



# TEACHING LEARNING CENTRE

RAMANUJAN COLLEGE

(Accredited Grade 'A' by NAAC)

UNIVERSITY OF DELHI

in collaboration with

RAM LAL ANAND COLLEGE

UNIVERSITY OF DELHI

and

DR. AMBEDKAR CHAIR IN SOCIAL JUSTICE  
INDIAN INSTITUTE OF  
PUBLIC ADMINISTRATION

under the aegis of

PANDIT MADAN MOHAN MALAVIYA NATIONAL  
MISSION ON TEACHERS AND TEACHING  
MINISTRY OF EDUCATION

are organising an

ONLINE ONE-WEEK FACULTY DEVELOPMENT PROGRAMME

## INCLUSIVE GROWTH AND AFFIRMATIVE ACTION IN INDIA: A ROAD MAP

JANUARY 17 - 23, 2022

CALL FOR REGISTRATION  
AND PARTICIPATION



# RAMANUJAN COLLEGE

Ramanujan College is a constituent College of the University of Delhi (DU). It is inspired by the life and work of Srinivasa Aiyangar Ramanujan, one of the world's greatest mathematicians. The College has been accredited Grade "A" by the National Assessment and Accreditation Council (NAAC) in its First Cycle. It is located in the well-known area of Kalkaji, near Nehru Place, in South Delhi.

The College was established in 1958 as an evening college for boys with just five programmes. Since 2010, Ramanujan College has been expanding and now with the latest addition of B.Sc. Environmental Sciences (Hons) in 2020, it at present offers sixteen undergraduate programmes in different disciplines. This achievement, in alignment to the recommendations of the National Education Policy (NEP) 2020, makes the College a centre for interdisciplinary studies and research with a future focus on blended learning. It has gradually grown into a self-sufficient and self-reliant institution owing to its academic vigour and intellectual capital.

Ramanujan College was awarded the Deen Dayal Upadhyay - Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood (DDU KAUSHAL) Kendra in 2016 by the UGC, under which two vocational courses were started in Banking Operations and Software Development.

The College has conducted a Course on Human Rights, Environment and Ethics through its National Resource Centre (NRC), under the Annual Refresher Programme in Teaching (ARPIT) scheme of Ministry of Education (MoE). This Course was uploaded on MoE's Massive Open Online Course (MOOC) platform SWAYAM and many participants registered for it.

Ramanujan College offers various short-term diploma, certificate, and executive development programmes on contemporary and skill-oriented themes. These are conceived and designed by faculty members in consultation with external experts.

The courses get exceptional response from the students and are conducted throughout the academic session. They are open to alumni and students of all the colleges. Some of these courses support the curriculum, some prepare the students for higher studies and also accelerate the professional growth.

The College is the Study Centre of School of Open Learning (SOL), Non-Collegiate Women Education Board (NCWEB) and Indira Gandhi National Open University (IGNOU) for various courses. As an initiative towards students and teachers exchange programmes, the College has entered into Memorandum of Understanding(s) with foreign universities. It is also working for collaboration with other higher education institutions located in remote areas of the country, under the Vidya Vistar Scheme of the University of Delhi.

The prestigious Teaching Learning Centre was awarded to Ramanujan College in 2017 by the Ministry of Education, under the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) scheme.

In pursuit of its vision: "Discover, Empower, Transform: Building A Better World", Ramanujan College is today perceived as one of the best colleges in the country.





# **TEACHING LEARNING CENTRE RAMANUJAN COLLEGE**

Teaching Learning Centre (TLC) is mandated by the Ministry of Education (MoE) to organise Faculty Development Programmes (FDPs), Faculty Orientation and Induction Programmes (FIPs), discipline specific and interdisciplinary Refresher Courses, conferences, workshops, through offline and online modes. These programmes are based on in-depth subject knowledge, quantitative and qualitative research methodologies, and on an interdisciplinary approach as is envisaged in the National Education Policy (NEP), 2020.

The TLC, Ramanujan College has been set up with the aim of "Reaching the Unreached" teachers in terms of regional diversity and geographically remote areas of the country. It has successfully conducted more than hundred learner-centric programmes since October 2017 and trained over one lakh teachers across the country in various discipline specific and interdisciplinary programmes.

In the TLC Programmes distinguished and internationally acclaimed resource persons deliver lectures and conduct sessions on wide ranging disciplines/topics of relevance in the contemporary and ever evolving global scenario to benefit the teaching fraternity, corporates and researchers. The sessions are also uploaded for larger audiences on the official YouTube Channel of the College.

