



Ambedkar University Delhi
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AUD NEWSLETTER

ISSUE 6 / July 2022 / Delhi



दिल्ली सरकार अंबेडकर विवि के दो नए कैंपस बनाएगी

शिक्षा हमेशा से आप सरकार की प्राथमिकता : सिसोदिया

राज्य ब्यूरो, नई दिल्ली : दिल्ली सरकार दिल्ली में अत्याधुनिक सुविधाओं से लैस अंबेडकर विश्वविद्यालय के दो नए परिसर (कैंपस) बनाएगी। विभिन्न पाठ्यक्रमों में यहां 26 हजार से अधिक विद्यार्थियों को दाखिला मिल सकेगा। ये नए परिसर 2306.58 करोड़ रुपये की लागत से रोहिणी और धीरपुर में बनाए जाएंगे। सरकार की व्यय एवं विल समिति ने इन दो नए परिसरों के निर्माण के लिए वित्तीय मंजूरी दी है। अभी इस विश्वविद्यालय में चार हजार छात्र हैं। यानी, आने वाले वर्षों में कुल मिलाकर 30 हजार छात्र यहां दाखिला ले सकेंगे।

2306.58
करोड़ रुपये की लागत से रोहिणी और धीरपुर में बनेंगे परिसर

26,000
से अधिक विद्यार्थियों को विभिन्न कोर्सों में मिल सकेंगे दाखिला



उपमुख्यमंत्री मनोप सिसोदिया ने कहा कि केजरीवाल सरकार दिल्ली में ऐसे इन्वेस्टिच एजुकेशनल स्पेस तैयार करने पर फोकस कर रही है, जो छात्रों को बेहतर ढंग से सीखने और अपने लक्ष्यों को तेजी से प्राप्त करने में मदद कर सकें। सिसोदिया ने कहा कि दिल्ली में हर साल 2.5 लाख बच्चे 12वीं पास करके स्कूलों से निकलते हैं, लेकिन प्रतिभा और क्षमता होने के बावजूद इनमें से केवल एक लाख बच्चों को ही किसी विश्वविद्यालय में दाखिला मिल पाता है। दिल्ली सरकार ने इसका संज्ञान लेकर अपने विश्वविद्यालयों की क्षमता को बढ़ाने का फैसला किया है। इस दिशा में दिल्ली सरकार अंबेडकर विश्वविद्यालय के दो नए परिसर तैयार करा रही है। उन्होंने कहा कि शिक्षा हमेशा से केजरीवाल सरकार की प्राथमिकता रही है और सरकार हर तबके के बच्चे को गुणवत्ता प्रधान शिक्षा देने के अपने विजन को पूरा करने के लिए एजुकेशनल इन्फ्रास्ट्रक्चर को मजबूत करना जारी रखेगी।



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-ILKS) 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-ILKS will have four components. It will build a bhasha archive, a vast, multipronged 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 Lathe, 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 added 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-ILKS 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.

अंबेडकर विवि में संकाय विकास कार्यक्रम आयोजित



नई दिल्ली। डॉ बी आर अंबेडकर विश्वविद्यालय में शुक्रवार को 'महामारी : अनुभव और प्रभाव' पर पहला संकाय विकास कार्यक्रम (एफडीपी) आयोजित किया। कार्यक्रम का उद्देश्य महामारी के दौरान अपने अनुभव साझा करने वाले विभिन्न पेशेवरों को एक साथ लाकर उन तरीकों को समझना था, जिनसे लॉकडाउन के कारण उनके पेशे में बदलाव हुआ।



कार्यक्रम में पद्म श्री से सम्मानित और शहीद भगत सिंह सेवा दल के अध्यक्ष डॉ जितेंद्र सिंह शंटी मुख्य अतिथि रहे। डॉ शंटी और उनके संगठन ने महामारी के दौरान कई शवों का अंतिम संस्कार करने में महत्वपूर्ण भूमिका निभाई थी। कार्यक्रम की अध्यक्षता कुलपति प्रोफेसर अनु सिंह लाठर ने की। प्रो. लाठर ने कहा कि शंटी के द्वारा किये जा रहे अच्छे कार्यों से विश्वविद्यालय सदैव जुड़ा रहेगा। उन्होंने कहा कि डिजीजन कोरोना के दौरान किए गए कार्यों को लेकर एक मैनुअल प्रकाशित करेगा, जो स्कूली छात्रों के लिए एक गाइड के रूप में कार्य करेगा। एफडीपी को सफलतापूर्वक पूरा करने के लिए 21 प्रतिभागियों को प्रमाण पत्र भी दिया गया। ब्यूरो

A NOTE OF THANKS

Vice Chancellor Professor Anu Singh Lather for her continuous encouragement and significant suggestions towards making the Newsletter a comprehensive documentation of the University activities

Registrar Dr Nitin Malik for all kinds of administrative support

Dr. Monimalika Day, Deputy Director, Centre for Publishing for her inputs

Deans, Directors and Division heads for providing content for the Newsletter

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Email: directorcfp@aud.ac.in

All issues of the Newsletter are all available at <https://aud.ac.in/publications-cfp>

RENDEZVOUS WITH VICE CHANCELLOR

Professor Anu Singh Lather



The University had taken many community-based initiatives towards COVID care, it has also made academic and outreach interventions around the pandemic, kindly share your thoughts on why you felt this was important?

Pandemic times needed concerted efforts by everyone. The University played an active role in conducting vaccination drives, procuring oxygen cylinders, offering psychological support through Ehsaas Clinic–psychotherapy based counseling during and beyond the peak covid times.

In addition to these, the University has also taken a lead role in generating social science based knowledge around the pandemic. The Outreach and Extension Division organised an online Faculty Development Program titled 'Pandemic : Experiences and Implications' (28th February to 29th April 2022, sessions were held for four hours every weekend) . The aim of the FDP was to bring together professionals from various backgrounds to share and reflect upon their experiences during the pandemic and to discuss their implications on society. Resource persons were called upon representing various government offices, corporate enterprises and civil society organisations to share their strategies, challenges and coping mechanisms during the pandemic. This was a first of its kind programme done by the University, through which roles and responsibilities of frontline workers like doctors and nurses, professionals involved with essential services, agencies like post and telegraph, food delivery, those providing psychosocial care, faith based associations or theatre professionals were discussed with the participants. 22 participants successfully completed the programme and were awarded certificates. Most participants took important lessons from these sessions and shared positive feedback about the initiative. Padamshri awardee Shri Jitender Singh Shunty delivered the valedictory lecture at the event. A Manual on the lessons learnt from the professionals will be published by the Division to be disseminated to communities outside of the University.

Research and Consultancy Division of the University organised *Shodhotsav* 2022, a National Young Researchers' Conference (1-3 June 2022) with the theme 'Researching (in) the Pandemic'. Prof. (Dr.) Randeep Guleria, Director, All India Institute of Medical Sciences, New Delhi delivered the keynote address for the event. The event gave an opportunity to various scholars to present their papers, participate in panel discussions and photo essay exhibitions. It was an enriching event which saw enthusiastic participation by both faculty and research scholars across eminent institutions of higher education across the country. Locating marginalities, Narrating the Past, Children in the Pandemic, Sufferings and Survival, Pandemic and Intersectionalities, Indian Education and Pandemic, Health and Livelihood, Mental Health and Disability in the Pandemic were the themes of academic sessions and panel discussions held during these three days. The valedictory address was delivered by Prof. Virendra Kumar Malhotra, Member Secretary, Indian Council of Social Science Research, New Delhi.

The Centre for Publishing of the University has created a publication space for the students of the University through 'Reflexive Essays'. Six students from BA, MA and PhD programmes wrote reflections on the lessons learnt from a panel discussion organised by the Centre titled 'Caring for Children, Responding to Vulnerability'.

The University has established the International Affairs Division with an aim towards internationalisation. What are the future activities that you think this Division needs to perform?

The International Affairs Division (IAD) takes the mission of internationalisation of higher education as envisaged in the NEP 2020 very seriously. It actively seeks collaboration opportunities that would benefit the students and faculty of the university. Currently, IAD has projects underway or being negotiated with University of Guelph, University of Toronto, Indiana University Bloomington, and George Mason University. In the past students and faculty have also been participating in various programmes under the auspices of Erasmus, DAAD, and Shastri Indo-Canadian Institute. The division has also worked with the United States India Education Foundation to place a substantial number of Fulbright student and faculty fellows from various universities in the United States of America at the University. The IAD also supports the international student population at the University with various initiatives like the monthly International Students Coffee hour and welcome reception for international scholars over the course of an academic year. Currently the number of international students enrolled are fourteen with representations from Bangladesh, Maputo-Mozambique, Tibet, Sri Lanka, Vietnam, Malawi, Ethiopia, Afghanistan, Myanmar, Canada, and the USA. Students are enrolled in Sociology, Development Studies, Public Health, Hindi, English, Psychology, Public Health, Sustainable Urbanism, Law, Politics and Society. We are committed to increase this number and facilitate regular interaction with different international embassies.

The University did a local history exhibition with the villagers of Gummanhera, tell us about the initiative and any future plans there?

The university has been working towards establishing a sustained relationship with the village of *Gummanhera*. One of these has been the Centre for Community Knowledge's (CCK) documentation of village life through oral history research. This work was exhibited in the village in May 2022. It was fascinating how one site enabled us to understand a range of issues around rural-urban relations, peri-urban changes and unique architectural forms as well. The opening of the exhibition had many community members, including the local MLA Mr Gulab Singh in attendance. Multiple conversations about the themes of the exhibition took place during the event. CCK is also bringing out an illustrated publication on the village. The university aims to carry out outreach activities in *Gummanhera* in the near future, especially related to young people's education and career development.

Field activities and internships are important pedagogic components in different academic programmes of the University, how do you think that the NEP adoption will further impact these activities?

The University has always adopted a holistic approach towards education and there is substantive initiative taken towards field engagement as a pedagogic component of different courses that are transacted. Field exposure visits to various sites connected with the academic programme, industrial training, internships, exchange and outreach programmes with the community, have been an integral part of our academic programmes and continue to increase in vigour and emphasis in the current times. It helps to create a grounded understanding of issues discussed in the classroom as well as creates opportunities for networking with offices of government, industry, civil society and business professionals. We are confident of taking the NEP provisions ahead with our practices of engaged scholarship and inter-disciplinary education model. The three-fold focus of the University towards research, field-based engagement and internship will make us leaders of Multidisciplinary Education and Research University (MERU) as envisaged in the NEP.

AUD NEWSLETTER

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LETTER FROM THE EDITOR

As the world begun 2022, with some more hope and endurance, the community at Dr B. R. Ambedkar University Delhi continued with hybrid modes of functioning, before welcoming everyone back on campus. This Newsletter, Issue 6, charts the activities of the University between January to June of 2022 to demonstrate the continued academic engagement with the impact and lessons from the pandemic while reaching out to multiple community outreach activities.

In these six months, the University organized a few events for the first time:

- Launched the International Summer School, by the School of Education Studies, 'Experiencing Diversity: Schools of Education in Project-based Collaborations' in association with the Ludwigsburg University of Education, Germany
- Conducted a Faculty Development Programme 'Pandemic: Experiences and Implications' organized by the Outreach and Extension Division
- Created *Humara Gummanbera*: Local History Exhibition organized by the Centre for Community Knowledge
- Celebrated International Women's Day and distributed books and stationery among students of the adopted clusters of the University, organized by the Outreach and Extension Division
- Celebrated World Creative and Innovation Day, organized by Atal Incubation Centre-Ambedkar University Development Fund

The University continued with its commitment to facilitating research by organizing the second Annual Research Festival *Shodatsav*. This time a National Young Researchers' Conference, 'Researching (in) the Pandemic' was organized by Research and Consultancy Division. Nearly sixty papers and photo essay presentations by research scholars from across higher education institutions in India were part of the deliberations.

The Training and Placement Cell of the University arranged for 18 organizations to come for placement and internship opportunities for our students. 54 students, mostly from different postgraduate programmes were offered campus placement during this time period.

In this Newsletter many of the Schools have reported about their field based engagement as part of their programmes. School of Heritage Research and Management have conducted multiple museum and archaeological site visits for its students. School of Vocational Studies did field based immersion with mobile creches in different communities of Delhi.

As the University community returned to campus; sports, dance and music, yoga all came back with renewed enthusiasm and brightened up the spaces with a refreshed rhythm. It is this spirit of collective celebration and sustained handholding that the University espouses for the community within and the wider public in the city.

Professor Rukmini Sen
Director Centre for Publishing





FROM THE
NEWSROOM

INDIANA UNIVERSITY, BLOOMINGTON HONORS WITH BICENTENNIAL MEDAL

आइयूबी ने एयूडी को पदक से किया सम्मानित

बि, नई दिल्ली: अंबेडकर विश्वविद्यालय दिल्ली (एयूडी) के साथ लंबे समय से चली आ रही साझेदारी को लेकर अमेरिका के इंडियाना विश्वविद्यालय ब्लूमिंगटन (आइयूबी) के अध्यक्ष ने विश्वविद्यालय की 200वीं वर्षगांठ के अवसर पर एयूडी को द्विशताब्दी पदक और सम्मान पत्र से सम्मानित किया है। पदक आइयूबी की 200वीं वर्षगांठ का प्रतीक है। इंडियाना विश्वविद्यालय ब्लूमिंगटन के निदेशक अकादमिक डा. माइकल डोडसन और इंडिया गेटवे की निदेशक डा. जफ्रीना सुरेश ने मंगलवार को एयूडी के कश्मीरी गेट परिसर में कुलपति प्रो अनु सिंह लाठर को पदक और सम्मान पत्र प्रदान किया। उल्लेखनीय है कि एयूडी ने अक्टूबर 2016 से 2021 के बीच आइयूबी के साथ अनुसंधान को बढ़ावा देने के लिए साझेदारी की थी। साझेदारी के तहत अंबेडकर विश्वविद्यालय और आइयूबी दोनों के कुछ शिक्षकों ने 2017-2019 के बीच अनुसंधान और शिक्षण के लिए एक-दूसरे के परिसरों का दौरा किया था।



PLANNING DIVISION



A workshop for the implementation of ISO 9001:2015 certification was organized by the Planning Division on 18th May 2022



RESEARCH AND CONSULTANCY DIVISION

Shodhotsav 1st to 3rd June 2022



The theme of the second edition of *Shodhotsav* research festival was 'Researching [in] the pandemic'.

The festival included a Keynote Address by Prof. (Dr.) Randeep Guleria, Director, All India Institute of Medical Sciences, Delhi


DR. B.R. AMBEDKAR UNIVERSITY DELHI
RESEARCH AND CONSULTANCY DIVISION



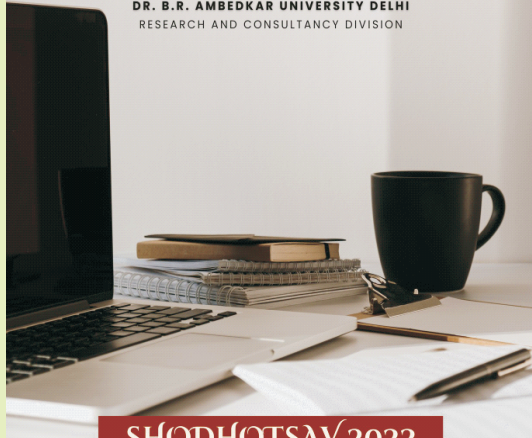
SHODHOTSAV 2022
NATIONAL YOUNG RESEARCHERS' CONFERENCE

ETHICS OF RESEARCH

WORKSHOP 1
DATE: 20TH MAY 2022
TIME: 3 TO 5PM
HYBRID MODE
FOR OFFLINE, VENUE: WS3, KASHMERE GATE CAMPUS

PLEASE REGISTER VIA:
[HTTPS://LINKTR.EE/SHODHOTSAV2022](https://linktr.ee/shodhotsav2022)


DR. B.R. AMBEDKAR UNIVERSITY DELHI
RESEARCH AND CONSULTANCY DIVISION



SHODHOTSAV 2022
NATIONAL YOUNG RESEARCHERS' CONFERENCE
1-3 JUNE 2022

WORKSHOP ON ACADEMIC WRITING

DATE: 27TH MAY 2022
TIME: 3PM
HYBRID MODE
OFFLINE VENUE: WS3 (MEZANINE), KASHMERE GATE CAMPUS

PLEASE REGISTER VIA:
[HTTPS://LINKTR.EE/SHODHOTSAV2022](https://linktr.ee/shodhotsav2022)





RESEARCH AND CONSULTANCY DIVISION, AUD

SMGFR-III CALL FOR RESEARCH PROPOSALS



To apply:
<https://aud.ac.in/SMGFRIII/>

Apply before **15th March 2022**

KEY GRANT FACULTY RESEARCH

AUD
R&C DIVISION
PRESENTS

FACSAPP

Faculty Seminar and Paper Presentations



CARICATURE THE CALCUTTA KIND, OR, HOW TO LISTEN TO COLONIAL LAUGHTER

Sayandeb Chowdhury (Asst Prof, SoL)
in conversation with
Abeer Gupta (Dir, Achi Association India)

FRIDAY, MARCH 25, 2022
KG CAMPUS, AUD

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**Ambedkar University Delhi
Research & Consultancy Division**
presents

FACSAPP
(Faculty Seminar and Paper Presentations)

Salt, Protest, and Public Health in India: Documenting the journey

Prof. Tanuja Kothiyal
(School of Liberal Studies, AUD)

In conversation with

Prof. Miles Taylor
(Humboldt-Universität zu Berlin)

Moderator

Dr. Geetanjali Tyagi
(Assistant Professor, School of Liberal Studies, AUD)

Wednesday 6th April 2022
2:30 pm IST
Venue: (TBD) KG Campus, AUD
Google Meet Link: <https://meet.google.com/uot-yxdv-bau>



RESEARCH AND CONSULTANCY DIVISION, AUD

SMGFR-III HANDS ON WORKSHOP WITH R&C WORKING GROUP MEMBERS



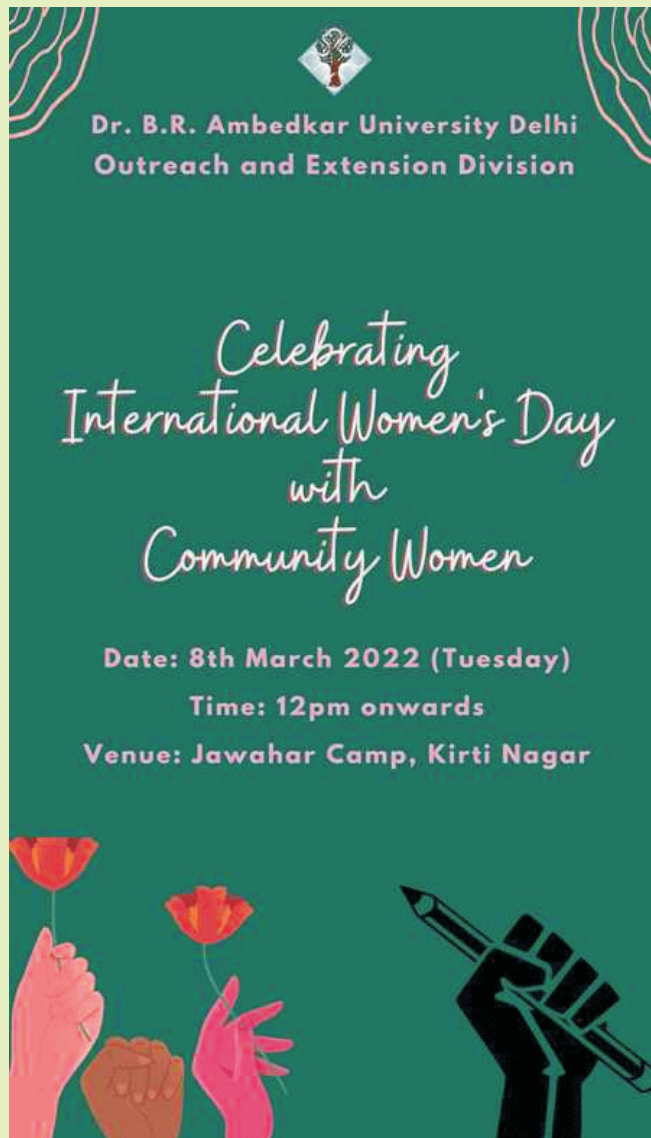
The workshop will be held from 2pm on 24th
March 2022 in Hybrid Mode

