

AUD SELF-STUDY REPORT, 2014
VOLUME I
FOR NAAC

AMBEDKAR UNIVERSITY DELHI



AUD Self-Study Report 2014
Volume I
for NAAC



Ambedkar University Delhi
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Preface

Establishing a new university is not an opportunity most people get. Those of us who constitute the AUD community during these initial years of its life are deeply privileged to have had this rare once-in-a-lifetime opportunity, which we have used to the extent our capabilities allow, to dare to come up with some unconventional imaginings about the contours of a new institution of higher learning and research dedicated exclusively to the social sciences and humanities. We have been deeply conscious of the need to demonstrate that it is possible for a public university, particularly a state university, to bridge concerns of equity and social justice with quality and excellence, economic growth with social transformation, market demands with social needs.

We have tried to interpret the nature, scope and applications of the social sciences and humanities in a manner that highlights the interstices between traditional disciplines, while not losing sight of the new interpretations that are possible within the core disciplines themselves. In doing this, we have thought up new typologies of Schools and programmes of studies, we have made some bold departures from conventional structures of knowledge and have tried to push the envelope as regards pedagogic and student support practices. In training professionals in certain areas of practice, we have even attempted to transcend the limits set by epistemological conventions governing traditional universities by privileging wisdom emanating from praxis alongside high-church knowledge systems.

That said, AUD still remains largely a bundle of nascent possibilities waiting to unfold fully, although the past five years' accomplishments indicate that some of these possibilities show definite signs of being realised substantially, if not in full measure.

We had gone through peer review earlier as well. The Mid-Term Review that our Board of Management instituted when AUD completed three years of its existence enabled a team of critical friends of the University to review our structures and programmes. Their report validated the broad directions of institution building that we had begun pursuing and suggested some important mid-course corrections. We are hopeful that the accreditation and assessment process of NAAC would enable us to put in place an effective and sustainable quality assurance system in the University.

Preparing this Self-Study Report has been an extremely useful learning experience for the entire AUD community. The highly participative collective reflections and intense deliberations that went into the preparation of this report provided all of us with a coherent perspective in which to view our University's mission and our efforts towards fulfilling it. A team of faculty and staff volunteered to be on the Steering Committee and lead this exercise. They pursued their task painstakingly these past three months, and this report is the fruition of their collective effort. The entire AUD community joins me in placing our deep sense of appreciation for the most onerous and creditable work that this team has done. We are particularly grateful to Dr Praveen Singh, the Convener of the Committee, for his dedicated, sustained and good-humoured leadership.

Shyam Menon
Vice Chancellor
19 March 2014

Preparation of the SSR

A new university nurturing exciting ideas and a very young faculty with unbounded energies need not only time to think and deliberate on their journey but also constant reassurance. In the hustle-bustle of University life such deliberations are difficult to sustain. Nonetheless, the AUD community from its initial years has been organising at least one reflection session / retreat each semester to discuss important matters, some of them specific to questions of interdisciplinarity, continuous assessment and evaluation, students' vulnerabilities, future plans, concurrent appointments, accountability and autonomy. We found, in the process of preparing this Self-Study Report (SSR) for NAAC accreditation, another opportunity to step back and examine carefully our day-to-day practices and revisit the vision and mission of AUD.

The exercise, the way it was undertaken, was enormous and the Steering Committee needed to plan the structure for collecting information and gathering opinions from all the primary stakeholders of the University. All this required an iterative process at all levels. It required a core team to put together these deliberations in the format provided by NAAC. Rather than choosing a team, we asked for volunteers, and to our surprise, got an enthusiastic response from many. The team, consisting of at least one member from each School, prepared a questionnaire that was then sent to the Schools, programme teams and Centres for their response. Each unit then organised workshops to discuss and prepare their responses to the questionnaire and also to compile the Evaluative Reports. A member of the core team attended these School-level workshops. Once the responses were received, the core team sat for a week during the winter break to prepare the first draft of the SSR, which was again shared with a larger group for inputs and comments. The final draft was prepared in a workshop attended by the members of the core team and all Deans and Directors. The three months that the team took to finalise the report was more than anyone had anticipated, but it allowed us to create conditions that facilitated the participation of many members from the AUD community. The enthusiasm of the young members of the core team has created a ripple effect among all programme teams.

I would like to commend and thank the members of the core team for their hard work, sincerity and enthusiasm in completing this task. We only hope that this process does not end here. We realise that we have just begun and there are many things still to be done in addition to consolidating the beginnings we have made. We have also discovered through this process the blueprint for the future work of an IQAC as well as the colleagues who would like to be part of it.

We would like to thank our colleagues from different Schools and Centres for the effort they have put in. All the Deans and Directors spent a lot of time giving their inputs in workshops. A number of other colleagues have pitched in with their support on several occasions. We would like to mention, in particular, Vikas Dalal, Usha Mudiganti, Amit Singh, Vikram Singh Thakur and Sanju Thomas for their contribution in proofreading and editing the document. This report could not have been prepared on time without the unstinting effort of Abeer Gupta who formatted the report in record time.

A special mention should be made of Professor Shyam Menon, Professor Vijaya Varma and Professor Kuriakose Mamkootam for the encouragement and support they provided and the confidence they showed in the Steering Committee.

Praveen Singh

Convener, Steering Committee

List of Steering Committee Members

1. Sayandeb Chaudhary (SLS)
2. Sumangala Damodaran (SDS)
3. Ashish Das (SLS)
4. Abeer Gupta (SDes)
5. Nidhi Kaicker (SBPPSE)
6. Mamatha Karollil (SHS)
7. Tanuja Kothiyal (SLS)
8. Rajan Krishnan (SCCE)
9. Venugopal Maddipati (SDes)
10. Bindu Nair (Student Services)
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12. Anshumita Pandey (SHS)
13. Deepti Sachdeva (SHS)
14. Santhosh Sadanandan (SCCE)
15. Rukmini Sen (SLS)

List of Abbreviations

AC	Academic Council
ACC	Academic Coordination Committee
ACIP	Advisory Committee for International Partnerships
ACRPM	Advisory Committee for Research and Project Management
AML	Ambedkar Memorial Lecture
AS	Academic Services
AUD	Ambedkar University Delhi
BoM	Board of Management
BoS	Board of Studies
BRST	Basic Research Skills Training
CAC	Central Admission Committee
CCK	Centre for Community Knowledge
CDP	Centre for Development Practice
CECED	Centre for Early Childhood Education and Development
CMT	Core Management Team
CPCR	Centre for Psychotherapy and Clinical Research
CSSRM	Centre for Social Science Research Methods
ERP system	Enterprise Resource Planning system
FAUD	Friends of Ambedkar University Delhi
FC	Finance Committee
GIC	Gender Issues Committee
IGDTUW	Indira Gandhi Delhi Technical University for Women
IC	Incubation Centre
IT	Information Technology
MTR	Mid-Term Review
pa	per annum
PEC	Programme Evaluation Committee
PG	Postgraduate
PRADAN	Professional Assistance for Development Action

RSC	Research Studies Committee(s) of the Schools
SBPPSE	School of Business, Public Policy and Social Entrepreneurship
SCAP	Standing Committee Academic Programmes
SCCE	School of Culture and Creative Expressions
SCR	Standing Committee Research
SCSA	Standing Committee (Student Affairs)
SDes	School of Design
SDS	School of Development Studies
SES	School of Education Studies
SFC	Student Faculty Committee
SHE	School of Human Ecology
SHS	School of Human Studies
SLGC	School of Law, Governance and Citizenship
SLS	School of Liberal Studies
SMT	Senior Management Team
SS	Student Services
SUS	School of Undergraduate Studies
SWF	Student Welfare Fund
UG	Undergraduate

Glossary

Schools	Schools at AUD have relatively well demarcated epistemic contours, and have relatively more stability, larger core faculty and flagship teaching programmes and research. Programmes are housed in Schools, but have structures which allow for courses from other Schools / Centres as well. Each School can have one or more programme(s).
Centres	Centres have a relatively flexible structure and comprise a group of professionals and scholars put together more or less in a project mode to undertake research, documentation, training and some teaching.
Credit	One credit is worth one hour of instructional engagement or two hours of tutorial/seminar/workshop-based engagement every week for 16 weeks.
Semester	A semester is of 16 weeks. There is a Monsoon Semester (August-December) and a Winter Semester (January-May).
Adjunct faculty	Adjunct faculty comprises experts (mostly local) each of whom would enter into a contract with the University to offer one elective course, ordinarily for a minimum period of three years so that the course he/she offers is part of the standard pool of courses on offer at AUD.
Visiting faculty	Visiting faculty are invited on the basis of their eminence and expertise, from local, national or international academic circles. They are invited to be part of the faculty for various time periods ranging from a few days to more than a semester.
Guest faculty	Guest faculty are those who are invited to give one or more lectures or seminars within a programme.
Temporary faculty	Regular faculty positions that fall vacant from time to time because of attrition are filled through the regular faculty recruitment process. When the regular faculty recruitment process is not on, such vacancies are filled through temporary recruitment done every year.

Executive Summary

Ambedkar University Delhi (AUD) was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007 and was notified in July 2008.

AUD is one of the few universities in India with the core objective of promoting the study of humanities and social sciences and it recognises these disciplines as pivotal to the understanding and imagination of a society in transition. AUD's aim is to reconceptualise social sciences and orient them to face new challenges posed by social, political and economic realities of our times. Most of these new challenges require different kinds of treatments and analyses and these are reflected in the new typologies that AUD has adopted for its Schools and programmes with the expectation that these would help develop new modes of critique and knowledge.

AUD's mission statement delineates the institution's distinctive characteristics as well as its vision for the future. Following the broad guidelines of its Act and drawing inspiration from Dr Ambedkar's vision of bridging equality and social justice with excellence, the emphasis at AUD is on the need to create sustainable and effective linkages between access to and success in higher education.

Strengths

The University has moved from conception to reality in a very short span of time. The first programme (PG Diploma in Development Studies) was launched in 2008. Subsequently, various undergraduate, postgraduate, postgraduate diploma and research (MPhil / PhD) programmes have been introduced. There are, at present, 7 undergraduate, 16 postgraduate, 2 professional MPhil and 9 research degree programmes. The University has 9 functional Schools of study and 6 Centres for research, advocacy, training and documentation. AUD's faculty has grown rapidly in the last five years, with a current strength of 91. The number of students has grown from 13 in 2008-09 to 1438 in the current academic year.

Designed by intent to be compact, non-affiliating and different in its administrative and management structures from older universities, the University has evolved not merely swiftly but in a unique manner. AUD, in its functioning, has consciously avoided ad-hoc solutions and pursued all decisions through deliberative and consultative processes. Its development has taken place in the face of several constraints and it has resisted imitating existing institutional and organisational structures. AUD is attempting to foster a comprehensive idea of higher education where undergraduate, postgraduate and research programmes are seen as one continuum and there is no hierarchy among the programmes in its imagination and practice.

The academic programmes at AUD attempt to foster an interdisciplinary environment which has the potential to engender cross-fertilisation of ideas across knowledge formations and structures while transcending the artificial divisions between disciplines and between academia and the world of practice. These programmes encourage the students to reflect, rethink and be sensitive to social and political realities.

AUD has a distinct perspective on the teaching-learning process. It focuses on the development of an ethos that integrates the quest for knowledge with the experiential and the practical via the medium of discussions, interactions, dialogue and intensive field engagement. Courses are designed to foster critical thinking and develop a climate of conceptual self-questioning so as to inculcate a spirit of rational inquiry among its students. The best of academic resources including the latest technologies,

are used in the classroom and students are provided with the relevant skills that match globally accepted standards of excellence. The University is cognizant of the challenges that students from diverse backgrounds face and thus it attempts to address their struggles in a sustained way. In order to cater to diverse student needs, there are various policies and proactive strategies in place that are being refined further.

Adopting an assessment system and evaluation model that encourage alternative teaching-learning processes and doing away altogether with an Examination Branch and the office of the Controller of Examination have been signal achievements. The flexibility inherent in the assessment system and the possibility of lateral and vertical mobility within and across programmes facilitate innovative curricular and pedagogic processes. This has in no small measure facilitated the possibility of credit transfers between programmes and institutions while ensuring lateral entry and exit.

Structured and systematic processes exist for the launch of new programmes / courses and to make changes in the existing ones. 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 3-tier deliberative process comprising the Programme or School Committee, Board of Studies and the Academic Council.

AUD's quest for excellence in its initial phase is reflected in eclectic faculty recruitment and the creation of a favourable teacher-student ratio to ensure quality in teaching. The provision of concurrent appointment of its faculty has been one of the strengths of the University, as it enables faculty to teach across Schools and programmes, and it bridges the divide between undergraduate and postgraduate programmes which exists in most Indian universities. The University realises that its future will depend not only on its teaching programmes but also on the research and publications of its faculty in peer reviewed journals and their ability for initiating different kinds of research. The emphasis on interdisciplinarity and engaged scholarship provides interesting opportunities for pushing the boundaries of existing knowledge. These twin foci are also embodied in the research work that happens at the Centres at AUD that are located outside the confines of programmes and Schools. This culture of engaged scholarship, where research is closely aligned with practices in the field, has led to the enrichment of the teaching-learning experience at AUD for students as well as teachers. It has promoted collaborations with other educational organisations in India and abroad, government bodies, NGOs as well as outreach into the community, leading to a high level of recognition of the University in the few years of its existence.

Institutional structures such as School Research Committees and the Standing Committee Research of the Academic Council are mechanisms that have been useful in supporting and critically evaluating the research endeavours of the University. AUD has also set up an Advisory Committee for Research and Project Management (ACRPM) with the mandate to examine issues related to research and project management, simplification of procedures, timely release of grants and audit. The University has provisions for research and start-up seed grants for its faculty and stipends and support for field-work by students. Research workshops, training programmes and seminars are organised regularly. By design, there are a variety of arrangements in place for people of eminence to be engaged as visiting / adjunct faculty and the impact of this has been crucial for course development, introducing new methodologies of scholarship and research and engagement in collaborative research.

Another area in which the University has been active, with some success, is attracting funding for innovative domains of research and other activities for which public funding (or grant-in-aid) may not be easily available. The MPhil programme in Development Practice is largely supported by the Sir Dorabji Tata Trust, and the proposed MA programme in Early Childhood Care and Education will also

be funded by the Sir Ratan Tata Trust. AUD continues to look for such alternate sources of funding. In these initial five years, AUD has been able to mobilise a sizeable volume of funding from various sources for large research projects.

AUD is constantly interrogating itself on the roles it can play for community outreach. At AUD, outreach is understood as developing both global connections and international exchange of ideas as well as intense local engagement. AUD has started a number of initiatives with the active involvement of the community both within the city of Delhi as well as outside it.

Despite constraints of space and infrastructure, the University has worked towards providing a congenial atmosphere for teaching-learning. The campus is centrally located and is easily accessible by public transport. The University considers the provision of a comfortable workspace as a necessity and towards this end provides a climate-controlled environment to the entire AUD community. The University has provided individual workstations and desktops / laptops to all faculty members. Classrooms are well equipped with the latest technologies and there is extensive Wi-Fi connectivity on campus, supplemented by three large computer labs that also host several courses.

The print and online resources in the University library have been built around the requisitions given by the faculty in order to cater to the specific nature of the courses designed, some of which may not be available elsewhere in the city. The library is also well-equipped in general referencing resources. The online resources of the University library have been enriched through membership of INFLIBNET and DELNET among other online databases. It provides a web-OPAC facility for its users as well as on-and-off campus access through VPN.

The use of Enterprise Resource Planning and Management software in the University is an attempt to further integrate teaching-learning with technology and make this more accessible to both students and teachers. The use of 'Moodle' and other cloud-based software helps in the creation of course-specific resources that are available online to teachers and students. The initiation of course registrations through ERP and online availability of course information have enabled students to make a wide range of interdisciplinary choices. ERP is also being used to create databases of student and faculty profiles and records.

AUD has made concerted efforts to focus on the well-being and mentoring of its students. This has been pursued as one of the core elements of its institutional philosophy. Tutorials and mentoring processes are an integral part of students' experience in the University. Specialised English Proficiency courses for students not proficient in the language are being offered as foundational courses for the undergraduate programmes. The Language Cell as well as the Student Cell have been working to provide language support to students. The system of programme and School-based Student Faculty Committees have been created to address the learning and classroom related grievances of students. AUD has a Student Services Division which is proactive in several directions. Scholarships, Fee Waivers (full and partial) and Stipends are the three modes through which students are financially supported. A Student Welfare Fund has been set up to support students in case of emergencies. The Student Cell, run by students, also ensures a sense of ownership and belonging among the students. The mental health clinic Ehsaas provides low-fee as well as free counselling and psychotherapeutic support to students. Sensitisation workshops / sessions are organised to prevent ragging and create a gender-sensitive campus. The University has a vibrant extracurricular environment driven by student and faculty initiatives.

Deliberative and participatory management structures and formal and informal feedback cycles that include students, faculty and leadership through the Senior Management Team (SMT), Core Management Team (CMT), Student Faculty Committee (SFC) and other open forums like reflection sessions / retreats are all geared towards involving the entire University community in the overall planning and decision-making process.

Weaknesses

While AUD strives to deliver on its vision of equality and social justice combined with excellence, there are significant limitations particularly in catering to the needs of students from disadvantaged contexts. AUD's visibility as a prospective University among students from government schools is still inadequate. Access and entry into the University, for such a section of students, is consequently restricted. Despite mentoring, tutorials and additional measures of institutional support, each year there are drop-outs across programmes. While a systematic analysis is yet to be undertaken by different Schools, the reasons for dropping out include securing admission in other institutions, unanticipated family issues and other crises as well as the inability to cope with the academic rigour of the programmes. The absence of an Alumni Association at the University makes it difficult to track students' progress after they graduate, in spite of many Schools and programme teams keeping track of their alumni groups.

AUD is a new University which is yet to move to its own campus. Currently it shares its campus with other universities. The space allocated to the University falls far short of the requirements of a growing institution. Shortage of classrooms, studio spaces, laboratories, seminar halls and sports facilities impairs the everyday functioning of the University. Shortage of space has meant the University holding back on launching additional programmes and initiatives; the range of courses currently being offered is restricted and it is not always feasible to float all the electives that are part of a given programme structure. While the option of credit transfer is available from one programme to another to students as also the option to choose electives from other disciplines, the scheduling of the timetable, which is tied to classroom availability, does not always permit this. All our courses are currently delivered as full-time programmes. We do not have any online learning, distance education and executive / part-time programmes. Space for interaction across and between different disciplinary locales is limited, as is the case with inadequate platforms for extra-curricular activities, sports and recreation. The building structure currently housing the university is an old one with an architecture that is neither disabled-friendly nor energy efficient.

While our programmes have international appeal with global theories and practices incorporated into the curriculum, the University has so far not been able to attract international students in large numbers.

The University adopted a policy of continuous assessment in order to make evaluation an ongoing part of teaching and learning. Even as teachers have autonomy to decide the evaluation scheme attuned to their course objectives, it has been found that planning for evaluation to meet learning objectives is an exercise that does not always transpires successfully. The University's assessment document was arrived at iteratively through deliberations among faculty members and emphasises processes more than ends. Most programme teams are yet to brainstorm collectively on the implementation of an enabling policy context with respect to continuous assessment. The challenge is to overcome the reductionist interpretation of the policy to merely mean a large number of assessment situations and engage meaningfully with the organic connect between teaching-learning and assessment. Bringing everyone on board to assess and reflect on their experiences is an opportunity, but an uneven engagement of the faculty with the visions that inform the University's policy on assessment is a weakness that needs to be addressed and corrected.

Being a State University, AUD has experienced some financial constraints in the last one year, which has impacted its infrastructural development, procurement of IT and library resources and delayed some critical processes like faculty recruitment. Factors such as lack of adequate regular administrative staff and lack of welfare measures as well as delays in putting in place important facilities (pension schemes, medical and health benefits, housing, etc.) adversely affects employee motivation. The University is finding it difficult to attract faculty for senior positions primarily because of the non-provision of the Old Pension Scheme.

Opportunities

Being a new University offers unprecedented opportunity to conceptualise the University, its functions and processes involved, including structures of governance, pedagogic practices, links with praxis, approaches to research and scholarship and the relationships within the institution between various members of the University community.

At the moment, AUD offers 34 undergraduate, postgraduate, PG diploma and research programmes. AUD sees immense opportunity in the creation of new knowledge in areas of contemporary relevance such as development studies, gender, environment, psychosocial studies, social innovation and artistic, literary and creative practices. At the same time, AUD also envisions reinterpretation of conventional frameworks in existing disciplinary approaches via building bridges between disciplines as also through engaged scholarship. The consequences of this are evident in a re-imagining of disciplines as also the social realities that they seek to understand and transform. Undergraduate teaching is another area where the University thinks it can break new grounds. Integrated programmes (such as 5 year dual degree – Bachelors + Masters) is an area where the University sees tremendous potential.

At present, all programmes offered by AUD are full-time and based on the conventional face-to-face mode of instruction. There is scope for offering programmes using other modes, such as online and distance education. Offering continuing education to adult learners and vocational training are other opportunities that the university aims to tap. Finally, there is also potential for introducing programmes in collaboration with other educational institutions, government and non-government organisations and industry.

The University is imagined as a microcosm of the larger society in which it is located, being reflected in the diversity of the students on its rolls. This diversity presents an opportunity for innovative modes of pedagogic engagement as also introducing new courses and areas of scholarship that resonate with and emerge from engagement with the multiple social realities that the students inhabit. This results in a reconstitution of knowledge itself that heretofore ignored the margins whether these be social, economic, gendered, sexual or ability related.

AUD's critical perspective on social relationships translates to new ways in which relationships within the University are lived. In the last five years, the AUD community has worked towards fulfilling its commitment to creating and sustaining an institutional culture characterised by humanism, non-hierarchical and collegial functioning, team work and creativity. The student-centric approach at AUD offers the prospect of removing the traditional hierarchies in teacher-student relationships. Similarly, the emphasis on inter-disciplinarity has meant a reworking of the traditional boundaries between departments so that there is free movement and dialogue between various Schools on courses, research and outreach / extension work. In its attempt to evolve participative structures of governance, AUD also offers opportunities for re-imagining employee-employer relationships. This translates to a greater alignment between policy and practice and between the making of decisions and the constituencies they affect.

The re-imagining of the University also creates opportunities for strengthening permeable structures between university and society. To this end, various initiatives have been undertaken by the Center for Community Knowledge, the mental health clinic Ehsaas and the student NGO Navsansaar, among others. However, opportunities for engaged scholarship have not been fully exploited. In the move that the University plans to make to its new premises in Dheerpur and Rohini, such efforts are expected to find full fruition. Shifting into a new area, where not many higher education institutions are located, opens the prospect of developing community outreach programmes aimed at local residents. One such

initiative could be the opening of University resources like grounds and library to the local residents as well as encouraging their participation in University's academic as well as co-curricular activities.

The new campuses would also provide the opportunity to imagine the academic space of the University as a continuum with the neighbourhood, whether residential or otherwise, thus reworking the traditional notions of boundaries between a University and the community it serves. The existence of wetlands in the vicinity of the Dheerpur campus opens several newer possibilities for some of the Schools and Centers of the University. The imagination of the new campuses as green and eco-friendly, adhering to optimal use of natural resources like light, water and energy, as well as locales where these resources are preserved and regenerated will provide an opportunity to experiment with ideas of conservation, development and sustainability. The new campus will also redesign campus spaces so that they are integrated and sensitive to the needs of the differently-abled members of the University.

AUD is the only State University of Delhi that exclusively imparts education and promotes research in the areas of Social Sciences and Humanities. This creates an opportunity for forging special relationships with, and a sense of ownership of, the city of Delhi and its specific historical and cultural legacy and living traditions. This also creates a special opportunity to engage with the political, economic and social processes that are centred in Delhi as the capital of the country. With the city coming to be the site of new imaginaries – of work, family, body, sexuality, morality, citizenship, ecology – its institutions of higher education have to engage in a self-reflexive exercise by asking how they can make their students more responsive to these challenges, a prime concern reflected in the steady striving of AUD.

Challenges

At the moment, our programmes are too new to make an impact at the national level. Enhancing the visibility of our programmes is required and we hope that our programmes will have a greater impact at the national and international levels in the coming decades. Hosting a wide range of programmes with limited infrastructure – physical as well as human capital – has been a challenge. The nature of programmes that are being delivered in the University is distinctive and there are no conventionally available formats of transacting these courses to fall back on. Course outlines do not have ready-made prototypes for creating anthologies of readings that support their transaction. Course curriculum is a departure from the mainstream; it therefore requires greater advocacy for acceptance and recognition of the unique space and ideas that are being engendered through the courses. Strengthening these newly emergent areas of knowledge by supporting faculty research as well as the related infrastructure is urgently required.

