

Annual Quality Assurance Report (AQAR)

2016 - 17

अम्बेडकर विश्वविद्यालय दिल्ली



Ambedkar University Delhi

Part – A

1. Details of the Institution

1.1 Name of the Institution **Dr. B. R. Ambedkar University**
(Ambedkar University Delhi)

1.2 Address Lothian Road
 Kashmere Gate
 Delhi 110 006

 Shivaji Marg
 Karampura
 New Delhi 110 015

Institution e-mail address: info@aud.ac.in

Contact Nos. : 91 – 11 – 23863720 / 40 / 42 / 43

Name of the Head of the Institution: Professor Shyam B Menon

Designation: Vice Chancellor

Tel. No. with STD Code: 91 – 11 – 23865070 Mobile: 9717719999

Name of the IQAC Co-ordinator: Prof. Praveen Singh

Mobile: 9971561804

IQAC e-mail address: iqac@aud.ac.in

1.3 NAAC Track ID: DLUNGN 11183

1.4 NAAC Executive Committee No. & Date: EC(SC)/04/A&A/08 dated 10-12-2014

1.5 Website address: www.aud.ac.in

Web-link of the AQAR: <http://aud.ac.in/events/iqac>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.02	2014	9 December 2019
2	2 nd Cycle				
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC: **10/02/2015**

(An interim IQAC was formed on 19/09/2014. The new IQAC was formed in the Senior Management Team (SMT) Meeting of 10 February 2015)

1.8 AQAR for the year: **2016-17**

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*for example AQAR 2010-11 submitted to NAAC on 12-10-2011*)

AQAR 2015-16 uploaded on AUD website on 31st March 2017

1.10 Institutional Status

University	State ✓	Central	Deemed	Private
Affiliated College		Yes	No ✓	
Constituent College		Yes	No ✓	
Autonomous college of UGC		Yes	No ✓	
Regulatory Agency approved Institution		Yes ✓	No	

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution:	Co-education ✓	Men	Women
	Urban ✓	Rural	Tribal
<i>Financial Status:</i>	Grant-in-aid ✓	UGC 2(f) ✓	UGC 12B ✓
	Grant-in-aid + Self Financing	Totally Self-financing	

1.11 Type of Faculty/Programme

Arts ✓ Science Commerce Law PEI (Phys Edu)

TEI (Edu) ✓ Engineering Health Science

Management ✓

Others (Specify)

Design, Performance Studies, Film Studies

1.12 Name of the Affiliating University (*for the Colleges*): **N/A**

1.13 Special status conferred by Central / State Government --
UGC/CSIR/DST/DBT/ICMR: **No**

Autonomy by State/Central Govt/ University:

University with Potential for Excellence: **No**

UGC-CPE: **No**

DST Star Scheme: **No**

UGC-CE: **No**

UGC-Special Assistance Programme: **No**

DST-FIST: **No**

UGC-Innovative PG programmes: **No**

Any other (*Specify*): **No**

UGC-COP Programmes: **No**

2. IQAC Composition and Activities

2.1 No. of Teachers: **9**

2.2 No. of Administrative/Technical staff: **11**

2.3 No. of students: **2**

2.4 No. of Management representatives: **1**

2.5 No. of Alumni: **2**

2.6 No. of any other stakeholder and community representatives: **Nil**

2.7 No. of Employers / Industrialists: **1**

2.8 No. of other External Experts: **Nil**

2.9 Total No. of members: **26**

2.10 No. of IQAC meetings held: 2*

*However, the several sub-committees of IQAC met regularly through the year.

2.11 No. of meetings with various stakeholders:

Faculty: **12** (programme / school wise meetings)

Non-Teaching Staff: **One**

Students: **12** (programme / school wise meetings with graduating batches)
+ **1** (all SFC members)

Alumni: **Nil**

Others: **Nil**

2.12 Has IQAC received any funding from UGC during the year? **No**

If yes, mention the amount

2.13 Seminars and Conferences (only quality related): **One (Practical Pedagogies for Reading and Writing at the University, by Dr. Anannya Dasgupta, Shiv Nadar University February-March 2017)**

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.	1	International	National	State	Institution
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(ii) Themes: **Practical Pedagogies for Reading and Writing**

2.14 Significant Activities and contributions made by IQAC?

- IQAC initiated discussions on developing and offering meaningful faculty development programmes. The first professional development workshop for the faculty members was conducted during February-March 2017 on the theme of **Practical Pedagogies for Reading and Writing at the University**, by Dr. Anannya Dasgupta, Shiv Nadar University **February-March 2017**.

- The IQAC also anchored discussions on the proposal for programme reviews of academic programmes which have completed five cycles along with the Decennial Review of the

University itself. A series of discussions were organised with external experts like Professor Deane Neubauer (Co-Director, Asia Pacific Higher Education Research Partnership, the East West Centre, Hawaii) on governing university as a learning organisation. Discussion was also initiated with select universities through a round-table on innovation and directions for rethinking liberal arts and humanities undergraduate education in April 2017. Representatives from FLAME University, Ahmedabad University, Manipal University, Tata Institute of Social Sciences, Ashoka University, Shiv Nadar University and O.P. Jindal University attended the meeting

2.15 Plan of Action by IQAC/Outcome

Plan of Action	Achievements / Outcomes
Conduct reviews of the University / School level processes and activities	Reviews will help take stock and help plan for the future
Conduct consultations for preparations of the 3-Year Action Plan and 7-Year Action Plan	These plans will be finalised and processes and structures to implement these plans will be put in place
Initiate reviews of Teaching and Research Programmes	Review process will help programme / School teams to make necessary changes towards quality enhancement.
Set-up a Special Purpose Vehicle for fund raising and management	Help create a larger corpus
To initiate discussions on setting-up new structures, processes and mechanisms to help the expansion of the University while maintaining quality	

2.16 Whether the AQAR was placed in statutory body: **Yes**

The AQAR has been placed before the Board of Management in its meeting held on 24th July 2018.

Part – B

Criterion I: Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	09	-	-	-
PG	17	-	-	-
UG	07	-	-	-
PG Diploma	01	-	-	-
MPhil	05	-	-	-
Others	-	-	-	-
Total	39	-	-	-

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

1.2 (i) Flexibility of the Curriculum: **CBCS/Core/Elective option** / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	39
Trimester	00
Annual	-

1.3 Feedback from stakeholders*

Alumni: **No**

Parents: **No**

Employers: **No**

Students: **Yes**

Mode of feedback: **Manual and Online**

Currently, feedback from the students is taken for each course. The course and programme teams then discuss student feedback and make the necessary corrections. The IQAC has also initiated processes to collect feedback from graduating students. These feedback

processes, however, are nascent and not yet formalized. We hope to start a more formal process of collection of feedback and its analysis.

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Revision / updation of syllabi is regularly carried out by individual teachers as and when new literature is published. Any major changes are brought to the Board of Study of the School and from there to the Academic Council (and its Standing Committees) for ratification.

1.5 Any new Department/Centre introduced during the year. If yes, give details. **Yes**

SCHOOL OF VOCATIONAL STUDIES

The School of Vocational Studies (SVS) was formally instituted in February 2017. Through its various academic programmes, the School aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market. The School will offer three vocational programmes in the academic year 2017–18 with multiple entry and exit options that will lead to Certificate, Diploma, Advanced Diploma and Bachelor of Vocation (BVoc) degrees. The three BVoc programmes to be offered from the next academic year are: i. Tourism and Hospitality (T&H); ii. Retail Management (RM); and iii. Early Childhood Centre Management and Entrepreneurship (ECCME). The courses are developed in partnership with industry experts, academicians and associations/institutions like Retailers Association of India, Tourism and Hospitality Sector Skill Council (THSC), Centre for Early Childhood Education and Development (CECED, AUD), and National Skill Development Corporation (NSDC), etc. The curricula of the programmes is being designed keeping in mind the current trends as well as the future ones to ensure that the programmes are dynamic and relevant for their main purposes — employability and entrepreneurship.

Apart from this, the School will, in future, offer short duration certificate programmes on skill development to meet the immediate requirement of the workforce. These courses will provide students with the required academic background and skill-set for meaningful employment.

SCHOOL OF LETTERS

The new School of Letters offers a range of interdisciplinary courses and programmes in the literary humanities that support, encourage and redefine the meanings of literature, culture, language and humanisms in historical and contemporary perspectives. It hopes to ground the reading of literature within its social contexts and encourage skepticism and a free environment in which discussion and debate can be kept alive. The approach will be inclusive and innovative with an emphasis on new perspectives even in the study of mainstream literature. The courses on offer are MPhil and PhD in Comparative Literature and Translation Studies, and PhD in English. From the next academic year (2017-18), the School will also offer MPhil and PhD programmes in Hindi and Masters Programme in English.

SCHOOL OF LAW, GOVERNANCE AND CITIZENSHIP

The School aims to offer an interdisciplinary perspective on the fertile and complex interactions of law, culture, politics, and social structures. Rather than treating the law merely as a domain of legal practice or as a body of knowledge reserved for lawyers and legal scholars, the school understands the law to be a contested terrain of practice and knowledge that is best investigated in a creative and collaborative manner. While the study of law has traditionally been the exclusive domain of law schools or law departments within universities, the location of a school for the study of law within a social sciences and humanities university offers a unique opportunity to creatively intervene in the dome of legal education and scholarship. The School seeks to bridge this discursive gap and to create a long term intellectual home for inter-disciplinary legal studies. The first programme of the school is an MA in Law, Society and Politics which is designed with the premise that a focus on the intersection of law and politics is of crucial importance in shaping a better modern India. The program will combine a historical understanding of how some of these issues have emerged from the colonial period through the immediate postcolonial period where bodies such as the Constituent Assembly became key sites for the articulation of competing ideas of nationhood, governance and citizenship.

In the coming year, the School will offer a range of innovative MA programs in Legal and Political Theory, Law and Culture, Comparative Constitutionalism, Sociology of Law and LLM Program with a view to defining cutting edge socio-legal scholarship.