To register for the workshop:
<https://forms.gle/w8m71R5BYYP6bg7A>

INTERNATIONAL AFFAIRS DIVISION



OUTREACH AND EXTENSION DIVISION

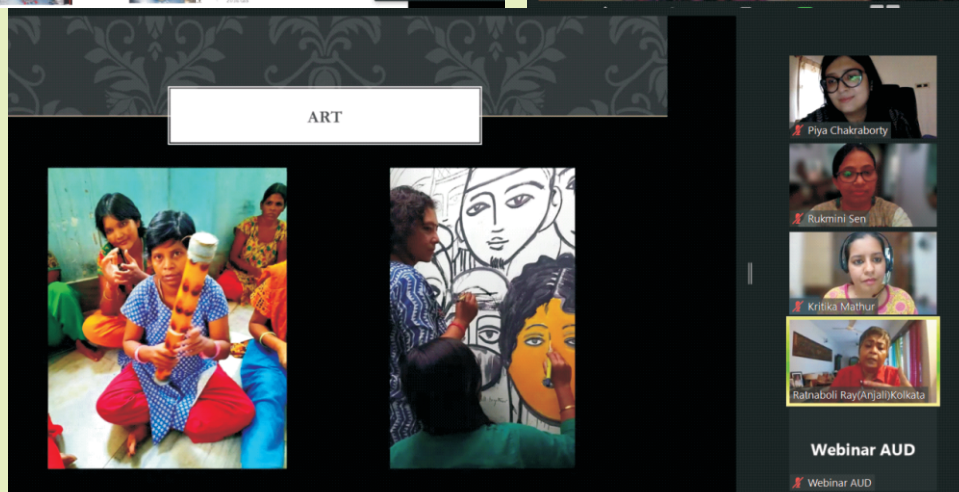




Faculty Development Programme Pandemic: Experiences and Implications 28th February to 29th April 2022



Different sessions conducted by ICMR, Delhi government school teacher, Digital Museum expert, mental health professional, disabled women's representative



Valedictory Address delivered by Padmashree Dr Jitender Singh Shuntty



AMBEDKAR MEMORIAL LECTURE 14TH APRIL 2022



About the Gandhi Katha and Kathavachak

Based on the oral Indian Katha tradition, Gandhi Katha narrates the ethical, spiritual, and moral thoughts and actions of Mahatma Gandhi. The Katha format is ingrained in Indian culture and conveys the messages through storytelling with narration and music. Gandhi Katha also has Kathavachan and Pravachan by the Vyas accompanied by music.

Gandhi Katha aims to uncover hidden facets of Mahatma Gandhi, especially related to Satyagraha and his humanity, spirituality, and practice. It pays emphasis on Mahatma Gandhi's persistent effort for inclusion and removal of untouchability, and his association with Dr. Bhimrao Ambedkar towards equality and justice.

Dr. Shobhana Radhakrishna, an Eminent Gandhian, is the Kathavachak and the Vyas for the event. The lead singers are Smt Swati Bhagat and Shri Deepak Kalra. They will be accompanied by Shri Gunbhej Singh on Tabla, Shri Chetan Singh on harmonium, and Shri Ganesh Singh on flute. Dr Ravi Chopra will do an AV presentation about Mahatma Gandhi.

Dr. Shobhana Radhakrishna

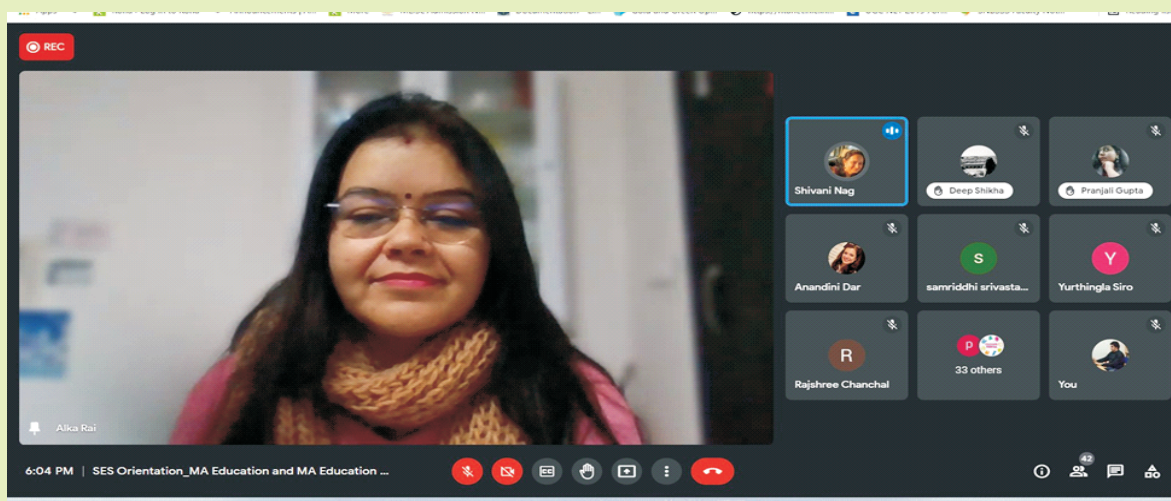
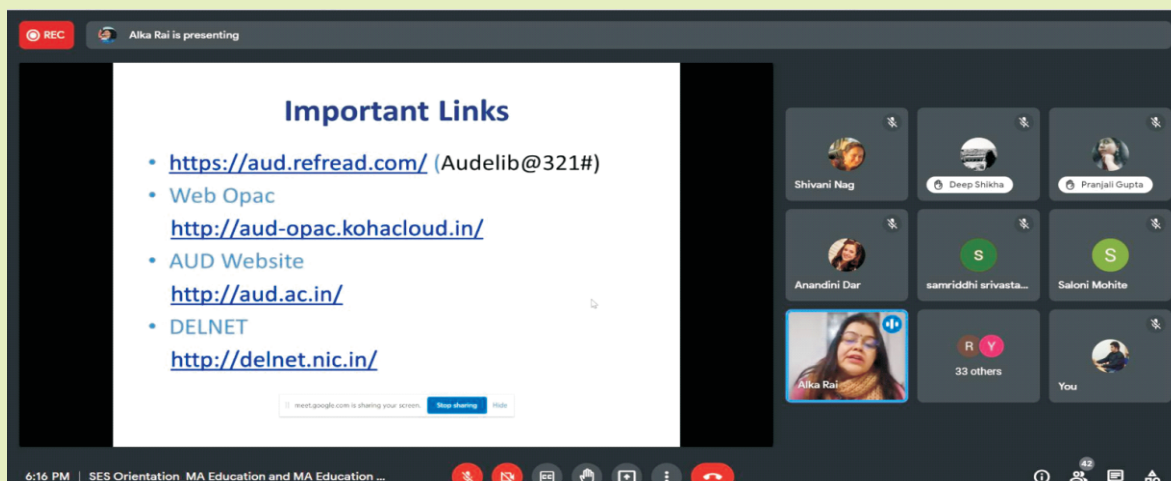
Brought up in Sewagram Ashram in Wardha, Dr Radhakrishna has cultivated a strong ideological connection with Gandhi's ideals since childhood. She is the founder of the SCOPE Gandhian Forum for Ethical Corporate Governance in India. She has practiced a unique way of spreading Gandhian ideology by holding Gandhi Katha and has established many organizations to work for Sarvodaya, Gram Swaraj, and constructive programs.

Dr. Radhakrishna has presented Gandhi Katha at the 'Upa Rashtrapati Niwas', various Raj Bhavans and Raj Niwas, and apex cultural institutes in India. She has conducted an online certificate course on Mahatma Gandhi's Philosophy hosted by 109 Indian Missions as part of the commemoration of Azadi Ka Amrit Mahotsav in collaboration with the ICCR.

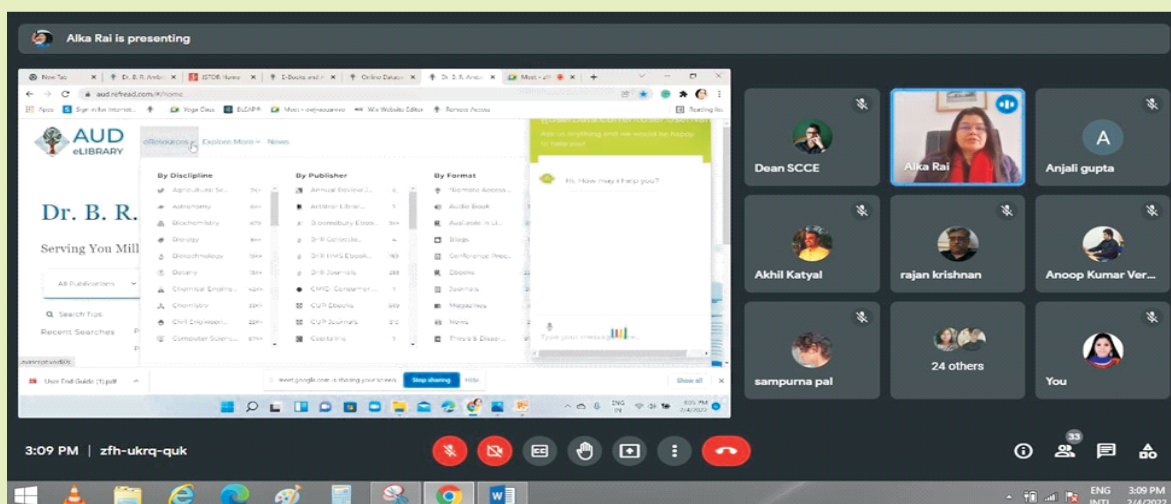


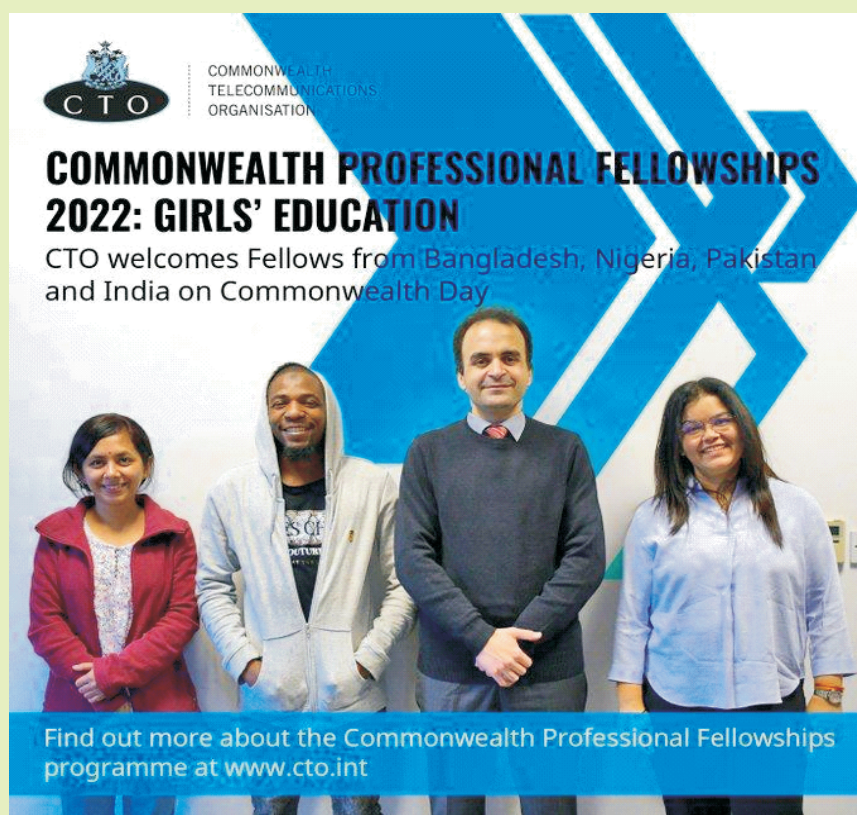
LIBRARY

Library conducted an online orientation for School of Education Studies, 10th Jan. 2022



Library organized an online Library Orientation Programme for the School of Culture and Creative Expressions, 4th Feb. 2022





Dr Alka Rai, Deputy Librarian, awarded with Commonwealth Professional Fellowship at Commonwealth Telecommunications Organisation (CTO) London for three months; 14th March-10th June 2022.

During this fellowship she did a project titled '**Inclusion of girls in ICT: Closing the gender divide in, A Case of India**' as part of the fellowship'

TRAINING AND PLACEMENT CELL



डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
 Established by The Government of NCT of Delhi

Present a Webinar
on

Personal Branding & Cracking Your Placements

 **Date:- 9th April 2022**
Time:- 7.30 PM to 8.30 PM IST



Guest Speaker:- Dr. Shubhra Chakraborty
 (MBBS, MBA)
 Founder & CEO - Poshan
 Branding & Marketing Consultant
 Winner of over 22 Business Competitions
 LinkedIn Influencer
 Marketing Manager - Philips Healthcare

Organised by:- Training & Placement Cell, AUD



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Dr. B. R. Ambedkar University Delhi
 Established by The Government of NCT of Delhi

Present a Webinar
on

Enabling Students to Build Skills leading to Employment

 **Date:- 13th May 2022**
Time:- 3 PM to 4 PM IST





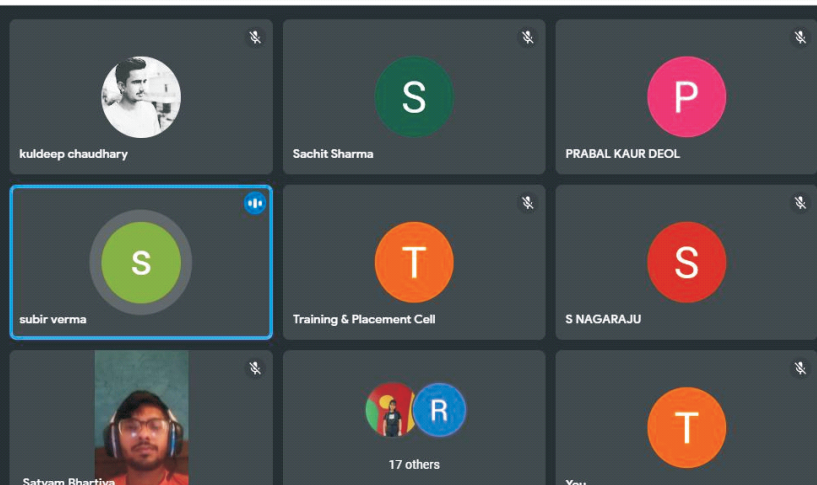
Guest Speaker:- Sh. Subir Verma
 Chief HR, IR and Medical Services at
 TATA Power DDL
 Author I Speaker I Mentor to Students

Organised by:- T & P Cell

For any query, please contact at:- placements@aud.ac.in

To attend the webinar, scan the above QR Code & fill the necessary details

meet.google.com/ozs-rcgx-hys?pli=1&authuser=1

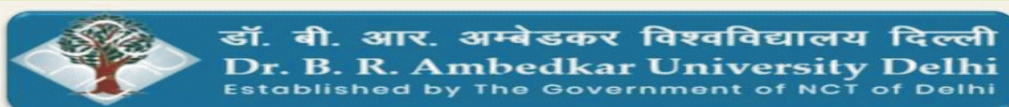


Grid view showing participants: kuldeep chaudhary, Sachit Sharma, PRABAL KAUR DEOL, subir verma (active), Training & Placement Cell, S NAGARAJU, Satyam Bhartiya, 17 others, and You.