Ramanujan College is a pioneer in offering offline/online courses for faculty members of higher education institutions and research scholars through the customised Learning Management System (LMS), designed by the College's Research Development and Services Cell. It is predominantly participant-friendly and incorporates evaluation methods and comprehensive feedback systems to judge learning outcomes. The LMS is hosted on CLOUD with high scalability and reliability. The College has installed its own Cloud Infrastructure to host its servers for research and data analysis.

### **Enrichment Spectrum at the TLC, Ramanujan College**

- Transforming teachers into knowledge-creators
- Emphasis on creating self-learning space for participants
- Interaction with eminent scholars and academicians
- Four Quadrant Approach (e-tutorial, e-content, Self-Assessment and Web Resources).
- Regular follow-up with the participants through Google Classroom/ Telegram/ Discussion Forum.
- Adaptation skills for the dynamic contemporary environment
- Augmentation of professional capabilities and research-based knowledge
- Inter and cross-disciplinary methodologies of study
- Co-creation and mutual contribution between participants and facilitators
- Formation of knowledge capital
- Online certificates using the Blockchain Technology to ensure authenticity and verifiability

## **RAM LAL ANAND COLLEGE**

The prestigious Ram Lal Anand College of University of Delhi, was founded in the year 1964 by Late Shri Ram Lal Anand, a senior advocate in the Supreme Court of India, in response to the growing social demand in the sixties for providing educational opportunities at the university level. The college has excellent infrastructure, with state of the art Laboratories, Seminar room, Amphitheatre, Library, Playground and Cafeteria. The college boasts off a highly learned and committed teaching faculty of more than 100 teachers. Teachers are also involved in guiding students in various research and innovation projects.

Ram Lal Anand College is a fully University maintained institution administered by a statutory Governing Body as per university ordinances and legislated by Executive Council of the University of Delhi. Established as an institute of higher learning in 1964, RLA College embodies the ideal of a public funded higher educational

institution with an emphasis on inclusivity, integration, quality and social equality. The College works with the motto "Shraddhawan Labhte Gyanam" which implies those earn knowledge who work for it with dedication. Traditionally, in our college mentoring of the students starts from the day of admission in college and goes on until much after their graduation. The experience and knowledge of the teachers instils values of honest behaviour, planning for a holistic growth and aspiring for a clean and healthy future for one and all. In the times of cutthroat competition, we teach our students to look out for fellow humans, respect national unity and global harmony, learn new concepts quickly and effectively, and finally, to complete the cycle of give and take by reciprocating and returning to the world.

## **VISION**

- To facilitate development of youth as nation-builders through higher education.
- To inculcate critical thinking among teachers and students.
- To instill the principles of democratic values, tolerance, empathy, compassion and sensitivity so that students become responsible citizens.
- To provide affordable and quality education to students across sections of the society.
- To create individuals having knowledge alongside human values.

## **MISSION**

- To adapt and grow with changing times and ideas of the new world
- To train students to develop critical thinking using several pedagogical tools.
- Through institutional practice encourage students to follow law of the land.
- Using latest learning resources equip students with adequate knowledge to compete in the present employment setup.

- By adopting several formal and informal modes of communication sensitize the students towards Environment, Gender, Human Rights and Social Justice.
- To create an atmosphere of camaraderie and composite culture for effective integration of students coming from diverse regional and social backgrounds.



## **INDIAN INSTITUTE OF PUBLIC ADMINISTRATION**

The Indian Institute of Public Administration was established on March 29, 1954 by Pandit Jawahar Lal Nehru based on the recommendations of a survey carried out in 1953 by Prof. Paul H. Appleby, Dean, Maxwell School of Citizenship and Public Affairs, Syracuse University and a Consultant with the Ford Foundation invited to advice on the subject, by the Government of India. As the Institute's first President for a decade, Prime Minister Nehru placed great emphasis on 'de-colonializing' the mind-set of administration, making it more people-oriented. And he placed a great responsibility on the IIPA to enhance the frontiers of knowledge in public policy and governance through applied research and education as well as



training of administrators to serve the people of India. Enhancing leadership and managerial qualities on the one hand and developing a service-orientation on the other are the thrust areas of the Institute's education and training activities. Its faculty is involved with research work mainly to simplify procedures and suggest policy changes to ensure improved delivery of public services. As India globalizes under growing media glare, her administration and governance have to change with the times and respond to the high expectations of a society where the demographic pre-penetrance of youth, the increasing struggles of urban and rural India, the development-sustainability conflict and the continuing problems of poverty related malnutrition together throw up challenges that require great resilience in administration and delivery. IIPA takes the reality of Governance in transition into consideration in all its skill-development, research and knowledge management activities.