CENTRE FOR ENGLISH LANGUAGE EDUCATION

English language proficiency is unarguably one of the most essential requirements for University study. In order to fulfil the objective of supporting language needs of students on an ongoing basis, it is necessary to have dedicated faculty members with expertise in English language teaching (ELT). To undertake the work exclusively in the area, the Centre for English Language Education was established. The Centre is planning to offer regular/part time/weekend courses such as the following:

- Foundation courses at the undergraduate level
- Short need-based courses, e.g. Advanced English for academic reading and writing, critical thinking skills
- Provide continuing support to students with their English language needs in collaboration with subject teachers in different programmes/schools
- A range of credit-bearing courses as part of BA (English), MA (English), MA (Education)
- MA (Education-ELE): 12 months or two years with a provision to exit with a Diploma or Certificate depending on the number of credits obtained.
- MA (Education-ELE- elementary/secondary/tertiary) depending on the core and optional modules
- Short, need-based, stand alone courses, e.g. teacher development, action research,
- Mentoring, starting a teachers' association, trainer training, development of tests at particular levels
- Ph.D. (Education-ELE)
- Consultancy services to be offered in ELE.

Criterion II: Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others*
145	103	22	17	03

* Others include 3 Other Academic Staff (Library)

2.2 No. of permanent faculty with Ph.D.: 97

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Assistant Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
31	02	05	01	07	00	06	00	49	03

2.4 No. of (a) Guest Faculty: * (b) Visiting faculty: 4 (c) Temporary faculty: 7 (d) Contractual Faculty (3-5 years contracts): 22

* Guest Faculty are invited from time to time to take sessions in specific courses, and for workshops and seminars. A complete compilation at the University level is not available.

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	06	04	07
Presented	16	18	02
Resource Persons	01	08	-

2.6 Innovative processes adopted by the institution in Teaching and Learning:

The faculty at AUD continuously work towards innovations in both content and pedagogy. The innovative processes adopted by the institution in Teaching and Learning have been described in Section 2.3.11 of the NAAC SSR Volume 1. To ensure sustainability of the best practices in teaching and learning, and ensuring continuous improvements, a variety of in-house induction programmes and faculty development programmes were held this year. 2016-17 witnessed a massive recruitment drive especially because of the growth in the number of programmes offered and the addition of a second campus. An induction /

orientation programme was held for the new faculty to familiarise them with structures, systems and practices at AUD. Further, the IQAC organised a series of Faculty Development Workshops on Practical Pedagogies.

Several rounds of discussions have been held around setting up of an Academic Development Cell, which will be responsible for organising workshops on a continuing basis, to enhance faculty development, such as those on higher education pedagogies, curriculum development and academic skills support.

2.7 Total No. of actual teaching days during this academic year:

Monsoon Semester 2016: 84 days

Winter Semester 2017: 83 days

Total: 167 days

2.8 Examination / Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Examination Reform

- The Assessment and Evaluation Services (AES) division has provided a framework, which needs to be followed by every school for conducting the assessments and entry of grades in ERP. The division has also developed a monitoring mechanism in cooperation with School Deans, Programme Coordinators and Course coordinators.
- It has been made mandatory for all the course coordinators to enter the component-wise grades in ERP in a timely manner. The ERP system then calculates the final grade. In this manner all the assessment details of any course taught at the University is recorded on ERP, thereby enabling it to be a repository of all the assessment records of the students.

2.9 Number of faculty members involved in curriculum restructuring /revision / syllabus development as member of Board of Study /Faculty / Curriculum Development workshop:

In tandem with University's firm belief in decentralized and non-hierarchical structures in its academic governance and administration, all the members of the University's faculty are involved in curriculum development, revision and restructuring. But while individual

teachers and programme teams have the autonomy to make changes, the University has also set in place appropriate mechanisms to maintain and monitor quality. New course outlines and significant changes in existing course outlines developed by faculty members are therefore passed by the Boards of Study of the relevant School, the Standing Committees of the Academic Council and the Academic Council, before they are brought to the classroom.

2.10 Average percentage of attendance of students: **Not available**

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Category 1 A+	Category 2 (A- to A)	Category 3 (B+ to B)	Category 4 (B- to C+)	Pass (%)
BA	209	-	25	90	46	77.0
MA	419	-	89	266	25	90.6
PG Diploma	7	-	0	5	2	100
M Phil	44	-	7	6	0	29.5*

* The results of the M.Phil. viva take about a year.

2.12 How does IQAC Contribute / Monitor / Evaluate the Teaching & Learning processes:

IQAC has initiated a programme evaluation process. The team is studying similar exercises done in institutions in India and abroad, and will be framing a template and process of programme evaluation at AUD. It is envisioned that programmes should go through the evaluation and review process every 5 years.

As mentioned in point 2.6 above, the IQAC initiated discussions/consultations and organised workshops around teaching pedagogies for AUD faculty as an endeavour to bring continuous improvements in the teaching learning process. Deliberations are underway to constitute an Academic Development Cell as well.

To evaluate and monitor the teaching and learning processes, a committee was constituted consisting of faculty and representative of Student Services division. The committee examined present system of feedback and also consulted various constituents as well including SFC's (Student Faculty Committee) student representatives. The committee has given its recommendations which will need to be implemented.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	01
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	05
Faculty exchange programme	01
Staff training conducted by the university	81*
Staff training conducted by other institutions	10
Summer / Winter schools, Workshops, etc.	04
Others	-

*(28 participants in Excel Training in May 2017)
 (28 participants in Excel Training in June 2017)
 (25 participants in CPSH Workshop in June 2017)

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the year	Number of positions filled temporarily
<i>Administrative Staff</i>				
Group – 'A'	18	5	7	13
Group – 'B'	2	55	-	13
Group – 'C' & 'D'	1	22	-	81
<i>Technical Staff</i>				
Group – 'A'	2	-	2	1
Group – 'B'	-	4	-	-
Group – 'C' & 'D'	-	-	-	4

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitising/ Promoting Research Climate in the Institution

Between July 2016 to June 2017, IQAC undertook implementation of the objectives outlined in the AQAR 2015-16. These objectives were related to (a) promoting original research by faculty and research scholars at AUD, (b) increasing support for professional and academic development through participation in workshops, and conferences (c) launching new areas of study/learning. Some of the major work undertaken during this year are:

Advisory Committee on Research and Project Management Initiatives (ACRPM)

As of August 2016, Standard Operation Procedures related to research and project management are in place after due consultation with various stakeholders. The intent of the SOPs is to facilitate proposal writing, application to external agencies, and carrying out project work, within clearly laid out procedures.

The ACRPM also sought faculty opinions on the prevailing research environment in the university and specific issues were identified through this exercise. One of these, that is, the non-availability of sufficient funds to begin research, formed the basis for developing the Seed Money Grant Research Scheme, which will provide up to Rs. 1 Lakh to faculty members to initiate research work. The scheme is to be launched in September 2017. A Faculty Seminar and Paper Presentation Series was initiated during the year, and two discussions were organised during March-April 2017. These events are important as they provide a platform for the faculty and research scholars to share their work among peers, get feedback on works in progress, and potentially, to collaborate with other faculty members.

Global Initiative of Academic Networks (GIAN)

GIAN is funded by the Ministry of Human Resources Development, and administered by IIT-Kharagpur. Through this programme, participating universities can apply for funds to conduct short-term courses by eminent foreign faculty. The programme not only introduced

cutting edge work on specific fields to scholars and students at AUD, but also acted as a spur to collaborative research between AUD and their respective foreign institution. In 2016, the first GIAN-funded course on Urban Ecology was organised with Professor Daniel Schneider, University of Illinois at Urbana-Champaign as the resource person. Further, three proposals, one each in the areas of agrarian studies, folklore, and urban studies were made to GIAN authorities for courses in 2017. Two approvals have been received and course planning is in place.

Developing the field of Urban Studies at AUD

Consultative planning and several actions were undertaken during the year towards the development of urban studies as an area of research and teaching at AUD in 2016-17. A group of faculty and scholars, calling themselves the Urban Collective, organised four events during this period, including three seminars and a panel session. These conversations formed the basis of a background note for external consultation that took place in April 2017 with scholars and practitioners in the field of urban studies. A clear message that AUD should invest in developing and nurturing the area of urban studies was expressed at this meeting. Following this, faculty positions have been advertised so that a Masters programme can be created and operationalised for launch in 2018-2019.

Supporting student research and dissemination

Over the years, and as noted in the previous AQAR, AUD has prioritised increased support for student research. To this end, the University resolved to fund research-related expenses on the one hand, and conference travel support on the other. Each AUD student is entitled to full-support for travel to present their paper in a reputed international conference, and one national conference. Further, PhD students are eligible to funds to present work at an additional national conference. During July 2016-June 2017, travel of a total of 10 students internationally, and of 10 students to national conferences was supported by AUD.

