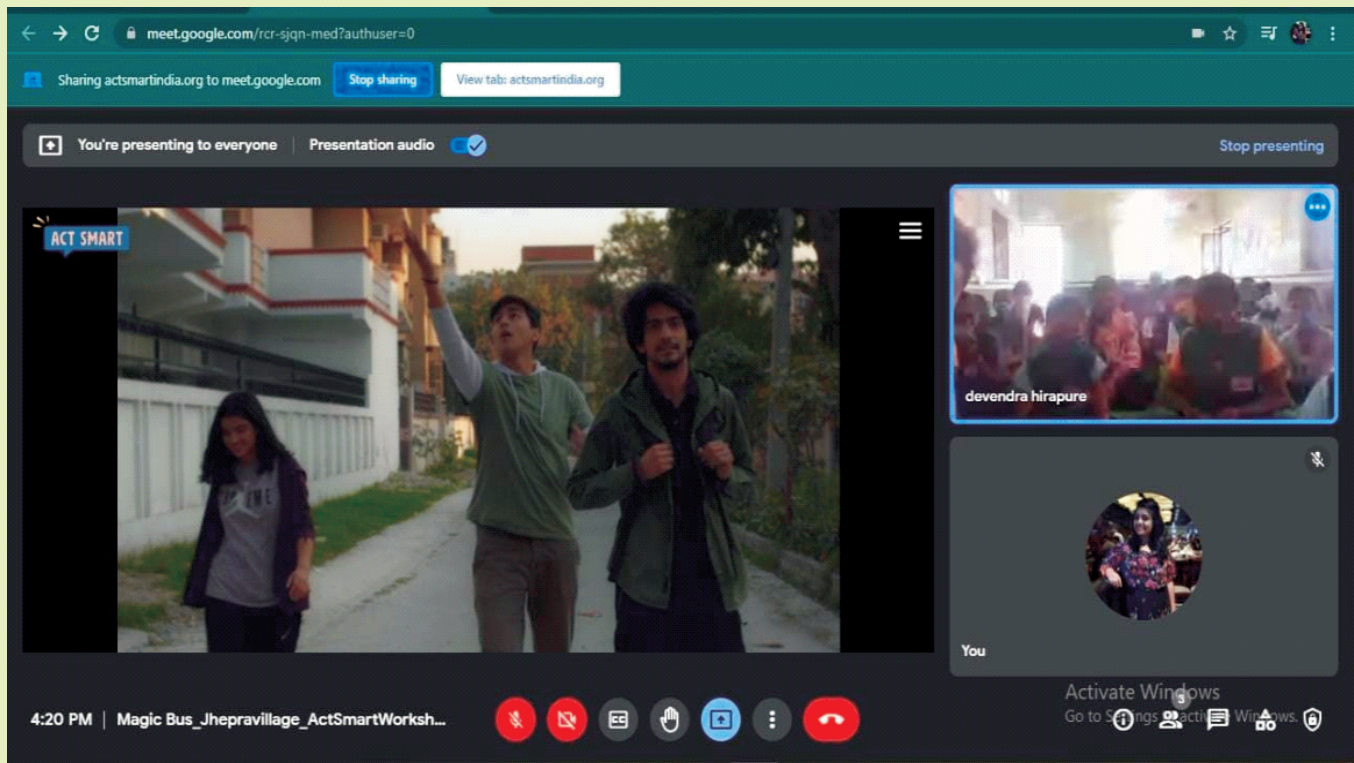
EXPERIMENTING  
WITH PEDAGOGY:  
*Focus On (Online)*  
*Internship*