## **DR. B R AMBEDKAR CHAIR IN SOCIAL JUSTICE**

The very prestigious Dr Ambedkar Chair in Social Justice at the Indian Institute of Public Administration Chair named "Baba Saheb Dr. B.R. Ambedkar Chair in Social Justice" has been instituted at the Indian Institute of Public Administration - a premier National Institute of Public Administration in the year 2004. Since then, a number of quality publications, value adding workshops and courses have been conducted under the Chair. This Chair has a special role in providing



inputs for policy formulation and governance besides sensitizing the Administration. Scope and objectives of the Chair: The Chair is working currently on: 1. Disseminating the ideas and thoughts of Dr. B. R. Ambedkar to students and faculties of the University. 2. Support the researchers/students to undertake research/prepare course module/curriculum in the line of Dr. Ambedkar philosophy and thought. 3. Sensitizing people of nearby locality and areas about the relevance of Dr. Ambedkar's ideas for the betterment of the poor and vulnerable sections of society. 4. Identify and recognize the contribution of activists/writers those who made significant contribution for mobilization of marginalized sections of society and provide platform for sharing their ideas and experiences.

## **CONCEPT NOTE**

The phenomenon of exclusion of a sizeable segment of society from the benefits of economic growth has become more pronounced after the introduction of policies of liberalization, privatization and globalization. The policy of economic liberalization popularly known as new economic policy (NEP) has resulted in further exclusion of the marginalized communities. No doubt Indian economy has experienced a very high rate of growth (recent being 9.2 per cent per annum) but the benefits of this growth are not evenly distributed across sectors and strata. Basically two sectors, namely, industry and services have benefited from the process of liberalization, privatization and globalization. These sectors have succeeded in getting substantial amount of investment during post- liberalization period. In agriculture, however, both public and private sector investment have declined over time which is where the most poor and marginalized exist.

Rampant corruption has become the prominent feature of the Indian administration. According to Transparency International (2006) India ranks 70th in corruption out of total 163 countries. On the other hand, Finland, Iceland and New Zealand shared the first rank of the least

score of 9.6 as compared to India's score of 3.3 out of maximum possible 10. Most corrupt services identified are Police, Education, Health, Power and Land Administration (Transparency International, 2006). Worst still, corruption has spread so wide and penetrated so deep, that it no longer causes a sense of outrage and indignation and we are learning to rationalize and legitimize some forms of corruption. In such a corrupt system, the poor and other socially disadvantaged groups suffer the most, as they cannot offer bribes due to poor resource base. As explained by Vittal, "The impact of the corruption on the poor is also highlighted by the fact that 31% of sugar in the public distribution system goes into the black market. When we consider that Rs. 15,000/ crores is the amount or subsidy spent by the Government of India on the PDS, nearly Rs. 5,000 Crores goes into the pockets of the corrupt businessmen and their political and bureaucratic godfathers. What is more significant and pathetic is that the corruption literally snatches food away from the mouth of the poor and the vulnerable".

It has been largely felt that though the Indian State under Jawaharlal Nehru took many proactive steps and followed a welfare state model, the police and bureaucracy remained largely colonial in their approach and sought to exert control and power over citizens. The casteist, feudal and communal characteristics of the Indian polity, coupled with a colonial bureaucracy, weighed against and dampened the spirit of freedom, rights and affirmative action enshrined in the Constitution. Mohit Bhattacharya traces the reason to the fact that largely the development policy has reinforced the traditional power structure: "The process of socio-economic development, instead of bringing about radical restructuring, seems to have admirably furthered the cause of bourgeoisie, the landed interests, the bureaucracy and the politicians. A relationship of close interdependence has developed over the years among these groups.

Viewed from the angle, the bureaucracy is not an autonomous class but a surrogate class; it puts on the mask of Weberian structural formalism and behavioural neutrality. But in reality, far from being neutral and rule-bound, it bends the rules with alacrity to serve the vested interests, which is a way of serving its own interests'.