Training in research methodology

The Centre for Social Science Research Methods (CSSRM) has been set up in AUD to enhance dialogue across disciplines for research, training and capacity building activities related to research methodologies. CSSRM organised a meeting with faculty members as well as research scholars in the second half of 2016 towards a needs analysis. Thereafter several initiatives have been taken, which include: setting up a nodal guidance centre for visual explorative methods; a two-day short course on ‘Philosophy of humanities and social science research’ geared towards research scholars; a two-day short course on the use of Atlas-ti for qualitative data analysis; workshop on urban ethnographic methods; and a five-day writing workshop for students and faculty. It is hoped that the Centre will continue to coordinate and carry out similar initiatives.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	14	26	--	--
Outlay	Rs. 1012.76 Lakhs + Euro 162455 + Pounds 30000	Rs. 1391.44 Lakhs + USD 420000	--	--

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	3	4	--	--
Outlay in Rs. Lakhs	9.11	8.88	--	--

3.4 Details on research publications

	International	National	Others
Peer Review Journals	19	5	1
Non-Peer Review Journals	-	15	13
e-Journals	-	-	-
Conference proceedings	1	2	-

3.5 Details on Impact factor of publications:

Range .14-2.2 Average .45 h-index 28.37 Nos. in SCOPUS 19

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

	Nature of the Project	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR Lakh)
A	Major projects (On going)					
1	Research (The State, Globalization and Industrial Development in India: The Political Economy of Regulation and Deregulation)	Dr. Arindam Banerjee	3 years	Norwegian Institute of International Affairs (NUPI)	50000 USD	33.08
2	Building an oral history archive and Publication - Involves research, interviews, archiving, releasing a publication (Delhi Oralities Project)	Dr. Sanjay Sharma	2 years	ICSSR	12.00	9.60
3	Curriculum Development (Institutionalising 'A MPhil in Development Practice')	Dr. Anup Dhar	4 years	Jamsetji Tata Trust	346.97	238.53
4	Research (Livelihood and Identity Among the Pulayas: A Case Study of Sarpam Thullal in Kerala)	Dr. Shailja Menon	2 years	ICSSR	15.00	12.75
5	Research (Migration, Urban Settlements and Livelihoods)	Dr. Sumangala Damodaran	2 years	Indira Gandhi Institute of Development Research	10.00	4.50

	Nature of the Project	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR Lakh)
6	Research (Support for research on non - timber forest produce markets to strengthen livelihoods of tribal communities in some of India's poorest marginalized regions)	Dr. Anup Dhar	3 years	Ford Foundation (USA)	USD 370000	81.48
7	Design Innovation Centre	Dr. Jatin Bhatt		MHRD	100.00	25.00
8	Incubating community - based Social Initiative - Kinare	Dr. Anup Dhar	1 Years	Pricewaterhousecoopers (PWC) India Foundation	4.00	4.00
9	Derivation on Group Algebra and its Application	Balchand Prajapati		Science & Engineering Research Board (SERB)	2.28	2.28
10	Impact of Early Learning, Socialization and School Readiness experiences in pre-school on educational and behavioral outcomes along the primary state	Dr. Sunita Singh	5 Years	CIFF	186.00	152.13
11	Technical Assistance on Early Childhood Education to states	Dr. Sunita Singh	1 year	UNICEF	27.76	18.28
12	Capacity Building Programme for Scaling up of Mother Tongue Based Multi - Lingual Learning and Parent	Dr. Sunita Singh	8 Months	Disha - BVLF	38.53	34.67
13	Impact of the Mobile Reading to children Intervention on	Dr. Sunita Singh	1 year	MR2C	39.58	30.02

	Nature of the Project	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR Lakh)
	Caregivers Behaviour and Attitude”					
14	Re-Centring AfroAsia through and Arc of Lament	Prof. Sumangala Damodaran	1 year	A W Mellon Foundation, University of Cape Town, South Africa	16.02	16.02
15	Developing Early Learning and Development Standards (ELDS) for Children from Eight years in the Indian context	Dr. Sunita Singh	1 year	UNICEF (ELDS)	232.94	170.49
16	Development of Responsive Care & Early Stimulation Framework & Manuals	Dr. Sunita Singh	1 year	Plan India	6.47	5.82
17	Research (Mapping Socio-Ecological Vulnerability: Nature, Society and Markets)	Dr. Praveen Singh	NA	ICSSR	21.87	18.59
18	Oration / Memorial Lecture - Annually & Fellowships for MPhil students (Development Practice)	Dr. Anup Dhar	NA	Rohini Ghadiok Foundation	9.3	9.3
19	Sponsored the stipend M Phil Programme 2014-15 Batch	Dr. Anup Dhar	NA	NSDL e - Governance	52.95	50.36
20	Sponsored the stipend M Phil Programme	Dr. Anup Dhar	NA	Bharti Gupta Ramola	12.6	12.6
21	Rethinking Asian Studies in a Global Context	Dr. Sanjay Sharma	4 Years	University of Leiden	22.73	10.12
22	Changing Dimensions of	Dr. Babu P.	24	ICSSR	8.0	3.2

	Nature of the Project	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR Lakh)
	labour and Emploment in Media : A study of Print Journalists	Ramesh	Months			
23	Impact of Protracted Conflict Situation and Violence on Mental Health of Adolescents in jammu and kashmir	Dr Urfat Anjem Mir	24 Months	ICSSR	6.5	2.6
24	MA Dance Programme	Dr Rajan Krishnan	27 Months	Sir Ratan Tata Trust	214	72
25	Urban Futures in the Indian Himalayas	Dr. Rohit Negi	1.5 years	AUD	3.94	3.94
26	Rights and Development: An Ethnography of Welfare Policy Implementation in South-West Madhya Pradesh and Delhi	Dr. Nandini Nayak	3 years	AUD	2.0	2.0
B	Major projects (Completed)					
1.	Academic Programmes: MA Education (Early Childhood Care and Education) and PG Diploma ECCE	Dr. Sunita Singh	3 years	Sir Ratan Tata Trust (SRTT)	70.00	70.00
2.	Curriculum Development for Undergraduate Teaching (Enhancing quality, access and governance of undergraduate education in India - E-QUAL))	Prof. Denys Leighton, Prof. Asmita Kabra, Dr. Suresh Babu, Dr. Rohit Negi, et al	May 2014 - May 2017	British Council, European Commission of the European Union	Euro 162455	110.18

	Nature of the Project	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR Lakh)
3.	Strengthening Quality in Early Childhood Care and Education (ECCE) in support of Achieving sustainable development Goals	Dr. Sunita Singh	1 year	IECEI (UNICEF)	84.0	73.66
4.	Research (Service Quality in Restaurant Industry: A Study of Selected States of North India)	Dr. Kartik Dave	1.5 Years	ICSSR	5.00	4.99
5.	Supports Exceptional social entrepreneurs with powerful ideas provides a platform for the sharing of innovation and highlights learning and knowledge that can influence public policy.	Dr. Sunita Singh	1 year	CSF (Central Square Foundation)	35.00	17.50
6.	Savings Brains: Changing Mindsets	Dr. Sunita Singh	2 Years	Mobile Creches	40.16	31.35
7.	Evaluation of PREM CBCD Center	Dr. Sunita Singh	1 year	BVLF	20.57	20.57
8.	Social Entrepreneurship Education and Incubation through Indo - UK collaboration	Dr. K. Mamkoottam	1 Years	British Council	Pounds 30000	7.00
9.	Support for Transformation for Rural Development	Dr. Anup Dhar	1 Years	Jamsetji Tata Trust	4.59	4.59
10.	Making Liveable Lives : Rethining Social Exclusion	Nihirika Banerjea	8 Months	The University of Brighton	8.55	8.55
11.	Gian Project	Dr. Rohit Negi		IIT khargpur	5.44	5.44

	Nature of the Project	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR Lakh)
12.	UGC XIIth Plan		5 Years	UGC	700	420
13.	Urban Heritage and Civic Services	Dr. Sanjay Sharma	4 Years	Intach, AUD, JNU, IAS Laiden	4.58	4.58
14.	Early Childhood Development for the Poor: Impacting at Scale	Dr. Sunita Singh	1 year	NIH-YALE	34.87	34.87
C	Minor Projects (Ongoing)					
1	Building an Archive - Involves research, digitization & archiving (Lotika Varadarajan Ethnographic Archive)	Dr. Sanjay Sharma	9 months	Vasant J Seth Memorial Foundation	3.00	3.00
2	Help Your NGO	Dr. Anup Dhar		Help your NGO	3.30	3.30
3	Digitizing and Archiving of the Sajjad Zaheer Collection of Writings and Readings	Dr. Sanjay Sharma	2 Years	The University of Texas, Austin, USA	1.33	1.33
4	Farming in Dryland Central India (MP)	Dr. Sanjay Sharma		INTACH	1.25	1.25
D	Minor Projects (Completed)					
1	Research (Culture and Ecology of Sacred Groves and Temples in Manipur)	Oinam Hamlata Devi	1 year	ICSSR	4.00	4.00
2	A baseline of ECE component of early start read in time project in Odisha	Dr. Sunita Singh	3 Months	CARE India	4.23	2.12

	Nature of the Project	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR Lakh)
3.	Long-term studies on ecosystem dynamics and natural resources	Dr. Suresh Babu	1 year	AUD	88,000	88,000

3.7 No. of books published i) With ISBN No.: 16
 ii) Without ISBN No.: **Nil**
 iii) Chapters in Edited Books: 31

3.8 No. of University Departments receiving funds from
 UGC-SAP: **None** CAS: **None** DST-FIST: **None** DPE: **None**
 DBT Scheme/funds: **None** Others:

3.9 For colleges: **N/A**

3.10 Revenue generated through consultancy: **Nil**

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	3	2			
Sponsoring agencies	a. AUD b. Kohima Institute c. British Council – European Union				

3.12 No. of faculty served as:

(a) Experts: **12** (b) Chairpersons: **7** (c) Resource Persons: **11**

3.13 No. of collaborations:

(a) International: **10** (b) National: **5** (c) Any other: **5**

3.14 No. of linkages created during this year: **14**

3.15 Total budget for research for current year in lakhs:

(a) From Funding agency: **Rs. 642.65 lakh**

(b) From Management of University: **Rs. 4,10,250/-**

(c) Total: **Rs. 646,75,250/-**

3.16 No. of patents received this year: **None**

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	District	College
2		2				

3.18 No. of faculty from the Institution who are:

(a) Ph.D. Guides: **32** (b) Students registered under them: **67**

3.19 No. of Ph.D. awarded by faculty from the Institution: **One**

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

(a) JRF: **11** (b) SRF: **1** (c) Project Fellows: **Nil** (d) Any other (AUD Stipend): **88**

3.21 No. of students Participated in NSS events: **Not available**

(a) University level (b) State level (c) National level

(d) International level

3.22 No. of students participated in NCC events: **Not available**

(a) University level (b) State level (c) National level

(d) International level

3.23 No. of Awards won in NSS: **Not available**

- (a) University level (b) State level (c) National level
(d) International level

3.24 No. of Awards won in NCC: **Not available**

- (a) University level (b) State level (c) National level
(d) International level

3.25 No. of Extension activities organized:

All the extension activities organised by the University (see details in 3.26) are ongoing and not event based. Hence, it is difficult to give an exact number to such activities.