It has been a challenge to integrate AUD's success and growth over the past five years with its vision of social inclusion so that it is able to attract and retain students from marginalised backgrounds rather than merely become an institution that caters to the city's elites. Outreach programmes to create awareness about the University need to be strengthened. The creation of a learning atmosphere which addresses the needs of both advanced learners as well as students struggling to meet the academic requirements of the courses has not been easy. Several students require support to make the transition from the language they grew up with to English, which is the medium of instruction at the University. The innovative and interdisciplinary nature of our courses calls for additional academic support and mentoring. Existing structures that facilitate cross-sharing of courses across disciplines remain less than optimally utilised. Student grievances that can be taken up in the Student-Faculty Committees (SFC) require effective functioning of all programmes and there is need for instituting mechanisms to ensure follow-up on the feedback obtained therein. Placement / internship opportunities for students through the Career Cell need to be widened by creating links with industry and the development sector such that classroom teaching, field praxis and vocational demands can be aligned with each

other. Other than meeting the cognitive and intellectual needs of students, AUD has also taken on the responsibility of attending to students' mental health and emotional needs for which additional human and infrastructural support is required. In the absence of adequate campus space, it has been difficult to provide recreational facilities for extra-curricular activities and sports, which contribute towards enriching the lives of students at a University.

The vision of balancing knowledge dissemination with knowledge production is at a stage that requires serious self-reflexive scrutiny by the University. Translating commitment to interdisciplinarity into the pedagogic pursuits and the day-to-day practices of the University is an onerous task, which rests on evolving structures that proactively enable interdisciplinarity and make it work in the envisaged manner. The processes that have been initiated in this regard have to mature and structures have to be evolved to institutionally anchor interdisciplinarity.

The involvement of the faculty in the varied domains of work that are imperative for setting up and consolidating a new university cut into time for actual research. Furthermore, due to the new objects of enquiry that are at the heart of the research, curriculum and pedagogy being imagined at AUD, ideas and methodologies are still in incubation, and require facilitation and time more than usually needed for scholarship in well-established areas. It is necessary to streamline procedures—academic, administrative and financial—that are sensitive and flexible to research and researchers' needs. Specific challenges arise from the poor recognition of the unusual and experimental nature of research at AUD by the Government and its structures. This has financial overtones, especially in the case of collaboration with agencies and universities from outside the country. There is need therefore, for strengthening and diversifying the present faculty composition and attracting faculty pools in emerging areas of knowledge. Getting on board high quality academics with leadership capabilities has not been easy. AUD must carefully nurture and develop MPhil, PhD and post-doctoral programmes, which will ultimately give visibility to student research in the University.

Since AUD is a State University, availability of public funding and change in priorities therein will have its implications on the growth trajectory of the University. One challenge is to evolve a financial plan to explore sources of funding from other agencies of the government, philanthropic and corporate sectors for endowments, chairs and programmes to get over the sole dependence on grant-in-aid. This is equally true for instituting welfare schemes for staff, faculty and students. The greatest challenge that the University faces is the availability of funds in implementing its innovative imagination of a campus space in the two new campuses that are being planned. Given that the two campuses would be located at some distance from each other, it would be a challenge to keep them connected, physically as well as intellectually. It has to be ensured that the programmes for community outreach envisaged as being located in the satellite campus at Rohini do not suffer because of the intellectual isolation resulting from the distance between the two campuses. The challenge is to bridge this physical divide / distance through the use of appropriate technology and innovative use of resources and spaces. While the University envisions its new campuses as spaces that seamlessly integrate with neighbouring areas, it would require deliberate efforts to overcome the conventional conception of University spaces in the public imagination.

Profile of the University

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Dr Praveen Singh Steering Committee Convener	011	23864054	9971561804	23864055	praveen@aud.ac.in

Residence

Name	Area /STD code	Tel. Number
Professor Shyam B Menon Vice Chancellor	011	27666694
Professor Chandan Mukherjee Pro Vice Chancellor	011	26530652
Ms Sumati Kumar Registrar	011	22759131

3. Status of the University:

- State University
Central University
University under Section 3 of UGC
Private University
Institution of National Importance
Any other (specify)

4. Type of University:

- Unitary
Affiliating

5. Source of funding:

- Central Government
State Government
Self-financing
Any other (please specify) UGC

6. a. Date of establishment of the University :

29 July 2008

b. Prior to the establishment of the university, was it a/an

PG Centre Yes No

Affiliate College Yes No

Constituent College Yes No

Autonomous College Yes No

Any other (please specify)

If yes, give the date of establishment

7. Date of UGC recognition as University:

Under Section	Date, Month and Year	Remarks (If any)
i. 2f	23 June 2009	
ii. 12 (B)	8 August 2012	
iii. 3 of UGC Act	NA	
iv. Any other (specify)	NA	

8. Has the university been recognised

a. By UGC as a University with Potential for Excellence.

Yes No

b. For its performance by any other governmental agency?

Yes No

9. Does the university have off-campus centres?

Yes No

10. Does the university have off-shore campuses?

Yes No

11. Location of the campus area

	Location*	Campus area in ha	Built up area in sq. mtrs
i. Main campus area	Kashmere Gate, Delhi	2.2 ha	5,400 sq. mtr
ii. Other campuses in the Country	NA	NA	NA
iii. Campuses abroad	NA	NA	NA

* **Future Campus:** The University has been provided space for building a new campus - 7.3 ha in Rohini (North West Delhi) and 16.2 ha at Dheerpur (North Delhi). We expect that the buildings and other infrastructure should be ready by 2019 and we will start moving in the new spaces soon thereafter.

12. Provide information on the following: In case of multi campus University, Please provide campus-wise information

• **Auditorium / Seminar Complex with infrastructural facilities.**

Shared facility with the Indira Gandhi Delhi Technical University for Women (IGDTUW).

• **Sports facilities**

Shared Playground and Sports Room

Outdoor Facilities

- i. Basketball
- ii. Cricket
- iii. Football

Indoor Facilities

- i. Table Tennis
- ii. Chess
- iii. Carom

- **Hostel**
 - Boys Hostel**

Number of Hostels

One (Shared hostel with National Institute of Technology and Integrated Institute of Technology)

Number of inmates

Three

Facilities

 - i. Common room
 - ii. Mess facility
 - iii. TV
 - iv. Water Coolers
 - Girls Hostel**

Number of Hostels

One (Shared hostel with Indira Gandhi Delhi Technical University for Women)

Number of inmates

28

Facilities

 - i. Common room
 - ii. Water Coolers
 - iii. Indoor Sports
 - iv. TV
 - Working women's hostel*

i.	Number of hostels	NIL
ii.	Number of inmates	NIL
iii.	Facilities	NIL
- **Residential facilities for faculty and non-teaching**

No.
- **Cafeteria**

The University has a cafeteria being run by an NGO, which serves food and snacks to the students and staff.

There is also one food kiosk catering snacks, tea and coffee to the University community.
- **Health centre – Nature of facilities available – inpatient, outpatient, ambulance, emergency care facility etc.**

The University has recently started a clinic. A part-time doctor is available on campus between 2 pm and 5 pm on all working days.

- **Facilities like banking, post office, book shops etc.**
We are in the process of setting up a book store on the campus. Banks and the GPO are available within walking distance.
- **Transport facilities to cater to the needs of the students and staff**
Facility available for students and staff on need basis.
- **Animal house**
No.
- **Incinerator for laboratories**
No.
- **Power house**
The University has DG sets for ensuring uninterrupted and complete power back-up on the campus.
- **Waste management facility**
No.
- **Any Other**
 - i. Lease NKN line
 - ii. Wi-fi Campus
 - iii. AC classrooms
 - iv. Parking facility

13. Number of Institutions affiliated to the university

Type of colleges	Total	Permanent	Temporary
Arts, Science and Commerce	NA	NA	NA
Law	NA	NA	NA
Medicine	NA	NA	NA
Engineering	NA	NA	NA
Education	NA	NA	NA
Management	NA	NA	NA
Others (specify and provide details)	NA	NA	NA

14. Does the University Act provide for conferment of autonomy (as recognized by the UGC) to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the university.

Yes No Number

15. Furnish the following information:

Particulars	Number	Number of Students
University Departments/Schools		
Undergraduate	01	546
Postgraduate	08	795
MPhil / PhD	-	97
Research centres on the campus	05	-
Constituent colleges	NA	
Affiliated colleges	NA	
Colleges under 2(f)	NA	
Colleges under 2(f) and 12(B)	NA	
NAAC accredited colleges	NA	
Colleges with Potential for Excellence (UGC)	NA	
Autonomous colleges	NA	
Colleges with Postgraduate Departments	NA	
Colleges with Research Departments	NA	
University recognized Research Institutes/Centres	NA	

16. Does the University conform to the specification of Degrees as enlisted by the UGC?

Yes No

If the university uses any other nomenclatures, please specify.

17. Academic programmes offered by the university departments at present, under the following categories: (Enclose the list of academic programmes offered)

Programmes	Number
UG	07
PG	16
Integrated Masters	
Mphil	05
PhD	06
Integrated PhD	
Certificate	
Diploma	
PG Diploma	
Any other (please specify)	
Total	34

See the list in Question No. 1.2.1 of Criterion I

18. Number of working days during the last academic year

232 days

Academic Year – 18 July 2012 to 18 May 2013

Saturdays have been included as classes are held on six days each week. The summer holidays have also been included as the University is open and the admission processes as summer internships/projects are taken care of during this time.

19. Number of teaching days during the past four academic years.

Year	No. of Teaching Days
2013 - 2014	32 weeks (178 Days)
2012- 2013	32 Weeks (177 days)
2011- 2012	32 weeks (178 Days)
2010- 2011	32 weeks (178 days)

(‘Teaching days’ means days on which classes were engaged. Examination days are not to be included)

20. Does the university have a department of Teacher Education?

Yes No

If yes,

a. Year of establishment -

b. NCTE recognition details (if applicable) Notification

No.:

Date :

c. Is the department opting for assessment and accreditation separately?

Yes No

21. Does the university have a teaching department of Physical Education?

Yes No

22. In the case of Private and Deemed Universities, please indicate whether professional programmes are being offered?

Yes No

23. Has the university been reviewed by any regulatory authority ? If so, furnish a copy of the report and action taken there upon.

No, the University has not been reviewed by any regulatory authorities. However, the Board of Management of AUD has instituted a Mid-Term Review of AUD. The Review Committee comprised external experts and internal members. The Committee's report is available for reference.

24. Number of positions in the university (as in the year 2013-14)

Positions	Teaching faculty			Non-teaching staff	Technical staff
	Professor	Associate Professor	Assistant Professor		
Sanctioned by the UGC/University/State Government	20	40	80	156	8
Recruited	9	20	62	5	0
Yet to recruit	11	20	18	151	8
Number of persons working on contract basis	2	3	31	75	6

25. Qualification of the teaching staff

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
DSc / DLitt							
PhD	5	3	10	09	22	21	70
MPhil	-	-	-	-	5	3	8
PG	1	-	1	-	2	9	13
Temporary Teachers / Academic Fellows							
DSc / DLitt	-						
PhD	2	-	1	2	6	3	14
MPhil	-	-	-	-	8	7	15
PG	-	-	-	-	2	5	7
Visiting / Adjunct Faculty							
DSc / DLitt							
PhD	7	3	9	7	7	2	35
MPhil				1	1	-	2
PG	5	3	10	8	4	5	35

(The list is not inclusive of the faculty members who have left the institution.)

26. Emeritus, Adjunct and Visiting Professors

	Emeritus	Adjunct	Visiting
Number	1	45	27

27. Chairs instituted by the University:

	Chairs
School/Department	None

28. Students enrolled in the university departments during the current academic year, with the following details:

Students	UG *M *F	PG *M *F	Integrated Masters *M *F	MPhil *M *F	PhD *M *F	Inte- grated PhD *M *F	Dlitt / DSc *M *F	Certificate *M *F	Diploma *M *F	PG Diploma *M *F
From the state where the university is located	287/ 253	193/ 585		19/47	11/18					09/07
From other states of India										
Foreign Students	03/03	00/01		00/01	00/01					
Total	546	779		67	30					16

*M - Male *F - Female

29. 'Unit cost' of education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

Including the salary component = Rs. 1,75,000.00

Excluding the salary component = Rs. 69,000.00

(The above calculations are based on the total annual recurring expenditure as on 31 March 2013 and the students enrolled for the batch 2012-13 as on 1 September 2012)

30. Academic Staff College

Yes No

31. Does the university offer Distance Education Programmes (DEP)?

If yes, indicate the number of programmes offered.

Are they recognized by the Distance Education Council?

Yes No

32. Does the university have a provision for external registration of students?

Yes No

If yes, how many students avail of this provision annually?

33. Is the university applying for Accreditation or Re-Assessment? If Accreditation, name the cycle.

Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

34. Date of accreditation*

(applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (dd/mm/yyyy), Accreditation outcome/Result

Cycle 2: (dd/mm/yyyy), Accreditation outcome/Result

Cycle 3: (dd/mm/yyyy), Accreditation outcome/Result

Cycle 4: (dd/mm/yyyy), Accreditation outcome/Result *

Kindly enclose copy of accreditation certificate(s) and peer team report(s)

35. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

Not Applicable

36. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC (dd/mm/yyyy)

AQAR (i) (dd/mm/yyyy)

(ii) (dd/mm/yyyy)

(iii) (dd/mm/yyyy)

(iv) (dd/mm/yyyy)

Internal Quality Assurance Cell is yet to be created at AUD.

37. Any other relevant data, the university would like to include

Over the past five years the number of programmes that the University offers has increased from one in 2008-9 to 34 in 2013-14. During this period, the number of faculty members has increased from 6 to 127 (including 36 temporary faculty members). The growth in the number of students at AUD over the same period has been from 13 to 1438.

Criterion I:

Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 How is the institutional vision and mission reflected in the academic programmes of the university?

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 in an all-inclusive matrix can teaching and learning become liberating undertakings, contributing to the promotion of equality, social justice and excellence.

AUD is the only university in this region to cater exclusively to the study of the humanities and the social sciences. The University offers a variety of programmes which sensitise the students to rethink, and in the process reclaim domains of the personal, the political and the social. It strives to raise their consciousness above caste, class, religion, gender, environment, and other domains that engender marginalisation and discrimination.

It encourages them to engage critically with structures of power within the context of the larger society, by creating spaces for questioning silences around or engaging with aspects of human life and history that have been exiled as also by creating new domains of enquiry and a more grounded understanding of the word 'professional'. The idea is to create professionals / practitioners who are self-reflective, methodologically trained, informed, skilled and sensitive to social and political realities.

The academic programmes and Schools of AUD attempt to foster an interdisciplinary environment, one that has the potential to engender cross-fertilisation of ideas across knowledge formations and structures, transcending the artificial divisions between historical epochs, disciplines, academia and the world of practice. Our Schools / programmes are an attempt to create new knowledge by catering to contemporary concerns and challenges, such as development, gender, environment, social innovation, artistic, literary and creative practices and psychosocial issues. Another objective is to enable a reinterpretation of established disciplinary practices.

1.1.2 Does the university follow a systematic process in the design and development of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Prior to introduction of any programme, several rounds of consultative meetings and workshops are held, involving experts from academia, practitioners, government and non-government agencies, industry and others, to understand the relevance of the programme, suggest deviations and departures from the conventional programmes being offered in other universities and also feedback. Once a suitable need assessment is done, the programme committee takes it for approval to the official bodies constituted at the University level. The University follows a four tier structure for the development of any academic programme – programme teams, Board of Studies (at the School-level), Standing Committee on Academic Programmes, Standing Committee on Research, and the Academic Council, which is the final approving body.

A similar process is also followed while introducing amendments in existing academic programmes.

1.1.3 How are the following aspects ensured through curriculum design and development?

Employability

Course curricula are designed with an eye on practice, and the creation of professionals that can transmit theoretical traditions and insights to the field, while also using the imagination of social justice to contend and engage with the pressures of more conservative market trends. Programmes are theoretically and methodologically rigorous and geared in the direction of generating future scholars, teachers, practitioners, researchers and trainers. The aim is to train students to think analytically, critically and reflectively and apply these skills to the social enterprise through *structured and innovative thinking, and creative problem solving. Several skill development and applied courses, workshop-based courses, internships and dissertation are offered*, which enable students to engage with a focused domain of their choice. This would also enable them to develop core competencies required in becoming a reflective thinker and practitioner.

Innovation

The idea and thrust of innovation at AUD emanates out of critical engagement with foundational questions of disciplines and learning processes. This helps engender possibilities of asking new kinds of questions as well as exploring different practices and approaches to enquiry and teaching. 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 student assessment system at AUD is based on continuous and formative evaluation. It is imagined as a part of the course design itself and strives to cater to the needs of a wide range of student capacities. The faculty-student and the student-student mentorship programmes at AUD are support structures. In addition, all programmes have an inwardly focussed lens, which urges students to introspect and reflect on the multiple privileges / deprivations that their historical and subjective locations bring to them. The University hopes to shape the formation of a student with critical faculties as well as empathic imagination which is an internalised sensibility. There is thus an effort to help students appreciate the intricate links between personal transformation and the goals of transformative education.

The structure of the School of Undergraduate Studies is itself a critical departure from the usual imagination of undergraduate programmes. The University foregrounds the undergraduate period as critical in a student's life. This is highlighted by innovations both in curriculum design and its transaction (in Foundation courses). Undergraduate students are required to take up about one-third to one-half of non disciplinary courses. Undergraduate students at AUD also have the opportunity to pursue a dual major (the possibility of acquiring two honours degree in eight semesters), apart from the fact that they can accumulate credits from courses of programmes other than their own major. No faculty member in AUD is appointed exclusively to the SUS, but each has a concurrent appointment in SUS.

In addition to SUS, our postgraduate programmes provide an interdisciplinary approach to viewing issues and finding solutions. Our students are encouraged to start new ventures and find creative solutions to social problems. This is achieved by exposing the students to various real life settings through offering courses that enhance the creative thinking and entrepreneurial ability of students and by inviting various experts (entrepreneurs, researchers, etc.) to interact with our students. The course transaction also uses a mix of classroom lectures and field studies.

Research

AUD believes firmly in the idea of practice as research, that is to say the inflexion of theoretical paradigms by questions raised in practice and the exposure of practice itself to intensive theoretical auto-critique. The conceptualisation of research at AUD is not that of a distant intellectual striving but as proximate to the struggles of lived lives. Aligning with this vision, many Schools have initiated MPhil / PhD programmes. Most of our Masters programmes also have a mandatory component of research projects / dissertations. All Masters programmes are expected to devote 25% of the curriculum to applied, hands-on and field-based engagements. Students are encouraged to enhance their research knowledge through mechanisms which encourage working on empirical data, writing term-papers, field-based research, working on live projects, etc. Research methodology courses are offered under all programmes and most of the programmes are structured in such a way that each student is required to undergo an intensive internship and complete a dissertation or a research project under a faculty mentor. The innovations in terms of pedagogy are geared to keep the students updated with the latest in methodology and critical theory so that they can intervene and contribute to the diverse disciplines that they belong to. Research interests of the faculty become critical in the shaping and development of the courses, which, in turn, feeds into faculty research.

1.1.4 To what extent does the university use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the university been instrumental in leading any curricular reform which has created a national impact?

The guidelines provided by UGC and other regulatory bodies have been consulted while developing the courses. At the same time we hope to carve out new objects of enquiry and redefine earlier descriptions. The Schools exercise considerable autonomy in developing their curriculum. Our programmes are innovatively structured and most of them are first of their kind. Most of the programmes are distinctive departures from the conventional programmes offered elsewhere. This distinctiveness has been recognised in academic circles as also in the field of practice. For instance, AUD was the first university to conceptualise a four-year dual major undergraduate programme, with focus on interdisciplinarity and a choice-based credit system. Further, the MA programme in Performance Studies is the first programme of its kind in India. The MPhil programmes in Development Practice, Psychotherapy and Clinical Thinking, Women and Gender studies, again first of their kind, try to bridge the gap between academia and the world of practice. The MBA programme, with a focus on Social Entrepreneurship and Public Policy, is a departure from the conventional Business Administration programmes offered elsewhere in the country.

The programmes are too new to have been instrumental in restructuring the curricula at the national level, but AUD faculty have been invited to consultative committees of new programmes in other universities. We hope that all our programmes will make a greater contribution at the national and international levels within the coming decades.

1.1.5 Does the university interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the university benefitted through interactions with the stakeholders?

The Schools regularly interact with experts from academia, practice, government, NGOs and industry during the Board of Studies meetings. Several consultative meetings and intensive workshops are conducted before the launch of any programme. Even after the launch, feedback

from experts is constantly taken to revise / improve the course. As a result of these interactions, we have been able to design and deliver courses with sharper focus reflecting the needs of the time as well as responding to human contexts that have often been marginalised and rendered invisible. Another benefit is the ability to balance theory and practice / application and nurture research aptitude.

1.1.6 Give details of how the university facilitates the introduction of new programmes of studies in its affiliated colleges.

AUD is a unitary university and does not have affiliated colleges.

1.1.7 Does the university encourage its colleges to provide additional skill-oriented programmes relevant to regional needs? Cite instances (not applicable for unitary universities).

Not Applicable

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:

Programmes taught on campus

In the last four years, the University has established nine Schools of Studies through which the following academic programmes are offered:

1. MA Development Studies (School of Development Studies)
2. MA Environment and Development (School of Human Ecology)
3. MA Psychology - Psychosocial Clinical Studies (School of Human Studies)
4. MA Gender Studies (School of Human Studies)
5. MA Education (School of Education Studies)
6. MA Economics (School of Liberal Studies)
7. MA History (School of Liberal Studies)
8. MA English (School of Liberal Studies)
9. MA Sociology (School of Liberal Studies)
10. MBA (School of Business, Public Policy and Social Entrepreneurship)
11. MA Film Studies (School of Culture and Creative Expressions)
12. MA Performance Studies (School of Culture and Creative Expressions)
13. MA Visual Art (School of Culture and Creative Expressions)
14. MA Literary Art (School of Culture and Creative Expressions)
15. MA Social Design (School of Design)
16. PG Diploma in Publishing (School of Business, Public Policy and Social Entrepreneurship)

The following seven undergraduate programmes are offered through the School of Undergraduate Studies:

1. BA Honours with a Major in Economics
2. BA Honours with a Major in English
3. BA Honours with a Major in History
4. BA Honours with a Major in Mathematics
5. BA Honours with a Major in Psychology
6. BA Honours with a Major in Sociology
7. BA Honours with a Major in Social Sciences and Humanities

A four-year BA Honours Dual Major option is also on offer.

The following professional MPhil Programmes are on offer:

1. MPhil Psychotherapy and Clinical Thinking (School of Human Studies)
2. MPhil Development Practice (School of Human Studies and School of Development Studies)

The following doctoral and pre-doctoral programmes are also on offer:

1. PhD in Development Studies
2. PhD in Human Ecology
3. PhD in Psychology
4. PhD in History
5. PhD in Hindi
6. PhD in Women and Gender Studies
7. MPhil in History
8. MPhil in Hindi
9. MPhil in Women and Gender Studies

Overseas programmes offered on campus

None

Programmes available for colleges to choose from

Not applicable

1.2.2 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options

While the core courses are designed to impart core knowledge of a discipline to the students, the electives expose students to a wide variety of themes. All the programmes have a sizeable component of electives (ranging from 20% to 50% of the total credit requirements). Students may opt for these electives from their own discipline as well as other programmes / Schools. Any core course pertaining to one programme may be taken as an elective by a student of another programme.

b. Enrichment courses

All the programmes offer a host of enrichment courses, in the core as well as elective basket. Some examples include, English Proficiency, Personality Development and Presentation, Research Methodology, Critical Theory and Organisational Exposure in addition to a range of workshop-based courses.

c. Courses offered in modular form

Some of the programmes offer short term / workshop-based courses. These are offered in collaboration with external faculty / experts. Some of these are – Applied Population Ecology, International Marketing, New Product Development as well as Studio courses with eminent artists.

d. Credit accumulation and transfer facility

We allow transfer of credits for students from other Schools of the University.

e. Lateral and vertical mobility within and across programmes, courses and disciplines

Students from other universities are allowed lateral entry to AUD. Vertical and horizontal mobility across disciplines and transfer of credits from another university in India or abroad is permitted.