People

Mute all Add people

-  subir verma
-  Suhail Haider
-  TANAYA SACHDEV
-  Training & Placement Cell Meeting host
-  Vardan Kumar
-  Varisha Fatima
-  Yuishimrin Luikham



Present a Seminar
on

Job & Internship opportunity available in American Express

Guest Speaker:-

-Dr. Sachin Gulati, Director, India Campus Recruitment
-Neha Kalra, Manager, India Campus Recruitment
-Shuchita Trehan, Recruitment Specialist, India Campus Recruitment (SPOC for Dr. B. R. Ambedkar University Delhi)



Date:- 7th June 2022
Time:- 11 AM onwards

Organised by:- T & P Cell

For any query, please contact at:-placements@aud.ac.in



CAMPUS PLACEMENT DRIVE AND INTERNSHIP OPPORTUNITIES

S. No.	Name of the Organisation/ Company	Job Profile	Qualification	Salary Package/ Stipend	No. of Students Participated	Selected/ Shortlisted
1	The Smart Cube	Analyst—Forecasting	MA Economics	6.78 LPA	22	2
2	Planet Spark	Business Development Counsellor (domestic)	Graduation Post-graduation	6.40 LPA	48	2
		Business Development Counsellor (International)		7.10 LPA		
3	Azim Premji Foundation	Associate	Post-Graduation	4.1 LPA	60	10
4	CHEORS India Pvt Ltd.	Associate Analyst	Post-Graduation (MA Economics)	6 LPA	18	6
5	LeadSquared	Sales Development Representative (SDR) - Day Shift	Graduation Post-graduation	5.5 LPA	25	2
6	LeadSquared	Internship	Graduation Post-graduation	10k/Month	28	1
7	Builder.ai	Sales Development Representative	MBA	7LPA	29	1
8	Archer & Bull	Management Trainee	MBA	7.35 LPA	22	1
9	Athena Education	Writing and Counseling specialist	Post-graduation	4 LPA	24	2
10	Dex-Deft Advisory and Research Private Limited (DEX-DEFT)	Internship Opportunity + PPO (Role:- Research Intern)	MA Economics	12K/Month	34	1
11	Arabesque	ESG Data Analyst	Post-Graduation	4.5 LPA	41	10
12	Geetanjali Homestate Pvt. Ltd.	Business Development Executive	Graduation	4 LPA	32	3
			Post-graduation	5 LPA		
13	BPB Publication	Content Development Editor (CDE)	graduate/ Post-graduate	3.36 LPA	27	3
		Acquisition Editor (AE)				
14	Vedanya International School	Faculty	Post-graduate	6 LPA	62	3
15	Teach for India	Fellowship Program (Internship)	graduate, Post-graduate		51	4
16	Daedal Research	Junior Research Analyst	Post-graduate	3 LPA	24	3
17	Codeyoung	Inside Sales Executive	Post-graduate	4 LPA	20	1
18	MBATrek	Social Media Manager	graduate, Post-graduate	5-7 LPA	27	1
		Graphic Designer and Video Editor				
		Career Consultant				
		Associate — Learning & Development				
Total					594	54

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 जापान पर हस्ताक्षर किए हैं। व्योरो

Amar Ujala 17th February 2022

अंबेडकर विश्वविद्यालय: रोहिणी और धीरपुर में नए कैम्पस बनाएगी सरकार



भारत न्यूज़/नई दिल्ली

कैंपस में मौजूद सुविधाएं

दिल्ली सरकार अंबेडकर विश्वविद्यालय के रोहिणी और धीरपुर में 2306.58 करोड़ रुपये की लागत से दो कैंपस का निर्माण करेगी। इन दोनों कैंपस में विभिन्न कोर्सों में 26 हजार से अधिक और विद्यार्थियों को मिल सकेंगे। दाखिला मिल सकेंगे, अभी अंबेडकर विश्वविद्यालय में चार हजार छात्र विभिन्न कोर्स में पढ़ाई कर रहे हैं। बुधवार को दिल्ली के डिप्टी सीएम मनीष सिंसोहिया ने आज अंबेडकर विश्वविद्यालय के विस्तार के प्रोजेक्ट के लिए फंड को मंजूरी दी।

सिंसोहिया ने कहा कि अल्फा-मॉडर्न सुविधाओं से लैस होंगे अंबेडकर विश्वविद्यालय के यह दोनों कैंपस, स्टूडेंट्स की सभी शैक्षणिक आवश्यकताओं पर ध्यान देंगे। नए कैंपस में स्टूडेंट्स की सभी शैक्षणिक आवश्यकताओं को पूरा करने के लिए अल्फा-मॉडर्न सुविधाओं विकसित की जाएगी। ये दोनों नए कैंपस स्टेट-ऑफ-द-आर्ट यूनानी एंथ्रोपॉलॉजी, एडमिनिस्ट्रेशन, क्लासिक, लैंग्वेज, एप्लीड एडमिनिस्ट्रेशन, गैर हार्ड, लैंग्वेज और लैंग्वेज के लिए अलग-अलग होस्टल सहित दोनों कैंपस में विभिन्न प्रकार के रजिस्ट्रार ऑफिस, नेट जीरो एनर्जी कैंपस होंगे।

- ऑडिटोरियम • कन्वेंशन सेंटर • रिसर्च सेंटर • सैमिनार व कॉन्फ्रेंस फैसिलिटीज
- लाइब्रेरी • कैंटीन • स्टूडेंट सेंटर
- डीनर व आउटडोर स्पोर्ट्स फैसिलिटीज
- गैर हार्ड • हेल्थ सेंटर • डिप्लोमा व पोस्टग्रेजुएट • केंद्र फैसिलिटी
- यूनिवर्सिटी फैसिलिटीज

40 एकड़ में होगा कैंपस

एच के रोहिणी कैंपस को 1107.56 करोड़ रुपये की लागत से बनाया जाएगा। यह कैंपस 40 एकड़ में फैला होगा और यहां 10 हजार से अधिक स्टूडेंट्स होंगे। वहीं, धीरपुर कैंपस 1199.02 करोड़ रुपये की लागत से तैयार किया जाएगा। इस कैंपस का क्षेत्रफल 49 एकड़ होगा और यहां 16 हजार से अधिक स्टूडेंट्स विभिन्न कोर्स में दाखिला ले पाएंगे। दोनों कैंपस में मार्टी-स्टोरी एकेडमिक ब्लॉक, कन्वेंशन ब्लॉक, हेल्थ सेंटर, ऑडिटोरियम, एप्लीड एडमिनिस्ट्रेशन, क्लासिक, लैंग्वेज, एप्लीड एडमिनिस्ट्रेशन, गैर हार्ड, लैंग्वेज और लैंग्वेज के लिए अलग-अलग होस्टल सहित दोनों कैंपस में विभिन्न प्रकार के रजिस्ट्रार ऑफिस, नेट जीरो एनर्जी कैंपस होंगे।

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.

The Hindu 17th February 2022

आंबेडकर यूनिवर्सिटी में भी कॉमन एंट्रेंस से होंगी यूजी के एडमिशन !

Katyayani.Upreti@timesgroup.com

देशभर की 45 सेंट्रल यूनिवर्सिटी के लिए हो रहे कॉमन यूनिवर्सिटी एंट्रेंस टेस्ट (CUET) को दिल्ली सरकार की आंबेडकर यूनिवर्सिटी दिल्ली (एयूडी) भी अपना सकती है। पिछले साल तक एयूडी दिल्ली यूनिवर्सिटी की ही तरह कटऑफ पर अंडरग्रेजुएट कोर्सेज के लिए एडमिशन प्रक्रिया रखती थी। यूनिवर्सिटी ग्रांट्स कमिशन (यूजीसी) ने इस साल से कॉमन एंट्रेंस को सेंट्रल यूनिवर्सिटी के लिए जरूरी किया है और स्टेट/प्राइवेट/डीमड यूनिवर्सिटी को इसे अपनाने के लिए फैसला लेने की छूट दी है।

एयूडी की वाइस चांसलर प्रो. अनु सिंह लाठर का कहना है कि नए सेशन 2022-

23 से यूजी एडमिशन एंट्रेंस के स्कोर के आधार पर करेंगे और काफी हद तक मुमकिन है कि कॉमन यूनिवर्सिटी एंट्रेंस टेस्ट को ही अपनाएं। नेशनल टेस्टिंग एजेंसी जैसे ही इसे लेकर विस्तार से जानकारी जारी करेगी, सभी पहलुओं को देखते हुए इस पर फैसला लिया जाएगा।

एयूडी अब तक अंडरग्रेजुएट कोर्सेज के लिए 12वीं क्लास के स्कोर यानी कटऑफ पर एडमिशन करता था मगर नए सेशन से यूनिवर्सिटी में यूजी एडमिशन एंट्रेंस के स्कोर के आधार पर होंगे। पीजी के लिए यूनिवर्सिटी पहले से ही एंट्रेंस एग्जाम रखती है और इस बार भी यही जारी रहेगा। पीजी के लिए भी कॉमन एंट्रेंस अपनाने पर यूनिवर्सिटी तैयार करेगी।

Navbharat Times 25th March 2022

दिल्ली सरकार की व्यय वित्त कमेटी ने दोनों कैंपस की परियोजना को मंजूरी दी

अंबेडकर विश्वविद्यालय के दो नए कैंपस रोहिणी और धीरपुर में बनेंगे

हि अख्ती खबर

नई दिल्ली, प्रमुख संवाददाता। दिल्ली सरकार ने अंबेडकर विश्वविद्यालय के दो नए कैंपस बनाने की मंजूरी दे दी है। सरकार की व्यय वित्त कमेटी ने रोहिणी और धीरपुर में 2306.58 करोड़ रुपये की लागत से बनने वाले प्रोजेक्ट पर अपनी मंजूरी दे दी है। सरकार का दावा है कि दोनों कैंपस के तैयार होने से 26 हजार छात्रों को दाखिला मिल सकेगा। कमेटी की स्वीकृति मिलने के बाद उपमुख्यमंत्री मनीष सिंसोहिया का कहना है कि सरकार अतिरिक्त शैक्षणिक स्थान तैयार करने की दिशा में काम कर रही है, जहां छात्रों को बेहतर शैक्षणिक माहौल मिलेगा। इससे उन्हें सौख्य, योग्य करने और बेहतर ढंग से अपना लक्ष्य प्राप्त करने में मदद मिलेगी। इस कोशिश के तहत अंबेडकर विश्वविद्यालय के दो अत्याधुनिक कैंपस का निर्माण किया जाएगा।

उपमुख्यमंत्री मनीष सिंसोहिया ने कहा कि नए कैंपस में छात्रों को छात्र हर वर्ग में 12वीं पास करने तक की है, लेकिन फिर एक लाख छात्रों को ही विविध स्तर पर दाखिला मिल पाएगा है। इसीलिए सरकार ने विश्वविद्यालयों की क्षमता को बढ़ाने का फैसला किया है। अंबेडकर विश्वविद्यालय में पढ़ रहे छात्रों की मौजूदा संख्या चार हजार से अधिक है। ये नए कैंपस बनने के बाद 26 हजार अतिरिक्त छात्रों को उच्च शिक्षण संस्थान में बेहतर पढ़ाई करने का मौका मिलेगा।



4000 से अधिक छात्र विश्वविद्यालय में अभी पढ़ाई कर रहे हैं, नए कैंपस के बाद 26 हजार अतिरिक्त छात्र होंगे।

250000 छात्र हर वर्ष अंजाम में 12वीं पास कर रहे हैं, एक लाख को दाखिला मिलता है।



लागत और क्षमता

- रोहिणी कैंपस 40 एकड़ में 1107.56 करोड़ रुपये की लागत से तैयार होगा, इसमें 10 हजार से अधिक सीट होंगी।
- धीरपुर कैंपस 49 एकड़ में 1199.02 करोड़ रुपये की लागत से तैयार किया जाएगा। इसमें 16 हजार से अधिक छात्रों को विभिन्न कोर्स में दाखिला मिलेगा।

ये सुविधाएं मिलेंगी

दोनों कैंपस में लड़कों और लड़कियों के लिए होस्टल बनाया जाएगा। इसके अतिरिक्त ऑडिटोरियम, कन्वेंशन हॉल, रिसर्च सेंटर, सैमिनार और कॉन्फ्रेंस हॉल, लाइब्रेरी, कैंटीन, स्टूडेंट सेंटर, डीनर और आउटडोर स्पोर्ट्स की सुविधा होगी। साथ में गैरहार्ड, हेल्थ सेंटर, डिप्लोमा और पोस्टग्रेजुएट परिसर, यूनिवर्सिटी फैसिलिटीज, केंद्र की सुविधा दी जाएगी।

डीयू में नए कोर्स तो जामिया में चार विभाग शुरू होंगे

नई दिल्ली, प्रमुख संवाददाता। दिल्ली के कई विश्वविद्यालय नए कोर्स शुरू करने के साथ कैंपस का विस्तार कर रहे हैं। डीयू की जगह से इंटीग्रेटेड एडमिनिस्ट्रेशन ऑफ एडमिनिस्ट्रेशन का दर्जा मिला है, विविध तबसे इस दिशा में काम कर रहा है। कई स्कूल खोलने की मंजूरी दी है। इन स्कूलों में दो दर्जन से अधिक कोर्स शुरू होंगे।

डीयू में नए कोर्स का निर्माण : डीयू ने नए कोर्स शुरू करने के साथ ही

चार नई इमारतें बनाने का भी निर्णय लिया है। एक अधिकारी ने बताया स्कूल ऑफ टेक्नोलॉजी, इंटीग्रेटेड ऑफ एडमिनिस्ट्रेशन के अलावा दो होस्टल का निर्माण करने की भी तैयारी है।

जामिया में चार नए विभाग खोलने की संकेत-जामिया मिल्लिया में चार नए विभाग खोले जाएंगे। जामिया डिपार्टमेंट ऑफ फॉरन लैंग्वेज, डिपार्टमेंट ऑफ हासियल मैनेजमेंट

एंड हासियल स्टडीज, डिपार्टमेंट ऑफ एन्वायरमेंटल साइंसेस और डिपार्टमेंट ऑफ डिजाइन एंड इन्वेंट्रेशन की शुरूआत की जाएगी।

जेएनयू में मेडिकल पाठ्यक्रमों की मंजूरी : जेएनयू विद्वत् परिषद और कार्यकारी परिषद की बैठक से मेडिकल पाठ्यक्रमों की मंजूरी मिली है। विद्वत् प्राध्यापक ने बताया कि 900 करोड़ का प्रस्ताव मंजूरी किया गया है।

Dainik Bhaskar 12th May 2022

Hindusthan Hindi 12th May 2022

आंबेडकर विवि के 13 साल पूरे, हुई गांधी कथा

अमर उजाला ब्यूरो

नई दिल्ली। दिल्ली सरकार के कश्मीरी गेट स्थित डॉ. बीआर आंबेडकर विश्वविद्यालय ने 13 साल पूरे कर लिए हैं। जयंती की पूर्व संध्या पर गांधी कथा का आयोजन किया गया। कथावाचक और व्यास डॉ. शोभना राधाकृष्णन रही।

कार्यक्रम के दौरान विभिन्न सत्याग्रहों के दौरान महात्मा गांधी के छिपे हुए पहलुओं और प्रभाव को उजागर किया गया। अस्पृश्यता को दूर करने, समानता और समावेश लाने के लिए डॉ. भीमराव आंबेडकर के साथ सहयोगियों और सहकर्मियों के रूप में



आंबेडकर विश्वविद्यालय में गांधी कथा कार्यक्रम में उपस्थित लोग। अमर उजाला

उनके जुड़ाव का भी उल्लेख हुआ। से अधिक छात्र और 130 से आंबेडकर विश्वविद्यालय 2009 अधिक संकाय हैं। विश्वविद्यालय में कुछ कार्यक्रमों के साथ शुरू की प्रतिबद्धता निकट भविष्य में किया गया था। आज इसमें 50 से 30 हजार छात्रों को नामांकित करने की है। अधिक कार्यक्रम हैं। साथ ही 3366

Amar Ujala 14th April 2022

कोरोना के अनुभव पर मैनुअल गाइड प्रकाशित करेगा एयूडी

जागरण संवाददाता, नई दिल्ली : कोरोना महामारी के अनुभव और प्रभाव को लेकर आंबेडकर विश्वविद्यालय दिल्ली (एयूडी) छात्रों के लिए एक मैनुअल गाइड प्रकाशित करेगा।

ये गाइड स्कूली छात्रों के लिए एक मार्गदर्शक के रूप में कार्य करेगी। यह कहना है एयूडी की कुलपति प्रो. अनु सिंह लाठर का। एयूडी द्वारा महामारी, अनुभव और प्रभाव विषय पर आयोजित दो दिवसीय संकाय विकास कार्यक्रम (एफडीपी) को संबोधित कर कुलपति ने ये बातें कहीं।



प्रो. अनु सिंह लाठर

उन्होंने बताया कि कार्यक्रम का उद्देश्य महामारी के दौरान कार्य करने वाले लोगों को अपने अनुभव साझा करने लिए एक मंच पर लाना था। कार्यक्रम के समापन पर मुख्य अतिथि पद्मश्री शहीद भगत सिंह सेवा दल के अध्यक्ष डा. जितेंद्र सिंह शंटी ने अपने अनुभव साझा किए। शंटी ने बताया कि किस तरह उन्होंने अपने संगठन के माध्यम से कोरोना से मृत लोगों का अंतिम संस्कार किया। इस दौरान वे खुद भी कोरोना संक्रमित हुए, लेकिन हिम्मत नहीं हारी। कुलसचिव डा. नितिन मलिक ने कहा कि शंटी जी ने अपने काम से लोगों के लिए मिसाल कायम की है। एफडीपी को पूरा करने के लिए 21 प्रतिभागियों को प्रमाण पत्र भी वितरित किए गए।

Dainik Jagaran 2nd May 2022

Media studies, stats among new courses to be launched at AUD

TIMES NEWS NETWORK

New Delhi: Ambedkar University Delhi (AUD) is planning to launch a host of new courses and programmes, including media studies, mathematics, statistics, data, philosophy and religious study.

Officials said that master's programmes in public policy and criminology were also likely to be launched soon. "A school of mathematics, statistics and data sciences may be launched next year," they said.

The university expects to increase its student intake from the current 4,000 to 30,000 once the new campuses in Dheerpur and Rohini are functional, AUD vice-chancellor Anu Singh Lather said. "We have a mission to create AUD as a research university. As per the National Education Policy, our focus will be in multidisciplinary aspects. We would like to venture into many more ideas within the aspects of NEP. We are also planning to introduce certificate courses in artificial intelligence with online or blended teaching," the VC said.

Apart from an aim of certifying at least 500 students on the various certificate courses this year, the varsity also plans to link the skill centres with outreach and extension work.

Lather further said that once the new campuses are ready, the varsity would have to vacate its Kashmere Gate and Lodhi Road campuses.

Times of India 14th April 2022

AUD applications increase nine-fold

SUKRITA BARUAH
NEW DELHI, MAY 26

UNDER THE Common University Entrance Test (CUET) umbrella, Ambedkar University has drawn more than nine times the number of applications it received last year, university authorities report.

AUD is one of 12 state government-run universities which have opted to conduct their undergraduate admissions through the CUET this year, along with 44 central universities, 11 deemed and 19 private universities.

University officials have stated that they have received 3,03,413 registrations for which payments have been made on the National Testing Agency portal. This is a massive jump from the registrations that it had received last year when applicants had to apply individually on the university's website - approximately 32,000 paid registrations in 2021-2022.

Vice-Chancellor Anu Lather said opting for the CUET has likely increased the national visibility of the university leading to the huge jump in registrations.

"It is a matter of great pride and satisfaction for us as a university. We have taken the right decision to subscribe to

CUET. The participation in CUET has increased the visibility of the university at the national level," she said. The last date to make payments against registrations for CUET was May 22. According to registration data of all universities, as of May 19, AUD had the sixth highest number of paid registrations at the time, only behind large central universities such as DU, Banaras Hindu University, Allahabad University, and Babasaheb Bhimrao Ambedkar University and the private IIMT University in Meerut. It has 17 UG programmes for which it is conducting admissions through CUET and 85% seats are reserved for candidates from Delhi.