- (a) University forum (b) College forum (c) NCC / NSS (d) Any other

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

• ***AUD Centre for Innovation, Incubation and Entrepreneurship***

The following activities were undertaken by AIICE in the sphere of extension activities and Institutional Social Responsibility.

○ *Seminars/ Workshops*

The following 5 workshops and seminars were organized for the student community of AUD, with the objective of mobilizing and drawing a larger candidate base for the Centre as well as providing useful inputs to those considering initiatives in Social Development/ Entrepreneurship:

- i. Entrepreneurial Ideation Workshop, conducted by Dinesh Korjan.
- ii. Social Entrepreneurship in UK, Talk by Belinda Bell
- iii. Imagining Alternatives Workshop, conducted by Saif Ali.
- iv. Business Model Generation Workshop, conducted by Abhishek Dwivedi.
- v. Social Entrepreneurship Case Presentation by Sahil Dharia, Soothe Healthcare.

○ *Incubation*

The Centre has identified 6 candidates for incubation. The projects that the incubatee are working on include: (i) connecting organic farmers to urban customers, (ii) providing

mental health care services to the marginalized section of society; (iii) creating a web based application that will provide integrated and comprehensive support in managing diabetes to those affected by the disease; (iv) setting up a collective business enterprise involving grassroot level e-waste recyclers, to manage e-waste using safe practices; (v) exploring better livelihood alternatives for unrecognized farmer communities settled along the Yamuna river in Delhi by setting-up terrace based agriculture in urban areas of Delhi, where traditional expertise of concerned farmers could be fruitfully put to use; and (vi) setting-up a Waste Management Enterprise where the house-hold waste is properly segregated, recycled and sold generating income options for those directly engaged with waste collection.

- ***School of Design (SDes)***

The School of Design received funding for Design Innovation Centre (DIC) for two projects namely, (i) Last Mile Connectivity by integrating Cycle Rickshaws through Technology interface and (ii) Urban Farming under Hub and Spoke Scheme of MHRD Government of India.

- ***Centre for Community Knowledge (CCK)***

The following activities were undertaken by CCK in the sphere of extension activities and Institutional Social Responsibility.

1. Delhi Citizens Memory Programme - Engaging with people and communities to cooperatively document collected oral narratives of people's lives, livelihoods, histories and knowledge from Delhi and its environs. These are then shared with the city public through local exhibitions in the form of innovative Neighbourhood 'Pop-up' Museums.
2. North East Region – CCK is partnering with community based organisations in Northeast India on community led projects on oral cultural traditions. These include digital documentation of intangible traditional knowledge, workshops reassessing material culture using community perspectives, and is working towards a programme supporting community based researchers.

- ***Centre for Early Childhood Education and Development (CECED)***

The following activities were undertaken by CECED in the sphere of extension activities and Institutional Social Responsibility.

1. Earlyscope Web Portal (<http://eceptportal.in>): This is a space for initiating focused interactions across policy makers, practitioners, academicians, researchers, professionals, parents and children.
2. A panel discussion, What works in girl's education: Issues and challenges, was organized in collaboration with CARE India at the India International Center, New Delhi, India, 13 July 2016.
3. 'Enhancing Readiness Ensuring Learning', a national conference on school readiness, was organized in partnership with UNICEF and Children's Investment Fund (CIFF), 20–21 October 2016.
4. Seminars were organized to disseminate the findings of the Indian Early Childhood Education Impact Study in Warangal, Telangana (8 November 2016); Guwahati (21 November 2016); and Hyderabad, Telangana (8 December 2016).
5. An advisory group meeting was organized to discuss 'Development and standardisation of tools for assessment of quality of programme, school readiness and learning levels of 4 to 8 year olds' (20 September and 7 October 2016).

Criterion IV: Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Kashmere Gate Campus				
Campus area	5.214 Acres	-	GIA	5.214 Acre
Class rooms	36	-	GIA	36
Laboratories	7	-	GIA	7
Seminar Halls	1	-	GIA	1
Karampura Campus				
Campus area	6.267 Acre	-	GIA	6.267 Acre
Class rooms	10	-	GIA	10
Laboratories	0	-	GIA	0
Seminar Halls	1	-	GIA	1
No. of important equipments purchased (\geq 1-0 lakh) during the current year	27	96	GIA	123
Value of the equipment purchased during the year (Rs. in Lakhs)	2,14,58,789	1,46,34,269	GIA	3,60,93,058
Development of new Campuses of AUD (Expenditure on construction of boundary walls)	2,10,71,640	23,09,640	GIA	2,33,81,280

4.2 Computerization of administration and library

The following initiatives were implemented in the current year:

- Activation of the ERP store module
- Customization in ERP Student and AES Modules to facilitate Degree Printing for Convocation in Hindi and English, QR Code Generation for Transcripts, Time Table and Monthly Attendance Upload, Availability of No-Dues Certificate from ERP
- Enhanced Security and Double lock system for grades, course registration, attendance and degree printing

- Changes in Online Application Form to facilitate easier release of shortlists and admission lists.
- Student wi-fi access in both campuses for all student/faculty/staff, and expansion of network via optical fibre in Social Science Block in Kashmere Gate Campus
- New Job Portal implemented successfully for teaching and Administrative positions.
- For the visually impaired, JAWS software was installed in Library.
- The KOHA OPEN Source Library management software was installed.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
<i>Text Books</i>	32652+	743,22,512	8130+9	122,80,722	40782+3	866,03,234
<i>Reference Books</i>	3739 Gifted		5 Gifted		964 Gifted	
<i>e-Books</i>	46042	36,83,134	152000	325,446	198042	40,08,580
<i>Journals</i>	66	11,90,960	19	7,01,105	85	18,92,065
<i>e-Journals</i>	15000	480,96,236	+2526	107,81,446	17526	588,77,682
<i>Digital Database</i>	15	44,42,117	+5	99,62,698	20	144,04,815
<i>CD & Video</i>	210	1,36,863	32+ 11 Gifted	43,534	253	1,80,397
<i>Others (specify)</i>						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart- ments	Others
Existing	553	5	100	1	1	1	1	
Added	131	2	-	1	1	1	-	
Total	684	7	100	2	2	2	1	

4.5 Computer, Internet access, training to teachers and students and any other programme for technology up gradation (Networking, e-Governance etc.):

A module is being developed for training for administrative staff on using spreadsheets to effectively analyse data related to students (attendance, academic performance, admission),

payroll and finance. The University is entering its tenth year, and will soon be starting the process of Decennial Review. While the exact methodology is yet to be discussed, it is envisioned that as part of this process, the data (especially those pertaining to students – applications, admissions, attendance, academic performance during their stay at AUD) will be compiled across programmes, to draw meaningful insights.

4.6 Amount spent on maintenance in lakhs:

i) ICT	: 15.88
ii) Campus Infrastructure and facilities	: 31.81
iii) Equipments	: 21.38
iv) Others	: -
Total	: 69.07 lakhs

Criterion V: Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services:

- *On Student Feedback*

IQAC organized a session on Student Feedback and the concerned divisions i.e. Student Services (SS) and Assessment, Evaluation and Student Progression (AES) were advised to have in place an appropriate and consistent student feedback mechanism as well as recording of the same. IQAC also advised the divisions to put in place a permanent mechanism to take the feedback from graduating students.

A committee was constituted to formulate process for the student feedback mechanism to identify (i) the process by which student feedback should be collected, and (ii) suggest mechanisms for the same to enhance teaching-learning process in the University. The recommendations of the committee are being reviewed by the University authority bodies for implementation.

- *On Language support*

The language support classes were organised for students (i) to help students with their reading and writing assignments; (ii) to help students with online language activities and (iii) to organise language game sessions, movie screenings and discussions. The classes were organised for the students in need through 25 student volunteers and the English language faculty.

- *Research Student workshop through Centre for Social Science Research Methods (CSSRM)*

CSSRM organised a workshop for the research students on (a) structure of research papers (b) writing up research methodology -descriptive, narrative (c) writing up research methodology – quantitative (d) writing the introduction, discussion and conclusion (e) literature review & organizing the argument (f) critiquing and revising a manuscript (g) writing for publication (h) publication process and formatting for submission (i) ethics in research writing (j) results and data presentation (k) plagiarism, citation and referencing styles, and (l) preparation of draft research papers.

5.2 Efforts made by the institution for tracking the progression:

The IQAC is in the process of developing appropriate methods to collect regular feedback on student progression. AUD will be entering the tenth year of its operation, and is planning to launch a comprehensive Decennial Review of its constituents, its structures and its processes. To facilitate the process, a team of technical support staff will be constituted. One of the important tasks of the technical support team will be to compile the data related to students of the previous years, and put in place mechanisms to regularly analyse the data related to applications, admissions and student progression.

A separate division namely AES was created and notified on 27 May 2016 to look after issues related to Assessment, Evaluation and Student Progression. The primary responsibility of the AES division is to track students after admission to AUD and until they graduate. The division does this by creating the procedures and rules for (a) course registration of students; (b) recording of attendance; (c) assessment and grade submission; and (d) promotion and award of degrees/ certificates.

It also incorporates the necessary interface with the Enterprise Resource Planning (ERP) system deployed at AUD. The AES division works in close collaboration and coordination with the Student Services division. The AES division is the repository division for all the assessment records of all students of the University. This is done online via ERP.