1.2.3 Does the university have an explicit policy and strategy for attracting international students?

For each programme, 5% of the total seats are reserved under the supernumerary category, which includes foreign students. The University has signed several MoUs with international universities, to facilitate faculty and student exchange.

1.2.4 Have any courses been developed targeting international students? If so, how successful have they been? If 'no', explain the impediments.

All our programmes have an international appeal and some courses have incorporated global theories and practices, and a comparative perspective in the curriculum. For instance, many courses in different programmes use case studies from settings across the globe and engage through comparative perspectives.

1.2.5 Does the university facilitate dual degree and twinning programmes? If yes, give details.

At present we do not have a dual degree or twinning programme with another university. Moreover, the University has entered into various collaborative arrangements (with institutions within the country and abroad) to offer joint programmes. For instance, the School of Development Studies is in discussion with the ISS Hague to offer a dual programme in Development Studies and the School of Business, Public Policy and Social Entrepreneurship is in negotiation with the University of Northampton to offer such a course.

1.2.6 Does the university offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

The University does not have self-financing programmes.

1.2.7 Does the university provide the flexibility of bringing together the conventional face-to-face mode and the distance mode of education and allow students to choose and combine the courses they are interested in? If 'yes,' give operational details.

The University does not offer distance learning programmes at the moment, however the University is considering the transaction of some of its courses / programmes in the distance / online mode.

1.2.8 Has the university adopted the Choice Based Credit System (CBCS)? If yes, for how many programmes? What efforts have been made by the university to encourage the introduction of CBCS in its affiliated colleges?

We have a choice based credit system (CBCS) for all programmes. Students can transfer credits from one programme to another and from another university to AUD.

1.2.9 What percentage of programmes offered by the university follow:

- Annual system
- Semester system
- Trimester system

All the programmes of the University follow the semester system, except for the MBA programme which is run in a trimester mode.

1.2.10 How does the university promote inter-disciplinary programmes? Name a few programmes and comment on their outcome.

Most the programmes in AUD are located at disciplinary cusps (except those offered in School of Liberal Studies and School of Undergraduate Studies) and the courses in each programme draw upon several disciplines to create the object of enquiry. Even in the programmes in aforesaid two schools, there is an emphasis on redefining the contours of conventional disciplinary areas. Students from various disciplines are invited for admissions.

The University promotes inter disciplinary in the following ways:

- i. Most courses are inter disciplinary in their design, as they include methodologies, content and pedagogical styles of a number of disciplines
- ii. The students are encouraged to credit courses from programmes other than their own
- iii. The courses include participation of teachers from other discipline areas as well
- iv. The University follows a policy of concurrent appointment of teachers

It is when the students carry out their internships and dissertations that an interdisciplinary perspective of reading texts, approaching contexts and engaging with them is encouraged. The graduates of these programme have given ample proof that they not only have discerning minds in locating perspectives on various issues / problems, but also have the skill-sets to offer

solutions. Additionally, our students have found employment in various schools, hospitals, media and publishing houses, industry, NGOs and research centres. Many are pursuing further studies at either AUD or in other universities.

1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the university reviewed and upgraded for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

Typically, the course curriculum is reviewed / revised / upgraded once in three years, after receiving feedback from various stakeholders – academia, government bodies, alumni and potential recruiters. Apart from this, regular feedback from current students helps in better dissemination of the course. Different programmes and courses also have internal review mechanisms and any change goes through the Board of Studies and the Academic Council.

1.3.2 During the last four years, how many new programmes at UG and PG levels were introduced? Give details.

a. Interdisciplinary

- i. BA in Social Science and Humanities
- ii. MA in Development Studies
- iii. MA in Environment and Development
- iv. MA in Psychology (Psychosocial and Clinical Studies)
- v. MA in Education
- vi. MA in Film Studies
- vii. MA in Visual Art

b. Programmes in emerging areas

- i. MA in Gender Studies
- ii. MPhil in Development Practice
- iii. MPhil in Women and Gender Studies
- iv. MPhil in Psychotherapy and Clinical Thinking
- v. MA in Social Design
- vi. MBA
- vii. MA in Performance Studies
- viii. MA in Literary Art
- ix. MA in Early Childhood Education and Development

1.3.3 What are the strategies adopted for the revision of the existing programmes? What percentage of courses underwent a syllabus revision?

For the revision of the existing programmes, feedback from various stakeholders is taken, including students, faculty, practitioners, scholars and industry. Courses in all programme are constantly revised based on the feedback received. The University follows a policy of a four-tier structure of programme / course revision – programme team, Board of Studies, Standing Committee on Academic Programmes, and the Academic Council.

Curriculum revision is an ongoing process, which is done at the course level by the course coordinator / tutor and at the programme level by the programme team. While minor revisions are allowed, any major revision has to be approved by statutory bodies. Since most programmes are still in the initial phase of their implementation, major revisions are yet to be undertaken.

1.3.4 What are the value-added courses offered by the university and how does the university ensure that all students have access to them?

Each student at AUD undergoes a process of both cumulative and incremental growth during the course of the programme, so that every core and elective has some role to play in adding to the value of the student's education. Since most of the programmes are interdisciplinary and are from emerging areas of study, the courses in these programmes are designed to add value to the existing knowledge base and enrich the conceptual and practical basis. Even in traditional discipline areas such as History, Economics and Mathematics, the programme and courses are innovatively structured and reflect new directions. Short-term workshop-based courses on specific interest areas are also organised from time to time. While each programme offers these courses to their students, the programme structure also enables the students to opt for courses in other programmes / Schools. But there have been constraints in managing time-table with regard to making these courses accessible to all students, primarily due to lack of adequate space.

Some of the specific value added courses being offered in different Schools are:

SBPPSE:	Learning of foreign languages is a value added feature of the MBA programme. In addition, courses like Structured Thinking and Problem Solving, Spreadsheet Modelling, Leadership and Change, Business Communication, etc. bring in value added dimension to the programme.
SHE & SDS:	Development Communication; Project Management; Ecological Statistics, Dissertation Workshop (non-credited); Basic Research Skill & Training (BRST) (as part of Research Method).
SHS:	Workshop based courses such as Experiencing the Self, Psychodynamics Psychotherapy, Community Mental Health, Family Therapy, Infant Observation, Feminist Research Methods, Writing Seminar, Dissertation Workshop
SES:	BRST; Self-Development Workshop,; Material Development Workshop
SLS:	Organisational Exposure; Workshop on Expressions, Dissertation Workshop
SUS:	Special Interest / Application based courses include Digital Story Telling, Identity through Popular Narratives, Computer Applications and Project Management.

1.3.5 Has the university introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

Not yet.

1.4 Feedback System

1.4.1 Does the university have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

The University does have a formal mechanism. At the end of each course, students are asked to give feedback on each course / faculty member in a written format, which includes both qualitative and quantitative analysis. Feedback is also obtained through the Student-Faculty Committee.

In addition, a focused open feedback is taken from the students of each programme in presence of all the faculty members and the Dean, on course structure, session plans, assessments and evaluation. Beyond syllabus, activities and programmes are also discussed. This happens usually at the end of the semester / trimester. Some programmes / faculty also go for a mid-semester review.

Informal feedback is collected by each faculty member, from time-to-time, from students to improve course delivery and change session plans as required so as to make it student friendly, at the same time reflecting upon the needs of various stakeholders.

1.4.2 Does the university elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and its impact.

Adjunct and visiting faculty give inputs on the curriculum from time to time. Consultative meetings / workshops include faculty from other universities – national and international. Moreover, individual faculty members are constantly in touch with scholars from outside the University. They are regularly invited for seminars and workshops and feedback is elicited from them. The University has also hosted several Fulbright Visiting Professors and other international scholars for conducting workshops with faculty and students.

1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum enrichment and the extent to which it is made use of.

Not Applicable

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the university in ensuring the effective development of the curricula?

The University, in its initial attempts to create curricula, has endeavoured to meet standards of quality, set by similar institutions in India and abroad, as also to live up to its own mandate of equity and excellence. Moreover, a system of feedback as well as periodic reflections and discussions at the level of programme teams is intended to sustain and enhance the quality of academic transactions.

To ensure quality sustenance each programme team plans well in advance about the course transaction. Towards the end of the semester / trimester, a comprehensive review inclusive of student feedback is undertaken. As mentioned earlier, this is done at the programme team level and is also brought up for discussion in the Board of Studies. The University also undertakes a process of 'Programme Evaluation' every three years. It has also taken feedback on the programmes and courses from its alumni.

It is worthwhile to note that at its own initiative, the University undertook a detailed and exhaustive Mid-Term Review of its functioning, covering various academic and administrative aspects of the University. The review team comprised a team of eminent experts from inside and outside the University. Deliberations on the final report of the Mid-Term Review (MTR) Committee have had significant implications on thinking through academic issues. The final report of the MTR committee is available.

Criterion II:

Teaching-Learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 How does the university ensure publicity and transparency in the admission process?

The admissions to all the programmes of the University are managed by the School Admission Committees (SAC) of the respective Schools following the norms adopted by the Central Admission Committee (CAC). This process has been instituted to emphasise the need to decentralise actual operational activities of admission of candidates to the various programmes at the individual School level, while maintaining uniformity of general principles of admissions across all programmes of the University.

The University advertises admission notification in leading national newspapers (both English and Hindi) and also in other popular publications like *Economic and Political Weekly* and *Seminar*. The announcement is also publicised on the University website. The Bulletins of Information with details of the programmes are printed for distribution and displayed on the website. Social media is also used as a means of disseminating information with regard to courses and programme structure. The different programme teams make sustained efforts to ensure that the information about the admissions process reaches various corners of the country by distributing flyers and brochures. Information is put out on various list-serves and posters are put up in different colleges. At an earlier stage, even road shows were held in key colleges and schools of the city. The eligibility criteria, number of seats and the quotas as prescribed by Government of NCT of Delhi are clearly articulated and presented as part of the admissions drive and put in the public domain through our Bulletin of Information, website and notices. After the admission test and interviews are over, the merit list drawn up for admissions is hosted on the University website. The entire admission process is open to RTI. In the past, several questions and queries have been received on admissions through the RTI and they have been duly answered.

2.1.2 Explain in detail the process of admission put in place by the university. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common entrance test conducted by state agencies and national agencies (v) other criteria followed by the university (please specify).

School Admission Committees decide the number of seats, their category-wise distribution, eligibility criteria, and admission procedures to be followed such as written test, interview, etc. and their respective weightages.

Admissions to all postgraduate and research programmes entail eligibility screening, entrance tests and interviews, rather than an exclusive focus on past performance. To begin with, applications are invited from interested students. The applications are then screened according to the University guidelines (minimum 45% marks and in some cases it is 50%). Accordingly, short listed students are called for an entrance test. Based on the marks of the test, applicants are called for interviews (group discussions in some programmes). The final admissions merit list is prepared on the basis of marks obtained in written tests and interview. The University takes steps to ensure that all seats, across categories, are filled, particularly that of the reserved category. In the past, one such initiative has been a Special Drive to fill up the reserved category seats.

Admissions to undergraduate programmes are strictly on the basis of merit of the scores attained in the best four subjects in the school leaving examination. The admission lists are kept active till such time that the maximum numbers of seats are filled.

2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.

Not applicable; AUD is a unitary University.

2.1.4 Does the university have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

The University has constituted a Central Admission Committee comprising Deans of all Schools and chaired by the Dean, Student Services. Every School also has an admission committee comprising the Dean and member representatives from all programmes of the School. The Central Admission Committee meets and reviews the admission process every year and on the basis of feedback from the different Schools, it makes necessary amendments.

Significant changes have been made in the admission process in the past four years. Annual brainstorming sessions are organised at the School level to reassess the programme vision in the light of the previous year's student intake and student interests. A number of admission protocols have been centralised and, therefore, the review processes also take place at that level. After successive revisions, the admission process has been streamlined and enables greater coordination between different Schools. The process has also been made more accessible for students through online resources and systematic procedures.

There is, in addition, an annual review of student profiles in terms of incoming students and students successful in various components of the curriculum, which is carried out informally within the School. These reviews have also helped us in working towards strengthening the University's outreach measures. Special drives for admissions have been conducted to attract students from marginalised backgrounds to fill vacant seats under the SC / ST / OBC quota.

2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

- SC/ST
- OBC
- Women
- Persons with varied disabilities
- Economically weaker sections
- Outstanding achievers in sports and other extracurricular activities

The University has put together a set of guidelines for improving access to students from the above categories. Apart from these, the University is acutely aware of the existence of structural inequalities with respect to caste, gender, ability-oriented privileges, class, sexuality and race. Therefore, at AUD, a special attempt is made to attend to inequalities on both the administrative and educational fronts. The University is mindful about being inclusive in terms of its resources, classroom interactions as well as content of the curriculum.

SC / ST: The minimum eligibility criterion is relaxed for students admitted under the SC and ST quota. Special admission drives are also conducted to fill the reserved seats if there remains vacancy after the regular process of admission.

OBC: Special admission drives have been organised to fill the vacant OBC seats after the regular process of admission.

Women: Reservation policies are implemented for a single girl child.

Persons with varied disabilities: Seats are reserved in keeping with government policy directives. Special tests / assessment situations and extension of time is provided to students with physical, emotional and mental disabilities. A mentoring process is in place to attend to the students with emotional and physical disabilities. While it will take time to make the campus physical disability friendly, care is taken not to tax students with such difficulties.

Economically weaker sections: The University upholds the ideal that no student should be denied education due to economic disadvantages. To stand by this ideal the University has implemented a fee-waiver policy by virtue of which 15% of the total fee collected is made available to support students from economically weaker sections. This finds a clear mention in the Bulletin of Information. Moreover, the University has set up a ‘Student Welfare Fund’, with contributions of Rs 500 per semester per student and a matching amount from the University funds. Any student who is in financial need can apply to this fund. Support for photocopying notes, purchasing reading materials, meeting medical emergencies, reimbursement of travel fare from the place of residence to the University among others are provided through this fund.

Outstanding achievers in sports and other extracurricular activities: The University has policies for encouraging achievers in sports to be part of the academic programmes in AUD. Those excelling in any sport or extracurricular activity are eligible for relaxation in the eligibility conditions during the admissions process. Supernumerary seats are available for students with outstanding achievements in sports and other extracurricular activities.

2.1.6 Number of students admitted in university departments in the last four academic years:

Categories	2009-10		2010-11		2011-12		2012-13		2013-14	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
SC	--	06	02	04	21	19	46	40	65	49
ST	04	02	03	08	29	24	19	38	22	59
OBC	04	06	--	07	18	27	41	43	68	76
General	18	53	36	115	104	258	142	368	208	375
Others	02	05	06	05	17	25	04	02	04	23
Total	28	72	47	139	189	353	154	491	367	582

2.1.7 Has the university conducted any analysis of demand ratio for the various programmes of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Please see table on next page.

2.1.7 Demand Ratio for Postgraduate Programmes

Programmes offered	2010-11			2011-12			2012-13			2013-14		
	Applications	Students Admitted	Demand Ratio	Applications	Students admitted	Demand Ratio	Applications	Students admitted	Demand Ratio	Applications	Students admitted	Demand Ratio
School of Liberal Studies												
MA Economics				273	45	6:1	551	56	10:1	939	41	23:1
MA English				257	50	5:1	438	58	8:1	729	38	19:1
MA History				110	23	5:1	177	45	3:1	246	35	7:1
MA Sociology				170	40	4:1	373	48	8:1	400	58	7:1
School of Development Studies												
MA Development Studies	189	40	5:1	183	41	4:1	417	46	9:1	537	42	13:1
School of Human Ecology												
MA Environment & Development	118	25	5:1	149	32	5:1	285	34	8:1	286	38	8:1
School of Human Studies												
MA Psychology	257	41	6:1	344	56	6:1	460	45	10:1	464	47	10:1
MA Gender Studies	18	12	2:1	80	19	4:1	267	30	9:1	319	39	8:1
School of Culture and Creative Expressions												
MA Film Studies							111	06	19:1	165	10	16:1
MA Literary Art: Creative Writing							94	04	24:1	164	09	18:1
MA Visual Art							97	07	14:1	100	09	11:1
MA Performance Studies							94	07	13:1	92	12	8:1
School of Education Studies												
MA Education							141	19	7:1	195	21	9:1
School of Business, Public Policy and Social Entrepreneurship												
Masters Business Administration							181	29	6:1	290	38	8:1
School of Design												
MA Social Design										81	12	7:1

Demand Ratio for Undergraduate Programmes

Programmes offered	2010-11			2011-12			2012-13			2013-14		
	No. of applications	No. of students admitted	Demand Ratio	No. of applications	No. of students admitted	Demand Ratio	No. of applications	No. of students admitted	Demand Ratio	No. of applications	No. of students admitted	Demand Ratio
School of Liberal Studies												
BA Economics	117	36	3:1	458	51	9:1	528	42	12:1	1098	41	27:1
BA History	28	04	7:1	224	20	11:1	444	28	16:1	723	38	19:1
BA Psychology	98	22	4:1	457	17	27:1	642	35	18:1	1069	34	31:1
BA Social Sciences & Humanities	128	06	21:1	335	32	10:1	515	29	18:1	901	33	27:1
BA English				823	40	20:1	747	55	13:1	1610	42	38:1
BA Mathematics				144	12	12:1	236	25	9:1	566	26	22:1
BA Sociology				285	14	20:1	546	34	16:1	917	30	30:1

2.1.8 Were any programmes discontinued/staggered by the university in the last four years? If yes, please specify the reasons.

None

2.2 Catering to Student Diversity

2.2.1 Does the university organise orientation / induction programme for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.

The programme teams conduct special orientation programmes for new students every year. Formally, orientation programmes are held for a day or three days or ten days, depending on the programme team. As part of the orientation process, introductions are made and discussions are generated around important issues and concepts. At the orientation, students are familiarised with the following:

- courses and assessment structures
- facilities of scholarships and fee waivers
- presence of student cell
- anti-ragging policies
- creation of a gender-sensitive campus
- extra-curricular activities
- University Clinic, Ehsaas, that supports students through counselling.

Film screenings are also organised to facilitate discussions. Interactions are facilitated among junior and senior students. Informally, most courses also ensure that the first few classes are conducted on the lines of inducting the students into the disciplinary protocols of different fields. Feedback is always encouraged in order to make sure that all students are addressed through the orientation programme. Since AUD students come from a myriad of social, economic, political and cultural backgrounds, it is a challenge to create an environment which is fair to all. The induction process is therefore geared towards generating sensitivity towards the marginal spaces some of the students occupy.

Additionally, discussions are underway to develop bridge courses, particularly for academic writing in English to familiarise students with conventions of language and academic expression.

2.2.2 Does the university have a mechanism through which the “differential requirements of the student population” are analysed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?

There are various policies that are in place and proactive measures have been taken in this regard:

- Students from the economically weaker sections are granted fee waivers. A Fee Waiver Committee screens and interviews all candidates who apply for fee waiver and makes awards on the basis of needs-assessment. So far most students who have applied for fee waiver have been awarded partial or full waiver.
- Scholarships are of two types: based on merit and on outstanding improvement. Merit scholarships are for students who perform well in the assessments. University sets aside 10% of the fees collected for awarding scholarships.

- In the School of Undergraduate Studies, an English proficiency test is conducted immediately after admission to gauge the level of proficiency in English. On the basis of this test students are recommended to take a course on English Language Proficiency.
- The University had decided to establish facilities of a Language Cell that has not been formally instituted, but informally through faculty and students' initiatives a proto-language cell has been operating since 2009.
- Some Schools are in the process of devising "bridge tutorials" for students with acute lack of proficiency in the English language
- Hostel requirements for students outside Delhi are met to a large extent.

2.2.3 Does the university offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered?

The University is cognizant of the challenges that students from diverse backgrounds face and therefore attempts to alleviate their struggles. For example, the problems faced by students not proficient in English are addressed through the English Proficiency course. The course is geared towards encouraging students to develop their verbal and written skills. The University recognizes that language is not solely a cognitive and linguistic skill but has implications in terms of social power, issues of inclusion and exclusion and has bearings on one's self esteem. Thus, interventions in the arena of language have not to be solely concerned with skill competency but also require a sensitive addressal of the political and emotional reality of students. The Student Cell specially focusses on helping students to articulate their struggles around language and such related issues. In addition, individual mentoring and encouragement, such as allowing partial writing of assignments and tests in Hindi, and submission of additional drafts during the period when the student is attempting to improve his / her English writing skills are encouraged. A system of faculty (and peer) mentoring is in place in most of the programmes in the University.

During programme-level faculty meetings, under-performing students and those who are not attending classes regularly are identified and spoken with individually. Such joint discussions help to identify the probable causes for poor attendance / poor performance and initiate efforts to deal with such exigencies. An attempt is made to understand their context and specific struggles. Student irregularity in the past has often been found to be caused by a non-conducive home environment, social factors, financial issues, career confusion and poor abilities in English. Once the students facing such problems are identified, the specific faculty mentors take up the task of continual engagement with the student and the probable solutions are discussed among the entire faculty.

Bridge courses in quantitative methods are offered before the beginning of the first trimester of the MBA programme so as to bring a level playing field to students.

2.2.4 Has the university conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, physically handicapped, slow learners, etc.? If yes, what are the main findings?

The University has not yet systematically pursued this, but as part of the research and documentation activities of the Student Cell, pilot survey tools are being prepared. Two surveys have already been conducted to assess the socio-economic and language profile of students admitted to SUS.

2.2.5 How does the university identify and respond to the learning needs of advanced learners?

While there is no formal system to identify and respond to learning needs of advanced learners, the faculty informally encourages advanced learners through a variety of means. For instance, faculty members work individually with students to work on more advanced projects for internship and dissertation, collaborative research with external academic institutions and NGOs. In addition, students who have carried out advanced research for their internship / dissertation projects are encouraged to present their work at conferences and seminars, with University support. With regard to the curriculum, all course modules contain both essential and additional readings which advanced learners are encouraged to read and discuss. Advanced students are also introduced to other academics through visits and seminars, where they can undertake collaborative projects with them. The programmes have made provision for students to opt for extra courses across Schools and disciplines to enable them to consolidate specialisations of their choice. The credits for such courses are included in the grades transcripts.

2.3 Teaching-Learning Process

2.3.1 How does the university plan and organise the teaching, learning and evaluation schedules (academic calendar, teaching plan, evaluation blue print, etc.)?

The University has an academic calendar where the dates of the beginning and end of the monsoon and winter semester and term breaks are announced at the beginning of an academic year. Teaching, learning and evaluation schedules of each school are then prepared accommodating the needs of the various programmes it hosts. The teaching schedule in terms of courses on offer, their plans and assessment schemes, are presented in the Board of Studies of each School and subject to the feedback, recommendations are accommodated.

At the end of each semester, programme teams work towards finalising the time-table, teaching calendar, assessment calendar, planning of field trips and assessment frameworks for the next semester. Responsibilities for planning various activities are shared amongst the faculty members. Thereafter, the School faculty meet regularly for activities related to organisational work.

In addition, there is a Time-table Committee and an Assessment Committee in each School, comprising members of School faculty, which have the responsibility to finalise the schedules, inform the students and deal with any unforeseen problems related to the academic calendar. At the University level, the Space Allocation Committee and Timetable Committee coordinate on preparing the time-table.

2.3.2 Does the university provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?

Every programme team and course instructors prepare the course structure in a standard format with details of the schedule of course units, essential readings, assessment situations and weightages. This course format is shared with the students at the beginning of the semester. Effectiveness is attempted through semester planning and thinking about revisions in course outlines keeping in mind student feedback and sharing these among peers.

2.3.3 Does the university face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.

In the initial attempts of conducting programmes, completing courses within schedule has sometimes proved challenging. Some of the challenges came from,

- The over-ambitious course outline packed into a 16-week semester
- Absence of existing prototypes given the innovative nature of some of the courses being taught at AUD

The University is learning from the earlier challenges and is now encouraging teachers to divide the curriculum into weekly schedules. In addition, assessment processes of each programme are being streamlined and spaced out so as to optimise student performances.

However, smooth completion of coursework has been possible at the expense of faculty development activities such as research, sabbaticals and refresher courses. Additional faculty and teaching assistants are urgently required to create better teaching-research balance.

2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.

Student-centric learning is one of the fundamental objectives of AUD. Classrooms are envisioned as spaces for co-creation of knowledge and experiences. Attempt is made to use the free associative technique in lectures that helps to integrate the quest for knowledge with the experiences via the medium of discussions, interactions and dialogue. A series of suggested readings are taken up in each course and developed extensively in class. A constant concern and effort has been to establish bridges between courses across semesters and disciplines. Different media are actively made use of to facilitate class experiences. These include songs, films, poetry, stories and experiential exercises.