It is in this context that "inclusive growth" assumes significance and occupies a central position in the approach paper to the 11th Five Year Plan as put by Deputy Chairman, Planning Commission, Montek Singh: "Any strategy that does not pay attention to economic growth is going to be unsustainable. But you cannot rely on growth only. You have to ensure that the benefits of growth are widespread and you need special measures for those who would not normally get included. We need an "inclusive" growth strategy". For inclusive growth, it is being widely accepted that the key task is not raising the economic growth rate to 10 percent but of sustaining it and spreading it widely. The recently-released World Bank's India Development Policy Report (DPR) 2006 advocates inclusive growth as the only sure means for correcting deeply ingrained regional, sectoral and communal imbalances. The DPR goes further and breaks fresh ground in linking a more inclusive growth process with attempts to improve markedly the quality of basic services such as healthcare, education, power and water supply for every one across the country.

The roots of social justice lie in the thought process of Enlightenment. The development of a scientific and rational viewpoint led to corresponding changes in the social thought process which, in turn, initiated radical changes in the political and social structures of Europe, especially during the Renaissance. The underlying thesis of the thinking process of the Renaissance was that man was born free with equal rights and dignity. Hence, all sorts of bondages imposed on him by society on the basis of birth, colour, creed or sex must not exist. This led the masses to organize and struggle for the establishment of a just social order, regulated and governed by secular law. Thus, social justice, both as a concept and as a socially



cherished goal, came into prominence during the French Revolution (1789) as far as Europe is concerned.

The basic premise of social justice is the emancipation of the underprivileged, exploited, and oppressed sections of society. Its main aim is to liberate mankind from traditional bondages of social and economic exploitation and discrimination. It postulates a social order which can guarantee freedom and equal rights to all sections of society. The question is how to create a just structure of society. Obviously, that structure cannot be developed by some legislation, although legislation helps. But it really means building up a complex society. Justice is not a mere vision. It is a structure governing production, distribution, mutual relationships, service, opportunity almost everything. That takes time. It just cannot be done by a resolution or by decree.

## **THEMES**

- **Social Justice: Ambedkar's Vision**
- **Affirmative Action: Theories and Debates**
- **Issues related to Minorities and Public Services in India**
- **Equality and Empowerment of Women in India**
- **Talking about Inclusion: Attitudes and Action**
- **Corporate Ethics and Governance in an Inclusive Growth Framework**
- **Better Governance for Inclusive Growth**
- **Growth, Disparities and Inclusive Development in India**

# REGISTRATION AND PAYMENT DETAILS

## ELIGIBILITY

Faculty members (regular/adhoc/temporary) in teaching profession, Bureaucrats, Administrators, Management Experts, Research Scholars are eligible to apply for this programme.

Participants can register themselves by paying a non - refundable fees of INR 950 through the link:

<https://www.payumoney.com/customer/users/paymentOptions/#/0393F2FFFC8FA76E25095AF01FC24B6D/Payments1/212873>

After successful payment, participants need to fill the Google form to complete the registration process:

<https://forms.gle/765VnDw52ajlsVEf7>

**Both steps are important to be completed to be eligible for participation in the FDP.**

## REGISTRATION DEADLINE: 16 January 2022

After successful registration & payment, the participants will receive a confirmation via email. Please keep checking the spam folder of the email as the bulk email sent may end up in the spam folder.

An official group has been made for communication with the participants on "Telegram." You are therefore requested to install the Telegram App either from the Play Store or App Store. The link to join the official group will be provided in the confirmation mail.

## IMPORTANT:

- Registration is mandatory for participation.
- Participants must attend all the online sessions in order to receive a certificate of participation. The sessions on various themes of the FDP will be conducted online.

- Attempting and submitting all the quizzes and assignments are mandatory, and each participant should score a minimum of 50% in total to avail of the programme completion certificate.
- Graded certificates on the basis of performance will be awarded to the participants.
- As part of the Ministry of Education's requirement under the PMMMMNMTT scheme, all participants need to submit online feedback for each session.
- Failing to meet any of the above conditions will result in the denial of completion certificate.

## **REQUIREMENT**

LAPTOP with decent configuration and microphone essential, stable Internet Connection is required.

## **TIME AND SCHEDULE**

There will be live session from 2:00 PM – 05:00 PM and two days will be provided to complete the assignment(s). A final assessment in the form Multiple Choice Questions (MCQ) will be conducted on 23 January 2022.

For more information, write to us at:

[politicalscdept@rla.du.ac.in](mailto:politicalscdept@rla.du.ac.in)



## PROSPECTIVE RESOURCE PERSONS

### **SHRI ARJUN RAM MEGHWAL**

Minister of State for Heavy Industries &  
Public Enterprises and Parliamentary Affairs,  
Government of India

### **SHRI VINAY SAHASRABUDDHE**

President, Indian Council for Cultural  
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### **SHRI SURENDRA NATH TRIPATHI**

IAS (R) and  
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