5.3 (a) Total Number of students

UG	PG	Ph. D.	M. Phil.
836	922	71	120

(b) No. of students outside the state: **120**

(c) No. of international students: **09**

(d) Gender distribution of students:

Gender	Number	Percentage
Men	786	40.32
Women	1163	59.68

(e)

Last Year (2015-16)						This Year (2016-17)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1144	198	135	276	04	1757	1169	298	144	329	09	1949

(f) Demand ratio: No. of applicants /No. of intake capacity

$$\text{BA} = (6409:445) = 14:1$$

$$\text{MA} = (5052:593) = 8:1$$

$$\text{MPhil} = (319:58) = 5:1$$

$$\text{PhD} = (132:51) = 2:1$$

Dropout: $\text{No. of students left/No. of students admitted} \times 100 = 515/1949 \times 100 = 26\%$

BA (235:836) = 28.11%; MA (241:922) = 26.14%; M Phil (21:120) = 17.5%; Ph D (4:71) = 5.63

**The University adopted a policy of admitting 20% more students in each programme against the sanctioned intake. This has helped the University in decreasing the attrition rate.*

5.4 Details of student support mechanism for coaching for competitive examinations (If any): **None**

No. of students beneficiaries: **None**

5.5 No. of students qualified in these examinations

NET: **Not available**

SET/SLET: **Not available**

GATE: **Not available**

CAT: **Not available**

IAS/IPS: **Not available**

State PSC: **Not available**

UPSC: **Not available**

Others: **Not available**

5.6 Details of student counselling and career guidance

Language Cell

The Language Cell of AUD has initiated the ‘Language Buddy Scheme’ which connects students requiring language support with those students who are interested to work as language mentors. The cell had indentified either second or third year undergraduate students or postgraduate/research students to help other students with their reading and writing assignments; help students with online language activities and to organise language game sessions, movie screening and discussions. 12 students from BA/MA/Research programmes were identified as mentors and in all around 30 students from UG and PG programme benefited from the Language Buddy Scheme.

Mentorship and Counselling

- *Ehsaas*- The Psychotherapy and Counselling Clinic Unit of CPRC

Since its conception in 2011, *Ehsaas* clinic at AUD has been functioning as the training, teaching and practice site for psychoanalytic psychotherapy. Housed within the university, *Ehsaas* serves crucial function to bridge the gap between academia and the marginal voices from the social, formulated through the language of ‘symptoms’. True to our vision and the university’s ethos of social justice and equality, *Ehsaas* provides low cost and free counselling and psychotherapy to cater to persons from all socio-economic backgrounds presenting diverse forms of psychological conditions. *Ehsaas* continues to make mental health services accessible not only to those coming from socio-economic margins but to also offer them a chance for in-depth listening and a provision for an engaged understanding of the life context and an empathic amelioration of their pain and symptoms. In the year 2016-17, approximately 231 patients have availed long-term and short-term psychotherapy at *Ehsaas*.

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
12	18	17	17

*The data in the table above relates only to the School of Education Studies, which organises campus placements for its students. Currently, no data is available for placements for these Schools. The University is in the process of setting-up a Placement Cell.

5.8 Details of gender sensitization programmes

The first duly elected Committee for Prevention of Sexual Harassment (CPSH) was notified on 16 September 2015. It consisted of 9 members – 3 faculty members, 4 students and 2 administrative staff members. At that time AUD had only one campus.

During the reporting period the following activities were carried out:

- **Sensitisation activities**

- a. In August 2016, campus-wide orientation sessions were held for the incoming students at both the Kashmere Gate and Karampura campuses and these were facilitated by the student and faculty representatives with the CPSH, and other faculty members of AUD.

The sessions presented CPSH not as only a punitive body but also a forum for gender sensitisation and awareness. In order to make the sessions interesting and non-intimidating, clips from Bollywood films were used to draw attention to inappropriate behaviour depicted in popular culture. Animated films made by gender activists were also shown to introduce students to respectful and healthy student interaction. Students were made aware of the presence of CPSH on campus and were explained the procedures of making complaints if necessary.

- b. In September 2016, Chair CPSH also conducted a brief orientation for newly inducted faculty members of AUD.
- c. At the end of March 2017, supported by CPSH, the Ambedkar University Delhi Queer Collective organised a panel discussion on "Queer Violence and Forms of Resistance in Contemporary India". Panel members were from Queering Dalit collective, Nirantar, Centre for Gender and Education, YP Foundation and Pinjra Tod collective in Delhi. The event was widely attended by students and faculty members.

d. CPSH was also supported by efforts of other members of AUD community. School of Education Studies also organised a seminar on 16th Nov 2016 on In-between Romance and Sexual Harassment: Young People's experiences of Eve-Teasing in the Urban Slums by Dr Kabita Chakraborty (York University).

- **Communication material**

CPSH created posters and pamphlets on the role and mandate of the CPSH in both Hindi and English for creating awareness on campus.

- **Creating Networks**

During this period, CPSH has tried to join existing networks on gender sensitization and create contact with NGOs such as Breakthrough, Partners in Law and Development and GSS as well as university centres such as Advanced Centre for Women's Studies, Tata Institute of Social Sciences, Mumbai in order to draw on their experience and expertise in raising awareness on the campus. We hope to organise many more events and debates on the campus through these partnership and also expand the capabilities of CPSH members.

- **Elections**

Opening of a new AUD campus at Karampura represents a new stage in the young and yet evolving history of AUD. The reality of AUD being a multi-campus university required developing new institutional mechanisms vis-à-vis CPSH policy as well. The one-year term of the student members of CPSH drew to a close in September 2016. However due to the autumn break and winter vacations, there was not adequate time to hold elections in both campuses. Formal extension of student terms were sought and put in place to tide over this situation. Elections were finally held in late March 2017 and students participated with enthusiasm and commitment to elect a fresh set of representatives.

- **Expansion**

Due to the case-load on CPSH, members felt the necessity for an interim expansion of the Committee to include more members in all categories. Student members were constrained by academic pressures and faculty and staff members were unable to cope with CPSH responsibilities along with their teaching and administrative responsibilities. Accordingly a request was made to the Vice Chancellor to expand the CPSH team, which was duly granted.

○ **Amendments to AUD's Policy**

Given the fact that AUD has now become a multi-campus university, and following the interim expansion of the CPSH, amendments need to be made in the Policy. Accordingly, the Committee has put forth its suggestions and the lawyer who was part of the original drafting committee is examining these.

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level: **None** National level: **None** International level: **None**

No. of students participated in cultural events

State/ University level: **None** National level: **None** International level: **None**

5.9.2 No. of medals / awards won by students in Sports, Games and other events

Sports: State/ University level: **None** National level: **None** International level: **None**

Cultural: State/ University level: **None** National level: **None** International level: **None**

5.10 Scholarships and Financial Support

<i>Monsoon Semester, July 2016 & Winter Semester, January, 2017</i>	Number of Students	Amount in Rs.
Financial support from institution-		
<i>Fee Waiver-</i>	712	256,59,750
<i>Learning Enhancement-</i>	**	53,75,767
<i>Scholarship-</i>	476	29,59,240
<i>Earn While Learn Scheme-</i>	90	7,15,800
<i>Student Welfare Fund-</i>	211	11,65,921
Total =		358,76,478
Financial support from government (AICTE)	--	<i>The information regarding Financial support by various state government directly to students as and when available</i>
Financial support from other sources	<u>UGC</u> JRF-11 SRF-01	4,04,939
Number of students who received International/ National recognitions	National Conference - 10 students International Conference - 09 students	20,202 8,33,018

** Full batch of students.

5.11 Student organised / initiatives

Fairs: State/ University level: **None** National level: **None** International level: **None**

Exhibition: State/University level: **None** National level: **None** International level: **None**

5.12 No. of social initiatives undertaken by the students:

The students of MBA programme organized a Blood Donation Camp, Cancer Awareness Talk and Internet Literacy Programme at Ambedkar University Delhi, March 2017.

A Diwali Mela was organised as a part of the community outreach programme and the revenue from sales was used to buy Diwali gifts for the guards and housekeeping staff of the University, 9 November 2016.

5.13 Major grievances of students (if any) redressed:

Till date 72 queries have been resolved through Online Problem Redressal System for Students; and Proctorial Committee resolved 6 cases.

The IQAC created a draft for setting up of Equal Opportunity Office. The Equal Opportunity Office (EOO) at AUD is imagined to be an overarching body within which structures exist that perform crucial functions – (i) monitoring and ensuring effective implementation of policies of the state regarding affirmative action, (ii) grievance redressal, including those grievances arising out of discrimination on any basis, and (iii) taking proactive measures to make the University campus inclusive, and creating an enabling environment for those who belong to marginalised communities. The office will serve all the constituents of the University – the students, the faculty, the staff as well as the general public / stakeholders. The broad aim of the EOO will be to act as an umbrella body that contains within it and coordinates works with various cells, centers, committees and schemes of the university that work towards enhancing equity and equal opportunity for students and staff of the university belonging to various marginalized groups. These are, at present, conceptualized along gender, class, race, caste, religion, and disability. A discussion on the draft has been initiated.

Criterion VI: Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The University is committed to the promotion of studies, research and extension work in higher education with focus on the liberal arts, humanities and the social sciences. The University aspires to combine equity and social justice with excellence, and to pioneer an institutional culture of non-hierarchical functioning, team work and creativity. The University strongly believes that no knowledge becomes socially productive unless it spreads across society, transcending barriers of caste, creed and class. Only then can teaching and learning become liberating undertakings, contributing to the promotion of equality, social justice and excellence. AUD sees itself as a university for and of the city of Delhi and this guides the articulation of its policies and objectives. We see ourselves in the near future as a multi-campus university catering to a variety of needs and aspirations of the city and its citizens.

6.2 Does the Institution have a Management Information System

The University continues to use a cloud-based ERP system to manage all important academic and administrative information. This year special efforts were undertaken to widen the use of the system by various academic and administrative departments. All applications now go through the ERP, attendance and grades are being uploaded to the ERP through the semester so that students have real-time access to their performance, and employees can track their salary details on the ERP as well. Few training sessions have also been organised for faculty to familiarise them with the system.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

The development of curricula has been through extensive consultation with academics, leading scholars and practitioners from different disciplines across the country and abroad. The University also has formal mechanisms to obtain feedback from students for curriculum evaluation. Any change or modification in curricula has to go through a 4-tier deliberative process comprising the Programme or School Committee, Board of Studies, a Standing Committee of the Academic Council, and the Academic Council.