Learning situations that are workshop-based, field-based, seminars and end of the semester viva-voce, which is open to a larger audience for collective scrutiny, are mandated as part of curriculum across the University. Attempts to integrate processes in the curriculum that help bring context and practice closer to theory through internship and field-placements are actively pursued. Tutorials and mentoring are an integral part of most of the programmes.

At AUD, mentorship groups are imagined as a space where students can articulate their anxieties and needs. It is a place of playfulness and relaxation, building proximity and friendships with the teacher and peers. Mentorship groups are thus envisioned as powerful locales for peer learning and exchanges in a close, engaged, on-going intimacy. The co-constructed nature of knowledge and the inter-subjective sense of the self become possible in such small group settings.

2.3.5 What is the university's policy on inviting experts / people of eminence to deliver lectures and/or organize seminars for students?

The University has several formal platforms where on a regular basis practitioners, activists, artisans, artists and academicians are invited to deliver lectures or participate in seminars. The University also has public events like the annual Ambedkar Memorial Lecture, Conversations (a series of annual panel discussions focussed on an important social science theme), afternoon

seminars organised by different Schools on a weekly basis or Friday afternoon seminars. It also organised a three-week long Social Science Research Methods Festival in December 2010 and Faiz, Kabir and Manto festivals, where eminent researchers and social scientists were invited as resource-persons, were also held. On many instances, adjunct faculty are invited to offer entire courses in regular or workshop mode.

2.3.6 Does the university formally encourage blended learning by using e-learning resources?

E-learning resources are crucial for research in contemporary times. The library at AUD provides online access to several critical databases for journals and academic work, like JSTOR, Project Muse, etc. Other than this, students are encouraged to make use of books available for downloading online so as to inculcate a wider exposure to the latest in the field. Links leading to e-resources are incorporated in the course reading lists. For instance, at the UG level, the course Introduction to Social Science is based on a combination of online learning assisted by tutorial sessions. Links to lectures by various scholars like Alan Macfarlane from Cambridge University's link of Yale Lectures and online link to www.whypoverty.net are used as learning resources. Many e-learning resources are used, including Capitaline database, Ebsco, Taylor & Francis, etc. The School of Business, Public Policy and Social Entrepreneurship has also subscribed to the Harvard Business School Cases library and faculty are encouraged to use the best-in-class reading material and case studies.

2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning, open educational resources and mobile education used by the faculty for effective teaching?

Student groups are encouraged to blog and visit micro-sites. Use of Moodle, workshop or lab-based learning is prevalent in many programmes, particularly in visual arts, performance and film studies and social design. Open-access software such as 'R' and Quantum GIS are being used to teach quantitative research methods. Lab-based approaches are used for teaching about Geographic Information Systems, statistical analysis and ecological modelling techniques. The University has free access to a large number of e-journals in various fields of study and students are encouraged to use these resources for various assignments. The IT department and Library ensures that students can access e-resources on non-working days. Also, teachers integrate high quality research into their teaching by accessing these resources.

2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the university's educational processes?

Not yet.

2.3.9 What steps has the university taken to orient traditional classrooms into 24 × 7 learning places?

There is an effort to engender student driven learning process where one begins to question the confines of classrooms as pre-requisites to learning and ensure that learning is taken beyond time-space configurations inside the University. Faculty have contact hours for students which ensures a lively dialogue beyond the classroom, besides being available on their official emails in case of need. Field-based projects and independently driven project works by students may be leading in the direction of 24 × 7 classrooms, but it is still a very nascent attempt within the University to think through the departure from traditional classrooms.

2.3.10 Is there a provision for the services of counsellors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.

Student-based guidance through the services of counsellors etc. are materialised in the following manner;

- University Clinic for psychosocial counselling, Ehsaas (more than 200 persons in emotional need have accessed it so far, a majority of whom are students of AUD)
- Peer support - Student Cell
- Academic programme based mentorship groups
- Tutorials for undergraduate as well as postgraduate programmes

Every student is allocated a mentor whom they meet in small groups for academic, personal and other guidance. Students use these spaces to discuss their research ideas, personal concerns and difficulties and plans for the future. The idea driving mentor-mentee relationship has been to provide a space for co-learning, moving away from emphasis on competition towards shared goals.

The Centre of Psychotherapy and Clinical Research has an on-going project by the name of Ehsaas, which provides low-fee and free counseling and psychotherapeutic support to students who may avail it at any time. Since its inception, Ehsaas also has had individuals and families coming from different sections of society. Adults, adolescents, children and families have come to the clinic seeking help and a majority of them have stayed in therapy for a considerable duration. Out of the 200+ clients, 70% have been young people, age group of 18 to 24, from AUD and other Universities in Delhi. To provide a detailed and nuanced representation of the clientele visiting Ehsaas, we may sum up by saying that in the last one and a half years, many students have come to Ehsaas with difficulties ranging from anxiety, depression and suicidality to gender dysphoria, body image issues and behavioral problems. In addition, several students have sought help at Ehsaas with adjustment difficulties, associability, drug addiction, loss of a loved one or intractable family issues such as domestic violence, alcoholism or psychosis of a family member, broken homes, sexual abuse or difficulty in sustaining relationships.

2.3.11 Were any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?

Courses are designed keeping in mind the ethos of the AUD's vision which foregrounds equity, excellence and social justice. This has itself meant a departure and a reinterpretation of conventional / established knowledge systems and structures. Innovation in content and design is supplemented by innovations in pedagogy, which reimagines the class room space as interactive. In addition to dissemination of knowledge, teachers try to foster a climate where no student is left feeling anonymous or unacknowledged. A student's context and socio-historical realities are taken into account. This helps to make the classroom an intimate space where education, theory and struggles of lived life can all be related with simultaneously.

Students participate through a variety of modalities in the form of group / individual presentations, discuss documentary films and other evocative material and also submit their written reflections. This creates a balance between creativity and academic rigour. A variety

of media like narratives, contemporary audio-visual and literary works are actively used to render the class room interactive and to facilitate dialogue. The component of ‘field immersion’ encourages ‘learning by doing’ and at the same time reinstates the firm belief that the ‘doing’ has to be understood ‘conceptually and theoretically’. Self-reflective work is emphasised and the evaluative process is in congruence with the methods employed for teaching.

While there is no formal method to evaluate the impact of such practices, semester-end discussions with the members of the Board of Studies, SCAP and faculty themselves indicate that these approaches have been highly productive. Students have acknowledged the effectiveness of these approaches through the end-semester feedback forms.

Innovation is part of University’s vision and faculty members are encouraged to frame their own curriculum around areas of research interests. While this practice is in itself a reinforcement and affirmation of creativity in teaching-learning, there is no structural recognition of this as yet.

2.3.12 How does the university create a culture of instilling and nurturing creativity and scientific temper among the learners?

Courses are specifically designed to foster critical thinking and a climate of conceptual self-questioning, all of which are designed to inculcate a spirit of rational inquiry among students. One of the main objectives of the course curriculum is to instil an analytical and creative ability among the student body and it is manifest in the teaching strategies, the types of assessments and projects and the field-based learning modules. The students are taught to think like researchers and to synthesise complex forms of knowledge related to real life issues of environment and development. The field-based learning approach, due to the fact that it takes place in complex real life situations, also reinforces creative and scientific approaches. Both the internship and dissertation research projects are designed to motivate students to undertake research-based thinking and analysis.

2.3.13 Does the university consider student projects mandatory in the learning programme? If yes, for how many programmes have they been (percentage of total) made mandatory?

- Number of projects executed within the university
- Names of external institutions associated with the university for student project work
- Role of faculty in facilitating such projects

University considers student projects central to all its learning programmes. Most postgraduate programmes have a mandate to have a compulsory 25 per cent field-work component, which is credited. Student projects are an essential aspect of student output and progress. They are tracked by the dissertation process which begins in the third semester of the MA programmes; the projects are evaluated along with the dissertations at end of the programmes i.e. in the fourth semester. Details of students’ projects can be found in Evaluative Reports of Schools.

Much of the field-based project work is carried out in collaboration with external agencies / institutions in the development sector, NGOs, industry, community based organisations and State bodies, like NCERT, SSA, etc. The detailed list can be found in the Evaluative Report of various Schools.

The faculty are primarily responsible for helping students develop viable project ideas that satisfactorily meet the requirements of internships and dissertations and work with the students continuously to ensure optimal learning and quality. Some of the students are accompanied to the field to allow for hands-on learning of methodologies and synthesis.

2.3.14 Does the university have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?

The University has filled most of the Assistant Professor level positions, but there is a shortage in the Associate level and Professor level positions. The shortfall is supplemented by adjunct faculty, visiting faculty, temporary faculty, PhD students as teaching assistants and Academic Fellows. The University is also seeking collaborations with other institutions of higher learning and research to offer specialised programmes. AUD also has a system of concurrent appointments where each faculty member, based on research interest and expertise, is allowed to teach across Schools and programmes.

2.3.15 How are the faculty enabled to prepare computer-aided teaching/ learning materials? What are the facilities available in the university for such efforts?

The faculty has 24-hour desktop access to complete computer and internet facilities and software for preparation of teaching material, such as MS Powerpoint. Faculty also have desktop access to scholarly literature in the form of international journal databases and e-book resources, both from home and in campus. Further, the campus is largely wi-fi enabled. Classrooms are also equipped with projectors and speakers.

2.3.16 Does the university have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?

Regular interactions with the students are held to work out the effective teaching methods, nature of assignments and assessment structures as well as other issues that students might need to raise in the interests of learning and cognitive development. The feedback serves as a reliable and democratic platform, offering an insight into students' perspective on their experience in the classroom.

The University has formally established a system of collecting student feedback at the end of each term. A feedback form has been developed, which is given to students by course coordinators to be filled after the completion of the course. It covers a wide range of evaluation questions including the content / structure of the course, reading materials, assessment process and assessment of course instruction. Feedback and constructive criticism are shared and discussed with the Dean and faculty and, if necessary, changes in course content and pedagogical strategy are incorporated in the next term or academic year as the case may be.

Apart from feedback forms, the Student-Faculty Committees in each programme with representatives from both the student and faculty, meet regularly to share and discuss feedback.

2.4 Teacher Quality

2.4.1 How does the university plan and manage its human resources to meet the changing requirements of the curriculum?

Much of the needs of the changing requirements of the curriculum are met by self-learning by faculty and external training (Academic Staff College or any other), as and when possible. Peer-reviews and learning are also part of the process. Other ways of managing teaching-learning are:

- Periodic workshops conducted by prominent experts, practitioners, artists and writers
- Collaboration within Schools in the University: The system of concurrent appointments in the University encourages human resource to travel across programmes and Schools
- Collaborations with other institutions for development and conduct of courses: CDS, MIDS, Centre for Women's Development Studies, PRADAN
- Consultative meetings with external experts
- Guest and adjunct faculty are invited wherever required.

2.4.2 Furnish details of the faculty

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
DSc / DLit	-	-	-	-	-	-	-
PhD	5	3	10	9	22	21	70
MPhil	-	-	-	-	5	3	8
PG	1	-	1	-	2	9	13
Academic Fellow / Temporary Teachers							
PhD	2	-	1	2	6	3	14
MPhil	-	-	-	-	8	7	15
PG	-	-	-	-	2	5	7
Visiting Faculty / Part-time teachers							
PhD	7	3	9	7	7	2	35
MPhil	-	-	-	1	1	-	2
PG	5	3	10	8	4	5	35

2.4.3 Does the university encourage diversity in its faculty recruitment? Provide the following details (department / school-wise)

Department / School	% of faculty from the same university	% of faculty from other universities within the State	% of faculty from universities outside the State	% of faculty from universities in other countries
SBPPSE	0	57	43	0
SCCE	0	0	63	37
SDes	0	0	83	17
SDS	0	38	37	25
SES	0	71	29	0
SHE	0	71	0	29
SHS	0	60	20	20
SLS	0	52	32	16
SUS	NA	NA	NA	NA
CCK	0	0	50	50
CECED	0	68	26	5
CPCR	0	100	0	0
CDP	0	33	68	0
CSSRM	0	0	50	50

2.4.4 How does the university ensure that qualified faculty are appointed for new programmes / emerging areas of study (Bio-technology, Bio-informatics, Material Science, Nanotechnology, Comparative Media Studies, Diaspora Studies, Forensic Computing, Educational Leadership, etc.)? How many faculty members were appointed to teach new programmes during the last four years?

All the programmes in the University have been launched in the last five years and faculty recruitment was done keeping in mind the programme and course needs. Some programmes are short of faculty and these will be filled up in the ongoing round of recruitments. The shortfall is taken care of by the recruitment of temporary faculty and by inviting short-term visiting faculty. The University also has a provision of inviting adjunct faculty for specialised areas of knowledge.

2.4.5 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the university?

Emeritus: 1 in SHE (but not on the rolls of the University)

Adjunct: 46 (2009-2014)

Visiting: 27 (2009-2014)

2.4.6 What policies/systems are in place to academically recharge and rejuvenate teachers (e.g. providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)?

The University encourages teachers to regularly attend refresher / orientation programmes. It also has a provision to provide financial assistance to teachers for attending national / international workshops / conferences / seminars and organising national / international conferences.

2.4.7 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?

Eight (8).

2.4.8 How many faculty underwent staff development programmes during the last four years (add any other programme if necessary)?

Academic Staff Development Programme	Number of faculty
Refresher courses	9
HRD programmes	0
Orientation programmes	11
Staff training conducted by the University	0
Staff training conducted by other institutions	5
Summer/ Winter schools, workshops, etc.	6

2.4.9 How many faculty have

- been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies? 44
- participated in external Workshops / Seminars / Conferences recognised by national / international professional bodies? 43
- presented papers in Workshops / Seminars / Conferences conducted or recognised by professional agencies? 69
- teaching experience in other universities / national institutions and other institutions? 38
- industrial engagement? 17
- international experience in teaching? 13

2.4.10 How often does the university organise academic development programmes (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?

Consultative meetings with experts in the domain and practitioners to deliberate on academic programmes as well as on specific courses have been organised on several occasions. In addition to these formal initiatives, there has been a constant emphasis to instil in the organisational culture a spirit of auto-critique and self-reflection. This has translated into deliberations

among faculty around philosophy of pedagogy, rationale underpinning the assessment policy, interdisciplinarity, accountability and student vulnerability at University and School levels. In this spirit, general meetings involving all faculty members have been organised annually.

2.4.11 Does the university have a mechanism to encourage

- Mobility of faculty between universities for teaching?
- Faculty exchange programmes with national and international bodies?

If yes, how have these schemes helped in enriching the quality of the faculty?

AUD is only five years old and the recruitment of faculty has happened over the last four years. In the first few years, AUD has drawn from national and international experts to help in teaching. We are in the process of drawing MoUs with other national and international institutions for faculty and student exchange in teaching and research programmes. It is hoped that in the near future AUD faculty members will be able to benefit from these collaborations.

2.5 Evaluation Process and Reforms

2.5.1 How does the university ensure that all the stakeholders are aware of the evaluation processes that are in place?

There is a completely de-centralised assessment system without an office of the controller of examinations. Programme and School level Evaluation Committees are responsible for the evaluation processes. The University follows a process of continuous evaluation and the assessment scheme is announced right at the beginning of the semester / trimester and communicated in the course outlines / handbooks provided to each instructor. Information is given to the students at the time of orientation and is also posted on the University website.

2.5.2 What are the important examination reforms initiated by the university and to what extent have they been implemented? Cite a few examples which have positively impacted the examination management system.

Doing away with the 'single examination' system, the University has introduced an evaluation system which is innovative – based on continuous assessments. For each course being offered, a minimum of three assessment situations are presented to the student and any single assessment does not carry more than a 40% weightage. The assessment situations comprise a variety of modalities, including individual and group exercises, quizzes, simulations, viva-voces, audio-visual presentations, term papers and case discussions. Each assessment situation is thus meant to aid the process of teaching and learning. An assessment calendar is prepared keeping in mind the assessment situations, time and duration of the semester / trimester system, weightage attached to each assessment and the cohort size. The University has instituted a system of student feedback after each assessment in which the answers are discussed and the marking system shared. All examination-related activities are handled by the School faculty through an Assessment Committee.

2.5.3 What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode / media adopted by the prog team/school/university for the publication of examination results (e.g. website, SMS, email, etc.).

Continuous feedback is provided on all of the assessment situations, spread throughout the semester. The consolidated result / grades are prepared and published within two weeks of the last date of assessment (which is typically an end-semester assessment carrying weightage not more than 40%). The results are shared with the students via email and also made available on University notice boards and entered into the ERP. Students can approach the faculty at any time in case of any discrepancy or clarification they need on the grades.

2.5.4 How does the university ensure transparency in the evaluation process? What are the rigorous features introduced by the university to ensure confidentiality?

Each instructor shares the assessment scheme, schedule and the various criteria for evaluation for a course with the students at the beginning of the semester / trimester and this is strictly adhered to. Continuous feedback is provided on all assessment situations from time-to-time. Moreover, individual course co-ordinators lend themselves to answering queries that come their way. There are systemic structures in place such as the Student Faculty Committees (SFCs) to address any grievances in relation to teaching, learning and evaluation.

Faculty are accountable to the students for the marking process. Weak students, on evidence of commitment, are given opportunities for resubmission of written assessments.

Since the assessment process is tied closely to learning situations in each course and is formative and continuous in nature, the emphasis is not on confidentiality so much as on transparency and relevance to students' learning.

2.5.5 Does the university have an integrated examination platform for the following processes?

- Pre-examination processes – Time-table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.
- Examination process – Examination material management, logistics, etc.
- Post-examination process – Attendance capture, OMR-based exam result, auto processing, generic result processing, certification, etc.

Not applicable, since the University does not follow a unitary model of instruction and evaluation. Each School follows a decentralised process as regards to examination, with responsibility of evaluation given to the course coordinators.

2.5.6 Has the university introduced any reforms in its PhD evaluation process?

The PhD process is still new for any reform to have taken place.

2.5.7 Has the university created any provision for including the name of the college in the degree certificate?

Not applicable.

2.5.8 What is the mechanism for redressal of grievances with reference to examinations?

The University assessment guidelines have provisions for students to improve their grades. Students can approach individual teachers with respect to discrepancies. The grades are circulated to students before they are finalised / published so that any inadvertent errors or grievances can be addressed at this stage. Moreover, appeals can be made to School level assessment committees, Student-Faculty committees and finally to the Deans of Schools in case of any grievance.

2.6. Student Performance and Learning Outcomes

2.6.1 Has the university articulated its graduate attributes? If so, how does it facilitate and monitor its implementation and outcome?

Some of the attributes that AUD aspires to see in its graduating students are:

- Ability to read and write analytically
- A sense of inquiry: ability to ask questions, problematising, synthesising and articulating
- Have the confidence to share their views and express themselves
- Ability to make sense of and critically evaluate practices, policies and theories and apply their learning to real life situations
- Ability to analyse, interpret and draw conclusions from data
- A critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

The teaching methods and course curricula and design have been formulated with the objective of developing these attributes amongst the graduate community. There is evaluation of such development from time to time through regular faculty meetings and consultative programmes, which is reflected in the modifications that have been introduced in the course content and teaching methods over the last four years. Feedback from alumni is also considered in modifying and streamlining the course curriculum.

2.6.2 Does the university have clearly stated learning outcomes? If yes, give details on how the students and staff are made aware of these?

All programmes offered at AUD have been designed keeping in mind their relevance / rationale as well as the learning objectives they hope to accomplish. These are clearly defined in course documents and outlines and are discussed among faculty within the School and other University bodies such as BoS, Academic Council, etc. These are also circulated among students via the handbooks and detailed course outlines. During orientations at the start of the semester and other student-faculty interactions across the semester, students are made aware of the learning objectives.

2.6.3 How are the university teaching, learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?

The courses are designed to meet the learning outcome of each programme. Field immersion and references to field are encouraged wherever possible. Interaction between faculty and students, both inside and outside the classroom, are encouraged to be interactive and non-

hierarchical. This participative pedagogy ensures that students achieve a certain standard of excellence. All the programmes are so designed that students will be able to apply the concepts and theories that are imparted in class in real life situations. Assessment situations are designed keeping in mind the needs of diverse students in each programme.

2.6.4 How does the university collect and analyse data on student learning outcomes and use it to overcome the barriers to learning?

Student learning outcomes and progress are monitored at weekly faculty meetings and addressed through mentoring and tutorial processes. The School receives structured feedback from students on the course content, delivery, etc. at the end of each semester / trimester both in terms of each individual course as well as on all the courses in a semester / trimester. All these data, along with grades, is recorded, collated and filed for each student. The scholarship committee of Schools also evaluate progress of individual students during the MA programme for the purposes of awarding scholarships for outstanding student performance. In this process, students who have made consistent improvement in their academic performance are identified and encouraged through scholarship awards.

2.6.5 What are the new technologies deployed by the university in enhancing student learning and evaluation and how does it seek to meet fresh/ future challenges?

Some of the ways in which teaching-learning is made dialogic and student-centric rather than top-down are adoption of communicative strategies that go beyond the text, innovations in pedagogic practices that take teaching-learning beyond the class rooms and continuous assessments.

Programmes also make extensive use of internet / online resources, various software (MSExcel, 'R', PC-ORD and Arc-GIS) and databases (including e-journals). Each student is given an official email id and group ids for each batch of students are created. All records and information is also present in the intranet (ERP), which is accessible to all students and staff. All communication is done through official email only. In addition, Moodle is used as a course administration and communication tool by some of the faculty.

Criterion III:

Research, Consultancy and Extension

3.1 Promotion of Research

3.1.1 Does the university have a Research Committee to monitor and address issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

AUD has set up an Advisory Committee for Research and Project Management (ACRPM) with the mandate to examine issues related to research and project management, to recommend structures and processes to enable smooth functioning of research projects and to develop standard operating procedures. This has been done with the approval of the Board of Management of the University. The committee has the Pro Vice Chancellor as Chairperson and the members include the Dean (Academic Services), Dean (Planning), two Deans from the Schools, one member from among the Directors of Centres, one member from the Board of Management, one member from the Academic Council, the Registrar and the Controller of Finance.

ACRPM has the following functions:

- a) To assess the proposals for projects with reference to the mission and objectives of the University
- b) To effect due diligence on project proposals and any instrument of collaboration and / or partnership that are to be executed
- c) To effect a scrutiny of financial agreements
- d) To advise the Vice Chancellor on approval of projects and execution of instruments of collaboration, partnership, receiving of grants, etc.
- e) To ensure smooth institutional facilitation of the approved project by way of financial management organisation support
- f) To review the progress of projects and to effect peer assessment of the outcomes of the projects.

Given that these are the formative years of the University, appropriate structures are being put in place and it is hoped that eventually an office of a Dean (Research) and a Dean (International Partnerships) will get established. In the meantime, procedures involved to facilitate research have been simplified. Attempt has been made to streamline the project management system by creating dedicated processing within the University administration. For example, at present, the Finance Department has developed a standard procedure for examination of accounts submitted by the principal investigator and the utilisation certificate to be issued.

An Advisory Committee for International Partnerships (ACIP) has also been constituted for research activities involving collaboration (including grants received) with foreign universities and international agencies.

Further, the University has established several Research Centres that receive financial support from the University and from external sources, including private foundations (both national and international) and government research councils. These are the Centre for Early Childhood Education and Development, the Centre for Development Practice, the Centre for Community Knowledge, the Centre for Social Science Research Methods and the Centre for Psychotherapy and Clinical Research (further information on the roles and functions of the Centres are provided in 3.3.1).

A Standing Committee Research (SCR) of the Academic Council has been established as the administrative body overseeing MPhil and PhD research study programmes. The SCR was

formed in November 2010 and consists of a Chair (the Pro Vice Chancellor), a Convenor, and Deans of all Schools of the University. Research Studies Committees (RSCs) constituted in the Schools of the University report to the SCR and are responsible for routine management of the MPhil and PhD programmes (e.g. admissions, monitoring academic progress of research scholars, etc.). There are presently RSCs for the Schools of Liberal Studies, Culture and Creative Expressions, Human Studies, Educational Studies, Human Ecology and Development Studies. Each RSC consists of the School Dean, a faculty Convenor and 3-5 faculty members of the School of various academic ranks. RSC members are faculty members who are eligible to supervise MPhil and PhD scholars according to the aforementioned regulations. Under each RSC, research scholars are guided by individual advisory committees (Doctoral Advisory Committee or PhD Advisory Committee).