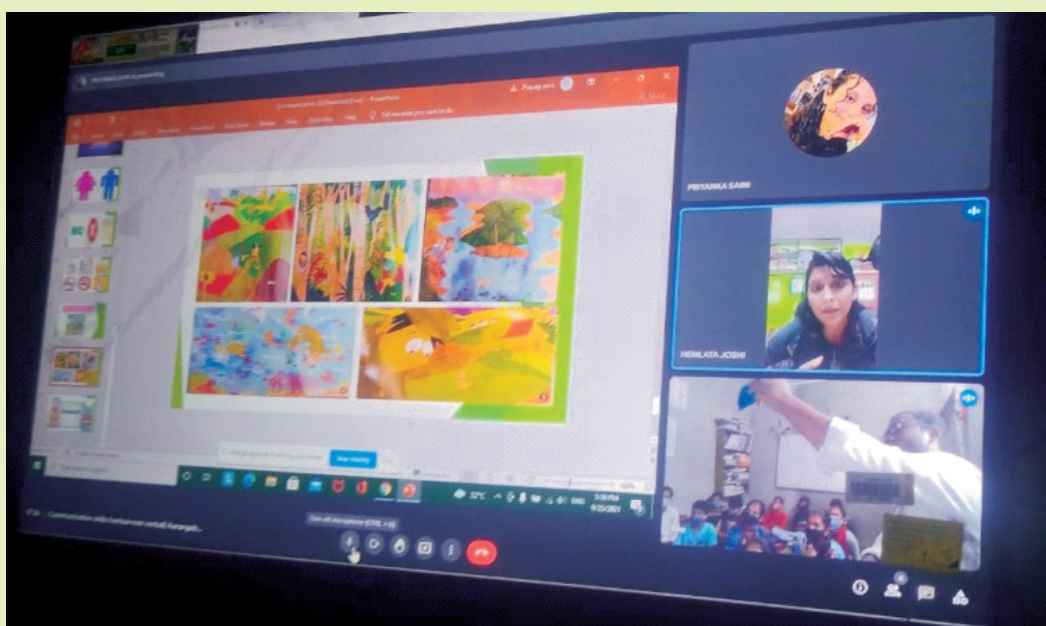
**SCHOOL OF BUSINESS PUBLIC POLICY AND  
SOCIAL ENTREPRENEURSHIP**

| <b>MBA</b>                      |                                        |                                       |                                                                                |             |
|---------------------------------|----------------------------------------|---------------------------------------|--------------------------------------------------------------------------------|-------------|
| Tata Power Distribution Limited | Nblik                                  | Predict Ram                           | Airport Authority of India Cargo Logistics and Allied Services Company Limited | ONGC        |
| Elderaid Wellness               | Powergrid Corporation of India Limited | Spectrum Engineering Tech Pvt Limited | TATA Motors                                                                    | Fantastiquo |
| Arvind Lifestyle Brands Limited | Exciting Fashion Emb Pvt. Limited      | Pasona India Pvt. Limited             | Koncept Automobiles (Mahindra)                                                 | Super77     |
| <b>MBA-IEVD</b>                 |                                        |                                       |                                                                                |             |
| Atal Incubation Center, BIMTECH | Nestcare                               | Himmanv LLP                           | INGLU Global                                                                   | IOTIOT      |
| <b>BBA</b>                      |                                        |                                       |                                                                                |             |
| Eco tasar                       | Diya                                   | TYCIA                                 | SWAN                                                                           | SPOWAC      |
| ARVI                            |                                        |                                       |                                                                                |             |

## SCHOOL OF EDUCATION STUDIES: LOCATING EDUCATION IN THE FIELD



During the summer break, students of SES are required to undertake a field attachment/internship of three weeks. This field component has been designed to deepen students' engagement with education – as praxis and to develop professionals who understand both theory and practice in the 'field'. It enables students to make sense of educational phenomena in the field, using the frames offered by the various taught courses in the MA programmes. During the COVID-19 context, students have also been attempting to understanding the implications of the pandemic on educational practice, especially the transition of institutional work to online mode. In September-October 2021, students of the MA Education and MA Education (Early Childhood Care and Education) programmes completed their non-school field attachment/internship at eight different sites including, ActSmart India, Centre for Education & Health Research Organization, Centre for Teaching/Learning of Mathematics, CSRBox, Eduweave Foundation, Farm2Food Foundation, The Critical Childhoods & Youth Studies Collective, and Vikramshila.





## SCHOOL OF HUMAN STUDIES: MA GENDER STUDIES

The pandemic posed a variety of challenges for the students in securing and completing internships. Since most of the organisations had closed down briefly because of the second wave of the pandemic, the internship opportunities available were limited. The overall health condition of the students and their families also delayed the process considerably.

And yet, Gender Studies among some of the other programmes in the university that in this period managed to complete the requirements for the Internship, with very few exceptions ( 2 students) .

This was possible because of the determined efforts of the Internship Committee constituted for the purpose of locating, internships, sharing information, liaising with the faculty member and coordinating in case of any specific challenges. The committee worked tirelessly.

The positive thing, however, was that most organisations agreed to convert the internships into Work From Home given the health and safety concerns. In addition to completing assignments, presentations and attending classes, the completion of internships proved to be a very tough challenge. Some students found it difficult to manage their commitment and time judiciously and this has been noted by the faculty.

Students appreciated the opportunity to learn and engage with new questions that extended their classroom learning and yet missed out on vital field experience as well as the opportunity to network and create new contacts for professional development. And yet, some of our students have been offered further opportunities. A wide range of Internships were secured by our student, e.g [Anweshi](#), [Ladli Foundation](#), [Kractivist](#), [Commonwealth Human Rights Initiative](#), [She for Change](#), [Centre for Equity and Inclusion](#), [Mahila Panchayat](#), [Indian Women's Project](#), [Prajna Trust](#) and so on.