Several courses taught at AUD are a departure from the mainstream. Course curricula therefore require advocacy for acceptance and recognition in several fora (from the classroom to industry), of the unique spaces and ideas that are being engendered through the courses. The textual repertoire from which knowledge is drawn has been widely expanded. The programmes employ a variety of foundational, core and elective courses, along with a mandatory component comprising field exposure / immersion and research. This ensures diversity of teaching-learning practices, which are enhanced through bringing in varied experiences of adjunct and visiting faculty that complement the regular faculty.

The University has worked towards and will continue to strengthen newly emergent areas of knowledge reflected in its courses, by supporting faculty research as well as building the related infrastructure. The University is also strategically planning for maintaining and enhancing quality in the process of programme and course approvals as the number of programmes expands. In this context a calendar for academic governance related meetings and activities has been created. This includes a 2-day workshop at the beginning of each semester for new faculty members in course development and the processes of approval.

The IQAC is also in the process of initiating a formal Academic Programme Evaluation project, to review and evaluate academic programmes at AUD, assess and improve curricular design and delivery, and make specific recommendations to make them more relevant, efficient and effective in promoting student learning and achievement.

6.3.2 Teaching and Learning

The various programmes at AUD operate with a foundational commitment to a dynamic learning environment, which is in a constant iterative relationship with students' feedback, evolving technological landscape and ongoing consultations with the wider world. With this in mind, course feedback is necessarily gathered from the students and discussed by the faculty within different working groups. Online and multimedia resources are routinely used, and in fact, original content is also being developed by the university for more effective transaction of material. The Language Cell, which operates with assistance from the student body, is engaged in efforts to improve the communication skills of students, which benefits greatly in the comprehension of material as well as expression of ideas. Hands-on experiences are prioritised by the university, and many programmes regularly include a field immersion component in their respective pedagogical toolkit. A significant

portion of the funding for such immersions is generated out of student fees under a Learning Enhancement Fund, which also supports the travel of students to present papers and posters at various national and international fora. AUD is also part of the MHRD's GIAN programme, under which eminent foreign faculty teach short-term courses at host institutions like AUD.

AUD has also initiated Faculty Development Workshops and organised two such workshops – one on Practical Pedagogy and the other on Writing Pedagogy – to help the young faculty members become better teachers. Several such workshops are planned for the future. AUD is also planning to set-up an Academic Development Cell to organise and coordinate training and conversations on teaching-learning processes.

6.3.3 Examination and Evaluation

AUD has from its inception introduced a choice-based credit system, with multiple and continuous assessments in each course. Teachers are encouraged to innovate in the methods of assessments, and also provide continuous feedback to students on their performance. The teachers are also required to share with the students the course structure and, method and schedule of assessments in the beginning of the semester.

The office of Dean of Assessment, Evaluation and Student Progression (AES) is vested with several tasks, including tracking students after admission and until they receive their degrees during the convocation, systematise student feedback, facilitate central timetable coordination etc. The office of the Dean AES is streamlining the process of Assessment and Evaluation. With this purpose an AES academic calendar is prepared at the beginning of the semester. This will ensure timely execution of tasks like entry of attendance, assessment grades etc on the ERP system. Timetables as well as teaching requirements for forthcoming semester are planned under the aegis of the AES division. The preparation of a centralised time table has also been implemented which will make it easier for student to choose elective courses. All course details for forthcoming semesters are gathered by the AES division for dissemination to the students via the website. A committee was constituted by Dean (AES) to review the Integrity and Availability of data on ERP. A new functionality of entering component grades in ERP has been introduced to enhance continuous feedback to students. Automated attendance based grade-cut functionality through ERP has been introduced. The division also facilitates the online registration of

courses in ERP at the University Computer lab. The ERP system is also being streamlined and being made user friendly. Training Sessions are conducted by the division for better understating of the ERP system, for both faculty and administrative staff. Automated transcript and degree printing with due diligence on security concerns is also being instituted by the AES division during this academic session.

6.3.4 Research and Development

The University has taken several concrete initiatives to promote research activities, including the following: financial support to faculty for conducting research work, support to faculty, staff and students to communicate research work at various fora through travel grants; setting up academic chairs to facilitate the circulation of expertise through AUD; and the provision of study leave for increasing number of faculty members to complete their doctoral and post-doctoral work. The Advisory Committee on Research Projects and Management (ACRPM) has also submitted a proposal to provide seed money to faculty members.

6.3.5 Library, ICT and physical infrastructure / instrumentation

A total amount of over Rs. 3.4 crore was spent during 2016-17 on the addition of new resources, including text books and reference books, e-books, journals, e-journals and digital databases. With this expenditure, the total value of the library's resources is Rs. 16.6 crore. A new library block was opened at the Karampura Campus, which increased the space available for books and for reading.

The IT Services created two new Computer Labs at the Karampura Campus. The University bought 131 new computers; the present number of computers is 684. The Division is planning to set-up inter-campus connected classrooms.

6.3.6 Human Resource Management

The human resource functions of academic staff of AUD are under the purview of the Academic Services division; the Dean of this division is drawn from the senior faculty. The division maintains all records and is the nodal agency for recruitment and hiring. During the IQAC deliberations, it was realised that the division could not function as the community would like, on account of limitations in terms of its own human resources. To

this end, an additional appointment was made at the level of Deputy Registrar. The division also facilitated support for faculty and staff towards upgradation of skills through participation in orientation and refresher courses, conferences and workshops as well as training modules.

The HR Division takes care of HR related matters of the administrative staff. The training needs of the staff are taken care by this division.

6.3.7 Faculty and Staff recruitment

The University has introduced a practice where all interviews for the post of Associate Professor and Professor is preceded by a presentation made by each candidate on a pre-decided topic. This has helped in getting a better idea about each candidates work and interests as well as their suitability for the position. The University also does not ask for API scores from candidates as it believes that points scored by the candidate in other institutions may not be relevant to the teaching-learning environment of AUD and it also allows candidates from non-teaching and non-academic backgrounds to apply.

6.3.8 Industry Interaction / Collaboration

At AUD, forward linkages are created at various levels with organisations where our students eventually find employment. These include the development sector, NGOs, academic institutions, government / semi-government organisations, and the corporate sector, including entrepreneurial ventures / start-ups. Interaction with the industry is promoted in the following ways:

- The students are exposed to real market scenarios by making it an integral part of the academic curricula. Through intensive workshops, guest lectures and seminars, eminent industrialists and business *gurus* share their experiences, observations and intuitions on past and future business trends. Corporate presence in classrooms gives the students an unparalleled outlook of the real business world. Such initiatives also help in acquainting the industry with our Schools and programmes, so that they may become potential recruiters. We have also invited professionals as adjunct faculty to engage in teaching for an entire semester.
- Experts from the industry have also been involved in consultative processes for programme / course designing, as members of advisory boards of Schools and Board of Studies. This helps us mould our courses to the needs of the industry.

- AUD has tie-ups with industry to offer programmes, and partner with them in establishment of Centres. Going forward, these linkages are likely to strengthen with the School of Vocational Studies offering various programmes.
- Internships and short-term projects: Most masters' level programmes at AUD have a compulsory internship component. Further, all programmes lay emphasis on field immersion which gives students hands-on experience, and enables them to apply the concepts learnt in the classroom to the workplace. In the past, few of our students have obtained final job offers from the organisations where they have done their internships.
- Several programmes have a placement cell of their own, which interface between students and potential recruiters. The placement cells invite various organisations to the campus to recruit our graduating students, and also provide career counselling and placement preparation (guidance on preparing CVs, interview preparation) services to our students. Efforts are being made to put in place a career cell at the University level, preliminary work for which has already begun.
- The School of Vocational Studies has involved industry experts, members of several Sector Skill Councils and organisations like Retail Association of India and Association of Hotel.

6.3.9 Admission of Students

The Central Admission Committee, headed by the Dean Student Services, conducts all admission related activities. Over time, the University has made a space for itself in Delhi's higher education landscape. Among others, this can be surmised from the fact that the number of applications in 2016-17 admission season was substantially higher than previous years. A multi-pronged strategy of publicity, which included placing advertisements inside the Delhi Metro, was undertaken this year. In addition, the IQAC was closely involved in the admission process, especially with regards to preparing plans to recruit students from marginalised communities and to make the process smoother for applicants. Most of the admission related work, including orientation and managing the Admission Help Desk is carried out by student volunteers who are paid through the 'Earn While You Learn' Scheme.

6.4 Welfare schemes for

Teachers and Staff: The existing medical policy already provides partial funds (as per CGHS and DGHS rate) as medical reimbursements to all staff (including contractual). The University has also created a panel of hospitals where its staff can avail cashless facilities. All staff of the University (including contractual) are covered under Group (Life) Insurance Scheme; the premium is paid by the University. Further, a policy on instituting a Staff Welfare Fund is also under consideration.

Students: AUD has a student welfare fund to which each student contributes Rs. 500 per semester, and an equal amount is contributed by the University. This fund is utilised to help needy students with financial assistance for hostel fees and hostel mess fees, photocopying, travel to and from the university, and in some cases also rent for students who have not been able to secure admission to the hostel.

The students have also been covered under the Group (Life) Insurance; the premium is paid by the University's contribution to the Student Welfare Fund.

6.5 Total corpus fund generated: **Total corpus fund generated as per balance sheet for the year 2016-17 is Rs. 6,07,03,165.**

6.6 Whether annual financial audit has been done: **Yes***

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External*		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	AG (Audit Delhi)	Yes	LFA (Audit Delhi Govt.)
Administrative	Yes	AG (Audit Delhi)	Yes	LFA (Audit Delhi Govt.)

*A Separate Audit Report by AG has taken place for 2016-17. However, Inspection Report of AG is yet to take place.

The University set-up a Mid-Term Review (MTR) Committee in 2012-13, which did an audit of academic programmes and administrative structures. External audit happened

through the NAAC A&A process during 2014-15. Apart from these, two programmes – M.Phil. in Development Practice and M.A. in Early Childhood Education and Development went through external evaluation process. The University is now considering an extensive audit of the University and various academic programmes through setting-up a Decennial Review committee. This process will be conducted through 2017-18.