In the School of Human Studies, where collaborative research degree programmes have been introduced (in Women and Gender Studies and in Development Practice), there are special programme advisory committees which consist of members from outside the University.

3.1.2 What is the policy of the university to promote research in its affiliated / constituent colleges?

Not Applicable.

3.1.3 What are the proactive mechanisms adopted by the university to facilitate the smooth implementation of research schemes/ projects?

Some of the mechanisms have been detailed in 3.1 above. Given that AUD is a young university, it is in the process of setting up additional institutional processes to manage research schemes / projects. For example, the University has provisions to provide start-up research grants and seed money for research to its faculty members. Six such ongoing projects initiated by faculty members have been funded fully or partially by the University (Ref. Tables 3.2.3.1 & 3.2.3.2) Further, enabling provisions like leave for research have been put in place.

3.1.4 How is interdisciplinary research promoted?

Between / among different departments /schools of the university

AUD, by its very mandate and structure, is involved in interdisciplinary initiatives in different ways. Most courses emphasise field-based learning which necessitates interdisciplinary research among faculty and students. For example, in the Psychology programmes, research looks at the interfaces between the psyche on the one hand and the history, culture and the social reality on the other. This is facilitated by the interdisciplinary research background that many faculty in AUD bring with them and the University's policy of concurrent appointments encouraging teaching and research across School / Programme boundaries. Similarly, at the level of dissertation writing for Masters, MPhil or PhD degrees, the choice of supervisor is not limited by School / Programme boundaries.

Moreover, Centres at AUD are an integral component of the University's structure and are involved in fundamental interdisciplinary research. While the Schools are engaged primarily in offering academic programmes, the Centres are meant to undertake large research projects in addition to policy analyses, advocacy, training and networking with other institutions, etc. Most of these Centres represent emerging interdisciplinary areas and partner with external agencies and Schools of Studies for interdisciplinary research. The Centres are listed below and their activities too are described.

The Centre for Community Knowledge documents studies and disseminates community knowledge within a multi-disciplinary perspective and framework so as to improve understandings of our living heritage and integrate community-based knowledge in the available alternatives of development with attention to equity and social justice. Community and indigenous knowledge is largely oral and has rarely been recorded or validated by social science or the scientific method. Therefore, recording and validation may serve to analyse and incorporate such knowledge in an epistemic corpus with the aim of promoting local sustainable development and redefining mainstream views of applicable knowledge.

The Centre for Development Practice in collaboration with development sector agents like PRADAN aims to make 'development practice' a distinct field / discipline. It engages with practice in areas such as rural livelihoods, education, governance and health. The core foci are bridging the inherited divide between theory and practice, natural and social science, self-perspective and group-perspective, individual research and collaborative research.

The Centre for Early Childhood Education and Development focuses on research, advocacy, quality improvement and networking in the area of Early Childhood Education and Development (ECED). It has emerged as an area of high priority research globally, with state of the art brain research indicating the critical importance of the first few years in the life of a child and the need for a quality environment to nurture the brain. It thus contributes to Ambedkar's vision of social equity since ECED serves to ensure a level playing field for all children, especially those from the marginalised sections of society.

The Centre for Psychotherapy and Clinical Research aims to promote psychoanalytic research and awareness and understanding of the human psyche in a culturally rooted and sensitive manner. Research in the Centre endeavours to offer relevant reflections on the struggles of the individual-family matrix as represented also in the unconscious intrapsychic conflicts of patients coming to its psychotherapy clinic. Research emphases of the Center include: a) understanding youth involved in crime in Delhi in collaboration with the Delhi Police (ongoing project); b) trans-generational trauma and emotional vulnerabilities caused by political and social displacements; c) indigenous healing traditions and practices; d) research on psychoanalysis; e) women's mental lives in communities under transition and f) class and the symbolisation of distress.

The Incubation Centre for Social Entrepreneurship and Innovation will provide mentorship and arrange venture capital / angel investor funds for entrepreneurial initiatives in the social sector. Apart from students and faculty of the University, the Centre will encourage individuals from outside the University, particularly those from disadvantaged backgrounds to make use of the Centre's resources. The Centre will actively undertake interdisciplinary and collaborative research in the area of social entrepreneurship and public policy. It will also promote publication of case studies which can be used for teaching purposes.

In addition, the Centre for Social Science Research Methods has been established to promote and facilitate research in the University and the region (Refer to Section 3.3.1 for further details).

Collaboration with national / institutes / industries.

The structure and mandate of the University facilitate inter-disciplinary and practice-oriented research in collaborations. AUD has developed collaborative research initiatives with a variety of institutions (universities and research institutions), a large part of which is interdisciplinary in nature (see Table 3.1.4 for a listing of collaborative projects).

**Table 3.1.4 MAJOR COLLABORATIONS
(Ongoing / Completed)**

#	School / Centre / Programme receiving support	TITLE	Year of Completion	Sponsoring / Collaborating Funding Agency
1	2	3	4	5
1.	SBPPSE	Postgraduate Diploma programme in Publishing	2013 (Ongoing)	National Book Trust
2.	SES	Workshops for Teachers of Government Schools in Delhi	2012	Ahvaan Trust
3.	SES	Delhi School Project for the enhancement of content and teacher development of Government Schools in Delhi	Ongoing	Ahvaan Trust, Department of Education (DoE), Govt of Delhi
4.	SES	Workshop on 'Education Policy'	2013	National University of Education Planning and Administration (NUEPA), Azim Premji University (APU), Tata Institute of Social Sciences (TISS, Hyderabad)
5.	SES	Comparative Inquiry into the Post RTE School Scenario in India: Survey of Schools (Institutional Quality, Teachers and Parents)	2012	Padma Sarangapani (TISS) and Rahul Mukhopadhyay (Azim Premji University), funded by MHRD (2011-12)
6.	SES	Collaborative Workshop on Education Policy, on the theme of Regulation in Education with TISS, APU, NUEPA	2013	ICSSR
7.	SHE	Research in Ecology and the Environment: To study the impact of conservation induced displacement on host community livelihoods in Kuno Sanctuary, Madhya Pradesh	2012	AUD, Samrakshan Trust, ATREE, Bangalore

1	2	3	4	5
8.	SHE	Study titled “Three Narratives of Forest Dependence on the Periphery of Kuno Wildlife Sanctuary: Exploring Changing Patterns of Resource Use”.	2011	Society for Promotion of Wasteland Development
9.	SHE	Community based restoration of degraded grasslands and fallow land in the buffer area of the Kuno Wildlife Sanctuary	2012	Samrakshan Trust, Sheopur, MP and SHE, AUD
10.	SHE	Research activities in Banni, Gujarat [research scholars are being funded and a field station has been created in Banni]	Ongoing	Ford Foundation Grant of 100,000 US\$ (overall) in collaboration with ATREE and Sahjeevan (Bhuj)
11.	SHE	Ecology and Livelihoods in Community Managed Forest of Central Himalayas	Ongoing	AUD in collaboration with Centre for Ecology, Development and Research, Dehradun (CEDAR) (3 Lakhs)
12.	SHE	Inter-University collaborative exchange	Ongoing	Urban Knowledge Network Asia (1.25 million Euro) with 14 international institutions, Marie Curie Actions
13.	SHE	Environmental Laboratory at SHE [Thrust areas: Restoration Ecology]	Ongoing	SAIL
14.	SHS	Class and Caste: In Need of a Theoretical and Empirical Re-Examination		ICSSR, Department of Economics, University of Calcutta and University of Kalyani
15.	SLS	A Multi-dimensional Study of Imperial Order and its Journey Towards Neoliberal Imperialism under Globalization	2012-14	ICSSR
16.	SLS	The State, Globalisation and industrial Development in India: the Political Economy of Regulation and Deregulation’	2013-16 (On going)	Research Council of Norway (to be processed through AUD) under its INDNOR programme

1	2	3	4	5
17.	CECED	Longitudinal Study of Impact of Participation in ECE and Variations in Quality of ECE Experience on School Readiness and Primary Level Outcomes in Children	2011-2016 Ongoing	World Bank, MHRD, UNICEF, UNESCO, SERP, Bernard van Leer Foundation, NRTT, CIFF
18.	CECED	Masters Program in ECCE	2013-2015 Ongoing	SRTT
19.	CECED	‘Early Childhood Development for the Poor: Impacting at Scale’.	2013-2016 Ongoing	Institute of Fiscal Studies
20.	CECED	Impact Assessment of Akshara engagement with ICDS System	2012-2013 Completed	Akshara Foundation
21.	CECED	Early childhood Component – “Linked for Learning”	2012-2013 Completed	CARE, India
22.	CECED	Strategic Collaboration of ECCE	2012-2013 Completed	CARE, India
23.	CECED	Analytical and Research Activities in ECCE	2012 Completed	World Bank
24.	CECED	Review of Provisions for Preparation/Teacher Education Personnel for ECCE	2010 Completed	NCTE and AUD
25.	CCK	AUD Institutional Memory Project	Ongoing	AUD
26.	CCK	Celebrating Memories of Delhi	Ongoing	ICHR
27.	CCK	Time, Space, Direction-Diversities in Cartographic Tradition	Ongoing	ICHR
28.	SDes	Evolving Best Practices for Postgraduate Teaching about Design, Culture and Society: Developing curriculum, pedagogy and teaching materials through collaborative, cross-cultural partnership	Jan-Dec 2014	British Council and Royal College of Art, London.

3.1.5 Give details of workshops / training programmes / sensitization programmes conducted by the university to promote a research culture on campus.

The University organises several activities and events to promote a research culture. At the University level, AUD organised a Social Science Research Methods Festival in partnership with Sage India and the Indian Council of Social Science Research in December 2010. A large number of scholars from all over India (pre-doctoral, doctoral and postdoctoral researchers and early career faculty) belonging to diverse social science disciplines such as political science, economics, psychology, sociology and interdisciplinary areas of study such as education studies, development studies, media, communication and translation studies participated in the Festival. As part of the Festival, two short courses ‘Doing Social Science Research’ and ‘Scientific and Research Writing’ and four workshops, namely, ‘Participatory Research Methods’, ‘Ethnography’, ‘Computer Assisted Qualitative Data Analysis: Atlas.ti’ and ‘Statistics for Social Sciences’ were offered over a period of three weeks.

In addition, the following is a list (Table 3.1.5) of some of the activities that have been conducted in order to promote a research culture in the University.

Table 3.1.5 Workshops / Training Programmes / Sensitization Programmes Conducted

School of Human Ecology	<ul style="list-style-type: none"> - organised, in collaboration with Common Ground (USA), the ‘Sixth Global Studies Conference’ in September 2013, with participation of over 100 scholars from across the world. - organised an Annual Student Research Seminar in October 2012. The second edition took place in December 2013. - organised National-level ‘Seminar on Human Ecology’ in December 2012.
School of Development Studies	<ul style="list-style-type: none"> - has started a Labour Studies Colloquium which periodically holds workshops on research methods in labour studies with eminent researchers and scholars in the field. Three such workshops have been held between January 2013 and the present. - International Conference on ‘Land, Labour and Livelihoods in the Global South’ in November 2011.
School of Culture and Creative Expressions	<ul style="list-style-type: none"> - organised ‘Atlantic Crossing’ – a film, literary, artistic and performance festival on Latin American culture in 2013, introducing students to research methods in the arts. - conducted a national workshop on curatorial practices funded by the India Foundation for the Arts, Bangalore in 2012. - Two workshops on Photography and Documentary Filmmaking by Paolo Favri in 2013. - Workshop on Material Based Art Practices by Masuma Sayed in November 2013. - Workshop on Archive Based Art Practices by Vivan Sundaram from February 2014.

Centre for Development Practice	<ul style="list-style-type: none"> - organised a workshop on Action Research for AUD faculty and practitioners based in rural field locations and also for students in 2013.
School of Human Studies	<ul style="list-style-type: none"> - conducted a national workshop on Disability, Gender and Subjectivity, organised in collaboration with Indian Association of Women's Studies in August 2013. - Workshop on 'Psychobiography as Methodology' in collaboration with CSCS, Bangalore in August 2010. - Annual workshops with Neil Altman from New York University in Relational Psychoanalysis.
School of Business, Public Policy and Social Entrepreneurship	<ul style="list-style-type: none"> - conducted three management development programs on behavioural skills for organisations like the National Book Trust, John Wiley Ltd and Accounts officers of the Indian Postal Services, GOI in 2012-13. - National Symposium on Social Entrepreneurship in March 2014. - National Consultative Workshop for Incubating Social Entrepreneurship and Innovation in March 2014.
School of Educational Studies	<ul style="list-style-type: none"> - Workshop on Curriculum Studies and Critical Theory by Michael Apple in October 2009.
School of Design	<ul style="list-style-type: none"> - Workshop on Sustainist Design by Mikhail Schwartz in February 2014. - Workshop on Design Research Tools by Quicksand Design Studio in January 2014.
Centre for Early Childhood Development and Education	<ul style="list-style-type: none"> - Periodic research workshops on Longitudinal Research on Impact of Early Childhood Education. - International Research Consultation on ECCE in December 2013.

3.1.6 How does the university facilitate researchers of eminence to visit the campus as adjunct professors? What is the impact of such efforts on the research activities of the university?

There are a variety of possible arrangements for people of eminence to engage as visiting / adjunct faculty. It is a conscious policy that a significant proportion of the faculty would be drawn through such arrangements, particularly given the interdisciplinary and practice-focussed nature of many of the programmes at AUD.

The impact of such arrangements has been seen in curriculum and course development, introduction of innovative methodologies of scholarship and collaborative research. For example, SCCE has had eminent theatre practitioner (and former National School of Drama Director) Anuradha Kapur on board as full-time visiting professor; she has offered courses and provided inputs with regard to devising curricula of practise-based MA and PhD programmes. The School is presently working towards inviting eminent artist Vivan Sundaram for the forthcoming semester as a visiting professor.

In SHS, Professor Neil Altman, a Fulbright scholar offers annual courses on relational psychoanalysis to the MA and MPhil students. Professor Altman has been involved with SHS in developing psychoanalytically informed community work. SHS also invites Professor Vinay Srivastava, eminent anthropologist from Delhi University, to teach ethnographic methods in the Qualitative Research Methods course taught in MA Psychology. Dr Swapna Gupta, retired clinical psychologist, Alberta Hospital, Calgary, Canada has been visiting annually to conduct

workshops with the MA Psychology students on Cognitive Behaviour Therapy and Clinical Research.

SDS has invited Professor Ari Sitas, an eminent sociologist and former Vice President of the International Sociological Association, many times to deliver special lectures, conduct research methodology workshops with students and also advise the School on curriculum. It has culminated in the establishment of the Labour Studies Colloquium in the school. Professor Ashwini Saith from the Institute of Social Studies, The Hague, will be visiting the school for two months a year from 2014.

In SBPPSE, Professor Massimo Warglien, from the Ca' Foscari University, Venezia visited the University during 2012 and had several interactions with faculty and students, discussing ideas of crowd sourcing and funding for social research projects. The MBA students received exposure and guidance to prepare business plans for varied projects. Professor Warglien has also agreed to work with the School in setting up a "Behavioural Lab". In 2013, Professor Sanjit Sengupta, of the San Francisco State University offered elective papers for students in the area of International Marketing and International Management. Professor Ashish Gupta, independent publisher and former professor of management regularly visits the School providing guidance, including the design and development of the PG Diploma Publishing programme.

In SLS, Professor Anjan Mukherjee, (Centre for Economic Studies and Planning, JNU) and Professor Alok Bhalla (Foreign Languages University, Hyderabad) have been Visiting Professors in Economics and English, respectively.

Professor Susan Stires from Bank Street College, New York, visited in 2014 and conducted workshops on reflective writing and qualitative research in SES. In 2014, Professor A B L Srivastava, eminent professor of Statistics conducted a workshop on quantitative research methodology for students.

3.1.7 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilisation.

Research at the University may be seen as falling under three broad categories. One, research undertaken as part of the requirement for Doctoral, MPhil and Masters programmes; two, research undertaken by individual or small groups of faculty; and three, large research projects. The first two are funded primarily through internal resources. In addition to start-up grants for faculty research projects, AUD offers limited financial assistance to meet travel costs for presenting papers and attending conferences as also funds for hosting seminars and workshops.

	2013-14 (in Rs.)	2012-13 (in Rs.)	2011-12 (in Rs.)
Total Grant-in-Aid (GiA)	20,00,00,000	18,21,23,975	7,00,00,000
Allocation for research from GiA	30,00,000 (1.5%)	20,00,000 (1.1%)	60,00,000 (8.5%)
Expenditure on Research *	18,84,017	25,69,645	33,54,200

*This includes start-up grants for faculty, salary for research staff and stipend to research scholars. This does not include expenditure incurred out of external research funding.

3.1.8 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

Not Applicable.

3.1.9 Does the university encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the university and other sources.

Budget provisions have been made for appointment of 20 Research Assistants for staffing research projects. AUD also has a pool of 20 Academic Fellows (equivalent to Assistant Professor) partly to coordinate research projects. A subset of these positions has been converted to postdoctoral fellowships.

3.1.10 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?

AUD's leave rules permit permanent full-time teachers who have completed seven years as Assistant Professors and three years as Professors / Associate Professors to avail of sabbatical leave for a period of six to twelve months. As yet, no faculty member has gone on a sabbatical, since most of faculty members have three years or less of service.

3.1.11 Provide details of national and international conferences organized by the university highlighting the names of eminent scientists / scholars who participated in these events.

See details in Table 3.1.11

**Table 3.1.11
SEMINARS / CONFERENCES / WORKSHOPS**

School / Centre / Programme	TITLE	Year	Sponsoring / Funding Agency
1	2	3	4
SBPPSE	Management Development Programme: "Tools for Improving Customer Interactions" for middle level sales and marketing employees of John Wiley Pvt. Ltd.	2013	John Wiley
SBPPSE	"Leadership Skills" for Officers of National Book Trust	2013	NBT
SCCE	Week-long curatorial workshop	2012	ACUA, Vadodara & India Foundation for the Arts, Bangalore
SDS	International Conference on "Land Labour and Livelihoods - A Focus on the Global South"	2010	AUD [in collaboration with University of Cape Town, South Africa]

SDS	National Seminar on Ambedkar's Legacy	2011	AUD
SES	Five workshops for teachers of government schools in Delhi along with a monthly meeting		AUD with Ahvaan Trust
SES	Consultation workshop organised on preparing a course on Education leadership in collaboration with Shiksharth, a non-governmental organisation working in the area of education leadership, with participants from IT for Change, Bangalore; Azim Premji Foundation; Kaivalya Foundation	2013	AUD
SES	A three day workshop on "Learning from Nature" by K.B. Jinan (Sadhna School, Pune) for SES students and faculty at the Dwarka Campus, AUD.	2013	AUD
SES	Consultation workshop on Social Science Education courses (two) for MA Education programme	2013	AUD
SES	December 2013. Collaborative Workshop on Education Policy, on the theme of Regulation in Education, AUD with TISS, APU, NUEPA at TISS-Hyderabad	2013	ICSSR
SES	Workshop on History of Education and Social Sciences. Azim Premji Foundation (APF) and Eklavya, Hoshangabad	2012	APF
SES	"First focus group discussion with government school teachers in Delhi: Challenges of quality"	2011	Ahvaan Trust
SES	"Second focus group discussion with government school teachers in Delhi: Pedagogic experiences and imaginations"	2011	Ahvaan Trust
SES	"Curriculum studies and critical theory workshop" by Michael Apple.	2009	AUD
SHE	National Seminar: 'Ambedkar and Contemporary Indian Politics'	2011	AUD
SHE	National Seminar: 'Nature, Knowledge, Power: Seminar on Human Ecology'	2012	AUD
SHE	International conference: Global Studies	2013	Common Ground and AUD
SHS	Collaborative workshop on 'Psychobiography as Methodology' with Anup Dhar and team from CUSP [Studies in Culture-Subjectivity-Psyche: Rethinking Mental Health], Centre for the Study of Culture and Society, Bangalore	2010	AUD

1	2	3	4
SHS	Dialogue with Veena Das, Anthropologist and Professor, Johns Hopkins University, on her work, “Life and Words: Violence and the Descent into the Ordinary.”	2010	AUD
SHS	Faculty Seminar on ‘Interdisciplinary linkages of Psychoanalysis and the Extension of Analytic Thought to Community based work.’ with Neil Altman, Fulbright fellow, Adjunct Clinical Professor, Postdoctoral Program in Psychotherapy and Psychoanalysis, New York University	2010	SOHS part of an ongoing collaborative program to develop a project on Community Mental Health under the Fulbright Fellowship
SHS	Special Lectures on ‘The Place of Aggression and Sexuality in Psychoanalytic Theory’ and “Relational Child Psychotherapy” with Neil Altman, Fulbright fellow, Adjunct Clinical Professor, Postdoctoral Program in Psychotherapy and Psychoanalysis, New York University	2010	SOHS part of an ongoing collaborative program to develop a project on Community Mental Health under the Fulbright Fellowship
SHS	Seminar on ‘How can Psychoanalysis contribute to Social Justice.’ with Prof Neil Altman, Fulbright fellow, Adjunct Clinical Professor, Postdoctoral Program in Psychotherapy and Psychoanalysis, New York University	2010	SOHS part of an ongoing collaborative program to develop a project on Community Mental Health under the Fulbright Fellowship
SHS	Six week long seminar by Neil Altman on ‘Relational Perspective in Psychoanalysis’	2011	AUD
SHS	Clinical Workshop by David Tuckett	2012	AUD
SHS	A week long workshop with Bhargavi Davar on ‘Mental Health and Gender’	2012	AUD
SHS	A day long workshop on ‘Masculinities’ by independent film maker Rahul Roy	2012	AUD
SHS	Conference on ‘Psychoanalysis, Religion and Culture’	2013	Psychoanalytical Unit, Fortis Hospital, Gurgaon
SHS	Workshop on ‘Disability, Gender, Subjectivity’	2013	AUD
CCK	International Conference on Digital archiving of Community Knowledge	2010	AUD, MHRD, ASI, CCRT
CCK	Safarnama Conference	2013	National Museum Institute
CCK	Community use of urban heritage knowledge in Delhi	2014	AUD

1	2	3	4
SCCE	A poster making work shop by visual artist Lokesh Khodke as part of the Manto Festival 'Manto-Age'	2012	AUD
SDes	International Conference at Nehru Memorial Library titled "Spaces of Water"	2014	Nehru Memorial Library
SDes	36 th Annual International Conference of the Design History Society, London	2013	Organised at National Institute of Design Ahmedabad
CECED	Conference on Impact Study	2013	Funded by UNICEF, Rajasthan
CECED	National conference - Early Learning: Status and way forward	2013	CARE
CECED	South Asian Regional Conference: Early Childhood Care and Education - Policies and Practices: status and way forward	2013	World Bank
CECED	Global Action Week	2012	UNICEF
CECED	Quality in Early Childhood Education – Issues and Initiatives in India.	2013	CARE
CECED	Early Childhood Care and Education Scenario: Feedback from the Grassroots	2011	UNICEF
CECED	Early Literacy: Transition from Home to School Language	2011	UNICEF
CECED	Risk Factors and Intervention	2011	CARE
CECED	Early Learning: Challenges and Prospects	2011	UNICEF
CECED	Preparing Teachers for Early Childhood Education: Multiple Perspectives	2012	NCTE

3.2 Resource Mobilisation for Research

3.2.1 What are the financial provisions made in the university budget for supporting students' research projects?

At AUD, most Masters programmes have a research component. 25% of the student fees is set aside in a Learning Enhancement Fund which is utilised for field trips, internships, dissertation bursaries, conference travel support and similar activities of the undergraduate and postgraduate students. There is also a Student Welfare Fund from which financial support for research may be availed by students of all programmes. In the absence of special grants from UGC or the State Government, the University on its own (supplanted grants from philanthropic organisations) has instituted stipends at the UGC rates for its non-professional MPhil / PhD programmes and at the NIMHANS rates for professional MPhil / PhD programmes.

3.2.2 Has the university taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

No

3.2.3 Provide the following details of ongoing research projects of faculty:

See Tables 3.2.3.1 and 3.2.3.2.