The Indian Express 27th May 2022

अंबेडकर विवि में स्वाधीनता आंदोलन, हिंदी साहित्य पर संगोष्ठी

नई दिल्ली। डॉ बीआर अंबेडकर विश्वविद्यालय (एयूडी) में आजादी के अमृत महोत्सव के उपलक्ष्य में सोमवार को स्वाधीनता और हिंदी साहित्य विषय पर दो दिवसीय राष्ट्रीय संगोष्ठी का आयोजन किया गया।

संगोष्ठी का उद्घाटन डॉ बीआर अंबेडकर विश्वविद्यालय की कुलपति प्रो अनु सिंह लाठर ने दीप प्रज्ज्वलित कर किया। इस अवसर

वक्ताओं ने स्वाधीनता आंदोलन के महत्व पर प्रकाश डाला, कुलपति ने किया कार्यक्रम का उद्घाटन

पर वक्ताओं ने स्वाधीनता आंदोलन के महत्व पर प्रकाश डाला।

कार्यक्रम में एयूडी साहित्य अध्ययन पीठ के प्रो सत्यकेतु सांकृत ने स्वाधीनता आंदोलन के महत्व पर प्रकाश डालते हुए हिंदी

साहित्य में उसके परिदृश्यों के पुनर्मूल्यांकन पर जोर दिया।

उद्घाटन सत्र में विशिष्ट वक्ता प्रो नंदकिशोर पांडेय ने आधुनिक कालीन साहित्य में स्वाधीनता आंदोलन के बिंबो के अर्थ को प्रस्तुत किया। सत्र की अध्यक्षता कर रही वरिष्ठ कथाकार चित्रा मुद्गल ने हिंदी साहित्य व स्वाधीनता आंदोलन की पृष्ठभूमि को प्रस्तुत किया। ब्यूरो

Amar Ujala 7th June 2022

24 को एनबीटी वेबिनार में मिलेंगी टिप्स

CUET के साथ करें करियर का प्लान



एक्सपर्ट : डॉ. नितिन मलिक, रजिस्ट्रार, आंबेडकर यूनिवर्सिटी दिल्ली (AUD)



एक्सपर्ट : आलोक बंसल, करियर काउंसलर

12वीं क्लास के एग्जाम खत्म हो चुके हैं और अब स्टूडेंट्स अपने करियर को लेकर सोच रहे हैं। इस बार CUET के जरिए यूनिवर्सिटीज में एज्मेंशन होने है। किस लाइन में अपना करियर चमकाएं, कौन सा कोर्स करें, कौन सी यूनिवर्सिटी में जाएं। ऐसे ही कई सवाल स्टूडेंट्स के मन में दौड़ रहे हैं। एनबीटी प्लैनेट कैम्पस का अपला वेबिनार स्टूडेंट्स को उलझने दूर करेगा और उनके फ्यूचर के लिए उन्हें गाइड करेगा।

24 जून को इस वेबिनार में मिलेंगे आंबेडकर यूनिवर्सिटी दिल्ली के रजिस्ट्रार डॉ. नितिन मलिक और करियर काउंसलर आलोक बंसल। 'बोर्ड एग्जाम के बाद कैसे करें करियर प्लान' पर दोनों एक्सपर्ट स्टूडेंट्स को गाइड करेंगे।

डॉ. नितिन मलिक, दिल्ली



टॉपिक : बोर्ड के बाद कैसे करें करियर प्लान

कब : 24 जून, शुक्रवार

वर्षा : शाम 5 से 6 बजे तक

कहां : जूम (Zoom) पर वेबिनार

खास कोर्स के बारे में जानकारी देंगे, वहीं आलोक बंसल बताएंगे कि 12वीं के बाद स्टूडेंट्स के पास और क्या-क्या ऑप्शन हैं। यह वेबिनार जूम पर होगा।

Navbharat Times 24th June 2022

दिल्ली : महानगर : महाकवरेज

नवभारत टाइम्स | नई दिल्ली | शनिवार, 25 जून 2022

www.delhi.nbt.in

दिलशाद कॉलोनी। हरी नगर। संगम विहार। पालम कॉलोनी। रोहिणी। सिविल लाइंस। ताजपट नगर। विकासपुरी। शाही नगर। मॉडल टाउन। गांधी नगर। ग्रीन पार्क। विरासत नगर। सायब एक्स। जनकपुरी।

'जिस फील्ड में हो दिलचस्पी, वही करियर चुनें मगर अपनी क्षमता भी देखें'

विशेष संवाददाता, नई दिल्ली

कलास 12 के बाद स्टूडेंट्स के मन के अंधम सवाल तोसे कि कोर्स और करियर कैसे चुनें, इसका जवाब एनबीटी प्लैनेट कैम्पस ने दिया।

शुक्रवार को एनबीटी प्लैनेट कैम्पस के वेबिनार में एक्सपर्ट्स ने स्टूडेंट्स को कई सवाल के जवाबों दी और इन तक पहुंचने के लिए क्या कोर्स किया जा सकता है, यह भी बताया।

इस वेबिनार में आंबेडकर यूनिवर्सिटी दिल्ली के रजिस्ट्रार डॉ. नितिन मलिक और करियर



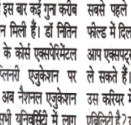
एक्सपर्ट : डॉ. नितिन मलिक, रजिस्ट्रार, आंबेडकर यूनिवर्सिटी दिल्ली (AUD)



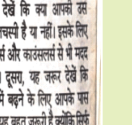
एक्सपर्ट : आलोक बंसल, करियर काउंसलर



एक्सपर्ट : एनबीटी वेबिनार में एक्सपर्ट्स ने करियर के लिए स्टूडेंट्स को गाइड



एक्सपर्ट : आलोक बंसल, करियर काउंसलर



एक्सपर्ट : एनबीटी वेबिनार में एक्सपर्ट्स ने करियर के लिए स्टूडेंट्स को गाइड

काउंसलर आलोक बंसल पहुंचे। 'बैठें डॉ. एनबीटी वेबिनार में एक्सपर्ट्स ने स्टूडेंट्स को गाइड किया। इस दौरान स्टूडेंट्स ने दोनो से कई सवाल पूछे और अपने उत्तरों को

दिल्ली सरकार की डॉ. बी आर अंबेडकर यूनिवर्सिटी दिल्ली (AUD) के रजिस्ट्रार डॉ. नितिन मलिक ने कहा कि AUD के दिल्ली में 4 कैम्पस हैं - कस्मीरी गेट, कानपुर, हमीर एडमिशन केंद्र कक्षाओं को बनाने के लिए CUET (कॉमन यूनिवर्सिटी एंट्रेंस टेस्ट) के

तैयारी के लिए और कुलपति एनबीटी वेबिनार में एक्सपर्ट्स ने करियर के लिए स्टूडेंट्स को गाइड किया। इस दौरान स्टूडेंट्स ने दोनो से कई सवाल पूछे और अपने उत्तरों को

सबसे पहले देखें कि क्या आपकी रुचि है। फिर देखें कि आपकी क्षमता क्या है। अगर आपकी रुचि और क्षमता एक ही जगह है, तो आप उसी फील्ड में करियर चुनें।

अगर आपकी रुचि और क्षमता अलग हैं, तो आपको अपनी रुचि को छोड़कर अपनी क्षमता के अनुसार करियर चुनना पड़ेगा।

आलोक बंसल ने कहा कि 12वीं के बाद स्टूडेंट्स को अपनी रुचि और क्षमता के अनुसार करियर चुनना पड़ेगा।

डॉ. नितिन मलिक ने कहा कि 12वीं के बाद स्टूडेंट्स को अपनी रुचि और क्षमता के अनुसार करियर चुनना पड़ेगा।

Navbharat Times 25th June 2022



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Invites you all for an Online Lecture on

**Importance of
Public Art**

5 January 2022
2:30 pm
by
Avantika Mathur
Artist
aka Womenpow

Meeting Link: <https://meet.google.com/ckn-bkox-efk?hs=122&authuser=1>

Ambedkar University Delhi
*School of Business, Public Policy
and Social Entrepreneurship*
*Invites you all for an Online
Session on*

**Macroeconomics:
An Introduction**

3 February 2022
2:30PM onwards

by
Alex M Thomas
Assistant Professor
Azim Premji University
Author- Macroeconomics: An Introduction
Cambridge University Press

Ambedkar University Delhi
**School of Business, Public Policy
and Social Entrepreneurship**
invites you all for a webinar on

**COMMODITY
DERIVATIVES**

2 February 2022
2:30 PM onwards

by
Vinit Singh Kaler
Training & Education
Multi Commodity Exchange of
India Ltd.

SCHOOL OF CULTURE AND CREATIVE EXPRESSIONS

Ambedkar University Delhi, Kashmere Gate
M. A. Visual Art Final Year Display

*by longing for shade
and solitude*

16 June 2022
at 6pm

at WS 5, WS 7/ Media block, Room 302 (Admin Block)

Irtiza + Maithili + Niharika + Kulsoom + Surabhi + Tanya + Fiza + Narendran

(the exhibition continues on 17th and 18th June - 10 am to 7pm)



School of Culture and Creative Expressions

10 AM | Niyeti Kaushik
Title: This Sacredness of Yamuna | 45 mins | Location: Yamuna River Bank to AUD Campus

11 AM | Sukriti Sharma
Title: ११८ ई.पू. | The city and love | 3 hour (Durational Performance) | Location: Open Lawns, IGDTUW (Near Parking Lot)

11:30 AM | Savi Sethi
Title: The Peeping Room | 20 mins | Location: SSN Block, Parking Lot

11:55 AM | Srisakshi MP
Title: Don't Let Mahanadi Stop You | 10 mins | Location: Open Lawn, IGDTUW

12:10 PM | Abhismita Dutta
Title: With Love
From ***** | 30 mins | Location: Open Lawn, Near IGDTUW Kiosk

12:45 PM | Shashank Rai
Title: Dead Salad | 10 mins | Location: In front of AUD Canteen

Performance Actions

by Students of
Performance Practice as Research

LUNCH BREAK | 1:15 PM - 1:45 PM

2:45 PM | Bhavya Kamal
Title: The Communal Kitchen | भोजन के तह | 30 mins | Location: Lawn next to AUD Canteen

3:00 PM | Krishnakshi Goswami
Title: Donate your Tears | 40 mins | Location: In front of Dara Shikoh Library

3:45 PM | Khushboo Kukreja
Title: Aap Aapka Kooda Karin | 30 mins | Location: Kashmere Gate Metro Station, Exit no. 7

3:15 PM | Manvendra Singh Thakur
Title: Home-No-Home | 30 mins | Location: Open Lawn, IGDTUW

TEA BREAK | 3:45 - 4 PM | CR 10

ONLINE PERFORMANCES | 4 PM | Location: LIVE Screening at CR 10
Kashish Sharma
Title: Unbounding Chorus | Whole Day
Pranoy Saha
Title: wear your Nationalism! | 10 mins

02 March 2022
10 am onwards
Kashmere Gate Campus,
Dr. B.R. Ambedkar University Delhi



MA Performance Studies, Sem III students presented "Performance Actions" on 02 March 2022, at KG Campus, AUD as part of the course "Performance Practice as Research"

Field based Activity

Students of the course Uses of Traditions participated in a Field Based Learning trip to Dharamshala/Mcleodganj, Himachal Pradesh, during the Buddha Purnima Celebration 2022, from 13 May to 18 May 2022. Being largely inspired by Buddhism, Dharamshala is filled with festivity during Buddha Purnima, which marks the birth date of the founder of Buddhism - Lord Buddha.

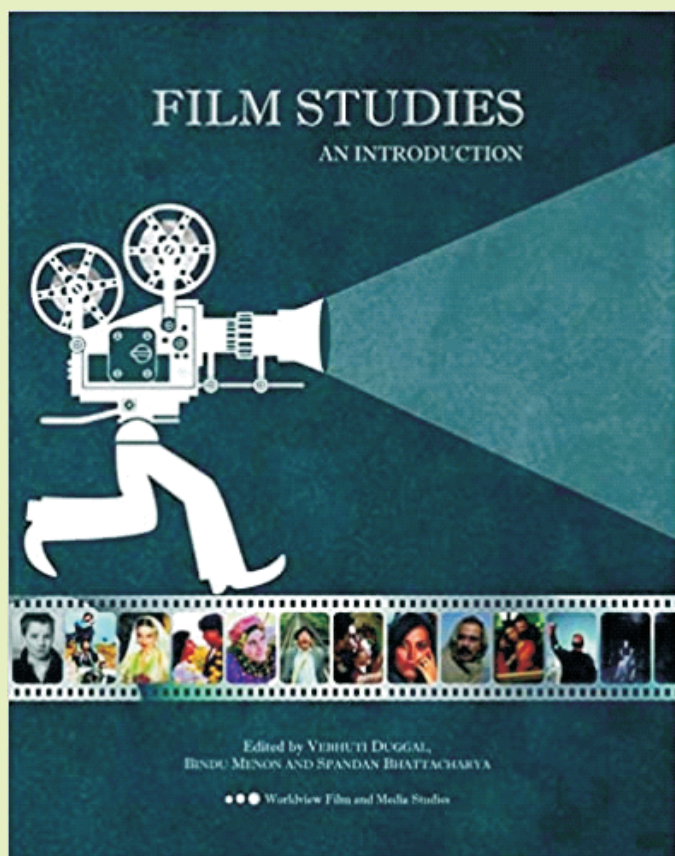
While the Buddha Purnima celebration at the official residence of the Dalai Lama, Tsuglagkhan Complex in Dharamshala, was an immersion for the students in performative practice and intangible cultural heritage, in addition to a guided visit to the Norbulingka Institute, popularly known as Deken Tsuklagkhang and the Tibetan Institute of Performing Arts (TIPA), provided the students with a hands-on initiation into understanding material culture(s) and tradition(s).



Image of Students at Norbulinka Institute, Dharamshala, Himachal Pradesh

Students at Tibet Museum, Mcleodganj/Dharamshala, Himachal Pradesh





Essay

The Convolutions of Curation: Genealogies of Repertoire and Identity in the Performances of Nartaki Nataraj and Shri Kalakrishna

Anita E Cheria

The key idea undergirding the two performances, *Navajanardana—Identity*, and *Lovers of God—Identity*, and the panel discussion, *Gender and Sexuality in the Performing Arts—Identity*, to reiterate the obvious, is that of identity, particularly the complex imbrications of sexual and gender relations in the world of the classical performing arts. Refining this further, keeping in mind the performers and the forms they practice, it might be said that this exercise in curation was concerned with the intersecting relations of embodiment and the *playing* or the performance of femininity by individuals who were not “cis” female. The curator, Leela Samson in her prefatory remarks to the performance points out that “men” were at long last able to reclaim in dance, feminine subject[ive] positions and gestural vocabularies (the *nayika* roles), that had for the greater part of the twentieth century been the preserve of cis-female performers. The particularities of curation here foreground a transgender dancer, the Padma Shree award-winning, Nartaki Nataraj, performing Bharatanatyam, and an eminent male dancer, Shri Kalakrishna, performing in *stree-vesh*, Kalavantalu, the erstwhile courtesan form of the coastal Andhra region. It may be noted that Kalavantalu is the name of both the form

and its hereditary performers. The dance scholar Dवेश Soneji tells us that translated, the term means the “embodiment of art”, highlighting the intimacy in the hereditary forms of embodiment with the transmission of the form to future generations.¹

These adjacent presentations merit examination. How do we read the foregrounding of distinctive subjective formations so that their appearance might be contextualised? What are the critical methods through which we pay attention to the embodied and the visible? How do we read both the fullness of embodied presence and the presences that haunt it? Every identity formation that emerges into view serves as a placeholder, the bodies before us stand in for bodies that might have occupied the same space in the past, and they allow for the emergence of other identities in time. Bodily presence is not discrete truth; neither this nor the inscriptions upon and by the body are self-evident.

A significant concern here is to articulate a methodology of reading performance. The problem of viewing the classical arts, and bringing criticality to this experience is a preoccupation of my essay. Relatedly,

Santhosh Sadanandan *War as Acts of Cultural Cleansing*, The Indian Express, May 2, 2022

Akhil Katyal, 'For Someone Who'll Read This 500 Years From Now', 'Five Things I noticed in the 1807 map of Delhi', 'In the Urdu Class', 'We were English-medium kids', 'He Was as Arrogant as a', 'Maruti Swift', 'Twelve variations on a Sobti line', Anaphora for the Past' & 'A painter once told me', in Jeet Thayil (ed.) *The Penguin Book of Indian Poets*, Penguin Hamish Hamilton, 2022

Akhil Katyal, 'माफी', 'नागरिकता', 'तीसरी ख्वाहिश', 'फसल', 'कागज़ात', 'आजकल', in Saurabh Dwivedi (ed.) *इंडिया टुडे साहित्य वार्षिकी (India Today Literature Annual)*, 2022, New Delhi: Living Media India Ltd

Akhil Katyal, 'Dehradun, 1990' in Anjum Hasan & Sampurna Chattarji (ed.) *Future Library: Contemporary Indian Writing*, Red Hen Press: Pasadena CA, 2022

Alumni News

MA Visual Art, 2020-2022 batch

Malik Irtiza, Visual Design and Business Development Intern at Sagg Eco Village, Ganderbal. J&K

Kulsoom Khan, Leading an art project with Artreach India - workshops at Shaheen bagh in collaboration with Yellow Street x ArtReach India; and Art instructor at Vasant Valley School for CBSC and IGCSE curriculum.

Narendran Nair, Visual Designer, Creativa Studios, Full-Time Position of a multidisciplinary Graphic and Publication Designer, Illustrator, Branding Specialist. UGC-NET cleared.

Maithin Nitin Bavkar, ,Curatorial assistant and Graphic designer at Si Bambai; and Curatorial fellow in Students' Biennale Kochi 2022

Niharika Grover, “The Sociological Norm and Systematic Disempowerment”, *LAPIS LAZULI*, An International Literary Journal in the Spring 2022
<https://pintersociety.com/vol-12-no-1spring-2022/>

MA Literary Art, Creative Writing

Junaid ur Rehman, PhD admission to the History Programme, Columbia University, Fall 2022

Sudeshna Guha Thakurta, Admission to the MA-PhD programme, Columbia University, Fall 2022

Alumni News

Bharati Kondepudy, MA Development Studies (2018-20), got admission in MSc in Gender Research, at London School of Economics, LSE, for studying in 2022-23.

Mashhood Alam Bhat, MA Development Studies (2014-16) got admission in the Education Policy and Analysis program of the Master of Education at the Harvard Graduate School of Education (HGSE), June 2022.

Economy

Hunger in India likely to grow again

Published on April 4, 2022

Nandini Nayak is Assistant Professor at the School of Development Studies, Ambedkar University Delhi (AUD).

COVID-19 lockdowns aggravated food deprivation in India. The pandemic also revealed opportunities to expand the country's food subsidy programs.

India's Public Distribution System (PDS) offers subsidised food grains to eligible households. Public pressure during COVID-19 lockdowns led to a brief expansion in the number of beneficiaries in states such as Delhi. Though temporary, the expansion covered groups who were particularly hard hit by the unforeseen and severe lockdown, such as migrant workers who were suddenly unemployed.

Despite continuing hunger and food deprivation, allocation under the distribution scheme has returned to levels for 'normal' times. The scheme is now limited to those who were eligible for it before the pandemic, jeopardising the food security of a large number of impoverished people. A reading of the food security laws that does not factor in yearly population growth has prevented the government from expanding the pool of eligible beneficiaries.

360info.org, curated by
Monash University

SCHOOL OF EDUCATION STUDIES



The **International Summer School** was launched in partnership with the Ludwigsburg University of Education (LUE), Germany. The ten-days long Summer School, scheduled from 2 to 11 May 2022, focused on the theme “Experiencing Diversity: Schools of Education in Project-Based Collaborations”. The Summer School was funded by AUD and Baden-Württemberg-Stipendium+ (BWS+) Grant. Nine students and two faculty members from LUE participated in the programme along with twelve students and nine faculty members from AUD. The Summer School was structured around collaborative projects by Indian and German students on the themes of diversity, resilience, curriculum and pedagogy, special education and digital environments.

The outcome of this Summer School was in line with the vision of the NEP 2020 to promote “internationalisation at home”. The collaboration with the LUE is a learning opportunity for AUD to organise excellent quality teacher education programmes that inhere the vision of diversity and internationalisation.