6.8 Does the University declare results within 30 days?

For UG Programmes **Yes**

For PG Programmes **Yes**

6.9 What efforts are made by the University for Examination Reforms?

AUD has from its inception introduced a choice-based credit system, with multiple and continuous assessments in each course. For each course that is offered, a minimum of three assessment situations are presented to the students, and no assessment situation carries more than 40% weightage. The assessment situations comprise a variety of modalities, including individual and group exercises, quizzes, simulations, viva-voce, audiovisual presentations, term papers and case discussions. Teachers are encouraged to innovate in the methods of assessments, and also provide continuous feedback to students on their performance. The teachers are also required to share with the students the course structure and, method and schedule of assessments in the beginning of the semester.

The Office of Dean AES is streamlining the process of Assessment and Evaluation. With this purpose an AES academic calendar is prepared at the beginning of the semester. This will ensure timely execution of tasks like entry of attendance, assessment grades etc on the ERP system. The ERP system is also being streamlined and being made user friendly. A new functionality of entering component grades in ERP has been introduced, grades of every single assessment are now fed in ERP system instead of earlier practice of entering final grade only. Automated attendance based grade-cut functionality through ERP has been introduced. Automated transcript and degree printing with due diligence on security concerns is also being instituted by the AES division during this academic session.

6.10 What efforts are made by the University to promote autonomy in the affiliated / constituent colleges? NA

6.11 Activities and support from the Alumni Association

While some programmes have already initiated programme level alumni networks of graduates, a formal University level Alumni Association is in the process of being registered. But at the programme / School level, the alumni's progress is tracked and they are also invited to programmes or events organised by the Schools. The Student Services Division is in the process of creating an Alumni and Placement Cell. A post of Deputy Dean and another of Assistant Registrar has been created to help set-up the Cell. The plan is to organise a University level Alumni Meeting in 2017-18.

6.12 Activities and support from the Parent – Teacher Association

We have not yet formed a Parent – Teacher Association.

6.13 Development programmes for support staff

The non-teaching staff are constantly sent for training programmes whenever opportunities come. They are not only given leave but the entire cost is borne by the University. The University has also initiated internal training programmes for the MTS category of staff who are working on contract. Some of the courses being offered to them are on Basic English language and mathematical skill, and Computer Literacy. Special retreats are organised for non-teaching staff.

6.14 Initiatives taken by the institution to make the campus eco-friendly

The following steps have been taken at AUD to make the campus eco friendly:

- Students at AUD run TERRA-Eco Club and organised several events, including a recycling drive, and a plantation drive.
- The idea to make AUD a bottled water free zone has been taken up through the Environment Management Committee. To this end, the community is being encouraged to keep non-plastic bottles at hand and fill up at the various water coolers on campus. The water quality at these coolers is being constantly monitored by the environmental laboratory of the School of Human Ecology.

Criterion VII: Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

A. Programmatic Innovation and Expansion

Goals/Contexts

In the academic year 2016-17 at the Ambedkar University Delhi a range of university–community interfaces have been realized which have broadened the scope of a value-based education. This includes epistemological, curricular, pedagogical, infrastructural, and design innovations involving all the Schools of study at AUD, and in particular the newly launched Schools in the fields of language, literature, vocational studies and law as well as Centres working in design and entrepreneurial incubation.

As part of the University’s vision to foster interdisciplinary learning and research, the literary humanities have been established in their own right in the newly launched School of Letters in May 2017. The School offers programmes and courses that pioneer research and translations in the various Indian languages as well as become a hub of language learning of not only the lesser taught languages of the subcontinent, but also the major languages of the world. The School envisions joint degree programmes at the Masters level in the participating disciplines: English, Comparative Literature, Hindi and Translation Studies. A proposal for a joint Masters programme in Hindi and Comparative Literature is being vetted by a consultative committee of experts at the time of writing. The School plans to launch language learning courses in the major languages of Delhi such as Urdu and Punjabi in the immediate future.

An intersectional area of innovation is the new Masters programme in Law, Politics and Society to be launched in the academic year 2017-18, under the School of Law, Governance and Citizenship. Graduates through this programme will be able to deepen their understanding of interdisciplinary legal studies including sociological and historical jurisprudence. Graduates of other social sciences will be able to acquire a social understanding of law and the functioning of legal institutions. The programme has a comparative focus constantly foregrounding the debates of the global south within a wider political and cultural context. This is a unique programme in the ecology of legal studies in

India as it grounds the study of law within the ethos of a social sciences and humanities university. The programme will be useful to those who plan to work in advocacy, in policy, non-governmental organizations and those who would like a more informed approach to the practice of law. For students without a background in law, it offers an entry point into the study of law and will equip them with a unique opportunity to develop their research and skills in this field.

To complete the spectrum of education offered at the University by focusing on experiential learning, the launch of the School of Vocational Studies at the Karampura Campus of the University is another instance of pedagogical and curricular innovation. The School's goal is to combine the foundation of general education with imparting creative skills that cater to the needs of industry and entrepreneurship for the undergraduate student. The inaugural vocational programmes to be offered at the School are: Tourism and Hospitality; Retail Management; and Early Childhood Centre Management and Entrepreneurship. These programmes are unique in the context of a social science and humanities university because the curriculum for each vocational programme has been designed in close partnership with industry experts, industry association like Retailers Association of India, sector skill council like Tourism and Hospitality Sector Skill Council (THSC), institutions like the Centre for Early Childhood Education and Development, (CECED, AUD) and National Skill Development Corporation (NSDC) as well as academicians. The curricula have been designed keeping in mind the current trends as well as the future scenario to ensure that the programmes are dynamic and relevant for its main purposes — employability and entrepreneurship. A conscious decision was made to ensure that the students are provided an opportunity to enter the job-market from Semester 1 based on the demands of the respective verticals, which is also a UGC criterion.

The School plans to branch out with future courses catering to the banking, insurance and finance sectors.

B. Learning through Problem Solving: Creating Social Entrepreneurs

Practice-based learning and innovation have been an integral function of the various Centres running at the University in dialogue with the Schools of study and external institutions of social and entrepreneurial relevance.

This trend has been consolidated by the *Design Innovation Centre* (DIC) set up in July 2016 at the School of Design, AUD as a 3- year project under the Hub & Spoke Scheme of the MHRD. The DIC has received funding for two specific projects with a focus on services and Social Design. These include:

- The Last Mile Connectivity Project, which is a GPS based service for assessing Para-transit access and integration of Cycle Rickshaws and E-Rickshaws into mainstream public transport system to address Last Mile Connectivity challenges of the commuters in Delhi & NCR. The service will go into field-testing in early 2018. AUD students have been actively engaged under guidance of the faculty to experience the design and innovation process including field studies.
- The other project, on Urban Farming, aims to build a unique service that assists in cultivating organic vegetables and herbs at home. This project would aim at providing service mainly to those households, which do not have gardens or lawns and thus feel that it is impossible to grow vegetables and herbs inside houses. The service would involve setting up customized gardens in a household and training the customer and their gardener to further manage the garden. This is visualized as a service system cum product support to be developed as social enterprise. The ongoing project has initiated active urban farming in socio-economically diverse households of Delhi, the AUD campus and in a Basti in NOIDA involving students from various schools of AUD as active field engagement.

Both projects have offered opportunities for AUD students to intern at the DIC with a rich and varied experience of working with the DIC team and have first-hand experience of design innovation process. The project is intended to culminate into Futures Project Lab which will undertake socially relevant multi-disciplinary projects involving students and faculty of AUD reinforcing the design innovation as a core process. In this way, the Centre's aim is to bring design capabilities and design expertise to address the quality of life in an urban context with respect to public systems and services.

Finally, the *AUD Centre for Incubation, Innovation and Entrepreneurship* (ACIIE) provides an urgent model for addressing various social challenges in the country through entrepreneurial explorations and initiatives. The ACIIE's "unique selling proposition" is bringing social change through business and entrepreneurship development.

The ACIIE has a two-pronged approach: the first is incubating companies which aim to address a social challenge, and the second is offer consultancy services. Incubatees supported by ACIIE are young individuals from outside AUD who have embarked on an enterprise to address social challenges. A few examples are:

- *Mind Piper* which aims to provide mental health care services to the marginalized section of society;
- *Slam out Loud - Arts for Social Change India*, uses the power of arts to impart life skills and leadership skills to school children using the pedagogy of fine arts including music, poetry and theater;
- *Urban Chulha* aims to create sustainable food system by providing healthy meals at affordable price to working professionals; and
- *Sanjhi Tokri* providing capacity building to the farmer producer organizations in rural areas so that they may take-up complete responsibility of the entire supply-chain from production to supply of fresh vegetable to urban areas.

ACIIE has also supported social science and humanities students at AUD to develop ideas initiated during their education at the university. A few examples are:

- *E-Waste Management* by a final year student of MDes Social Design at the School of Design which proposes to set up a collective business enterprise involving grassroots level e-waste recyclers, to manage e-waste using safe practices;
- *Kinara* by a student who has completed MPhil in Development Practice from the School of Human Studies and has been engaged with exploring better livelihood alternatives for unrecognized farmer communities settled along the Yamuna river in Delhi by setting-up terrace based agriculture in urban areas of Delhi, where traditional expertise of farmers could be fruitfully put to use;
- *Shield Sustainable Solutions* by an MBA student from the School of Business, Public Policy and Social Entrepreneurship and Social Entrepreneurship which is a waste management enterprise where the household and institutional waste is properly segregated, recycled and sold generating income options for those directly engaged with waste collection.

ACIIE and Social Outreach

As an example of social outreach through the Centre's consultancy functions, the ACIIE is working with Water Aid, an international NGO, on instituting an entrepreneurship award in the domain of water and sanitation. The organization is also collaborating with the Centre on developing sustainability solutions for maintenance of community toilets.