The Internship committee's coordination with the faculty and redressal of grievances was seamless and continuous. Despite the batch mates not having met formally in college, the class together became a safety net for one another during this time is something worth highlighting. Most of the internship opportunities came in through individual contacts of the committee, faculty coordinator and students. Internship opportunities were posted on the common classroom WhatsApp group and updates were given daily on the progress of the students.

**Internship Committee- Ayushi Mehta, Raj Nandini, Krishna Menon**

## School of Law, Governance and Citizenship

Notwithstanding the restrictions around COVID, ten students of SLGC had completed their MA internships by the end of December 2021. They worked in diverse organisations, which included, Law Firms, Youth Empowerment Foundation (Delhi), Kashmir Youth Web, Pratham Education Foundation, Department of Industrial Policy and Promotion (GOI), Supreme Court of India and Sakhi One Stop Centre (Delhi), to name a few. The School has already received reports from the students' employers and students have written reports detailing their respective experiences in training with these organisations and institutions. The students have reported that their internships were good pedagogical experiences and they look forward to building collaborations with many of these organisations and institutions.

## School of Undergraduate Studies

Ms. Gayatri Deepak Nair, student of BA (H) Psychology was an Intern at Sangath in the IMPRESS and Sangath Surveys project from 26th July 2021 to 30th September 2021. Sangath is a non-governmental, not-for-profit organisation committed to improving health across the life span by empowering existing community resources to provide appropriate physical, psychological and social therapies.

During that period, Ms. Gayatri Deepak Nair assisted in the title & abstract screening of studies for the systematic review for IMPRESS project, ideas for social media dissemination, social media collaboration for Sangath Surveys, formulating campaign plan for Sangath Surveys, uploading articles for Sangath Surveys Blog and assisted in COVID survey data report.

Ms. Krishna S Kumar, student of BA (H) Economics was an Intern at Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), New Delhi from 3rd May 2021 to 02nd August 2021. During that period, Ms. Krishna S Kumar's duties were to carry out the following tasks during the internship period:

Support to SAPCC (State Action Plan for Climate Change) Revision - Data management, co-ordination of communications with State departments and external consultants.

Support to Organising Second Phase of Youth Climate Conclave: Co-ordination with Implementing partner TERI at different phases.



## SCHOOL OF VOCATIONAL STUDIES

The school has successfully coordinated with the industry regarding industry internship for BVoc (Accounting and Finance) students by maintaining a healthy relationship with industry mentors. On an average, these industry mentors are Chartered Accountants having an average of 15 to 20 years of experience. Some of them are rank holders in their professional qualifications. Students get an opportunity to learn the various aspect of Accounting and Finance, Auditing and Taxation



Students of Retail Management semester - 3, have completed their internship of semester - 2 in MAX FASHION during the month of December 2021 Throughout the period of their internships they learnt about the ground situation in a retail store and the duties and responsibilities of a Team Leader. They got the hands on experience regarding how the flow of stocks are managed, how to deal with different types of customers, the service recovery process, how to make effective displays, safety and security procedures for ourselves, customers and store. Students also learnt about different SOPs (Store Operating Process) and mainly how to work as a team and achieve organizational goals.





Students of B.Voc RM-5th Semester went for a month long OJT in the month of December 2021. The professional experience at the internship at Shopper's Stop, Zara, Decathlon and Calvin Klein has been both skilful and insightful. The industry internship not only allowed students to gain key experience in a variety of departments but also, got to learn a number of new things that would prove to be helpful in future. Through this internship, students got a chance to understand the working of each department, the flow of the information, the team exercise, brainstorming, day to day operational breakdown and the procedure behind each task. Apart from understanding the functioning of a corporate giant known for its huge business empire and the legacy it carries, student got to understand in depth what a brand's identity actually means and why is it so essential for it to reflect in every major and minor aspect of the brand. Lastly, they got to learn what the brand stands for, it's USP and upon finding it how to mould themselves to work accordingly and understand the vision for a retail innovation.