**Table 3.2.3.1
MINOR PROJECTS: AUD (Below 3 Lakh)**

School / Centre / Programme receiving support	TITLE	Funds Approved (in lakh)	Year	Name of Agency
SDS	Exploring the cross- cultural creation of Khasi attires in Assam- Meghalaya	1.5	2011-12	AUD
SES	Delhi Government School Project	2.2	2013-14	AUD
SES	Collaborative Workshop on Education Policy, on the theme of Regulation in Education	1.0	2012	ICSSR
SBPPSE	A case Study of Hardwood Timber Business of the Migrant community in Satpura Region.	2.6	2012-13	AUD
SHE	Assessing Conservation Threat in an Endemic Bird Area: Great Slaty Woodpecker in Sub-Himalayan Uttarakhand, India	2.0	2011	WWF
SHE	Evolution of post-resettlement livelihood strategies among a community affected by conservation-induced displacement: A study of the Sahariya of Madhya Pradesh	1.97	2012	AUD
SHE	When People Work for Forests: Re-examining Community Forestry with a Biological Lens in the Central Himalayas, India	1.34	2013	AUD
CECED	Preparation of training clips	2.5	2013	CARE, India
CECED	Supporting ELS in preschools & Development framework for school Readiness Curriculum	0.30	2013	CARE, India

Table 3.2.3.2
MAJOR PROJECTS: AUD (Above 3 Lakh)

School / Centre / Programme receiving support	TITLE	Funds Approved (in lakh)	Year	Name of Agency
SHS	6th Review of Psychology in India	5.00	2011	ICSSR
SHS	Institutionalizing an “MPhil in Development Practice” - Setting up of the Centre for Development Practice	346.97	Ongoing	Jamsetji Tata Trust
CECED	Longitudinal Impact Study	4.88	Ongoing	UNICEF Delhi, UNICEF Rajasthan, MHRD, CIFF, BVLF, CARE, SERP, World Bank
CECED	Impact evaluation of Katha’s I love Reading programme in MCD schools	9.99 [9,99,900]	Ongoing	Katha
CECED	Academic programmes in early childhood care and education	70.00 [70,00,000]	Ongoing	Sir Ratan Tata Trust
CECED	Early Childhood Development for the Poor: Impacting at Scale (NIH)	17.90 [17,89,700]	Ongoing	Institute of Fiscal Studies
CECED	Impact evaluation of <i>Gali Gali Sim Sim</i> in ICDS, Uttarakhand	33.00 [33,00,000]	Ongoing	Uttarakhand Infrastructure Development Company Limited
CECED	Technical assistance to develop curriculum for ICDS and capacity building in West Bengal	19.00 [19,00,000]	Ongoing	UNICEF, West Bengal
CECED	Strategy paper to strengthen ICDS in Rajasthan	4.00 [4,00,000]	Ongoing	UNICEF, Rajasthan
CECED	Situational Analysis of ECCE initiatives in Nizamuddin Basti 03-11-2009 to 15-06-2010	4.84	2009-10	Aga Khan Foundation
CECED	Review of Provisions for preparation / Teacher Education Personnel for ECCE	3.15	2010-11	NCTE

CECED	Exploring impact of Early Learning, Socialization, and school readiness experiences in pre-school settings on educational and behavioural outcome along the primary stage	8.51	2010-11	UNESCO
CSSRM	Social Science Research Methods Festival	10.00	2010	ICSSR
CSSRM	Grant for future activities of the Centre	11.25	2011	SAGE
SES	Comparative Inquiry into the Post RTE School Scenario in India: Survey of Schools (Institutional Quality, Teachers and Parents)'	8.00	2011-12	MHRD
CECED	Rapid Survey	22.18	2011	UNICEF
CECED	Early Childhood Component - "Linked for Learning"	12.78	2010-12	CARE (India)
CECED	Study of Impact of Early Outcomes along the primary stage 24-06-2011 to 31-08-2011	17.35	2011	World Bank
CECED	Study of Impact Early Outcome along the primary state	18.53	2011-13	SERP
CECED	Study on Impact of Early Outcome along the primary state	45.80	2011-13	MHRD
SBPPSE	Masculinites and Wife-Battering: A Sociological Study of Muslims in Rural Bihar and Andhra Pradesh	5.76	2012	ICSSR
SDS	Migrant Identities and Industrial Work: A Study of Two Industrial Areas in Delhi"	5.63	2012	ICSSR
SDS	Migrant Identities and Industrial Work: Understanding Narratives	3.25	2012	IGIDR
SLS	Ethnographic survey on the Socio-Economic and Educational conditions of the Bairwa and Kapadia communities in Delhi	7.00	2012-13	Deptt. For the welfare of SC/ ST / OBC/ Minorities
SLS	Institutional histories of women's organizations in the cities of Delhi and Kolkata: "Remembering, Recasting, Re-negotiating: Hearing Her Perspectives on Institutional Histories"	5.50	2012	ICSSR

SLS	Study on “An Assessment of Dependence of Forest Fringe Villagers on Forest Products and Marketing issues in Kandhamal and Kalahandi districts of Orissa”	5.00	2012	ICSSR
CCK	Lotika Vardarajan Ethnographic Archive - Creating research archive	4.00	2012-13	Ministry of Culture, GoI
CECED	Strategic Collaboration of ECCE Project	17.2	2012-13	CARE (India)
CECED	Global Action Week on Childhood Celebrations on 26-04-2012 at National Bal Bhawan	24.49	2012-13	UNICEF (National Bal Bhawan)
CECED	Technical Support by CECED to UNICEF, WB	30.5	2012-13	UNICEF (West Bengal)
CECED	Analytical and Research activities in ECCE	67.60	2012-13	World Bank
CECED	Study on Impact of Early... Outcome along the primary stage	150.73	2012-13	UNICEF
CECED	Study on Impact of Early... Outcome along the primary stage	27.08	2012-13	BVLF
CECED	Impact of assessment of Akshara engagement with ICDS System	16.36	2012-13	Akshara Foundation
CECED	Case studies of good practices in ECCE	4.00	2012-13	NRTT
CECED	Study on Impact of Early... Outcome along the primary stage	29.65	2012-13	CIFF
SHS	MPhil programme in Development Practice	72.00	2012-13	Sir Dorabji Tata Trust
SHS	MPhil programme in Development Practice	5.40	2012-13	Rohini Ghadiok Foundation
SHE	Restoration of degraded pasture lands in a central Indian dryland ecosystem	4.98	2012	Rufford Foundation, UK
SHE	Ecological Restoration of Mined Out Areas	75.0	2012	SAIL
SHE	Culture and Ecology of Sacred Groves and Temples in Manipur	4.0	2013	ICSSR
SHE	Community based restoration of degraded grasslands and fallow land in the buffer area of the Kuno Wildlife Sanctuary	6.0	2013	Rufford Foundation, UK

SHE	Mapping Social-Ecological Vulnerability	21.80	2013	ICSSR
CCK	AUD Institutional Memory Project	8.00	Ongoing	AUD
CCK	Time, Space, Direction-Diversities in Cartographic Tradition	3.00	Ongoing	ICHR
SDes	Evolving Best Practices for Postgraduate Teaching about Design, Culture and Society: Developing curriculum, pedagogy and teaching materials through collaborative, cross-cultural partnership	GBP 4230	Ongoing	British Council
SLS	Research programme on “A Multi-dimensional Study of Imperial order & Its Journey Towards Neoliberal Imperialism under Globalization” (Project Coordinator – Prof. Sunanda Sen) with responsibility for the study tentatively titled: “New Rivalries or New Partnerships? ‘Emerging’ Third World Capitalisms and Contemporary Imperialism”.	42.85	2012-14	ICSSR
SLS	Research programme on “The state, globalisation and industrial development in India: the political economy of regulation and deregulation”. Partners in the research programme are NUPI and IIM Kolkata.	Rs. 30 lakhs 300,000 NOK (approx. US \$ 50,000]	Ongoing	Norwegian Institute of International Affairs (NUPI) - Research Council of Norway under its INDNOR programme
SLS	“Livelihood and Identity of the Pulayas (Untouchables): A Study of 'Sarpam Thullal' in Kerala”	15.00	Ongoing	ICSSR

3.2.4 Does the university have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

There are three such projects currently at AUD. A SHE faculty member is the Principal Investigator in a three-year (extendable to five) SAIL-funded project ‘Ecological Restoration of Mined Out Areas’ from November 2012. The total budget of the project is Rs. 75 lakh. In

some Schools (SDS, SHE and SBPPSE), student summer internships are sponsored by industry, NGOs and other agencies.

Sir Ratan Tata Trust is supporting research and the MA Early Childhood Care and Education with a total grant of Rs.70 lakh over two years.

Sir Dorabji Tata Trust is supporting the MPhil in Development Practice with a total grant of Rs. 3.6 crore over four years.

3.2.5 How many departments of the university have been recognized for their research activities by national / international agencies (UGC-SAP, CAS; Department with Potential for Excellence; DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.

None as yet.

3.2.6 List details of

- a. Research projects completed and grants received during the last four years (funded by National/International agencies).

See Table 3.2.6

Table 3.2.6 COMPLETED PROJECTS

Project Title	School	Funding Agency	Status of Project	PI
Exploring the cross-cultural creation of Khasi attires in Assam-Meghalaya	SDS	AUD	Completed	Ivy Dhar
International conference on digital archiving of community knowledge	CCK	Ministry of HRD; Anthropological Survey of India; Centre for Cultural Resources and Training	2010-11 [Completed]	Surajit Sarkar, Vijaya S Varma, Anirban Sengupta
Shadi Khampur Neighbourhood Museum	CCK	AUD		Surajit Sarkar, Sanjay Sharma
CCK NIF Field Fellow Programme (Mon, Nagaland and Pipariya, M.P)	CCK	NIF(National Innovation Foundation)		Surajit Sarkar, Dharitri Narzary Akha Ma
Safarnama Conference	CCK	NMI(National Museum Institute)		Surajit Sarkar, Ashok Nagpal
Oral History Workshop Series – AUD-JNU	CCK	AUD & JNU (CHS)		Surajit Sarkar, Sanjay Sharma

Ethnographic survey on the Socio-Economic and Educational conditions of the Bairwa and Kapadia communities in Delhi	SLS	Govt of NCT of Delhi	Completed	Dr. Bidhan Chandra Dash
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- b. Inter-institutional collaborative projects and grants received
- i) All India collaboration
 - ii) International

See Table 3.1.4.

3.3 Research Facilities

3.3.1 What efforts have been made by the university to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

The University has subscribed to several e-resources (journals, databases, magazines) for researchers. It promotes the purchase of research books, subject to the availability of funds. Faculty members are provided with individual work-stations, personal laptops, Wi-Fi connections, VPN access of University intranet, library and e-resources. The University is also in the process of setting up a video conferencing facility in the campus to promote online teaching and wider research interaction.

Apart from the initiatives at the University level, there are those that have been initiated at the School level. For example, SCCE is in the process of constructing a black-box theatre and film-making studio keeping in mind the research needs of practice-based research programmes in Film and Performance. Moreover, through the School, the University has received a vast collection of textual and visual material relating to art history, religious studies, archaeology, anthropology and popular culture as generous donation from eminent Professor Emeritus Gary Tartakov.

As mentioned earlier, in promoting research as a primary activity at the University, it has established Centres as an integral part of the institutional structure (please refer back to Section 3.14 for details about Centres). Of special relevance for addressing research needs is the Centre for Social Sciences Research Methods, which was established with assistance from the ICSSR and the Miller-McCune Foundation through SAGE publications to promote and facilitate research and training in Social Sciences. Elements of social science research have begun to transcend the confines of academe and are increasingly being employed in government, non-government and corporate spaces. These developments make it crucial that cutting edge training and resources be made available in the art and science of doing research in the social sciences. CSSRM is expected to act as a hub both for AUD and the region. The Centre was established in 2011 with the aim of:

- i. Advancing understanding and practice of research methods
- ii. Promoting methodological rigour in social science research
- iii. Supporting innovations in social science research methods
- iv. Raising awareness about recent developments in research methods

- v. Encouraging collaborations in social science research across academic as well as non-academic spaces
- vi. Helping enhance the quality of social science research and publication in the region
- vii. Acting as a clearinghouse of resource material on research methods

The three-week residential Social Science Research Methods Festival organised in partnership with Sage India and the Indian Council of Social Science Research in December 2010 was a prelude to the setting up of the Center. The Centre's future plans include conducting surveys to identify AUD faculty's research needs, organising workshops and training programmes for faculty and students and organising conferences for faculty at various stages of their career on methodological approaches in research on chosen themes (such as health / justice / education), etc.

3.3.2 Does the university have an Information Resource Centre to cater to the needs of researchers? If yes, provide details of the facility.

No, there is no Information Resource Centre yet. The Center for Social Science Research Methods is envisaged to be developed as a resource hub for research.

3.3.3 Does the university have a University Science Instrumentation Centre (USIC)? If yes, have the facilities been made available to research scholars? What is the funding allotted to USIC?

Not Applicable

3.3.4 Does the university provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?

AUD has limited hostel facilities for students including research scholars.

3.3.5 Does the university have a specialized research centre / workstation on-campus and off-campus to address the special challenges of research programmes?

The activities and research focus of the various Centers are also linked with the research programmes of different Schools. For example, the University Clinic Ehsaas of the Centre for Psychotherapy and Clinical Research offer opportunities for research students to engage in clinical work. Similarly, the Centre for Community Knowledge works in close collaboration with different Schools. It has initiated the North East Forum for community based research in the North Eastern region of the country.

3.3.6 Does the university have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.

Not Applicable

3.4 Research Publications and Awards

3.4.1 Does the university publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

No

3.4.2 Give details of publications by the faculty:

See table 3.4.2. below for the number of papers, chapters, etc. The details of publications are provided in an annexure which will be made available during the visit of the peer team.

- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Books edited
- Books with ISBN with details of publishers
- Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

**Table 3.4.2
No. of Papers Published**

School / Centre	Peer reviewed Journals / articles (National / International)	Monographs	Chapters in Books	Edited Books	Books (ISBN-details of publishers)
SHE	18	1	11	0	1
SHS	17	0	18	0	2
SES	3	0	5	0	0
SBPPSE	26	0	11	0	0
SLS	56	1	35	3	9
SDS	3	0	1	1	2
SUS	0	0	0	0	0
SDes	6	0	1	1	1
SCCE	7	0	4	0	2
CCED	4	0	2	0	0
CCK	1	0	0	1	0
Total	141	2	88	6	17

3.4.3 Give details of

- faculty serving on the editorial boards of national and international journals
- faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies

See Table 3.4.3 below.

Table 3.4.3
Awards, Recognition and Positions Held by Faculty of AUD

- **Faculty serving on the editorial boards of national and international journals**

School of Human Ecology
<p>Asmita Kabra: Conservation and Society Ghazala Shahabuddin: Conservation & Society</p>
School of Human Studies
<p>Professor Honey Oberoi Vahali: <i>Indian Journal of Clinical Psychology</i>, on the review panel of <i>International Journal of Refugee Studies</i>, <i>Psychological Studies</i>, <i>Journal of National Academy of Psychology, India</i>. Anup Dhar: Annual Review of Critical Psychology, <i>Teoría y Crítica de la Psicología</i>: http://www.teocripsi.com/consejo.php</p>
School of Education Studies
<p>Manish Jain served as Guest Editor, <i>Voice of Teachers and Teacher Educators</i>, 2 (2), June, Ministry of Human Resource Development, Government of India, New Delhi</p>
School of Business, Public Policy and Social Entrepreneurship
<p>Professor Kuriakose Mamkoottam is member of editorial boards of several journals including 1. <i>Indian Journal of Industrial Relations</i>, 2. <i>Journal of Management & Change</i>, 3. <i>Vision</i>, 4. <i>Journal of Jamia Centre for Management</i>; 5. Reviewer for <i>United States' Association of Small Enterprises</i> Kanwal Anil is currently serving as a reviewer on the board of <i>IABE</i> Kartik Dave is the Member Editorial Review Board for the following journals: (i) <i>Emerald Emerging Case Studies</i>; (ii) <i>Journal of Services Research</i>; (iii) <i>International Journal of Marketing Studies, Canadian Centre of Science and Education</i>; and (iv) <i>Global Journal of Enterprise Information System</i></p>
School of Liberal Studies
<p>Sanjay Sharma 1) Co-editor, <i>Diwan-E-Sarai</i>, Hindi journal published by Sarai, Centre for the Study of Developing Societies (CSDS) 2) Editorial Consultant to <i>Pratiman</i>, Hindi journal published by the Centre for the Study of Developing Societies (CSDS). Santosh Singh, Editorial Board, <i>International Journal of Humanistic Ideology</i>.</p>

- **Faculty serving as members of national / international Committees / Steering committees of international conferences recognized by reputed organizations / societies**

School of Human Ecology
<p>Asmita Kabra:</p> <ul style="list-style-type: none"> • Member, Science Programme Committee for Biodiversity Asia 2012, a conference organized by the Society for Conservation Biology • Students' Conference of Conservation Science (Advisory Council) <p>Ghazala Shahabuddin:</p> <ul style="list-style-type: none"> • Students' Conference of Conservation Science (Advisory Council) • Nature Conservation Foundation (Research Advisory Board) • Madras Crocodile Bank Trust (Research Advisory Board) • Centre for Ecology, Development and Research (Governing Council)
School of Human Studies
<p>Professor Honey Oberoi Vahali: Fellow, Indian Association of Clinical Psychologists. Executive Member, IACP, 2006-2009.</p>
School of Education Studies
<p>Rakhi Banerjee Member, Indian national Presentation Team, 12th International Congress on Mathematical Education (ICME-12), Seoul 8-15 July, 2012</p> <p>Manish Jain served as member of several national committees:</p> <ol style="list-style-type: none"> 1) Sub-Committee on Revision of MEd Norms and Standards, National Council for Teacher Education (NCTE), New Delhi, September-October 2013. 2) Representative, National Council for Teacher Education (NCTE), Workshop on Revision of D.El.Ed. Syllabus, West Bengal Board of Primary Education, Kolkata, 29-30 August, 2013. 3) Member, Joint Review Mission on Teacher Education for the State of Tripura, Ministry of Human Resource Development (MHRD), New Delhi, June 2013. 4) Coordinator, Social Science Education Course, DIET, SCERT, Delhi (2011). 5) Co-opted Member, National Council for Teacher Education (NCTE) subcommittee for preparing a model syllabi for Elementary level Teacher Education courses (DEd), 2010, designed Education, Society, Curriculum and Learners, Contemporary Indian Society, Diversity, Gender and Inclusive Education and Social Science Education. <p>Gunjan Sharma served as</p> <ol style="list-style-type: none"> 1) Member Secretary in Sub-Committee for reviewing current teacher education programmes keeping in view recommendations in the National Curriculum Framework for Teacher Education, 2009 and Justice Verma Commission, National Council for Teacher Education, 2013-2014. 2) Member Secretary in Sub-Committee for reviewing and developing model MEd curriculum, National Council for Teacher Education, 2013-2014. 3) Member in working group for developing guidelines for implementation of Continuous and Comprehensive Evaluation, EdCIL, Ministry of Human Resource Development, 2011.
School of Business, Public Policy and Social Entrepreneurship
<p>Anshu Gupta has served as the</p> <ol style="list-style-type: none"> (i) Coordinator for training Programme on Optimization and its Applications, held at Vallabhbhai Patel Chest Institute, University Of Delhi (Nov 26 - Dec 01, 2012); (ii) Conference Secretary for International Conference on Optimization Modelling and Applications (OPTIMA-2012), held at Vallabhbhai Patel Chest Institute, University Of Delhi (Nov 29 - Dec 01, 2012);

(iii) Conference Joint-Secretary for 4th International Conference on Quality, Reliability and Information Technology (Trends and Future directions), Indian National Science Academy, New Delhi (Dec 18-20, 2009).

School of Liberal Studies

Geetha Venkataraman:

- 1) Member, Advisory Committee for Technology Vision 2035-Education Sector (TIFAC, Govt. of India) (2012-2013).
- 2) Member, Editorial Board of Little Mathematical Treasures, Ramanujan Mathematical Society. (2012-2013).
- 3) Member of Zonal Committee, North Zone, Project titled 'Indian Women and Mathematics' awarded by National Board of Higher Mathematics, DAE, Govt. of India. (2013-2018).
- 4) Member, Indian National Presentation team for International Congress of Mathematical education (July 2012).

Sanjay Sharma: is a member and office bearer (Treasurer) of the Association of Asia Scholars, a registered body for comparative studies of Asian societies.(www.asiascholars.org).

School of Development Studies

Anirban Sengupta is a life member of Indian Sociological Society.

Sumangala Damodaran is a life member of the Indian Society of Labour Economics

School of Design

Professor Jatin Bhatt is a permanent invitee on the Educational and Technical Committee of Indian Institute of Gems and Jewellery.

Venugopal Maddipati: Member of the American Council for Southern Asian Art, Organizing conference at Nehru Memorial Library in July 2014 titled "Spaces of Water."

Suchitra Balasubrahmanyam: Convenor, 36th Annual International Conference of the Design History Society, 2013

Abeer Gupta: Co-director of the Achi Association. <http://www.achiassociation.org/>

School of Culture and Creative Expressions

Deepan Sivaraman, Artistic Director of International Theater Festival of Kerala (ITFOK 2013)

3.4.4 Provide details of

- **Research awards received by the faculty and students**
None
- **National and international recognition received by faculty from reputed professional bodies and agencies**

School of Human Studies

Mamatha Karollil: Commonwealth Split-Site Doctoral Scholarship, 2008-09

School of Business, Public Policy and Social Entrepreneurship

Anshu Gupta was awarded the Young Author of the Year Award, 2009, by Society for Reliability Engineering, Quality and Operations Management

School of Design

Professor M S Farooqui:

- 1) State award by the Government of J&K for exemplary contribution to Arts and Crafts of J&K
- 2) Member Planning Commission on the Committee for Handloom & Handicrafts for the twelfth plan 2012-17.

Professor Jatin Bhatt:

- 1) Received Perles De Tahiti Lifetime achievement award for exemplary contributions to Gems and Jewellery industry.
- 2) Invited by the Parliamentary Committee, Government of India to present views on the proposed NID Bill to consider the status of “Institute of Excellence” to National Institute of Design, Ahmedabad, Gujarat. 2013.
- 3) Invited to as Convocation Speaker to deliver Convocation address, NIFT, Shillong, Meghalaya, 2013
- 4) Member, Academic Council, School of Art, Architecture & Design, ITM University, Vadodara, Gujarat, India since 2012.
- 5) Appointed as external Examiner by the Nottingham Trent University, UK for their Program, Interior Product Design, 2012-2016.
- 6) Member of the Screening Committee for screening the PHD studies proposals at School of Planning & Architecture, New Delhi - July 2012.
- 7) Invited to be reader of the INDEED proposal for Future of Design Education in India being developed at the instance of Mr. Sam Pitroda, Advisor to the PM, by the TuDelft University of Netherlands- November 2011.
- 8) Invited as expert to participate in discussions with design representatives of India & Netherlands and Sam Pitroda on developing a roadmap for Design Education in India-July 2011.
- 9) Invited as speaker on Macro Branding at the International Seminar on “Enhancing Competitiveness of Indian Toy Industry” organized by Ministry of MSME and Toy Association of India -July 2011.
- 10) Invited on forum of expert consultation on Traditional Knowledge & Traditional creative Expressions Draft to be presented at the WIPO by DIPP, Ministry of Industry & Commerce, GOI- April 2011

Venugopal Maddipati:

- 1) CSDS Visiting fellowship: 2011-2012. Tata Institute of Social Sciences
- 2) Fellowship: 2011-2012 . Institute of Advanced Studies, Shimla Fellowship: 2012-2014.
- 3) Nehru Memorial Fellowship: 2012-2014.

Suchitra Balasubrahmanyam:

- 1) Leverhulme Visiting Fellowship at Royal College of Art, Feb-Dec, 2013
- 2) Book *Shaping of Modern Gujarat* shortlisted for the Crossword Book Award (Non-fiction category) 2006
- 3) Ashoka Fellowship for Social Entrepreneurship - 1999

Abeer Gupta:

- 1) Awarded fellowship On Circulation Of *Popular Images And Media In Muslim Religious Spheres* By the Cluster Of Excellence - Asia And Europe In a Global Context, 2010, University of Heidelberg, Germany for research – for - The culture of Islam in the Western Himalayas.
- 2) Awarded Early Career Filmmaker Fellowship, 2011 By Centre for Media and Cultural Studies, Tata Institute of Social Sciences, Deonar, Bombay. For the Film Old Routes, New Journeys.

Deepan Sivaraman:

- 1) selected by esteemed jury as Creative Director for International Theatre Festival of Kerala (ITFOK) to be held in January 2014
- 2) Kerala Sangeet Natak Akademi Award 2012 in the category of theatre direction for over all contribution to theatre in Kerala.

3.4.5 Indicate the average number of successful MPhil. and PhD. scholars guided per faculty during the last four years. Does the university participate in Shodhganga by depositing the Ph.D. theses with INFLIBNET for electronic dissemination through open access?