Engaging Young Children with Science Concepts in a Community-Based Book Distribution and Animal-Themed Literacy Intervention Program

Sunita Singh¹

Accepted: 7 March 2022
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Abstract

This descriptive case study presents findings from a 2 year research study on an intervention program, *Reading with Animals*, launched in a linguistically, ethnically, and racially diverse Central New York community. The local literacy coalition implemented the Dolly Parton's Imagination Library (IL) program in two low-income zip codes as one of the initiatives to foster literacy development across the lifespan. The program mailed a free book to families with children under the age of five once a month in an effort to increase access to books in the community. *Reading with Animals* was launched by the coalition with the specific aim of encouraging read-alouds with children's literature focused on animal-themes received from the IL to increase content area literacy, especially related to science. All program participants were enrolled in both programs. The *Reading with Animals* program was organized around active modeling of animal-themed books, interaction with live animals, and strategies woven across use of biofacts, music and movement, arts and crafts, and snack time. Data from observations, interviews, and artifacts indicated active participation of families and children in the program and engagement with science concepts. The study also pointed to implications for introducing more content-based literacy strategies for preschool children, for developing inclusive strategies for diverse classrooms, and the need for strengthening the same in teacher education programs.

Keywords Animal science · Imagination library · Book distribution · Community literacy

Introduction

The New York State Common Core Learning Standards (CCLS) in the United States have been aimed at college preparation, especially for careers in STEM (New York State Education Department, 2011). Consequently, the New York State Prekindergarten Learning Standards (NYS PKLS) (New York State Education Department, 2019) have introduced some concrete goals for preschool children. For older children who are already learning content divided into different disciplinary areas, these demands placed by the CCLS could be seen as a seamless transition. The need to focus on science education

during the early childhood years has been highlighted, especially for children from low income backgrounds (Bustamante et al., 2018; Pattison & Dierking, 2019). However, for young children, for whom the focus has been mainly on "learning to read," the area of "science" poses questions on how to strategize this learning. Further, the integration of diverse areas is key in creating learning opportunities for young children. The NYS PKLS (2019) also states that, "early development and learning are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another" (p. 4). The question arises regarding what specific kind of preschool experiences could prepare young children for these literacies of the CCLS. For content to be presented to young children in appropriate ways, one needs to not just conceptualize instruction in an integrated manner, but also to contextualize it in appropriate ways, because, "Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children

Sunita Singh
sunitasingh@aud.ac.in

¹ School of Education Studies, Dr. B. R. Ambedkar University Delhi, Lothian Road, Kashmere Gate, Delhi 110006, India

Published online: 17 March 2022



Chapter 5 COVID-19 and Early Childhood Care and Education in India

Sunita Singh



Introduction

The coronavirus disease (COVID-19) pandemic ravaged across nations and affected all walks of life in different ways. The impact has been especially severe for countries with underfunded, overburdened and fragile support systems for young children and families. The pandemic has left almost half of the children across the world with low levels of literacy along with poor health conditions (UNESCO, 2021). With job losses and consequent social and economic changes, it sharply divided the academic, social and political world in India—especially more so for the already marginalized in the country. The pandemic acutely affected lives of young children and families with closure of preschools and schools. It has been more than a year since the pandemic hit the world in March 2020 and the turmoil has continued across all walks of life and generations. As far as the education of young children in India is concerned, aside from the obvious (i.e., the closure of schools and preschools) information regarding the changes brought about in the education system and access to education during the pandemic is scarce and scattered. This chapter will present an analysis of the impact of COVID-19 pandemic on the landscape of early childhood care and education (ECCE) in India while also serving as a tool for reflection for those from other countries. It will provide an overview of the effects on the academic aspects, social, emotional and physical development, family-school relationships, and the reach of technology across homes of young children. It will weave in the policy context vis-à-vis the functioning of the institutions that provide ECCE services for children and families and how the pandemic has deepened the already existing gap in access to support.

S. Singh (✉)
School of Education Studies, Dr. B. R. Ambedkar University Delhi, New Delhi, India
e-mail: sunitasingh@aud.ac.in

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J. Pattnaik, M. Renck Jalongo (eds.), *The Impact of COVID-19 on Early Childhood Education and Care*, Educating the Young Child 18,
https://doi.org/10.1007/978-3-030-96977-6_5

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Childhood, Youth, and Identity: A Roundtable Conversation from the Global South

Divya Kannan (Moderator), Anandini Dar, Sarah E. Duff, Hia Sen, Shivani Nag, and Clovis Bergère

Divya Kannan is an assistant professor in the Department of History, Shiv Nadar University Delhi-NCR, Gautam Buddha Nagar, India, and a historian of modern India who is interested in histories of education, gender, childhood, and oral histories. She is cofounder of the Critical Childhoods and Youth Studies Collective (www.thecycs.com), which began online in April 2020. Email: divya.kannan@snau.ac.in

Anandini Dar is an assistant professor in the Faculty of Sociology & School of Education Studies, Ambedkar University Delhi, India. She is trained in childhood studies and works on issues of childhood and youth, geographies, migration and diasporas, feminist pedagogy, ethnography, and research methods for young subjects. With Dr. Kannan, she cofounded the Critical Childhoods and Youth Studies Collective.

Sarah E. Duff is an assistant professor of history at Colby College, Maine. She teaches African and World History: A historian of modern South Africa, she is interested in histories of age, gender, and Christianity.

Hia Sen is an assistant professor in the Department of Sociology, Presidency University, Kolkata, India, and works in the fields of sociology and the history of childhood. She is interested in the histories of Christian missions and travel writings of children, middle-class childhoods in Bengal, and, more recently, developing questions about acting and acting skills in theatre.

Shivani Nag is an assistant professor in the School of Education Studies, Ambedkar University Delhi who works in the field of psychology of education with a special focus on critical pedagogy, cultural psychology, feminist pedagogy, and educational philosophy.

Clovis Bergère is the assistant director for research at Northwestern University, Qatar, and a visual ethnographer whose research examines the politics of youth as they are realized in relation to digital media in Guinea, West Africa.

This roundtable session initially took place as part of the international conference "Childhood, Youth, and Identity in South Asia," organized by the Department of History, Shiv Nadar University, Greater Noida, and the Centre for Publishing, Ambedkar University Delhi, India, on January 6–7, 2020.

Keywords: childhood; youth; global South; pedagogy; history

Young people's ability to operate in-between (and traverse diverse spaces and times) makes childhood and youth best positioned analytical categories for examining our complex, shifting, mobile world and invites us to transform how we conduct research. This roundtable conversation highlights the diversity of current research on childhood and youth in, on, and from the global South. Yet, despite significant scholarly interventions in the conceptualization of individual agency, identity construction, and the postcolonial condition, debates in the fields of childhood and youth studies

have continued to be largely anchored by epistemological frameworks and theoretical concepts foregrounded by scholars and institutions situated in the global North. Unfortunately, even as new research trajectories are being forged, several studies continue to frame young people in the global South as either victims or heroes, limiting their contributions to the empirical / field informant domain, rather than producers or sources of knowledge in and of themselves.¹ Against this backdrop, the growth of dedicated university departments and research funding for scholars, especially in Europe and the USA, reiterates and demonstrates the pressing need for a more inclusive dialogue among scholars spread across various political and cultural contexts, especially those working in, on, and among young people in the regions of the global South, which constitute major sites of research enquiry. In fact, the ongoing global COVID-19 pandemic has aggravated these disparities.

Institutional Norms as Hindrance to Participation of Women as Members of Academic Community

Shivani Nag

INTRODUCTION

As an undergraduate student in an all-girls college in Delhi, I had to commute nearly two hours one way daily in public transport (which meant only buses in the pre-metro days) to travel the distance between my home and the college which were at the two near opposite ends of the city. The last class in the college usually ended around three in the afternoon which meant that unless I left the college immediately to avoid the office hour rush, I would not reach home before late evening and since reaching home also involved walking down a considerable distance from the bus stop to home, it wasn't a preferred option given the larger gender unsafe environment of Delhi. There were often interesting events and activities that took place in the college after the classes ended which

S. Nag (✉)
Dr. B. R. Ambedkar University Delhi, New Delhi, India
e-mail: shivani@aud.ac.in

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P. Sengupta (ed.), *Critical Sites of Inclusion in India's Higher Education*,
https://doi.org/10.1007/978-981-16-8256-8_7

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Policy Briefing

Co-Designing Urban Play Spaces to Improve Migrant Children's Wellbeing

Between 2001 and 2011, India's urban population increased from almost 28 per cent to just over 31 per cent. Almost **139 million people migrated to cities** (mainly Delhi and Mumbai), often bringing their children with them. Most live in poverty in informal settlements that lack basic infrastructure and services. Their children are often out of school and have no safe spaces to play. The United Nations Convention on the Rights of the Child (UNCRC), ratified by India in 1989, recognises children's right to play as fundamental to their social, emotional, and physical wellbeing. Urban planners need to involve children in co-designing better neighbourhoods that accommodate children's right to play.

Key messages

- Children need access to safe and age-appropriate play spaces for their healthy development and wellbeing.
- Urban planning and development processes need to be more child-friendly to design safe, sustainable, and inclusive cities for everyone.
- Urban policy frameworks and planning processes should recognise the needs of children of migrants and other disadvantaged groups, and involve them as co-designers of public spaces.
- State-level organisations and departments tasked with providing services for slum dwellers (such as the Delhi Urban Shelter Improvement Board) should prioritise designated play and childcare spaces.

ids.ac.uk

Children need access to safe and age-appropriate play spaces for their healthy development and wellbeing.

Anandini Dar and
Divya Chopra



Southern theories and decolonial childhood studies

Childhood
2022, Vol. 0(0) 1–21
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Tatek Abebe

Norwegian University of Science and Technology, NTNU, Norway

Anandini Dar

Ambedkar University, New Delhi, India

Ida M Lyså

Norwegian University of Science and Technology, NTNU, Norway

Abstract

This special issue contributes insights into ongoing debates on the politics and ethics of knowledge production in "global" childhood studies by decentering dominant, northern-centric models of childhood and using southern epistemologies. We contest the ways in which most of the world's children have their experiences and contexts interpreted through the theoretical canons, vernaculars and institutions of northern academia. Drawing on studies that deploy indigenous, decolonial and postcolonial perspectives on the study of childhood and children in different temporal moments and spatial contexts of Africa, Latin America and South Asia, authors of papers aim to push the boundaries for ways of knowing children and doing childhood studies through cross-disciplinary, generative south-north and south-south encounters. The special issue critically engages with questions of epistemic plurality and bottom-up theorization of research with globally southern children, to both rectify the onto-epistemological imbalance in childhood studies and reinscribe indigenous knowledge systems that have received limited attention in this field thus far.

Keywords

Decolonial childhood studies, "global child", epistemic plurality, indigeneity, post-coloniality, relational ontology, southern theories

All authors have made equal contribution.

Corresponding author:

Tatek Abebe, Department of Education and Lifelong Learning, Dragvoll Campus, Loholt Alle 83-87, Pavillion A-B, 9091 Trondheim, Norway.
Email: tatekabebe@ntnu.no



SES MA Students playing and working on early literacy and numeracy with young children at the Youth for Seva site at Ramghat





Potter's Workshop

As part of teaching-learning exercise for students of MA in Archaeology 1st semester—‘**Archaeology: Method and Theory Course**’, a one-day on-site workshop was organized on March 10, 2022. The potter's workshop is located in Vikas Nagar, Uttam Nagar, where Mr. Ramjeet Khoeya prepares a variety of earthen wares at his work-place as per the order he gets from different parts of Delhi and its neighborhood. Students learnt about the entire process of clay preparation—from the procurement of raw clay to making it into soft malleable plastic clay, suitable for working on fast-wheel. Mr. Khoeya informed how, with the passage of time, the shape and size of the wheel changed—from simple cross-bar wooden wheel which was rotated manually using stick to the present day motorized wheel.

The students learnt the method of making pots on wheel and also various decorations/designs on it. They also tried themselves to make pots on wheel to get a feel of clay and coordination while working on the wheel. The workshop was very interactive and students asked a number of questions such as the achievement of plasticity in clay, kneading, workability of clay, leather-hard condition of clay. The potter also showed different tools and helping appliances useful for carrying out certain works, especially for making hand-made pots and luting additional parts such as handle of pots and spouts of vases, etc. At the end Mr. Ramjeet demonstrated how the kiln is prepared and made ready for baking the dried-up pots.

Dr B R Ambedkar University Delhi ,
School of Heritage Research and Management
Celebrates International Museum Day

Curated visit to Parliament Museum

Wednesday 25 , 11 am

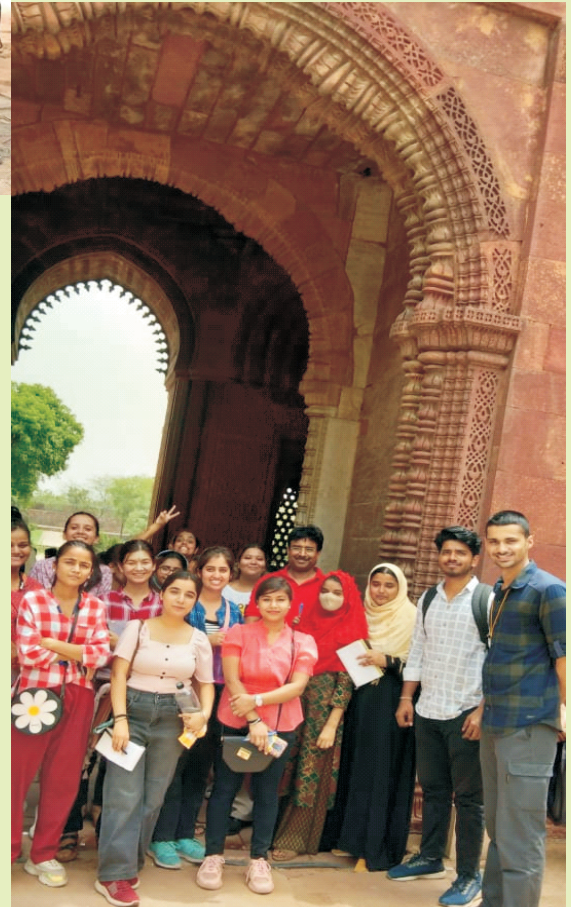


डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
Established by The Government of NCT of Delhi





Visit to Qutub Minar Complex
7th June 2022



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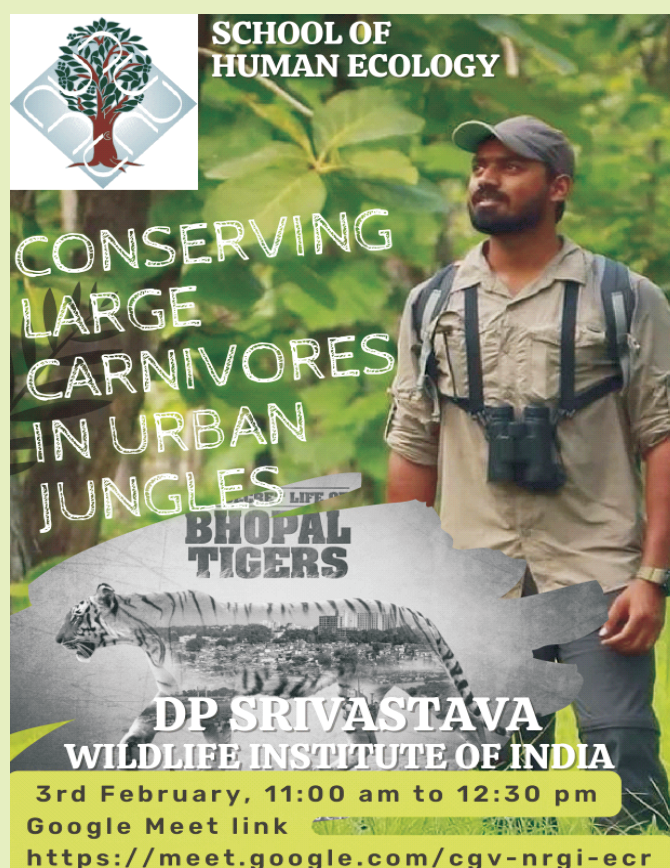


Museums Association of India

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SCHOOL OF HUMAN ECOLOGY



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ODS Oxford Development Studies
Volume 50, 2022 · Issue 1: Through the lens of land: twenty years of BRICS

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418 Views
0 CrossRef citations to date
2 Altmetric

Research Article
Aye for the tiger: hegemony, authority, and volition in India's regime of dispossession for conservation
Asmita Kabra & Budhaditya Das
Pages 44-61 | Published online: 16 Jan 2022

Download citation | <https://doi.org/10.1080/13600818.2022.2028134> | Check for updates

Full Article | Figures & data | References | Citations | Metrics | Reprints & Permissions | Get access

Alumni News

Rashmi Singh, a PhD Scholar at SHE has been selected as a recipient of the 2022-23 Asia Student Scholarship from the Association for Nepal and Himalayan Studies (ANHS).

Singh, Rashmi. (2022, January 13) Role of Women in Rangeland Conservation across the Snow Leopard Range [Invited Webinar]. Women and Community Conservation Webinar organised by Nature Conservation Foundation (NCF), Mysore, India and Snow Leopard Trust (SLT), Seattle, United States.

Singh, Rashmi. (2022, January 10-11) Policy interventions and socio-ecological realities of rangeland conservation in the Eastern Himalaya [Conference Presentation]. Reimagining development for mobile and marginalized people. organized by Refugee Study Centre, University of Oxford.

RESEARCH PAPER

Rangeland Conservation, Pastoralist Displacement, and Long-term Implications of a Grazing Ban in the Indian Himalaya

Rashmi Singh*, Kinzong Sherap Bhutia**, Tshering Uden Bhutia***, Suresh Babu****

Abstract: Conservation-induced displacement has been one of the major critiques of protected area management across South Asia. While there has been a steady increase in research on physical displacement, studies on loss of mobility remain limited. In 1998, a grazing ban was implemented in the state of Sikkim in the Eastern Himalayan region of India. Livestock herding in protected areas was restricted, and pastoral evictions were carried out across the state between 2000–2002. Fifteen years after the ban, we conducted this study to understand the long-term implications of the prohibition on grazing as well as that of the pastoral evictions in and around Khangchendzonga National Park (KNP). To do so, we assess eviction processes, document pastoral responses, and explore the complex social and perceived ecological outcomes of the grazing ban. Our study shows that pastoral evictions result in the further impoverishment of weaker sections of the pastoral community while powerful pastoralists appropriate benefits from conservation policies. Additionally, evictions do not necessarily aid in “biodiversity conservation”; instead, they give rise to social conflicts within the local community and lead to the emergence of new conservation challenges. Ex-herders’ responses to the displacement included passive acceptance, resistance and contestation, and negotiation using power and social networks. These responses were distinctly correlated with the herder’s wealth class. We conclude that instead of pastoral displacement, a successful conservation plan could be co-opting local knowledge and local institutions in identifying ways of cultural and conservation co-existence in the pastoral landscape of South Asia, paying closer attention to questions of equality and sustainability.