ACIIE is providing jury services for evaluating business plans for participants of a women's entrepreneurship program, who have been incubated by Nexus, the incubation centre run by American Centre, New Delhi. The program is being facilitated by Dhriiti, a social/incubator based in Delhi. The ACIIE is also providing consultancy services to Pravah, an NGO supporting social entrepreneurship development by the youth. The services of ACIIE include inputs on developing viable business models, conceptual innovation and capacity enhancement.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Plan of Action	Achievements
Conduct Orientation and Faculty Development Programmes for New and Existing Faculty, and for non-teaching staff.	<ul style="list-style-type: none">○ A Faculty Induction Workshop was held on 21 and 23 September at the Karampura Campus, and on 5 October in the Kashmere Gate Campus.○ ERP and Evaluation Orientation programmes were regularly organised by AES Division.○ A series of (4 full-day) workshops on 'Practical Pedagogy' was organised in Feb-Mar 2017. It was conducted by Dr. Anannya Dasgupta; about 12 faculty members participated.
To set up an Academic Teaching Development Cell which will act as a forum for reflection amongst faculty members on pedagogic experiences	<ul style="list-style-type: none">○ Further discussions and planning was done.○ More faculty development workshops are planned.○ New faculty in Instructional Design is expected to join soon.○ A collection of reflections by teachers on 'Critical and Experiential Pedagogical Processes and Reflective Teaching-Learning

	Philosophy' is being brought out.
To promote research by faculty members by creating a more conducive environment and ensuring simplicity in grant administrative procedures.	<ul style="list-style-type: none"> ○ Grant process has been simplified; the new SOP will be placed before the BoM soon. ○ Seed Money Grant policy was approved and about 30 projects were sanctioned.
To establish a system to monitor student admission and progression through the course of their degree. To establish a University calendar for Assessment, Evaluation and Student Progression.	<p>A systems is being developed</p> <p>The calendar has been developed and being implemented</p>
Initiating a course review across programmes at the Post Graduate Level	Could not be initiated.
Given that AUD is expected to add newer campuses, IQAC will initiate discussions on re-examining the governance structures within a Unitary University.	A Report was prepared. The report provides a basic framework and underlying principles for governance and administrative structure for a multi-campus University.
Constitution of the Equal Opportunity Cell in light of the discussions and deliberations held in the last academic year.	The concept note and structure of Equal Opportunity Office (EEO) has been approved by the BoM. Some components of the EEO are already in place; others will be notified soon.

7.3 Give two best practices of the institution

Financial Support for Student Research

In order to realize the furthest potential of student research at the University, AUD has instituted a robust system of funding for students at all levels of undergraduate and postgraduate learning. The funding is available in the form of travel grants for fieldwork, conference participation and travel grants (from the University Development Fund). All research scholars at both MPhil and PhD levels receive stipends in the form of scholarship from the university. They are also eligible for a maximum of Rs 50,000 towards fieldwork expenses.

Collaborative Teaching and Experimentation with Bilingual Classrooms

The language and literature programmes at AUD, grouped under the newly formed School of Letters, have put into practice bilingual classrooms at the Undergraduate and

Postgraduate levels. The tradition of co-teaching, across disciplines, already underway in the Schools of Design and the School of Culture and Creative Expressions, is now being practiced to bridge the gap between students with different linguistic backgrounds. Joint courses with Hindi and English trained faculty are being given in key topics of Indian literary cultures, involving bi-lingual teaching with two or more faculties designing a course. The assessment and evaluation policies take into account students' different learning needs and linguistic competencies.

7.4 Contribution to environmental awareness / protection (CUES / TERRA)

- a. One of the first established and flagship Schools of the University is the School of Human Ecology (SHE), which houses an MA programme in Environment and Development, PhD in Human Ecology, as well as undergraduate courses in relevant themes.
- b. A thoughtfully designed course, Environmental Issues and Challenges (EIC) is being taught as a foundation and compulsory course to all undergraduates at AUD. The course introduces important concepts, challenges and problem solving thinking to students.
- c. Students at AUD run TERRA-Eco Club, which has organized recycling drives and awareness campaigns on campus in the past. The following concrete steps have been taken at AUD towards awareness and protection of the environment through the TERRA club and the activities undertaken as part of the EIC course:
 - *Campaign on 'No Bottled Water'* (Sept 2016)

Terra Eco Club organised a campaign in Sept 2016 to make AUD campuses free of plastic bottles. Called 'No Bottled Water Campaign', students, faculty and staff of AUD were urged not to buy disposable water bottles from the University canteens, but instead carry a water bottle from home and refill it at the water coolers. This was organised with the aim to reduce the use of plastic bottles at AUD campuses.
 - *Labelling trees on the campus* (March 2017)

In March 2017, over 50 undergraduate students of the EIC course spent days identifying and labelling various plant and flowering species on the campus and preparing name plates for the same. As a result, most of the trees of Kashmere Gate campus have got labels, which help everyone to identify the species easily. This activity was undertaken in collaboration with Terra Eco Club, the Environmental Management Committee, the Horticulture Team, SDes, CUES and the School of Human Ecology.

- *Poster competition* (March 2017)

In collaboration with Terra, EIC students organised a poster competition to showcase their perception about ongoing environmental issues.

- *Monitoring water quality of water coolers on the campus* (April 2017)

In collaboration with Terra and CUES, a group of undergraduate students of EIC course monitored the water quality (TDS, PH and conductivity) of all six water coolers placed on Kashmere Gate campus over the month. Coolers not maintaining the standard got additional servicing. One of the coolers was shut down as the problem persisted.

- *Green Gift shop* (May – June 2017)

A group of students of EIC course in collaboration with Terra took initiative to set-up a shop and sell saplings to encourage students, faculty and the staff to buy plants for their homes, which will not only provide cleaner air but also be used as natural medicine. They sold mostly ayurvedic, flowering and salad plants and herbs which can be used both internally and externally and could be a great gift for anyone regardless of their age.

- d. The *Centre for Urban Ecology and Sustainability* (CUES) has been created at AUD to develop expertise on aspects of urban environment, as well as work towards concrete projects that promote sustainability. CUES led initiatives are as follows:

- *Dheerpur Wetland Restoration Project* [2016-17 and Ongoing]

The Dheerpur project envisages to ecologically restore, over a period of five years, the 25.38 Hectares of land earmarked for conservation of wetlands at Dheerpur as per the Management Agreement between DDA and AUD, using

well-established frameworks of restoration science. Once established, the Wetland Park would provide hydrological, regulatory, cultural and aesthetic benefits to the entire local population that includes Mukherjee Nagar, Nirankari Colony, Gandhi Vihar and the upcoming Ambedkar University Campus. It is also envisaged that the Wetland Resource Centre of the Park would serve as a hub for nature education and outreach programs that further the cause of conservation of wetlands and long-term urban sustainability. The large-scale desilting of the wetlands and creation of civic infrastructure is being taken up by the DDA and the technical management of the wetland is being coordinated by CUES.

- Attempt was made to strengthen environmental issues awareness through curricular initiative such as the *MHRD programme 'Global Initiative of Academic Networks' (GIAN) course was organised at AUD during 15-21 November 2016*. The course entitled 'Urban Ecology: Integrating Society and Nature in the Study of Urban Environments' was conducted by Prof Daniel Schneider from the University of Illinois at Urbana-Champaign.
- Restoration and Baseline Surveys for the Dheerpur Wetland Project was carried out at the Dheerpur site, before major interventions such as earthwork and large-scale plantations begin. In pursuance
 - Setting up of a temporary field station
 - Setting up of a field Nursery
 - Creating Stormwater Reservoirs
 - Avifaunal surveys
 - Floristic surveys
 - Soil Analysis
 - Introduction of Species
 - Introduction of larvivorous fishes - *Gambusia affinis* was introduced to control the spread of mosquitos and as food for avifauna
- *CUES organized 2017 Campus Bird Count (CBC) at Dheerpur (17 February and 20 February 2017)*

A team of avid birdwatchers from *Terra* – the Eco Club of AUD, along with several enthusiasts including faculty and Delhi Bird Club members. Several species of birds were spotted, and the checklist has been uploaded to E-Bird – a country-wide electronic repository for data collected from such citizen science projects.

- e. A mechanism for paper recycling has been created at AUD in partnership with an NGO.
- f. A mechanism for the safe disposal of sanitary napkins has been created at AUD.

7.5 *Whether environmental audit was conducted?* **No**

7.6 *Any other relevant information the institution wishes to add.* **None**

8. *Plans of institution for next year*

AUD, through its IQAC, would like to initiate the following activities / processes in 2017-18:

- i. Institute a comprehensive review of the first ten-years of the University
- ii. Institute evaluation of programmes, beginning with those which were introduced in the first two years of the University.
- iii. Initiate Review of Undergraduate Studies at AUD.
- iv. Initiate dialogue on the development of each campus within the multi-campus context of the University.
- v. Continue with planning intensive professional development workshops for faculty members during the Winter and Summer break on themes such as pedagogy, curriculum design, assessments, etc.
- vi. Organize consultations for formally instituting a Centre for English Language Education at AUD. Support Student Services in the interim to organise English language support for students towards improving the working of the language cell.
- vii. IQAC will help prepare the concept note for Equal Opportunity Office at AUD and help in the setting up of EO office. The purpose of this Office would be to make Education accessible to socially marginalised groups, economically disadvantaged sections and persons with disabilities.

- viii. Initiate conversation and planning for a Centre for Continuing and Professional Education at AUD for higher education professionals towards providing support in pedagogic aspects, curriculum design, assessment practices, academic administration, leadership etc. The idea is to help attain excellence and professionalism in multiple domains of functioning of higher education institutions such as in teaching, curriculum designing, and leadership.
- ix. Plan and conduct surveys and interaction with the graduating students as well as with the alumni of the University,
- x. Help the IT division and the ERP cell to improve the MIS of the University.

Professor Praveen Singh

Coordinator, IQAC

Professor Shyam B Menon

Chairperson, IQAC