No MPhil or PhD student has as yet graduated. The first batch of MPhil students will graduate in 2014.

3.4.6 What is the official policy of the university to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.

The University is taking steps to address issues related to plagiarism. A first draft of a code of ethics for teachers, researchers and academic staff acknowledges ethical responsibility around research literature including plagiarism. A similar policy to address instances of plagiarism by students is also under deliberation.

3.4.7 Does the university promote interdisciplinary research? If yes, how many interdepartmental / interdisciplinary research projects have been undertaken and mention the number of departments involved in such endeavours?

Yes, the university promotes interdisciplinary research. For details see tables annexed to questions 3.2.3.1 for minor projects and 3.2.3.2 for major projects.

3.4.8 Has the university instituted any research awards? If yes, list the awards.

The Rohini Ghadiok Fellowship Award has been instituted to grant three students in MPhil Development Practice, working in the area of Gender and Development, primarily to encourage young development practitioners to follow the route of transformative work in the 'rural'. The fellowship will offer students a stipend of Rs. 15,000 per month and a publication of their MPhil dissertation thesis in a reputed academic journal

3.4.9 What are the incentives given to the faculty for receiving state, national and international recognition for research contributions?

The University intends to include some incentive structures for contribution to research in its 'Career Advancement Scheme', which is currently being deliberated upon. Most faculty members have been appointed only recently and those with excellent research records and recognition have received non-compounded increments in their salary. The University has also allowed newly appointed faculty members to pursue international research fellowships

immediately on joining the University.

3.5 Consultancy

3.5.1 What is the official policy of the university for structured consultancy? List a few important consultancies undertaken by the university during the last four years.

The University has not yet finalised its policy on consultancy. It has identified this as an important task to be completed in the next one year, as it sees a significant role in offering consultancy in the near future.

3.5.2 Does the university have a university-industry cell? If yes, what is its scope and range of activities?

Although there is no university-industry cell established, there is constant interaction with the industry in most Schools and Centers of the University. For example, for SBPPSE students, there is constant interaction with the practising world in terms of guest lectures, internship and final placement of graduates. At the University level, a career counselling cell is being set up to enhance the university-industry interface.

3.5.3 What is the mode of publicizing the expertise of the university for consultancy services? Which are the departments from whom consultancy has been sought?

The University is yet to initiate this.

3.5.4 How does the university utilize the expertise of its faculty with regard to consultancy services?

A policy document on this is under consideration.

3.5.5 List the broad areas of consultancy services provided by the university and the revenue generated during the last four years.

None.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the programme team/school/university sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience during the last four years.

AUD is committed to the inculcation of institutional and social responsibilities among its faculty and students. Most of our courses are designed to impart these ethical concerns systematically. About 25 per cent of learning in all programmes is expected to be field based through internships, dissertation writing, research papers, etc. where students are encouraged to communicate with the community, understand their issues and not just write academic papers but also think and contribute towards change. The Centres of the University also directly engage with praxis in various fields in collaboration with programmes in different Schools.

The Centre for Development Practice liaises with SHS and SDS in the MPhil Development Practice programme, an immersion-based research programme, where students live in five different districts, in remote corners, in village households to develop an understanding of

development practice and transformation.

The Centre for Psychotherapy and Clinical Research has close ties with the faculty and students of the Psychology programmes at School of Human Studies. It houses Ehsaas – a low fee clinic that provides access to mental health care to patients both within and outside the University to a wide spectrum of society. Ehsaas also collaborates with ARA, a legal aid agency that works with refugees seeking asylum in India as also with an orphanage and shelter home called Aman Biradari and conducts workshops with government run schools on issues pertaining to life challenges, emotional development, learning difficulties and adjustment of children and finally has also initiated work with *safai karamcharis* working in the campus. Similarly, a project to work with anganwadi workers in and around Jama Masjid is underway. In all these initiatives the faculty, students and the community are envisaged to interact in a collaborative framework.

The Centre for Early Childhood Education is now in the process of launching an MA in Early Childhood Care and Education programme and a Certificate and Diploma programme in collaboration with the School of Education Studies. It is also in discussion with the School of Business Policy and Social Entrepreneurship to develop a course called Social Entrepreneurship in areas related to early childhood. CECED is also proposing to build links between its activities and the courses offered by School of Culture and Creative Expressions and the School of Design. Out-reach projects with Delhi schools and balwadis will be a part of the programmes. It is also proposed to get students to intern in various child care settings to get sensitised to the contexts in which children grow and develop especially the poor.

The Delhi Citizens Memory Archive and Neighbourhood Museum series of The Centre for Community Knowledge (CCK) is a collaborative project involving students and faculty of several Schools. It is also collaborating in research projects and entrepreneurship incubation centres with SBPPSE. In future it has plans for documenting and inventorying fisheries and related community knowledge of the Brahmaputra river valley and riverine ecology in collaboration with SHE. CCK is also in the process of developing a University managed Delhi City Museum in collaboration with faculty and students of SLS, SDes, and SCCE among others. CCK has envisaged this project and the Neighbourhood Museum series as largely student-run initiatives and this has led to the active participation of many undergraduate, Masters and PhD students with congruent interests in various CCK projects. The impact of involving students in such local community activities is evident in the increase every year of the number of students volunteering for these programmes.

The School of Education Studies in collaboration with the Ahvaan Trust has undertaken many initiatives for capacity building in government schools in Delhi. The overall mission is to work towards whole school transformation by facilitating enhancement of content and teacher development. Both faculty members and students are involved in the project. These engagements have provided a platform for school teachers to articulate their concerns related to their profession and teaching practice, which in turn has provided critical insights to faculty and students of SES.

There are other initiatives such as Navsansaar, an NGO initiated by students of the University which is engaged in various outreach activities. Further, there are other initiatives by students and faculty responding to social, political and / or natural calamities and issues that seize the country such as the Muzaffarnagar communal violence, the Nirbhaya rape case and the

Uttarakhand floods.

3.6.2 How does the prog team/school/university promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?

There are several initiatives for the University's community to interact and engage actively with the outside community in the city. For example, CCK's methodology for collection of community knowledge includes the support of local heritage activities initiated by local communities. Student engagement has already been initiated using the student led on-campus voluntary group, Navsansaar. In SHE, through an ongoing research project on Urban Ecology focussing on the South Delhi Ridge, students are engaging with nearby residents and users of the space and thinking about the resulting contradictions and collaborations that result between different social groups.

3.6.3 How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programmes?

AUD is in the process of activating a NSS cell in the campus.

3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the prog team/school/university to ensure social justice and empower the underprivileged and the most vulnerable sections of society?

The clinic Ehsaas and the NGO Navsansaar (refer to 3.6.1 for details), in different ways, extend services and support to the community through mental health and education services and relief work for the displaced.

In addition, surveys and research have been carried out by various Schools, as listed under:

- In the Kuno Wildlife Sanctuary, MP, social and ecological surveys have been conducted with a displaced tribal community, that is struggling to survive in an alien environment. This has been in collaboration with an NGO Samrakshan active in the region.
- In Sirmour, HP, social and ecological surveys have been conducted in villages of the district, which is amongst the most backward districts in the country, and data / analysis shared with the community.
- In Banni, Gujarat, Mapping Maldhari Pastoralism and Ecological Patterns in Grasslands of Banni has been undertaken.
- An ethnographic survey on the Socioeconomic and Educational Conditions of the Bairwa and Kapadia Communities in Delhi has been completed.
- A longitudinal study is being done in Andhra Pradesh, Rajasthan and Assam, covering about 3,000 children from rural and tribal communities to understand the extent of their participation in the education process and explore how early education can contribute to closing the deficit.
- An intervention with five Delhi Government schools catering to children from marginalised

communities to support their development as model schools and improve the quality of education available to these children has been undertaken.

3.6.5 Does the university have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?

The University does not have a formal mechanism to track the students' involvement in social movements and activities.

3.6.6 Bearing in mind the objectives and expected outcomes of the extension activities organized by the university, how did they complement students' academic learning experience? Specify the values inculcated and skills learnt.

This question has already been addressed in 3.6.1 and 3.6.2. Further, the following specific examples will clarify the details.

At SHE 10 credits out of 64 are assigned to field-based work, in addition to field visits that are part of the coursework (one each semester). Through these activities, students are apprised of and develop an engagement with traditional knowledge systems, nature-society linkages, livelihood strategies and sustainability, biodiversity conservation, understanding and evaluating policy and planning initiatives. Skills imparted include ecological sampling techniques, statistical analysis, social surveys (questionnaires, qualitative research), spatial analysis, communication skills and teamwork.

In SHS listening to narrations of life-events of the 'patient' as against diagnosing and classifying symptoms, seeing choice and choicelessness as political rather than individual and learning to formulate a social consciousness through engagement with people in the community compliments the student subversive readings on the history of insanity, feminism and philosophy in the classroom. The special skills that are imparted in the extension activities of the School are sensitivity and empathy which it is hoped will enable students to transact difficult arenas of sexuality, power, intimacy, etc. in understanding stress and distress.

In SES, the project with school teachers in Delhi, in collaboration with the Ahvaan Trust mentioned earlier, helps impart the skills and attitudes required to have a better understanding of the school system.

3.6.7 How does the university ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university which have encouraged community participation in its activities.

A variety of initiatives are in place and effectively functional involving community engagement across Schools. Details addressed above in Section 3.6.4.

3.7 Collaboration

3.7.1 How has the university's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

SCCEs collaboration with the India Foundation for the Arts (IFA) will have great implications for the future; as a grants giving organisation, they bear an international reputation in furthering work pertaining to art and culture. The School is also in discussion with IFA to provide

grants for a few special courses on curation, which will be offered by the University in the forthcoming years. Since IFA has a large resource of research material that it has accumulated over the last 20 years, this collaboration will benefit the future research potential of the School in general. Further, IFA offers an Arts Research and Documentation grant that could greatly benefit students who apply.

AUD's collaboration with PRADAN as the implementing partner of the MPhil in Development Practice programme has led to the visibility of the programme and AUD in the development sector and an easier access to the field. The activities that get generated out of this collaboration also contribute to making this a distinct programme in the University setting.

The MPhil / PhD programme in Women and Gender Studies offered by the School of Human Studies in collaboration with the Centre for Women's Development Studies (CWDS), one of the well established women's studies research institutes, has enhanced the visibility of the programme.

SBPPSE has signed an MoU with the National Book Trust (NBT) of India under which a Postgraduate Diploma Programme in Publishing is running, for which financial assistance has also been received. SES's collaboration with the Ahvaan Trust has helped financially as all expenditures related to the project have been borne by Ahvaan. CECED's activities in research, capacity building and advocacy are completely self financed through collaboration with national and international agencies and NGOs as funding and technical partners. This approach has contributed significantly to CECED's goal of bringing ECCD to centre-stage in policy discourse.

3.7.2 Mention specific examples of how these linkages promote

- Curriculum development
- Internship
- On-the-job training
- Faculty exchange and development
- Research
- Publication
- Consultancy
- Extension
- Student placement
- Any other (please specify)

The list of collaborations between AUD and institutions abroad and in the country has been provided in the annexure. Following are some details of the specific aspects that will be enabled by some of the collaborations.

SBPPSE has signed an agreement with the University of Northampton for faculty exchange as well as collaboration in teaching / research on social entrepreneurship, apart from curriculum development, design and implementation of joint academic programmes. As mentioned earlier, SES has entered into an agreement with Ahvaan Trust, Department of Education (DoE), Govt of Delhi in a Delhi School Project for enhancement of content and teacher development of

government schools in Delhi. SDes has entered into an agreement with the Royal College of Art, London for curriculum development, evolving newer pedagogy and teaching materials. SDS has entered into an agreement with the Institute of Social Studies at The Hague for student exchange, faculty exchange and a Joint MA programme in Development Studies.

3.7.3 Has the university signed any MoUs with institutions of national / international importance / other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the university?

Same as 3.7.1 and 3.7.2

3.7.4 Have the university-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

The ongoing project funded by SAIL is currently assisting in the creation of an environmental laboratory at AUD and a field station at Bolani, Orissa.

Criterion IV:

Infrastructure and Learning Resources

4.1 Physical Facilities

Ambedkar University Delhi is currently operating from temporary premises at Kashmere Gate on a campus it shares with the Indira Gandhi Delhi Technical University for Women (IGDTUW). The University is severely constrained for space and infrastructure. However, the University has tried to fulfil the demands of its academic programmes and students through renovation of existing structures wherever possible as well as creative management of students' and faculty time. Nevertheless, the current resources are reaching saturation, given that AUD is a growing institution with much to offer by way of new academic programmes as well as social initiatives.

AUD has been allotted 20 ha of land at Dheerpur by Delhi Development Authority, out of which 16.2 ha have been handed over to the Government of Delhi for constructing the University's permanent campus. AUD has also been allotted a 7 ha plot at Sector 3, Rohini. Plans for construction on these campuses are now under active preparation.

4.1.1 How does the university plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

The planning of the infrastructure on the present campus is the responsibility of the Works Advisory Committee, the Space Allocation Committee and the Time-Table Committee. These committees have as representatives, members of the faculty and administration who inform the committees of the needs of different sections of the University and thus ensure the optimal use of existing facilities.

An Advisory Committee on Campus Development has been constituted for overseeing all aspects of setting up of the new campus.

4.1.2 Does the university have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.

The planning of infrastructural facilities in the campus is driven by the policy of the University to provide an engaging teaching-learning environment. To promote this, the University makes available to its faculty comfortable work spaces, equips classrooms with internet connectivity, audio-visual facilities and air-conditioned environment. The University Library provides access to e-resources to both faculty and students in addition to its regular print holdings. The University also has three computer laboratories as well as centralised photocopying and scanning facilities. The computer laboratories are well equipped and some of the courses are conducted in the lab.

To facilitate transparent and efficient functioning both academic and administrative, the University has implemented an integrated Enterprise Resources Planning (ERP) system. Moodle, a free learning management system, is also being implemented which allows creation of powerful, flexible and engaging online learning experiences.

A good teaching-learning environment should also be an inclusive one and the University is invested in creating a campus which is cognizant of the needs of differently-abled people in addition to being environment friendly. However, these initiatives can be implemented more successfully once AUD moves into its own campus, which is in the process of being designed in an iterative process with inputs from faculty and experts.

The new campuses, being envisioned as residential campuses, it is hoped that innovative use of space and design would promote greater interaction and interdisciplinarity by ensuring that disciplinary spaces are not isolated from each other. For setting up the new campus the University has created an in-house committee to begin a consultative process with different schools, centres and administrative units for gauging their requirements. The architectural plans for the campuses would be finalised through a national-level architectural design competition.

4.1.3 How does the university create a conducive physical ambience for the faculty in terms of adequate research laboratories, computing facilities and allied services?

Depending on the nature of the training and research involved in different programmes, the University has created facilities for studios, workshops (in the School of Culture and Creative Expressions and the School of Design) and specialized laboratories in different Schools, for instance an Ecological Laboratory in the School of Human Ecology. The University is in the process of constructing a Black-Box Theatre for the postgraduate programme in Performance Studies. For its MPhil Programme in Psychotherapy and Clinical Thinking, the University has set up 5 clinics in the School of Human Studies.

In addition, all faculty members of the University have been provided with desktop or laptop computers with direct and remote (VPN) internet access. The National Knowledge Commission Network has provided 1 Gbps connection as well as Infnlibnet, to ensure access to a variety of electronic journals. There are three general purpose computer laboratories which are used for teaching. Additional special purpose computer laboratories are in the process of being made operational.

4.1.4 Has the university provided all departments with facilities like office room, common room and separate rest rooms for women students and staff?

Faculty and office staff have been provided with individual work spaces. There is a staff lounge as well as a students' common room. Separate rest rooms for women students and staff are located in different parts of the campus.

4.1.5 How does the university ensure that the infrastructure facilities are disabled-friendly?

Given the fact that AUD currently operates from a temporary campus, alterations to the existing structures to make them friendly to the differently-abled has proven to be difficult. Thus despite its commitment to make the campus amenable to the needs of differently-abled people, only limited access is available as of now. Scheduling classes for differently-abled students on the ground floor and a provisional washroom have been some measures undertaken.

4.1.6 How does the university cater to the requirements of residential students? Give details of: Capacity of Hostels and occupancy

Recreational facilities like Gymnasium, yoga centre, etc in hostels

Broadband connectivity/ Wi-fi facility in hostels

AUD does not have hostels of its own. Arrangements have been made for housing 18 boys and 45 girls in hostels which are run by Integrated Institute of Information Technology (IIIT) in Dwarka and IGDTUW in Kashmere Gate respectively.

The recreational facilities available to these students are playgrounds for out-door sports like badminton, volleyball and rooms for indoor games like table tennis and caroms, in addition to TV viewing, and newspaper / magazine reading spaces.

Since the hostel infrastructures do not belong to us, we are as of now not able to provide internet connectivity.

4.1.7 Does the university offer medical facilities for its students and teaching and non-teaching staff living on campus?

AUD does not yet have a residential campus. During working hours, the University has enlisted services of a Doctor to attend to medical emergencies and first aid requirements of staff and students.

4.1.8 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?

The University provides a large hall for indoor sports and shares an auditorium and a football / sports ground with the IGDTUW. AUD has also established a series of cultural societies to promote the intellectual and extracurricular life of students in the campus. There is a thriving Theatre Society, Sports Committee, Debating Society and Literary Society. The Economics Society and the Society for Visual Culture have also been activated. There are regular talks, lectures, screenings and performances in the campus and students are encouraged to participate in and organise events around them. An inter-university festival called Aud@city is an annual feature with participation from institutions all over Delhi in a range of competitions in theatre, rangoli making, painting, dance, debate, photography, quiz, paper presentation, etc.

A fully functional sports facility for students and staff facilitates indoor and outdoor sports like Table Tennis, Carom, Chess, Badminton, Basketball, Volleyball, Cricket, Football and Athletics. A Sports Committee comprises faculty advisors and student representatives from different Schools of AUD. The Committee organizes a sports meet every semester.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been taken by the committee to render the library student/user friendly?

AUD library has a Library Committee with the following members from different schools:

1. Professor Ashok Nagpal, Chairman Library Committee
2. Professor Salil Misra, Dean SLS and SUS
3. Professor Honey Oberoi Vahali, Dean SHS
4. Professor Geetha Venkatraman, SUS/SLS
5. Dr Sumangala Damodaran, Associate Professor, SDS
6. Dr Debal C Kar, Librarian
7. Dr Gopalji Pradhan, Associate Professor, SLS
8. Dr Rukmini Sen, Assistant Professor, SLS
9. Dr Ghazala Shahabuddin, Associate Professor, SHE
10. Dr Praveen Singh, Assistant Professor, SHE

11. Dr Usha Mudiganti, Assistant Professor, SLS
12. Dr K Srinivas, Director, IT Services
13. Ms Alka Rai, Assistant Librarian
14. Mr Ashis Roy, Research Assistant, SHS

Library Committee meets at regular intervals and strives to render the library user friendly. The Library Committee selects books and journals based on the requirements of the faculty. It ensures that curricular needs as well as a diverse range of interests and themes are covered. The library remains open throughout the week beyond class hours ensuring access to students and faculty.

4.2.2 Provide details of the following:

1. *Total area of the library:*

540 sq. m.

2. *Total seating capacity:*

38

3. *Working hours:*

Monday to Friday (including vacations): 8.00 AM to 8.00 PM

Other days including public holidays: 10.00 AM to 5.00 PM

** The library remains open on all days except the 3 national holidays.*

4. *Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources):*

The library has individual reading carrels with wi-fi access.

5. *Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-able users and mode of access to collection:*

There are adequate sign boards placed across the library, which provide access to print, and online documents/resources. The library is on the ground floor and can be easily accessed by differently-abled users. The collection of the library can be accessed through the web-OPAC.

4.2.3 Details of the library holdings (as on February 2014):

- a) Print (books, back volumes and theses):

Of the present holdings, 23,414 books were procured, 3,240 books were gifted and 130 print journals are available.

- b) Average number of books added during the last three years:

A total of 20,142 books were added in the last three years (an average of 6,714 books yearly)

- c) Non Print (CDs):

The library has 158 DVDs, mostly films and documentaries.

d) Electronic (e-books, e-journals):

The library has 120 e-books from the Cambridge University Press in disciplines of social science and humanities, and 77 e-resource/journal database which includes over 15000 journal titles). The e-journals are listed below:

1. JSTOR
2. ALUKA
3. Nature
4. Springer Link
5. SAGE Journals
6. MathSciNet
7. EBSCO academic Science Complete
8. CAMBRIDGE BOOKS ONLINE
9. PROJECT MUSE
10. Cambridge University Press Journals
11. EPW : Economic & Political Weekly
12. SRMO - Sage
13. EMERALD Journals
14. Art Stor
15. Science Direct Journals
16. Cartographica
17. Oxford Journals
18. Economics and Human Biology
19. Journal of Asian Economics
20. Review of Economic Dynamics
21. Food, Culture and Society: An International Journal of Multidisciplinary Research
22. Cognitive Development
23. Science
24. India Stat
25. The New Palgrave Dictionary of Economics
26. Down to earth
27. Cognitive Psychology
28. NBER Macroeconomics Annual
29. American Economic Review
30. Journal of Economic Perspectives
31. American Economic Journal: Applied Economics
32. American Economic Journal: Economic Policy
33. American Economic Journal: Macroeconomics
34. American Economic Journal: Microeconomics
35. Journal of Economic Literature
36. Comparative Education Review
37. Harvard Educational Review
38. HBR Business Cases
39. Capitaline Plus
40. ICMR case studies by IBS Business Cases
41. EBSCO Business Source Complete

- 42. Wiley-Blackwell journals
- 43. Taylor & Francis journals
- e) Special collections:
Text books: 1,534
Reference books: 1,429
- f) Book Banks:
No
- g) Question Banks:
No
- h) Newspapers:
10 (Hindi, English and Employment News)

4.2.4 What tools does the library deploy to provide access to the collection?

- a) OPAC:
Library has web-OPAC facility for its users.
- b) Federated searching tools to search articles in multiple databases:
No
- c) Electronic Resource Management package for e-journals:
VPN provides access from on and off campus.
- d) Library Website:
Library does not have a separate website, but has a page on the main University website.
- e) In-house/remote access to e-publications:
Yes, the library provides remote access of e-resources by VPN service.

4.2.5 To what extent is ICT deployed in the library? Give details with regard to

- a) Library Automation:
The library is fully automated and the “LIBSYS” library software is being used. The library has computerised records and database of its holdings (books, journals, CDs etc) as well as of its users.
- b) There are six computers for OPAC and e-resources in the library.
- c) The Internet bandwidth speed in the library is 1 Gbps.
- d) Content management system for e-learning:
No
- e) Participation in resource sharing networks/consortia (like INFLIBNET):
The library is a member of INFLIBNET and DELNET.

4.2.6 Provide details (per month) with regard to

1. Average number of walk-ins in AUD library is around 115 users per day and around 3,450 in a month.
2. Average number of books issued/returned in AUD library is around 2,000 and 1,500 respectively.
3. Ratio of library books to students enrolled is 20 books per student.
4. Average number of books added during the last four years was: Total 24,356 books added in the last four years (average of 6,089 books yearly)
5. Average number of login to OPAC is 90 times per day and around 2,700 in a month.
6. Average number of login to e-resources : 3,550 per month
7. Average number of e-resources downloaded/printed: 3,458 approximately per month.

4.2.7 Give details of specialized services provided by the library with regard to

Manuscripts:

No

Reference:

The library has a reference section with approximately about 1,429 books including encyclopedias, dictionaries, handbooks, etc. catering to the disciplines being taught in the University as well as to topics of current interests.

Reprography/Scanning:

Yes

Inter-library Loan Service:

Yes, through DELNET.

Information Deployment and Notification:

The library staff intimates the University community with relevant updates like book acquisitions, journal subscription and information detailing how to access e-resources.

OPAC:

The library is equipped with web-OPAC, which allows faculty and students to access catalogues in and off campus.

Internet Access:

The library is wi-fi enabled with 1Gbps bandwidth speed.

Downloads:

Full text articles from e-journals, e-books, can be downloaded on and off the campus.

Printouts:

No

Reading list/ Bibliography compilation:

The library staff compiles and intimates bibliographic information to faculty and students, which can also be accessed via web-OPAC.

In-house/remote access to e-resources:

The library has IP authenticated access to e-journals, databases, etc. which can be accessed both in-house and remotely.

User Orientation:

Each session begins with a detailed orientation by the library staff for both student and faculty, to make the library a user-friendly space.