*School of Human Ecology, Ambedkar University Delhi. rashmi89singh@gmail.com

**Khangchendzonga Conservation Committee, West Sikkim. kinzong@gmail.com

***Khangchendzonga Conservation Committee, West Sikkim. nden.sikkim07@gmail.com

****School of Human Ecology, Ambedkar University Delhi. suresh@au.ac.in

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RESEARCH

Open Access



Pastoral practices, pressures, and human-wildlife relations in high altitude rangelands of eastern Himalaya: A case study of the Dokpa pastoralists of North Sikkim

Nisam Mang Luxon¹, Rashmi Singh^{2*}, Laktsheden Theengh¹, Priyadarshinee Shrestha¹ and Rishi Kumar Sharma¹

Abstract

The pastoral practices of the Dokpa herders of North Sikkim have been transforming in response to the geo-political and socio-economic changes in the region. Against the backdrop of these changes, this study aims to understand the current state of pastoralism in North Sikkim with three specific objectives: (i) to understand the current rangeland management practices of the Dokpa community; (ii) to examine the social, political and ecological stresses to continuity of traditional pastoral livelihoods; and (iii) to document the baseline on human-wildlife relations. We focused on one of the two sub-set populations of Dokpa herders of North Sikkim and, using a mixed-methods approach, conducted 12 semi-structured interviews, four key respondent interviews and two focused group discussions. The resource use by the Dokpas is unique, and unlike the rest of the Himalayan range, they access the high-altitude pastures in winters and the lower ones in summer. Pastures in the higher altitudes experience heavier winds, which leads to lower levels of snow deposition — thus ensuring access to dried pasture forage for livestock during the lean season. The decisions pertaining to resource management are taken by the head of the local institution *Dzumsa*, the *Pipon*. Primary stresses to the continuation of traditional pastoral practices are fragmentation of pastureland post-Sino-Indian war of 1962 and the consequent establishment of armed forces, livestock depredation by free-ranging dogs followed by wild predators and continued socio-economic marginalisation of the pastoralists under a supposedly egalitarian institutional regime. Extreme climatic events in the recent past have also contributed to significant livestock loss. Dokpa transhumant practices are on an overall decline, with most members of the younger generation shifting to non-herding livelihoods. The availability of alternate livelihood options with the improved connectivity, access to education and development of the tourism industry has led to changing aspirations of the younger generations. In only two of the twelve households we surveyed, the younger generation continues herding, while the rest have moved to the cities and towns. In terms of human-wildlife relations, the respondents mostly hold a positive attitude towards wildlife and conservation actions despite livestock predation by wild predators, since the free-ranging dogs cause the highest livestock loss. With the inputs from the Dokpas, we provide recommendations towards a facilitative environment for the continuation of the traditional herding in the region, which is critical for the survival of pastoralism in North Sikkim, presently hinged on less than two dozen of elderly Dokpas.

*Correspondence: rashmi89singh@gmail.com

¹World Wide Fund for Nature (WWF), New Delhi, India
Full list of author information is available at the end of the article



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Asmita Kabra organized a day-long field visit on 8th March 2022 for the 4-credit course Agrarian Change and Rural Development, as a part of a two-day field-based workshop on Agrarian Research.

The students visited Nangli Razapur, a village situated in the Yamuna Floodplains on the eastern side of the river. They were hosted by landowners, tenant farmers and farm workers from the village. The students learned about floodplain agriculture in peri-urban areas, and the challenges of environmental sustainability and farm-based livelihoods

SCHOOL OF HUMAN STUDIES

Two Events involving Professor Shuchi Kapila, Fulbright Scholar at AUD assigned to work with Professor Krishna Menon were organized in the month of May, 2022

International Affairs Division & Gender Studies, School of Human Studies, AUD
invites you to a **Special Lecture**



Opening Remarks-
Prof. Anita Ghai, Dean, School of Human Studies, AUD



Lecture by Prof. Shuchi Kapila, Grinnell College IOWA & Fulbright Scholar, AUD



**How should we remember now?
Postmemory and the Indian Partition of 1947**

Vote of thanks-
Students of MA Gender Studies/SHS

Host faculty for Fulbright Scholar
Prof. Krishna Menon, Gender Studies, SHS. AUD

 **May 30th, 11:15 AM-1:00 PM | ZOOM** 

Prof. Kapila gave a very invigorating and insightful lecture into the post-memory aspect of the Partition of 1947 wherein she discussed how migration affects memory, the difference between traumatic memory and other kinds of memories amongst other things.

International Affairs Division & Gender Studies, School of Human Studies, AUD
invites you to a **Panel Discussion**

Roe v Wade: Feminist Politics in the USA and India, Questions of Body/ Choice/Autonomy



Prof. Shuchi Kapila,
Visiting Fulbright Scholar at AUD,
Grinnell College, USA



Dr. Shubhra Nagalia-
Assistant Professor,
Gender Studies, AUD



Chair of the Session: Prof. Mary E. John
Former Director, CWDS,
Professor of Women's Studies

 **Host faculty for Fulbright Scholar**
Prof. Krishna Menon, Gender Studies, SHS, AUD

 **May 31st, 4 PM | ZOOM** 

Professor Kapila, who reiterated the legal and political history of the USA. The country's federalist structure has provided diverse views on abortion, from being seen as a constitutional right to a customary practice only. The talk also touched upon second-wave feminism and the recent women's rights movement in the wake of previous US president Donald Trump's speeches and political affiliations. Abortion, when studied in the context of its historical existence, racism, civil rights movements, equal rights movement and racist genocidal, demonstrate a complex history that should be studied a collective and not in isolation. She concluded her talk with a need to be pro-choice to uphold women's autonomy.

Shubhra Nagalia brought the discussion to the Indian context. MTP Act of 1971 and the family planning programs were discussed to stress the importance of addressing the linguistic aspects of the laws created for women and the moral justifications provided for them. Arguing for a long-overdue women's rights movement in India for the right sets of policies and laws for women, she demonstrated how arguments of overpopulation and ambiguous definitions of critical terms in the laws have been used to continue to have control over women's bodies and choices.



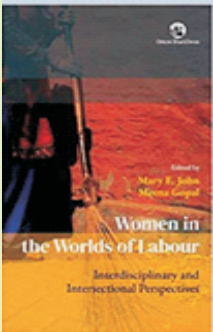
THE
BOOK
REVIEW
LITERARY TRUST

PREVIOUS

**Discourse of the Colonial WhatsApp
Uncle**

NEXT

Tracing a Century of Struggle



**How India is Failing its
Labouring Women**

Krishna Menon

**WOMEN IN THE WORLDS OF LABOUR: INTERDISCIPLINARY AND INTERSECTIONAL
PERSPECTIVES** by Mary E. John and Meena Gopal Orient BlackSwan, 2021, 468 pp., 995.00

General Article

Blended Learning in National Educational Policy 2020: Towards ending privileges to Higher EducationSuresh Garg¹ & Ramesh Chander Sharma²¹Pro Chancellor, Usha Martin University, Ranchi, India²Dr B R Ambedkar University Delhi, New Delhi, India
Email: rcscharma@aud.ac.in**Abstract**

The National Education Policy 2020 of the Government of India is an exemplary milestone in the history of education in the country. It has proposed radical transformations in the education system in various dimensions, be it educational levels, pedagogy, infrastructure, training, and adoption of technology. Two revolutions have impacted deeply all our walks of life: the 4th industrial revolution where the artificial intelligence-enabled technologies are transforming the way almost all functions and the 4th educational revolution (as proposed by Sir Anthony Seldon in his famous book pondering 'Will Artificial Intelligence liberate or infantilise humanity?'). National Education Policy 2020 in clause 24.3 highlights the significance of blended learning for its impact on "social, affective, and psychomotor dimensions of learning". This paper discusses the transition to and the pedagogy of blended learning in the context of National Education Policy 2020 towards closing the digital divide in higher education in India.

Keywords: National Education Policy 2020, Higher Education, Blended Learning, massive open online courses, Covid-19, Technology, e-learning, open educational resources

Introduction

According to Fortune Business Insights (2021), the higher education technology market worldwide in 2021 was USD 85.43 billion. The estimates project that there would be a Compound Annual Growth Rate (CAGR) of 10.3 per cent and thus by the year 2028 this would grow up to USD 169.72 billion. One of the reasons for this increased use of technology is the adoption of online teaching by educational institutions, availability of better internet bandwidth, increased internet penetration, particularly in third world countries, increased use of personal computing machinery and digital learning initiatives by various governments. In India, the Ministry of HRD (now Ministry of Education) made digital initiatives/platforms for students and teachers like DIKSHA (Digital Infrastructure for School Education)

portal for e-learning content in the form of video lessons, QR-coded textbooks, assessments, and worksheets based on the curriculum of Central Board of Secondary Education (CBSE) and National Council of Educational Research and Training (NCERT), an e-Learning app ePathshala developed by NCERT for students of classes from 1 to 12, a National Repository of Open Educational Resources (NROER), SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) as the national on-line education platform for undergraduate and post graduate courses and SWAYAM PRABHA as a bouquet of 32 DTH (Direct-To-Home) Television channels running 24x7 and covering school as well as higher education (Govt. of India, 2020) programmes.

With an average age of 29 years in 2020, the Indian workforce comprised

Indian Journal of Educational Technology
Volume 4, Issue 2, July 2022

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Cybersecurity Management for Incident Response

Alin Zamfiroiu

The Bucharest University of Economic Studies, Bucharest, Romania
National Institute for Research and Development in Informatics, Bucharest, Romania
alin.zamfiroiu@ici.ro

Ramesh C Sharma

Dr B R Ambedkar University Delhi, New Delhi, India
rcscharma@aud.ac.in

Abstract: In information technology, security is the protection of information assets through the use of technology, processes and training. There will always be situations of attack on software systems but the software must continue to work properly under such potential risks. The security process assumes and is required to provide three important elements: integrity, authentication, and availability. Security is a set of processes and techniques implemented to protect private information in electronic or printed format against modification, destruction or unauthorized access. This paper discusses effective management of cybersecurity for incident response.

Keywords: Information Security, Cybersecurity, Threats, Detection, Incident Response

INTRODUCTION

Software security is an important dimension of engineering software so that it continues to function properly under malicious attacks. Meng et al. (2018) noted the difficulty in creating a secure system around existing computer architectures. One of the reasons is the increasing complexity of the software which may invite exploitative software vulnerabilities. The attacks have two important issues: (a) Variety of means, for example, worms, botnets, trojans, etc. Not only the software but even the hardware vulnerabilities can also be exploited. (b) Range of attack, it can be from any place and from any layer of physical hardware to application software, for example Cross-site Request Forgery (Lin et al., 2009).

The five stages of security are presented in Figure 1: evaluation, prevention, detection, response and recovery.

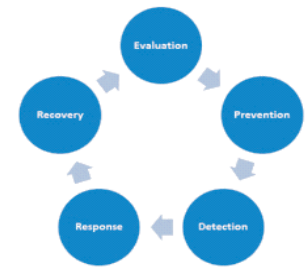


Fig. 1: The stages of security assurance

<http://doi.org/10.54851/4411y202208>

Asian Journal of Distance Education**Digital Transformation and the Way We (Mis)interpret Technology**

Aras Bozkurt, Ramesh C Sharma

Abstract: For many people, digital transformation offers a great opportunity to keep pace with the requirements of the current age, while for others, it is all hype and needs to be approached with caution. However, be it opportunity or hype, digital transformation impacts every part of our human life, where we especially see and experience it in numerous areas of social domains, including education. Based on these arguments, this paper examines the research that has been conducted on digital transformation from the perspective of education by applying data mining and analytics approaches. Accordingly, in the examination of research papers on digital transformation, five emerging broad themes were identified: (1) strategies and technologies as pillars of digital transformation in social development, (2) digital transformation as a vision that goes beyond mere adaptation of technology, (3) innovative technologies as change agents of digital transformation, (4) the COVID-19 pandemic as a catalyst for digital transformation, and (5) confusion in terminology - digitization, digitalization, and digital transformation. This paper argues that by ignoring the social aspects and not positioning humans at the center of digital transformation and failing to understand the philosophy, vision and mission that lies behind it, we will be at risk of writing failure stories rather than success stories.

Keywords: digital transformation, technology adaptation, innovative digital technologies, hard and soft technologies, education.

Introduction: In the Realm of 1s, 0s, and Digital Technologies

Technology is the most useful servant but a dangerous master. - Christian Lous Lange

Simply defined, digital transformation is a process that involves the use of 1s and 0s to synthesize and give meaning to a wide range of services in the current digitally intensive era. In today's world, the raw material is data, and we develop strategies and processes to benefit from the synthetic combination of 1s and 0s. Within this context, data is mined, gathered, and converted into information by contextualizing it, and knowledge is gained through the experience of understanding and utilizing this information. Knowledge transforms into wisdom through meaning-making, which is the ultimate level of the transformation. Though digital data is synthetic, the final form of the data, that is wisdom, is nested organically and can be observed in our behaviors and understood through our discourses.

"Knowledge is not information, it's transformation." — Rajneesh

A look at recent history reveals that many of the developments we have witnessed point to the need for transformation. For instance, according to the concept of the knowledge doubling curve (Fuller, 1982), the accumulation of knowledge is doubling at an increasing rate and, in line with this argument, the concept of the half-life of knowledge (Machup, 1992) suggests that the shelf life of the most up-to-date knowledge is shortening at the same rate. In discussing the time when knowledge started to become a valuable asset (Büyük and Bozkurt, 2017), Toffler (1980) highlights that the Third Wave refers to societies where power distribution is determined by possessing and managing knowledge. That being said, online networks function like a global brain (O'Reilly, 2005), where data are created collectively and take shape on the journey to information, knowledge, and wisdom.

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Article

Adoption of Online Education and Pedagogy as New Codes of Life for New Future in Rural RegionsBetül Yikici^{1,*}, Fahriye Altınay², Zehra Altınay², Ramesh Chander Sharma³ and Gökmen Daglı⁴¹ Faculty of Education, University of Kyrenia, Kyrenia 99020, Cyprus² Institute of Graduate Studies, Societal Research and Development Center, Faculty of Education, Near East University, Nicosia 99138, Cyprus; fahriye.altinay@neu.edu.tr (F.A.); zehra.altinay@neu.edu.tr (Z.A.)³ School of Global Affairs, University of Delhi, New Delhi 110015, India; rcscharma@aud.ac.in⁴ Societal Research and Development Center, Faculty of Education, University of Kyrenia, Kyrenia 99020, Cyprus; gokmen.dagli@kyrenia.edu.tr

* Correspondence: betulyikici@hotmail.com; Tel.: +90-533-834-3000

Abstract: The COVID-19 pandemic threw the education system out of gear worldwide. This crisis calls for fundamental reforms and strategic planning to continue education. There are other factors, like pedagogy of care, adoption of emergency remote teaching methods, training of teachers, and assessment strategies. This paper examines teachers' professional competencies working in secondary schools in the rural areas of the Turkish Republic of Northern Cyprus. The paper investigates how distance teaching and learning are adopted, problems encountered for the same, and modes of assessment used. Data was collected by adopting a qualitative survey design, using a holistic case design to understand qualitatively complex events from the participants' perspectives. Data were obtained from 122 teachers working at schools in different regions of the TRNC (Nicosia, Kyrenia, Famagusta, Lefke). The findings revealed that although the teachers found the distance education process exhausting, they found ICT helpful. Further, teachers reported that distance education was the best training process in the current pandemic situation. Difficulties were reported to increase students' motivation and prepare appropriate materials for the lesson. They used teaching methods, such as question and answer, narration, fun videos, whiteboard, and online test application techniques.

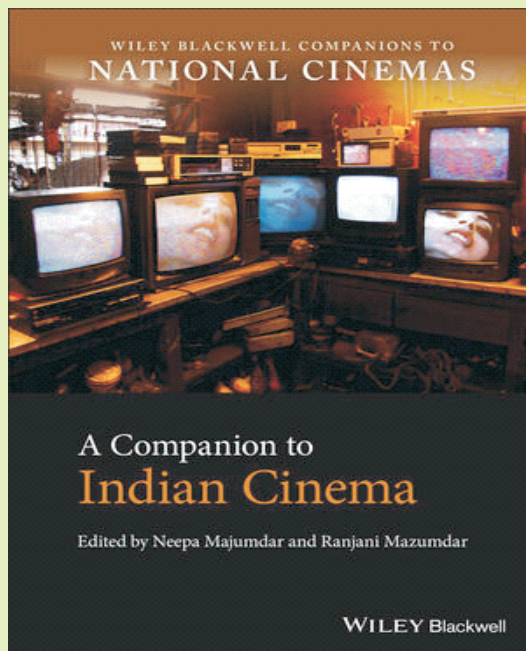
Keywords: COVID-19; education; pedagogy; online teaching; distance education; mobility; well-being; ICT; professional competencies

1. Introduction

The pandemic has been an epidemic that has had a significant impact worldwide in 2019 [1]. Like an uncontrollable hurricane, it has influenced the whole world in many areas, such as socio-cultural, financial, political, and educational. This put all the education systems into a chaotic world and forced educators to switch to an online teaching mode overnight. Many academic institutions that were previously reluctant to alter their traditional pedagogical approach had no choice but to switch entirely to online teaching-learning [2]. We are still in this extraordinary situation all over the world. When taking a look at the effects of the COVID-19 pandemic on the education system, the delay of schools and exam schedules, difficulty in gaining access to technology-based learning, postponement of teacher training, parents having the burden of distant education, the social isolation of children, the understanding that schools are not only educational but also a common social area in which individuals can socialize, are better understood beside the fact that differently from traditional education, there are alternative education methods such as distance education [3]. Distance education is characterized by the absence of regular in-person contact of student and teachers and the study is mainly supported by self-learning materials. Online education is a technologically advanced version of distance



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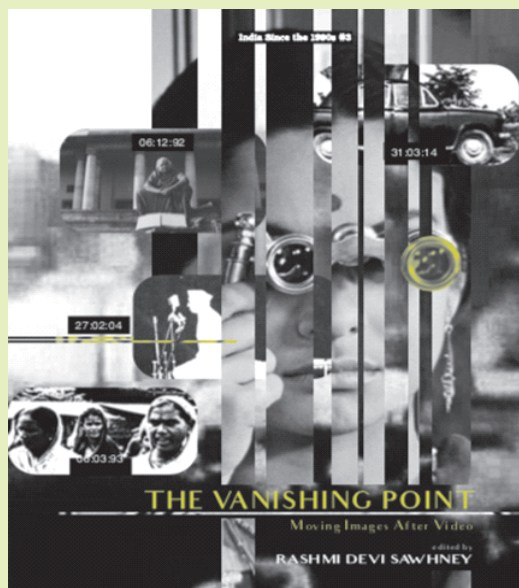
From Unattainable to Distantly Watched Films Film Archives and their Digital Futures

Lawrence Liang

When the German media theorist Friedrich Kittler presciently declared that media determines our situation, his insight was absolutely right but incomplete and we need to modify his formulation slightly to add that while media determines our situation, infrastructure determines our media situation (1999). This is as true for the 'situation' of media as it is for media research and scholarship. In film studies, for instance, we know that what is available has more or less determined what is studied, but what we think less about is how the medium in which films are available also determines what can be said about films. Changes brought about by technology do not just alter the way we watch films but also how we study it. In this article I focus on one crucial infrastructure – archives of cinema – and examine how the digital moment and the emergence of collaborative knowledge and infrastructure on the Internet enables us to reimagine film archives and consequently the way that films are studied. In particular, I will look at the specific challenges of film archives in India in the context of the possibilities opened out by the digital moment.