Two cohorts of BVoc ECCME have completed internships in different organizations. In semester-5, the students assisted the center/organization heads in various programs for young children. During this internship, the focus was on developing skills - to set up a center, create, plan, manage, and run activities and routines as well as to provide guidance to the facilitators and supervisors. The semester-2 students assisted the Early Childhood facilitators in the regular functioning of the center and directly dealt with young children coming to centers post-pandemic. As a result of their engagement, students gained a nuanced understanding of the organization and the context of their work. In addition to this, childcare had suffered a lot during the pandemic, and B.Voc ECCME students witnessed the post-pandemic challenges faced by organizations serving young children in India. The internship took place in various NGOs in Delhi like Mobile Creches, The Hope Project, Sinchan Education and Rural Entrepreneurship Foundation and Alokit.



STUDENTScape



## SLGC Alumni Achievement

1. Sonali Chugh (batch of 2018-20) started working as an Academic Fellow at the National Law School Delhi (NLUD) in November 2021 where she is engaged in teaching Political Science and Sociology courses to Law students as well as involved with research initiatives of the university.
2. Savi (batch of 2018-20) started working at the Geospatial World, in the Tech Policy Sector as a Research Associate in December 2021.

## School of Education Studies, Alumni Publication

19

IACN QUARTERLY - ISSUE 5, AUGUST 2021

Rethinking inclusivity in Indian educational policy

### Rethinking inclusivity in Indian educational policy

*How education policies in India are exclusionary towards children in child care institutions.*

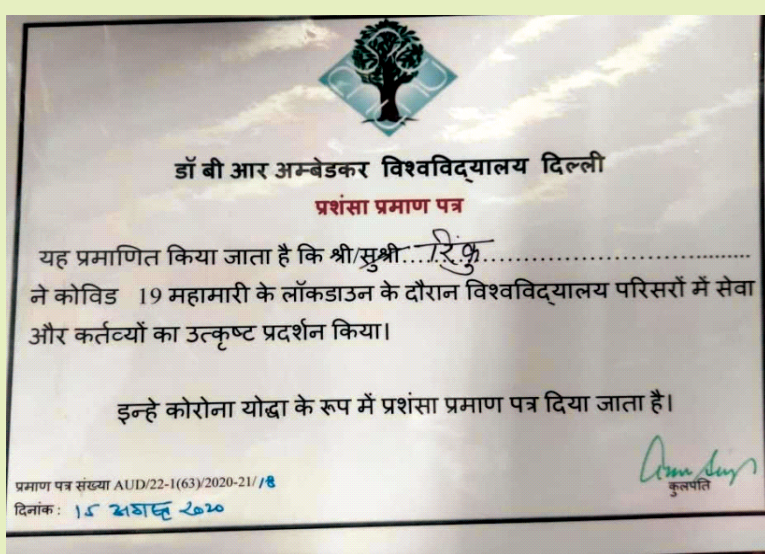
By Garima Sharma and Pooja Agarwal

With the roll-out of the National Education Policy 2020, all heads turned towards the significant reforms that can be expected in the Indian education system. However, history repeated itself, and there was one group that did not find mention in this educational policy like several others, i.e., children in institutionalised care. A closer look at several education and child protection policies and government guidelines reveals how there are multiple chinks in the armour, which lead to huge lapses in ensuring quality education and after school educational support for these marginalised children. As per the Delhi Commission for Protection of Child Rights, over 35 million children in India are classified as 'Children in Need of Care and Protection (CNCP)'. (35 million Children, 2018) CNCP is one of the two groups

A large number of school-goers in India rely on academic support outside the school. As per the NSSO Survey in 2017 - 2018, nearly 20% of students in pre-primary and above were taking private tuitions. In secondary level and above, 30% of students were taking private tuitions. (NSO 2018) The data shows that in states where enrolment in government schools is high, the dependence on private tuitions is also high and vice versa. This relationship directly points to the dissatisfaction of parents and students with the quality of education in government schools. On average, a family spends 12% of its education budget on private tuition for their children. Private tutors are seen as a bridge to overcome the gap in the quality of school education and help students compete better with their peers and competitive exams. For institutionalised children in shelter homes, the access to such support is limited and often dependent on private contributors

On average, a family spends 12% of its education budget on private tuition for their children.





Page No.-01(Jagran City)

## आडियो ई-लाइब्रेरी का शुभारंभ

जासं, नई दिल्ली : डा. बी.आर. अम्बेडकर विश्वविद्यालय में आडियो ई-लाइब्रेरी पोर्टल का शुभारंभ किया गया है। इसका शुभारंभ करते हुए वाइस चांसलर प्रोफेसर अनु सिंह ने बताया कि इसके माध्यम से छात्रों, रिसर्च स्कालर्स और सभी फैकल्टी को इससे अनुसंधान सामग्री प्राप्त करने में सुविधा मिलेगी। इससे गुणवत्तापूर्ण शोध को भी बढ़ावा मिलेगा।