The academic study of film in its early days depended on the scholar watching movies in the dark, pen and paper in hand, frantically scribbling away and having later to decipher – detective like – one's own handwriting. Consequently the chances of error were extremely high and having to rely entirely on one's memory to reconstruct the film often resulted in the inevitable 'errors of memory' (Cavell 1979, x). Describing various errors that he spotted in his own descriptions of films upon rewatching them, Stanley Cavell says that gaps in visual memory are themselves philosophically interesting for what they say to us about how we remember certain works, but in some cases they can also result in serious misreadings of films.

A Companion to Indian Cinema, First Edition, Edited by Neepa Majumdar and Ranjani Mazumdar
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LAWRENCE LIANG

I

Photography and film's emergence as 'new media' at the turn of the nineteenth century unsettled the ontological stability of the visual arts. A century later, we see a similar destabilizing of film with the emergence of a wide range of visual practices enabled by digital technology. The shift from celluloid to digital – and consequently from its basis in photographic realism to an incipient digitalism – raises a number of questions of the ontological status of film. But is the move from analog to digital as seamless as it appears?

Here, I examine a set of ordinary digital objects, such as leaked videos, which share both proximity and distance from cinema, to pose questions to contradictions internal to the digital moment. I also examine the ethical stakes of the transition from analog to digital, and shall link them to an emerging regime of images in the era of the digital leak.

Jean-Luc Godard's *Eloge de l'amour* (In Praise of Love, 2001, French) presents us with an image of cinema as a medium whose time – in Hamlet's words – is 'out of joint'. Godard reverses the normal conventions of shooting the present in colour and the past in black and white, and chooses instead to shoot the present in 35 mm on black and white and the past on video in grainy colour, inviting us to think about how we experience not just the past in cinema, but also the past of cinema. D.N. Rodowick reads the film (and its intriguing title *Eloge* – a curious play on two words: 'eulogy' and 'eulogy') for the fading object called cinema. Watching Godard's film on DVD, Rodowick says that you encounter a loss of resolution in the black and

From Cinema to the Moving
Image and Back
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International Journal of Law, Crime and Justice 69 (2022) 100531



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Sanction for prosecution in 'Offences Against the State' in India: The prerogative of the political and the withdrawal of the judicial

Anushka Singh

School of Law, Governance and Citizenship, Ambedkar University Delhi (AUD), Delhi, India

ARTICLE INFO

Keywords:
Offences against state
Sanction for prosecution
Political crimes
India
Sedition
Colonial continuity

ABSTRACT

'Offences Against the State (OAS)' claim a distinct character within criminal law tied to the assumption of threat they pose to the very existence of state. This paper examines the distinctiveness of these offences through an analysis of a peculiar criminal law procedure of obtaining sanction for prosecution. The legal provision on 'sanction for prosecution' for OAS mandates the prior approval of the government before an accused can be brought to trial in a court. The deferral of the judicial process till the executive consents to trial, raises the following question-within a constitutional order governed by the principle of separation of powers, how does the 'political' intersect the domain of the 'judicial', in matters of prosecution? This paper interrogates this question through an analysis of the legal provision for granting sanction and the jurisprudence of sanction in India, to understand the relationship between the executive and the judiciary and its bearing on the constitutional principle of separation of powers. Constructing a theoretical framework of the 'rationality question' delving into the intention of the law, and the 'consequentiality question' exploring its effects, the paper shows how the judiciary cedes space for the political to make inroads into the domain of the judicial.

Crowds and COVID-19

An Introduction

Vaibhav Saria and Pooja Satyogi

We write this introduction in February 2022 just as the Canadian truckers' protest, demanding an end to all government pandemic measures, has been brought to an end at the behest of the executive by powers enabled through the Emergencies Act of 1988. Beginning in Ottawa in late January as demonstrations challenging vaccine requirements for cross-border truckers, and then spreading to a blockade of Detroit's Ambassador Bridge, the mobilising sentiment had been COVID-related restrictions that are imposed and taken away in ways that do not always make sense to the public for whom they are intended (Alden 2022). The protest had become a form of economic blockade, which hit auto industry supply chains in Canada, and appeared in both France and New Zealand (BBC News 2022). By now it is well known that the Canadian Prime Minister, Justin Trudeau, had threatened to arrest the truckers; have their licences cancelled; suspend vehicle insurance; seize bank accounts of anyone donating to the protestors; and crack down on crowdfunding and cryptocurrency sites that had enabled the protestors to raise more than CAD\$10 million in three weeks in order to protect the 'sovereignty, security and territorial integrity' of Canada. The analysis of the protests has only just begun, and the political frames being deployed, including: amorphous, siege, and a carnival of chaos (Coletta et al. 2022); nonviolent civil disobedience (Thiessen 2022); right-wing extremism and violence (Bresge 2022); illegal occupation (Washington Post 2022); and a lucky fringe movement (Kitroeff and Austen 2022)—suggest that we are at some distance from understanding the political momentum that the protest has generated in the world's tenth largest democracy, which has seen one of the strictest restriction regimes since the start of the COVID-19 pandemic.

Medicine Anthropology Theory 9 (2): 1–9, ISSN 2405-691X; <https://doi.org/10.17157/mat.9.2.7086>.
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Alumni News

Susan Sreemala Yadav MA (Law, Politics and Society, 2019-2021 Batch) admitted for a Phd into University of Berne with full scholarship

Revathi Krishnan MA (Law, Politics and Society, 2017-2019 Batch) after having working as a journalist with The Print for over two years, was admitted to University of Chicago for a Masters in Journalism in 2022

Rana Narang MA (Law, Politics and Society 2019-2021 Batch) admitted to University of Edinburgh for an Msc in Intellectual Studies in 2022.

John Paul Jose MA (Law, Politics and Society, 2018-2020 Batch) started working as Advisor, Forest Declaration Platform in 2022. The Forest Declaration Platform is convened by the United Nations Development Programme (UNDP) in partnership with the Meridian Institute, Climate Advisers, and Climate Focus with the support of the German and UK governments.

SCHOOL OF LIBERAL STUDIES

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**YES, THE PEASANTS DO SPEAK:
TESTIMONIES OF THE INDIGO PEASANTS
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Speaker: Prof. Tridip Suhrud
CEPT University, Ahmedabad

Tridip Suhrud is a scholar, writer and translator who works on the intellectual and cultural history of modern Gujarat and the Gandhian intellectual tradition. As the director and chief editor of the Subramaniam Ashram Preservation and Memorial Trust (2012-2017), he was responsible for creating the world's largest digital archive on Gandhi: the Gandhi Heritage Portal. His books include the critical edition of Hind Swaraj, Narayan Desai's four-volume biography of Gandhi, My Life is My Message, and the four-volume epic, Gujarati novel, Sarvagandhar. His recent works include a critical edition of Gandhi's autobiography My Experiments with Truth in two languages, Gujarati and English and The Diary of Mahatma Gandhi (1943-44). He is a co-editor of The Power of Non-Violent Resistance. He is working on an eight-volume compendium of testimonies of indigo cultivators of Champaran and the second part of The Diary of Mahatma Gandhi (1944-1946). He is professor and Pro-vice-Chancellor of CEPT University and Director of Lokshahi Dalpatbhai Institute of Indology, Ahmedabad and serves as Chairman of the Governing Council of MCA.

Charred by : Prof. Salil Misra
School of Liberal Studies
Ambedkar University Delhi

Friday,
11th March
at 2:30 pm

ZOOM LINK: <https://zoom.us/j/985239418087?pwd=SWtIMUZYeFJPNlNVUUNvcUtsZW5FZz09>

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DR. B.R. AMBEDKAR UNIVERSITY DELHI
SCHOOL OF LIBERAL STUDIES

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CASTE, FAMILY AND SEX
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Prof. Anuja Agrawal
Department of Sociology
Delhi School of Economics

Date: 25 March 2022 (Friday)
Time: 2:30 PM
Venue: CR 12, Kashmere Gate Campus

The Economics Society
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Initiative for What Women
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and Girls in the Economy

Dr. Parag Wankar
Associate Professor
School of Liberal Studies
Dr. B.R. Ambedkar
University, Delhi

4th February | 4:00 PM | <https://tinyurl.com/ye22jm8z>

Analytical method to solve the local fractional vehicular traffic flow model

Nisha Singh¹ | Kranti Kumar¹ | Pranay Goswami¹ | Hossein Jafari^{2,3,4}

¹School of Liberal Studies, Dr. B.R. Ambedkar University Delhi, Delhi, India
²Department of Mathematics, University of Maamuran, Babol, Iran
³Department of Mathematical Sciences, University of South Africa, Pretoria, South Africa
⁴Department of Medical Research, China Medical University Hospital, China Medical University, Taichung, Taiwan

Correspondence
Pranay Goswami, School of Liberal Studies, Dr. B.R. Ambedkar University Delhi, Delhi 110006, India.
Email: pranaygoswami83@gmail.com; pranay@auad.ac.in

Communicated by: X.-J. Yang

This paper presents a new method to solve the local fractional partial differential equations (LFPDEs) describing fractal vehicular traffic flow. Firstly, the existence and uniqueness of solutions to LFPDEs were proved and then two schemes known as the basic method (BM) and modified local fractional variational iteration method (LFRVIM) were developed to solve the local fractional PDEs. Multiple studies have been reported in the literature to solve these problems using iterative methods which are time-consuming and prone to errors. For linear problems, basic method was found highly accurate and computationally sound. We derived a modified version of LFRVIM to investigate and obtain the nondifferentiable solutions of linear, nonlinear, and nonhomogeneous LFPDEs arising in fractal vehicular traffic flow through illustrative examples. Study results show that both schemes are very effective and can be used successfully to solve fractal vehicular traffic flow problems.

KEYWORDS

local fractional calculus, local variational iteration method, LWR model, mathematical modeling, traffic flow

MSC CLASSIFICATION

26A33; 90B20; 90-10

1 | INTRODUCTION

Traffic flow, like the fluid flow, has several parameters associated with it. Speed, volume, and density are called the fundamental variables of the traffic flow. The relationship between these variables is called the fundamental relationship of the traffic flow. A great amount of research has been done over the past decades to establish a definite relationship between the traffic flow parameters. This has led to the development of several traffic flow models. Traffic flow models can be broadly divided into three categories, namely, macroscopic, microscopic, and mesoscopic. Macroscopic models employ the first-order or higher-order continuum representation of traffic flow by analogy with the flow of continuous media like fluids, thus also called kinematic models or hydrodynamic models. The flow of traffic when observed from a distance appears similar to a fluid flow. Based on this assumption, the macroscopic theory of traffic flow was developed

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A review of bus arrival time prediction using artificial intelligence

Nisha Singh¹ | Kranti Kumar¹

Kranti Kumar

School of Liberal Studies, Dr. B.R. Ambedkar University Delhi, Delhi, India

Correspondence
Kranti Kumar, School of Liberal Studies, Dr. B.R. Ambedkar University Delhi, Delhi, India.
Email: kranti@auad.ac.in

Edited by: Mohamed Kantardic, Associate Editor and Witold Polczynski, Editor-in-Chief

Abstract

Bus arrival time prediction (BAT) is one of the important parts of public transport system. To provide accurate information about bus arrival and departure times at bus stops is one of the main parameters of good quality public transport. Accurate arrival and departure times information is important for a public transport mode since it enhances ridership as well as satisfaction of travelers. With accurate arrival-time and departure time information, travelers can make informed decisions about their journey. The application of artificial intelligence (AI) based methods/algorithms to predict the bus arrival time (BAT) is reviewed in detail. Systematic survey of existing research conducted by various researchers by applying the different branches of AI has been done. Prediction models have been segregated and are accumulated under respective branches of AI. Thorough discussion is presented to elaborate different branches of AI that have been applied for several aspects of BAT prediction. Research gaps and possible future directions for further research work are summarized.

This article is categorized under:

Application Areas > Science and Technology
Technologies > Artificial Intelligence
Technologies > Prediction

KEYWORDS

artificial intelligence, bus arrival time prediction, machine learning, public transport

1 | INTRODUCTION

Transportation systems are among the resources that are vital to the economic, and social progress as it facilitates the movement of goods and people. A society cannot function optimally if it does not have measures in place to facilitate transport. But growing population and excessive use of private and commercial vehicles have resulted in surplus of traffic on roads especially in major and medium-sized cities around the world. According to the U.S. Census Bureau (Caiazzo et al., 2013), in 2013 around 86% people commuted to work via private vehicles, and 76% of them traveled

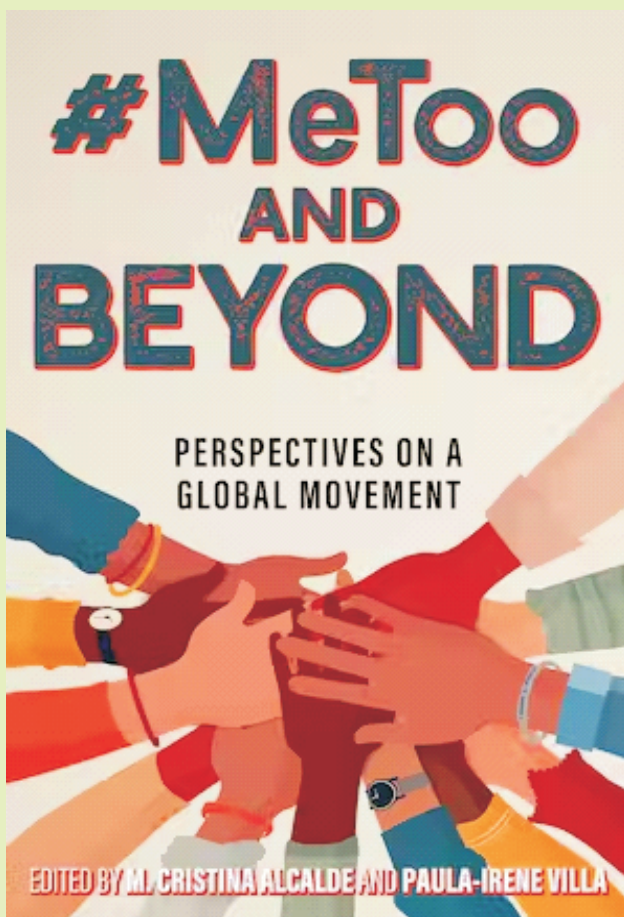
Abbreviations: AI, artificial intelligence; APTS, advanced public transportation systems; API, application program interface; APC, automatic passenger counting; ANN, artificial neural network; ATIS, advanced traveler information systems; AVL, automatic vehicle location; BAT, bus arrival time; BTT, bus travel time; BO, bus overtaking; FDA, functional data analysis; IOS, incorrect operations in service; ITS, intelligent transportation systems; MLFF, multilayer feedforward; LR, linear regression; PCA, principle component analysis; PF, particle filtering; TF, technical failures.

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https://doi.org/10.1002/widm.1457

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Intimacy, Transgression, Ethics

Scripts and Silences in Gendered Academia

Rukmini Sen

To engage with the dynamics and responses to #MeToo in higher education in India, as this chapter does, we must first examine the increasing presence of women students and a rhetoric of gender equality promoted within institutions of higher learning. The higher-education landscape in India is rapidly and vastly transforming. In postcolonial societies such as India, education and law are two major sites through which social emancipation is expected and possible, if one is able to access them. According to the sociologist Satish Deshpande, formal access to higher education has expanded exponentially (Deshpande 2011). Between 1991 and 2013–2014, total enrollment in higher education increased 6.5 times (from 49 million to 323 million); the number of universities nearly quadrupled (184 to 723); and the gross enrollment ratio for the 18–23 age group almost tripled (from 8.1 percent to 23.9 percent). Women now account for almost 42 percent of total enrollment but still comprise only around 18 percent in the technical-professional fields (Kapur and Mehta 2017). The lower castes are also increasing their share in enrollment but are still below their share with respect to their percentage of the overall population. There are also important differences by gender, field of study, and region. Yet by all indications Hindu upper-caste males, who comprised more than two-thirds of all graduates in the not-too-distant past, are now a minority among currently enrolled students even as they are still overrepresented relative to their share of the overall population (Kapur and Mehta 2017). It is

B. Voc ECCME workshops/visits January-June 2022

BVoc ECCME semester-2 students visited Mobile Creches(NGO) Head Office on nd March 2022 for orientation about creche programme and need for the same. he visit was planned for year-1 students of the ECCME batch so that they are immersed in the field and understand the rationale for quality early childhood programmes.

An online discussion with Mr Sanjay Raghav (Centre for Teaching Learning Mathematics) took place on 8th April 2022 on job prospects for BVoc ECCME students in CTLM



Internships

Students of semester-2 were assigned community internship sites for internship in the first year of the programme. Ten students of BVoc ECCME attended the Mobile Creche sites in different communities and assisted staff in taking care of children. The internship took place for a month from 2nd March 2022 to 10th April 2022

Students of semester 4 completed the month-long internship at Saarthi Education and Hope Project India from 4th March to 10th April 2022. Students were trained for supervisory role at the organisations.

Eighteen students of graduating batch (semester-6) completed internship in June 2022. They were placed at NGOs and private centres like Aarambh waldorf, Saarthi Education, Meraki, Maple Bear Candaian Preschools, Mobile creches and Hope Project India



Field Visits- M.Voc Tourism and Hospitality

Three field visits were organised as a part of course curriculum for M.Voc (T&H) students.

First walk was organised at Qutub Minar (25th May 2022/ Wednesday),

Second was called Breakfast by the by-lanes (26th May 2022/ Thursday) and

Last walk was taken to Humayuns's Tomb (31st May 2022/ Tuesday). The students got to know the various facts about the different walks, such as the hospitality services given to tourists, the environment of the place and the taste of local food.



ATAL INCUBATION CENTRE- AMBEDKAR UNIVERSITY DELHI FOUNDATION

Daastan-ऐ-Startup
Startup Story MATTERS!

MEGHNA JOSHI
Founder & CEO, SWAN Livelihood

SWAN (Silled Workforce Advancing Nation) Livelihood is a Delhi based startup that offers specially designed training and up-skilling programs to build and enhance the capabilities of workforce.

23rd January 2022
Google Meet
2:30 PM onwards

to register
989594501, 9643169258
aic-audf.org aic-audf contact.audf@gmail.com

Daastan-ऐ-Startup
Startup Story MATTERS!

By AIC-AUDF

MOHAMMAD UROOJ
Co-Founder, Shoe Mistri
(Proud AUD Alumni)

Shoe mistri is a Delhi based startup which came into being from the love for suede and non buck shoes. They offer DIY solutions to revive and retain the original color of your shoes and make them look pristine.

30th March 2022
CR Area Ambedkar University Delhi, Kashmir gate campus
1 PM onwards

to register
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AIC-Ambedkar University Delhi Foundation
(supported by Atal innovation mission, NITI Aayog, GOI)

chaupaal
A FRIENDLY DISCOURSE ON THE ART OF ENTREPRENEURSHIP

23 MARCH 2022

VENUE : CR Area
4 PM onwards

to register
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WINNERS OF IDEA ARENA

ANAV SADH

SACHIN SHARMA SATYAM RAJVARDHAN

KHUSH KHANNA MOHAMMAD JAHANGIR

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WORLD CREATIVE AND INNOVATION DAY
STORY TO TELL
21st APRIL, 2022 | WS-3, AIC-AUDF

SCAN TO REGISTER

Ankit & Atul
(Co-Founder, Uneako)

Supporting Partners

Gifting Partner
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WORLD CREATIVE AND INNOVATION DAY
PANEL DISCUSSION
21st APRIL, 2022 | WS-3, AIC-AUDF

DISCUSS | INNOVATE | CREATE
Finding the right problem that can impact and create wealth.

SCAN TO REGISTER

Vijay Pratap Singh
(Co-Founder, Egoart)

Punit Modhgil
(Co-Founder, Octara Research)

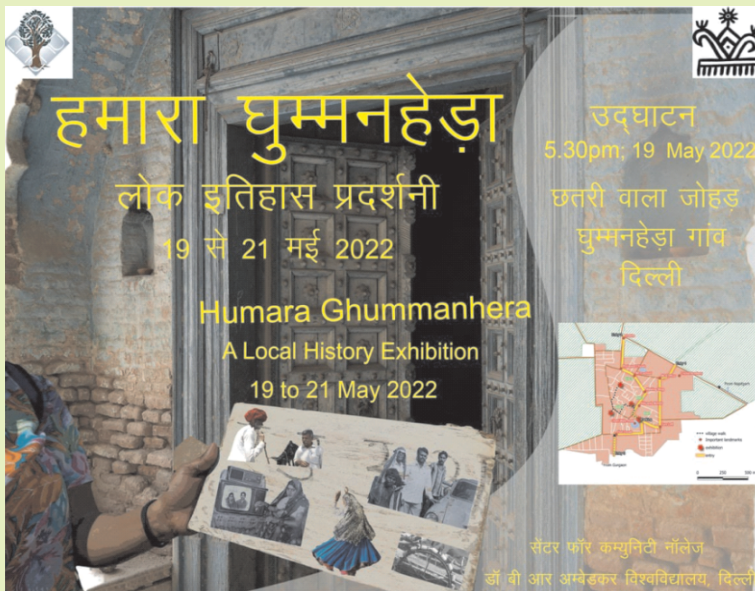
Sudeep Gupta
(Founder & CEO, Store My Goods)

Supporting Partners

Gifting Partner
uneako
Storytelling & Innovation

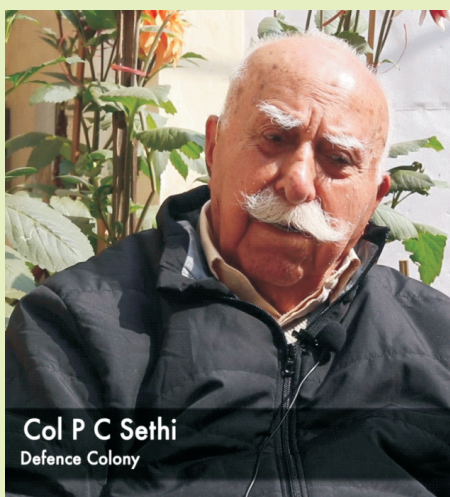
97118 89460 @aicaudf contact.audf@gmail.com @aicaudf aic-audf Delhi





CCK organised ‘Humara Ghummanhera: A Local History Exhibition’ in the village of Ghummanhera in Southwest Delhi from 19-21 May, 2022. It involved visual displays on several aspects of the village’s history including farming, food, clothing, sports and games, and transportation. The exhibition resulted from several weeks of oral-history research in the village by CCK from April 2021 onwards.





Col P C Sethi
Defence Colony

Delhi Oral History Project
an initiative by
Delhi Archives,
Government of NCT Delhi
implemented by
Centre for Community Knowledge,
Ambedkar University Delhi



Vijai Kapoor
Model Basti



Romila Thapar
Maharani Bagh



At that time, the Yamuna was inundated and very clean.



Badar Durrez Ahmed
Ballimaran

The Initiative on Cities, Economy & Society at the Centre for Policy Research (CPR) is pleased to invite you to a book discussion and panel on:

FRAMING DELHI THROUGH ITS METRO SYSTEM

WEDNESDAY, 6TH APRIL 2022, 6:30 PM IST VIA ZOOM

Based on:

SPEAKERS

- Rashmi Sadana**
Associate Professor, Anthropology, George Mason University
- Kalpna Viswanath**
Co-founder and CEO, Safetipin
- Himanshu Burte**
Associate Professor, Centre for Urban Science and Engineering (CUSE), Indian Institute of Technology-Bombay
- Rohit Negi**
Associate Professor, Urban Studies & Director, Centre for Community Knowledge, Dr B.R. Ambedkar University Delhi
- Sarika Panda Bhatt**
Director, Nagaro & Founder Trustee, Raahgiri Foundation

MODERATOR

- Mukta Naik**
Fellow, Centre for Policy Research

CPR CENTRE FOR POLICY RESEARCH

FOLLOW CPR @CPR_India @CentreforPolicyResearch

A new initiative has been started by the Centre. Giving space to UG/PG students to write reflexive essays on programmes organized by the Centre. 6 students from different disciplines wrote on the panel discussion ‘Caring for Children, Responding to Vulnerability’.

The essays are edited by Dr Monimalika Day and Prof. Rukmini Sen

A Responsibility Towards A Generation Heading Into A Crisis: Are We Making Them A Liability?

Neelam Suresh Mhaske

MA Education (ECCE)

School of Education Studies

When the world was hit with Covid-19, it was a challenge for the state to decide on measures to reach education to every child. In essence, the pandemic limited the socioeconomic opportunities available to children. On these lines, I will share my reflection from the panel discussion. This discussion offered the opportunity to examine the issue of responding to vulnerabilities, faced by children using different lenses.

Children - The Biggest Casualty of Covid-19 Pandemic

Sanjana Saklani

MA Education

School of Education Studies

On a global level, COVID-19 has shaken our world, causing catastrophic damage to children and families. There are a variety of stressors that affect families and children, ranging from loss of employment to supply shortages. One thing that can be reasonably said is that most people are unlikely ever to be as precise as they once were before the Covid pandemic, a time that seems far from reality today. *Much of the last two years have been a blur for many, with days of the week—becoming merely "yesterday" and "tomorrow" or "just one more day."* Since early 2020, the world has been plagued with fear of uncertainty, anxiety, and paranoia. Many of our life's interpretations have suddenly been turned on its head. Misinformation and speculations are born out of fear — both dystopian predictions and promises.

A Tragedy with an Opportunity

Vaishnavi Goel

BA (Hons) Sociology

School of Undergraduate Studies

The last two years are living proof of the devastating effects of the Covid-19 induced pandemic in India as well as the whole world. While the series is titled ‘Beyond Crisis: Ways of Reconstructing Lives’, as Professor Rachna Johri mentioned, it is important to understand and recognise that the pandemic and the problems are not yet over. They are very much a part of the present reality and require immediate attention. The experience of the pandemic has been different for everyone. Children and adolescents are often neglected on the pretext that they are not directly or immediately affected by the disease. However, it is important to consider the issue in the context of nationwide economic and social crisis. Recent research also indicates that their sensitive and impressionable minds are considerably affected by everything that is happening around them.

Steering Through Complicated Adoption Laws Amidst the Storm of Covid 19

Abhilasha Chattopadhyay

PhD Sociology

School of Liberal Studies

National Commission for Protection of Child Rights (NCPCR) [informed](#) the Supreme Court on June 5, that as per data submitted by different states, as many as 30,071 children were orphaned, lost a parent or have been abandoned due to the pandemic. Out of the total, 26,176 children who've lost a parent, 3,621 have been orphaned and 274 have been abandoned.

Subsequently, a Supreme Court bench of Justices L. N. Rao and Aniruddha Bose on 8 June 2021 [ordered](#), directions for care and protection of minors who have become orphans or have lost one parent or were abandoned. The court highlighted that the invitation for the adoption of orphans is contrary to law as no adoption can be permitted without the involvement of the [Central Adoption Resource Authority\(CARA\)](#).

Children in Covid Crisis: What is the Sustainable Way Forward?

Sharon Kachhap

MA Education (ECCE)

School of Education Studies

Humans are obsessed with building skills in the current times that will make way for them in the future. There is much discussion regarding the different kinds of skills that future generations will need. They want to teach skills to the upcoming generations to help them spearhead missions in the future, which one cannot even imagine today. One of the many 21st-century skills identified by various international and national organisations is the skill of problem-solving.

Children on the Margins: In Hindsight of the Pandemic

Alice Austin Barwa,

M.A. Education,

School of Education Studies

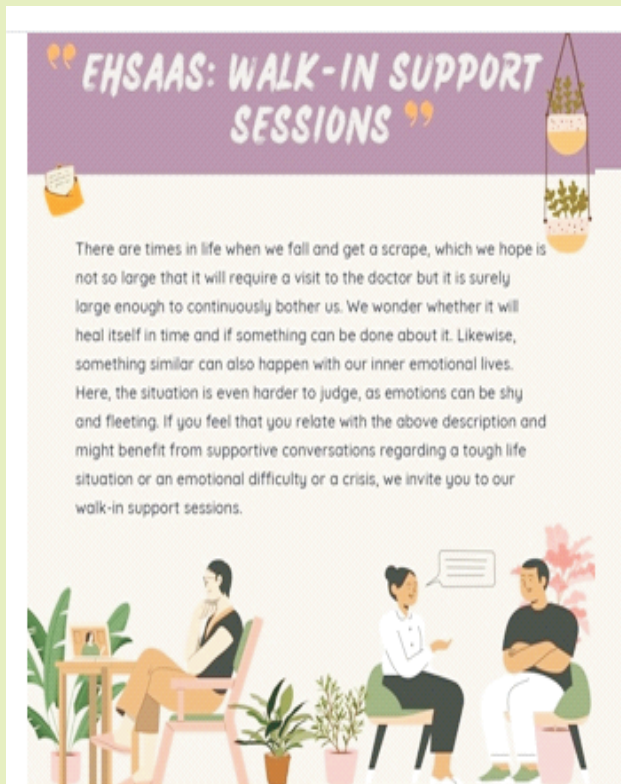
From my window, on the other-side of the road, you can see my alma mater standing tall. My younger sibling, who is currently studying in the same school, often stands on the window sighing and longingly looking at the empty classrooms visible from our apartment. The pandemic has deprived us of much, losing what little stability we had in pre-Covid world. While some losses are being measured and evaluated, as a student-educator I could not help but wonder about the loss of childhood experiences of many, which we adults still tend to cherish and look back for solace.

CENTRE for PSYCHOTHERAPY AND CLINICAL RESEARCH

Ehsaas Walk-in Clinic: As part of the initiative to make the university a mental health friendly space, the Centre started with our walk-in facility which runs from Monday to Friday 1-2.

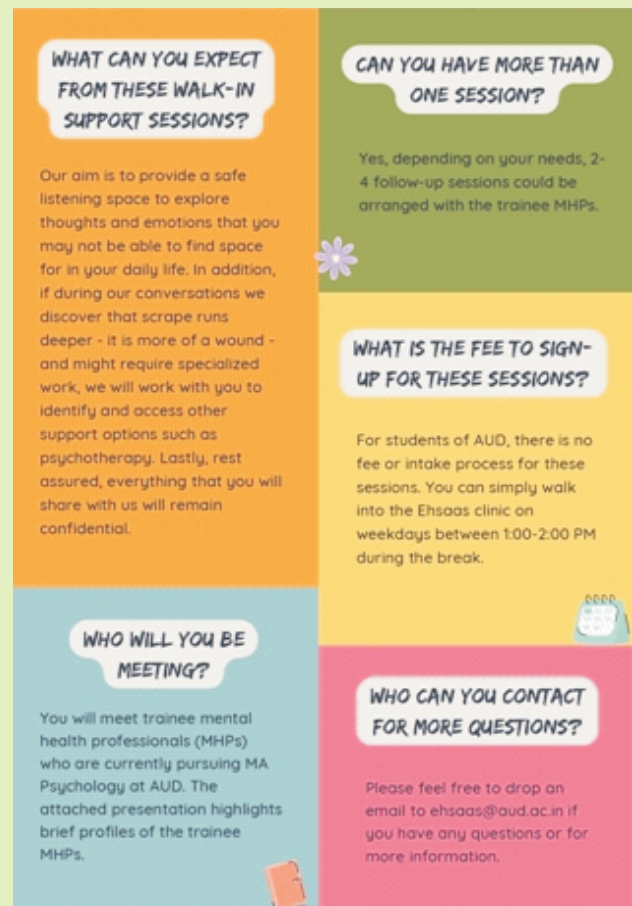
Trained the MA students to offer a sensitive space for listening to our students who have been under crisis or other difficult life circumstances.

Ehsaas Listening Circles: As part of the same initiative, the Centre has been running Group Counselling Sessions to help students express and find a space for language for their life circumstances. Some of the group themes are: Dealing with Grief, Listening to the crisis of LGBTQ group, etc



EHSAAAS: WALK-IN SUPPORT SESSIONS

There are times in life when we fall and get a scrape, which we hope is not so large that it will require a visit to the doctor but it is surely large enough to continuously bother us. We wonder whether it will heal itself in time and if something can be done about it. Likewise, something similar can also happen with our inner emotional lives. Here, the situation is even harder to judge, as emotions can be shy and fleeting. If you feel that you relate with the above description and might benefit from supportive conversations regarding a tough life situation or an emotional difficulty or a crisis, we invite you to our walk-in support sessions.



WHAT CAN YOU EXPECT FROM THESE WALK-IN SUPPORT SESSIONS?

Our aim is to provide a safe listening space to explore thoughts and emotions that you may not be able to find space for in your daily life. In addition, if during our conversations we discover that scrape runs deeper - it is more of a wound - and might require specialized work, we will work with you to identify and access other support options such as psychotherapy. Lastly, rest assured, everything that you will share with us will remain confidential.

CAN YOU HAVE MORE THAN ONE SESSION?

Yes, depending on your needs, 2-4 follow-up sessions could be arranged with the trainee MHPs.

WHAT IS THE FEE TO SIGN-UP FOR THESE SESSIONS?

For students of AUD, there is no fee or intake process for these sessions. You can simply walk into the Ehsaas clinic on weekdays between 1:00-2:00 PM during the break.

WHO WILL YOU BE MEETING?

You will meet trainee mental health professionals (MHPs) who are currently pursuing MA Psychology at AUD. The attached presentation highlights brief profiles of the trainee MHPs.

WHO CAN YOU CONTACT FOR MORE QUESTIONS?

Please feel free to drop an email to ehsaas@aud.ac.in if you have any questions or for more information.

DR. B.R. AMBEDKAR UNIVERSITY DELHI

Centre for Research Methods

Invites you for a webinar on

COLLABORATIVE METHODOLOGIES IN SOCIAL RESEARCH

Speaker:
Dr. Niharika Banerjee
School of Liberal Studies, AUD

FEB 18, 2022
3-5 P.M.

Google meet:
<https://meet.google.com/orv-fzqh-zvz>



 DR. B. R. AMBEDKAR UNIVERSITY DELHI
CENTRE FOR RESEARCH METHODS
<https://aud.ac.in/> INVITES YOU TO JOIN THE ONLINE WEBINAR

Development of an Instructional Tool through Design Based Research

Speaker

Prof. Dr. Meltem Huri BATURAY
Atılım University, Turkey
President of LET-IN R&D (LEarning & Teaching INnovations R&D Group)

Objectives of the Webinar

1. Explain the foundations of Design Based Research
2. Discuss the instructional design process
3. Develop an instructional tool following the scientific route of Design-based Research

DATE: 29 MARCH 2022
TIME: 17:00 TO 18:00 HRS IST
(14:30 TO 15:30 HRS TURKEY)

Registration link: <https://forms.gle/fj2tAAZzryqznmw7>



**STARTING YOUR
RESEARCH
JOURNEY:**

A WRITING WORKSHOP
FOR Ph.D. STUDENTS

BY
DR. BINDU K.C.
SCHOOL OF HUMAN STUDIES (AUD)

Need to frame a research topic for
your dissertation but feel lost?
or
Would you like to share
your research problem?
**In either case,
this workshop is for You**

11.03.22 | 2:30PM

Join us through Google Meet
[HTTPS://MEET.GOOGLE.COM/SWE-NZGK-UA0](https://meet.google.com/SWE-NZGK-UA0)

DR. B.R. AMBEDKAR UNIVERSITY DELHI
CENTRE FOR RESEARCH METHODS





VIBRANT
AUD

National Voter's Day Pledge 25th January 2022



Republic Day Celebrations 26th January 2022



University Fest 27-28th May 2022



UNIVERSITY FEST 13-14 MAY 2022



LIPPAN ART WORKSHOP



University Football League 2022



Dr. B R Ambedkar University Basketball Girls Team participated in the IIT Delhi sports fest from 15th to 17th of April 2022.



Dr. B R Ambedkar University Football Team participated in Maharaja Agrasen College Delhi University Football Cup of March from 9th to 13th of April



Got bronze medal in Delhi state archery championship 2022



National Yoga Day 21st June 2022



World Environment Day at Dheerpur Wetland 23rd June 2022



मानसून में 6 हजार पौधे लगाएगा डॉ. आंबेडकर विश्वविद्यालय

नई दिल्ली। विश्व पर्यावरण दिवस के अवसर पर डॉ बीआर आंबेडकर विश्वविद्यालय ने रविवार को धीरपुर नमभूमि साइट पर मानसून पौधरोपण अभियान की शुरुआत की। इसका उद्घाटन कुलपति प्रो. अनु सिंह लाठेर ने किया। इसके बाद कुलपति, कुलसचिव, डीन, संकाय, अधिकारियों और छात्रों द्वारा पौधरोपण किया गया।

फैकल्टी स्टाफ और छात्रों द्वारा रुद्राक्ष, कदंब, महुआ, जामुन, बहेड़ा, कचनार, हरशृंगार, अमलतास और सीता अशोक के पौधे लगाए गए। इस नमभूमि में पक्षियों की 100 से अधिक और पेड़ों की 90 से अधिक प्रजातियों का दावा किया गया है। ब्यूरो

Amar Ujala 6th June 2022

Ambedkar varsity to plant 6,000 saplings in monsoon: V-C

New Delhi: Dr B R Ambedkar University here has pledged to plant 6,000 saplings in the coming monsoon, its vice-chancellor Anu Singh Lather said while launching a plantation drive at Dheerpur Wetland Project Site. The university launched the Monsoon Plantation Drive at the Dheerpur Wetland Project Site (DWPS) on the occasion of World Environment Day on Sunday. While inaugurating the drive, V-C Lather said the varsity is committed to the development of the wetlands. "The team from AUD is working hard to develop the Dheerpur wetland. In the coming monsoon, the university has pledged to perform mass plantations with a goal of planting 6,000 saplings. The drive will continue in July, with all university stakeholders taking part," Lather said. The Center for Urban Ecology and Sustainability (CUES) has launched DWPS as a restoration project in compliance with a Memorandum of Agreement signed by the Delhi Development Authority (DDA) and the Ambedkar University Delhi (AUD). — PTI

Asian Age 7th June 2022

In Memoriam