Assistance in searching Databases:

The library staff is available during all library hours to assist in all matters including searching databases.

INFLIBNET/IUC facilities:

The Library is a member of INFLIBNET. Through the Associate Membership Programme, it subscribes to Cambridge University Press, MathSciNet, Nature, Emerald, JSTOR at consortia prices. As a member of the UGC Infonet Digital Library Consortium, the Library has free access to five e-resources: Taylor & Francis, Wiley, Project Muse, Springer and OUP.

4.2.8 Provide details of the annual library budget and the amount spent for purchasing new books and journals.

The details of the library budget are given below:

Financial Year	Total Budget (Rs.)	Expenditure (in Rs)		
		On Books	On Journals (Print / Electronic)	Total Expenditure
2009-2010	35,00,000	17,72,201	17,12,326	34,84,527
2010-2011	100,00,000	52,22,245	37,60, 514	89,42,759
2011-2012	100,00,000	52,27,243	58,34,525	1,10,61,768
2012-2013	200,00,000	1,29,53,014	87,58,979	2,17,11,993
2013-2014 (As of 18 March 2014)	230,00,000	1,16,65,213	4,03,424	1,20,68,637

4.2.9 What initiatives has the university taken to make the library a ‘happening place’ on campus?

The AUD library is centrally located, fully air-conditioned and user-friendly. It is assisted by well-qualified and efficient library staff to help users in their research and academic work. The University has decided to keep the library open from 8am to 8pm on all working days.

The AUD library has a specialized collection of more than 26,000 books, 130 national and international print journals, magazines and 77 online journal / database (over 15,000 e-journals) in the area of humanities and social sciences. The library has air-conditioned stack room and reading room. All the online resources can be remotely accessed. The library remains open on all days except the three national holidays. The library has developed a computerized database of library documents and users. The Library has four sections: General, Textbook, Reference and Periodicals. It is now in the process of developing a film section. Currently, there are more than 158 DVDs in its collection.

4.2.10 What are the strategies used by the library to collect feedback from its users? How is the feedback analysed and used for the improvement of the library services?

A feedback system is yet to be instituted.

4.2.11 List the efforts made towards the infrastructural development of the library in the last four years.

1. Enhancing its collection of both print and online resources
2. Implementation of Library Software (LIBSYS) and Web-OPAC
3. VPN for on- and off campus access
4. Library webpage
5. Membership of INFLIBNET (Associate Membership and InfoTech Digital Library Consortium)
6. Membership of DELNET (Inter Library Loan , and Document Delivery Service)
7. User Orientation Programme
8. News Paper Clippings
9. Proposal submitted for RFID implementation.

4.3 IT Infrastructure

4.3.1 Does the university have a comprehensive IT policy

- IT Service Management: **Yes**
- Information Security: **Yes**
- Network Security: **Yes**
- Risk Management: **Yes**
- Software Asset Management: **Yes**
- Open Source Resources: **Yes**
- Green Computing: **Yes**

AUD's IT policy is to make secure all information of faculty, staff, students, and others affiliated with the University, and to prevent the loss of information that is critical to the operation of the University. In order to secure the network, the IT Services Division has been taking appropriate steps by installing firewalls, access controlling and installing virus checking and content filtering software at the gateway. While implementing these policies, every effort has been made to maintain a careful balance between security and the ability of users to conduct rightful functions.

4.3.2 Give details of the university's computing facilities i.e., hardware and software.

Number of systems with individual configurations:

Total number of Desktops & Laptops – 333

S.No.	Make/Model	Configuration	Quantity
1	HP Compaq 8100 Elite	Intel Core i5 @3.20GHz, Windows 7 Pro 32-Bit 2 GB RAM, 320GB HDD, DVD RW	120
2	Dell Optiplex 755	Intel Core 2 Duo @3.00GHz, Windows 7 Pro 32-Bit 2 GB RAM, 250GB HDD, DVD RW	80

3	Dell Optiplex 330n	Intel Core 2 Duo @2.53GHz, Windows 7 Pro 32-Bit 2 GB RAM, 250GB HDD, DVD RW	05
4	Lenovo Think Center	Intel Core 2 Duo @3.00GHz, Windows 7 Pro 32-Bit 2 GB RAM, 250GB HDD, DVD RW	24
5	HP ProBook 4420s	Intel Core i5 @2.40GHz, Windows 7 Pro 32-Bit 2 GB RAM, 320GB HDD, DVD RW	40
6	HP ProBook 4430s	Intel Core i5 @2.40GHz, Windows 7 Pro 32-Bit 2 GB RAM, 320GB HDD, DVD RW	20
7	Dell Studio 1555	Intel Core 2 Duo @2.10GHz, Windows 7 Pro 32-Bit 3 GB RAM, 320GB HDD, DVD RW	15
8	Lenovo Thinkpad SL410	Intel Core 2 Duo @2.20GHz, Windows 7 Pro 32-Bit 2 GB RAM, 320GB HDD, DVD RW	20
9	Sony Vaio VGN- CS18GN/B	Intel Core 2 Duo @2.40GHz, Windows 7 Pro 32- Bit 2 GB RAM, 320GB HDD, DVD RW	03
10	Sony Vaio VPCW216AG/T	Intel Atom N450 @1.65GHz, Windows 7 Pro 32-Bit 2 GB RAM, 320GB HDD, DVD RW	03
11	Sony Vaio VPCS11FG/B	Intel Core i3 @2.13GHz, Windows 7 Pro 32-Bit 4 GB RAM, 320GB HDD, DVD RW	03

Computer-student ratio	1:11
Dedicated computing facilities	YES
LAN facility	YES

Proprietary software licenses:

Mathematica: 20

ARC View GIS: 10

Adobe Master Collection CS6: 10

Symantec Endpoint Protection v12: 80

EasyTDS: 05

ATLAS TI: 10

Capitaline: Unlimited

Tally: Unlimited

The IT division is in the process of acquiring the following softwares in the current academic year:

Statistical Softwares

SPSS 20.0 Version (40 User Academic Perpetual Licenses)

SPSS Amos (10 User Academic Perpetual Licenses)

Stata Software (40 User Academic Perpetual Licenses)

Econometric Software

EViews Software (40 User Academic Perpetual Licenses)

Mathematica Software (40 User Academic Perpetual Licenses)

Graphics Software

Adobe Creative Suite 6 Master Collection 25 Users Academic Perpetual Licenses

Software for the Design School

Adobe Design CS6 25 Users Academic Perpetual Licenses

Rhino Lab License 25 Users Academic Perpetual Licenses

Autodesk License 25 Users Academic Perpetual Licenses

Microsoft Windows office suit for Mac 25 Users Academic Perpetual Licenses

Open Source Software

- Ubuntu 12.04
- Debian 6
- Redhat 5.0
- Moodle
- Drupal 7
- Apache 2
- Tomcat
- Dspace

Number of nodes/ computers with internet facility

All

Any other (please specify)

1.	Projector (Wall mounted & Portable)	48
2.	Printer (Network & Desktop)	30
3.	Multifunction Printer	02
4.	Scanner	01
5.	Color Printer	04
6.	LCD TV	01
7.	Speakers	08
8.	Public Address System	03
9.	UPS (20KVA, 10KVA, 5KVA, 1KVA)	120

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

We have the following technologies already deployed:

- a. Directory-based authentication
- b. Mail, messaging and collaboration (cloud based for faculty/staff/ students)
- c. Web content filtering and caching

- d. Gateway security and anti-spam
- e. Endpoint enterprise antivirus
- f. Application servers on Linux
- g. Application servers on Windows
- h. Library management services and online web catalogue.
- i. Database services
- j. IP Surveillance
- k. Backup and data repository
- l. Network security
- m. Key management services; and DNS; DHCP and RADIUS protocols
- n. Wi-Fi campus on 802.11n with fault tolerance and load balancing
- o. Open source Learning Management System (Moodle)
- o. Cloud-based ERP system
- p. University intranet services for information dissemination

Some of the University-wide applications are running on a virtualized, cloud platform.

4.3.4 Give details on access to on-line teaching and learning resources and other knowledge and information database / packages

- Open source LMS – Moodle
- Subscription based e-journals
- Online resources (external libraries etc.)
- *Proprietary software*
 Mathematica
 ARC View GIS
 Adobe Master Collection CS6
 ATLAS TI

The following resources are being purchased by the University:

- *Statistical Software*
 SPSS 20.0 Version (40 User Academic Perpetual Licenses)
 SPSS Amos (10 User Academic Perpetual Licenses)
 Stata Software (40 User Academic Perpetual Licenses)
- **Econometric Software**
 EViews Software (40 User Academic Perpetual Licenses)
 Mathematica Software (40 User Academic Perpetual Licenses)
- *Graphics Software*
 Adobe Creative Suite 6 Master Collection 25 Users Academic Perpetual Licenses

- *Software for the Design School*
 Adobe Design CS6 25 Users Academic Perpetual Licenses
 Rhino Lab License 25 Users Academic Perpetual Licenses
 Autodesk License 25 Users Academic Perpetual Licenses
 Microsoft Windows office suit for Mac 25 Users Academic Perpetual Licenses

4.3.5 What are the new technologies deployed by the university in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

ICT facilities are used as visual aids to empower teachers to transform the traditional blackboard, chalk and talk methods into interactive sessions. This enables the simplification of complex concepts and helps them to be imprinted on students' memories. Moodle, a learning management system is being implemented to allow powerful, flexible, and engaging online learning experiences. An integrated ERP system is in place for collecting attendance and internal assessment for the programmes.

The other new technologies proposed are:

- Cloud-based services: Provide a scalable, vast pool of customisable, configurable computing resources to students and staff.
- Improved bandwidth management – to ensure bandwidth availability to respective user groups
- Redundant unified threat management device & firewall
- Network Access Protection (checks OS legality, and patch levels prior to letting endpoint join the network)
- Improved auditing – of object access and internet access

4.3.6 What are the IT facilities available to individual teachers for effective teaching and quality research?

IT services has made available round the clock internet access, off-campus VPN Access for faculty and students. Most of the faculty members have been equipped with personal desktops / laptops that are configured with legal software. Internet and audio-visual enabled classrooms enhance the quality of teaching-learning experience. As mentioned earlier, an integrated ERP system is in place for collecting attendance and internal assessment for the programmes.

4.3.7 Give details of ICT-enabled classrooms / learning spaces available within the university? How are they utilized for enhancing the quality of teaching and learning?

All classrooms are equipped with an LCD / DLP projector. Faculty is provided with a laptop with internet access to enable rich media usage / external internet-based learning resources in the classroom.

4.3.8 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the university for such initiatives?

The faculty is encouraged to prepare electronic presentations on their subjects and deliver them through PowerPoint or equivalent Presentation Graphics tool. Some programmes actively use this facility and upload their delivered content onto the Learning Management System – which

students can access through the portal. IT Services also organizes training sessions for faculty and students on the use of Internet for developing learning resources. Computer Labs, LCD and OHP projectors are available to the faculty for computer-aided teaching. The computer faculty is always available for any need based assistance in the use of ICT.

4.3.9 How are the computers and their accessories maintained?

For the maintenance of IT equipment, the University has an AMC agreement with OEM authorised third party hardware firms.

4.3.10 Does the university avail of the National Knowledge Network connectivity? If so, what are the services availed of?

AUD is part of the NKN system and has 1 Gbps connectivity. Faculty members also use some of the provisioned features like video lectures, and learning management system courses.

4.3.11 Does the university avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?

Yes. All forms of web resources are available to faculty and students.

4.3.12 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the university.

There are specific provisions in both the plan and grant-in-aid budgets for continuous upgradation and maintenance of IT systems. Details are listed in the table below:

Financial Year	Comp. H/W & other equipment		University wide resource management system ERP / Purchase of other S / W		AMC/Repair & Maintenance of equipment	
	Budget allocation (in lakh)	Expenditure (in lakh)	Budget Allocation (in lakh)	Expenditure (in lakh)	Budget Allocation (in lakh)	Expenditure (in lakh)
2013-14	50.0	10.17	20.0	10.78	10.0	6.17
2012-13	50.0	57.40	50.0	56.27	12.0	10.79
2011-12	Budget allocation		Expenditure		40.0	1.15
	3.0 (crore)		62.75			

4.3.13 What plans have been envisioned for the gradual transfer of teaching and learning from closed university information network to open environment?

Faculty is encouraged to place content repositories in the public domain. This includes recorded video lectures.

4.4 Maintenance of Campus Facilities

4.4.1 Does the university have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

Yes, the University has an Assistant Registrar (Estate) and his office staff includes two Caretakers, two Electricians, a Head Gardener and four Malis. He is assisted in his work by security guards and sanitation staff hired from external agencies. All civil and electrical construction, maintenance and repair are carried out by the PWD.

As most of the buildings are either heritage structures or old constructions, they required extensive repairs before they could be used. The entire roof of the heritage building has been waterproofed, the classrooms have been spruced up and fitted with LCD projectors and audio visual systems, almost all our rooms have been air-conditioned. Gardens with seasonal plants and flowers make for a colourful ambience in the campus.

4.4.2 How are the infrastructure facilities, services and equipments maintained? Give details.

The physical infrastructure of the University is maintained by the state PWD. The services – sanitation and security – are contracted out to registered agencies and all the equipments like Air Conditioners, etc. are either under warranty or under maintenance contract with third parties.

Criterion V:

Student Support and Progression

5.1 Student Mentoring and Support

5.1.1 Does the university have a system for student support and mentoring? If yes, what are its structural and functional characteristics?

AUD has put in concerted effort to focus on the well-being and mentoring of its students, which has been pursued as one of the core elements of its institutional philosophy. The ethos of the University promotes intensive teacher-student engagement within the classroom as well as close peer learning.

At a formal level for student support and mentoring, the University has the Student Services Division, headed by the Dean and assisted by the following officers:

- i. Deputy Registrar, Student Services (currently vacant)
- ii. Assistant Registrar, Student Services
- iii. Junior Executives
- iv. Office Assistants

The office of Dean, Student Services has been created under Statute 7A of the University Act to facilitate functions of student-related matters, including admission, scholarship, hostel accommodation, fees, counselling and other activities to ensure the well-being of students in the University.

More specifically, the office of Dean, Student Services facilitates the following functions in coordination with the different Schools of the University:

- Admission processes and procedures for enrolling students in various programmes
- Provision of advice and guidance to admission seekers
- Organisation and maintenance of a student information system
- Enabling and facilitating hostel admission
- Providing scholarships, fellowships and other financial assistance to students
- Working on campus jobs, including tutorship, assistance, mentorships, etc.
- Providing counselling, advice and guidance to students on career opportunities and further education
- Organisation and maintenance of student records
- Moderating performance on completion of the assessment process
- Issuing of identity cards
- Planning and organising the AUD annual convocation
- Verification of original certificates submitted by students
- Medical facilities for students
- Issue of character certificate / provisional certificate / migration etc.
- Maintenance of overall discipline among students through the Proctoral Committee
- Planning and execution of welfare for SC / ST / OBC / PH students
- Preparation of annual statistical report on students enrolment / pass out / dropout figures
- Performing such other functions and exercising such other powers as may be assigned by the Act, the Statutes and the Ordinances.

Apart from the Student Services division, the University also has a Student Cell. The Student Cell primarily acts as a buffer between the students and the administration, and the students' presence ensures sustained engagement with the concerns and needs of the students. The Student Cell is a quasi-official body meant to act as a liaison between the Student Services and the students.

The Student Cell is also an activity centre, a hub of student initiatives such as conducting campus based surveys, organising English language support classes and reading groups, in-campus photography, poster making and display, poetry recitation and so on. Several such initiatives draw upon the students' sense of camaraderie and responsibility towards themselves, and on their sense of identification with the University. Such effort has helped in the creation of a culture in the University marked by a sense of community and ownership, and an undoing of the alienation that is often felt in large institutional spaces.

A system of Mentorship and Counselling has been set up at the University. AUD's mission is not merely to provide access to opportunities for quality higher education to students irrespective of their background, but also to ensure that all students traverse through the process of higher education smoothly, meaningfully and successfully. The University views higher education not just as a destination to arrive at, but as an extended journey of transformation that each student can experience. Both in academic and social space, the foot-holds students are able to find through mentoring become a part of the foot-prints they carry into life beyond the University.

The University supports students through other forums like the mental health clinic Ehsaas, which provides low-fee counselling and psychotherapeutic support to the students and local community.

The University has set up a career cell to support and facilitate students to find gainful engagements after their university education.

5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

The University has a system of tutorials and mentorships for students. Tutorials are geared towards academic guidance in small groups. Mentorship is imagined as a space for students to come together in small groups, where listening and sharing of experiences can happen, and peer learning can be facilitated. The University also organises interactions with academics for students to gain more skills and knowledge. Workshops / seminars are organised with the active participation of students, as also visits of scholars of repute.

The University conducts English proficiency courses for the students of its undergraduate programme, and writing seminars are part of many of the postgraduate programmes. Several programmes have structured mentoring spaces for scaffolding students' learning through Guided Reading Courses and components on Basic Research Skills Training. Other than these measures, specific Schools like SCCE, in collaboration with museums, literary, film and performance festivals, and other institutions regularly organise guided tours, and discussions with the curators of these events and other institutions to facilitate greater critical engagement of students with these cultural practices, gatherings and establishments. Some schools like SBPPSE have a bridge course at the beginning of each academic session, especially to build the quantitative aptitude of students who come from non-mathematics background. The Master's programme in Economics conducts two-week workshops with new students aimed at acquainting them with the methods of quantitative analysis, as well as historical and political

aspects of the discipline of Economics. Such events bring about closer engagement of students with inter-disciplinary pursuits.

5.1.3 Does the university have any personal enhancement and development schemes such as career counselling, soft skill development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

The University aspires to mould its students into informed and sensitive professionals who will engage with their social responsibilities and will respond to the needs of the marginalised sections of our society. With this mandate, the processes and curriculum engendered through various courses and programmes attempt to structure students' experiences in a way that would lead them to their chosen careers with the right sensibilities and skills in place.

Soft skills development forms an integral part of education at AUD. In some of the programmes like MBA / Design / Education / Development, specific focus is given to promote communication, personality development and leadership skills. The University has stipulated a norm of 25 per cent of curricular time to be assigned for field-based learning experiences acquired through internships, field attachments, field-immersions, team building exercises and research projects. This helps to critically orient students to the world of practice as part of their academic training while also placing on them the demands of working in collectives, with their peers as well as in with the community. Such exposures, which happen under the close mentoring of assigned faculty members, open up opportunities for understanding real world scenarios, developing confidence and team-skills. Students are guided to develop research proposals and tools, collect data and analyse it in the research courses, field-based projects and in the dissertation components. To cite specific instances, several of our postgraduate programmes have components like a Self-Development workshop or a Basic Research Skill Training / writing workshop that facilitate and enhance personal and professional skills development. The MPhil Development Practice programme has a course on group processes in every semester. This is basically meant to identify the strengths and weaknesses of the students to function in a group, and enhance and equip them to work as a collective more effectively, efficiently and democratically. The larger objective of this process is to strengthen their professional skills to work with small groups and the community in villages and rural spaces.

Students' feedback across programmes has shown that this exposure has been significant in shaping students' career choices, and their competence to work in groups and in doing field-based research.

Apart from these, career related schemes are organised at the School / programme level. For example, SBPPSE has a structured placement cell, the functions of which are to contact and invite prospective recruiters to campus, for both summer internships and final placements. In addition, the Placement Cell regularly invites people from external agencies for guest lectures, and also organises small workshops on career counselling and soft skills development. SBPPSE has a Student Council, in addition to the Placement Cell that takes care of extracurricular activities of the students.

The University has a vibrant extracurricular space for students. Societies for Visual Culture, Theatre, Music, Cinema, Literary Expressions, the Sports Committee, etc. engage students through the academic year, and promote student participation in and out of class activities, literary, cultural and sports events, and community outreach services.

5.1.4 Does the university provide assistance to students for obtaining educational loans from banks and other financial institutions?

Yes, the University does provide assistance to students for obtaining education loans from banks. The University helps the students in all possible ways, including filling up forms and with the documentation required by the Bank to process loan applications, etc.

5.1.5 Does the university publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?

Yes, the University publishes its Bulletin of Information every academic year. It gives an overview about AUD and detailed information about each course, rules and guidelines of the University, fee structure, scholarships and other general information. The Bulletin is also available on the University website for online access to the students and prospective applicants. In addition, all Schools / programmes of the University also bring out BoIs every year, which highlight the vision of each School / programme, and provide details regarding the various programmes and courses offered. The entire admission process to all programmes is carried out online and linked to the ERP process. For those not having online access provisions are made for on-site application.

5.1.6 Specify the type and number of university scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details (in a tabular form) for the following categories: UG / PG / MPhil / PhD / Diploma / others (please specify).

The University has Academic Merit Scholarships and Academic Progress Scholarships awarded to students every semester. The academic merit scholarships are awarded to students on the basis of their ranks in class, while the Academic Progress Scholarship is based on individual student's improvement in performance across semesters. In addition, all MPhil / PhD students are given monthly stipends by the University.

The University also provides full and partial fee waivers to students on a need basis. Initially there used to be a time lag between the application of and award of fee waiver and students had to submit the fees, which would get re-funded post the fee-waiver award. The University policy is now to allow students to take admission without having to pay any fee. The needs assessment and confirmation of fee-waiver and support is subsequently done in the University level Fee-Waiver Committee.

The University has created a 'Student Welfare Fund' with the objective of providing financial assistance to meet the welfare needs of needy students, such as emergent medical assistance, purchase of books and study material, meeting the boarding and lodging expenses equivalent to the amount that is required to avail of AUD hostel facilities, and any other comparable needs of students. An amount of Rs.500/- per semester is collected from all students towards the Student Welfare Fund and an equivalent amount is contributed by the University to this fund. The Fund is managed and monitored by a committee which includes a nominee of the student community.

AUD has also instituted 'Earn while you learn' Scheme from which around 100 student volunteers have benefitted so far in terms of monetary benefits and gaining work experience.

The details are as follows:

**Scholarship awarded and disbursed in the last four years
School of Undergraduate Studies (UG)**

#	Year	No. of Students	Amount (in Rs)
1	Monsoon Semester 2010	14	72,000
2	Winter Semester 2011	12	94,000
3	Monsoon Semester 2011	48	3,60,000
4	Winter Semester 2012	37	3,09,000
5	Monsoon Semester 2012	65	5,20,000
6	Winter Semester 2013	56	4,32,000
Total		232	17,87,000

School of Liberal Studies (PG)

#	Year	No. of Students	Amount (in Rs)
1	Monsoon Semester 2011	39	2,45,000
2	Winter Semester 2012	33	1,69,200
3	Monsoon Semester 2012	52	4,16,000
4	Winter Semester 2013	47	3,76,000
Total		171	12,06,200

School of Development Studies (PG)

#	Year	No. of Students	Amount (in Rs)
1	Monsoon Semester 2009	6	48,000
2	Winter Semester 2010	6	48,000
3	Monsoon Semester 2010	18	87,500
4	Winter Semester 2011	15	92,000

5	Monsoon Semester 2011	19	97,000
6	Winter Semester 2012	17	93,500
7	Monsoon Semester 2012	11	73,600
8	Winter Semester 2013	10	62,398
Total		102	6,01,998

School of Human Studies (PG)

#	Year	No. of Students	Amount (in Rs)
1	Monsoon Semester 2009	11	60,000
2	Winter Semester 2010	9	60,000
3	Monsoon Semester 2010	25	1,30,000
4	Winter Semester 2011	27	1,36,000
5	Monsoon Semester 2011	31	1,86,600
6	Winter Semester 2012	29	1,36,199
7	Monsoon Semester 2012	25	1,58,392
8	Winter Semester 2013	28	1,39,000
9	Monsoon Semester 2013	30	1,92,770
Total		215	11,98,961

School of Education Studies (PG)

#	Year	No. of Students	Amount (in Rs)
1	Monsoon Semester 2012	5	27,700
2	Winter Semester 2013	3	19,200
Total		8	46,900

School of Business Public and Social Entrepreneurship (PG)

#	Year	No. of Students	Amount (in Rs)
1	1st July – 21 September 2012	7	56,000
2.	September – December 2012	6	48,000
3.	January – March 2013	7	56,000
4.	July – September 2013	12	96,000
Total		32	2,56,000

School of Human Ecology (PG)

#	Year	No. of Students	Amount (in Rs)
1	Monsoon Semester 2009	6	24,000
2	Winter Semester 2010	6	35,000
3	Monsoon Semester 2010	9	50,000
4	Winter Semester 2011	11	50,000
5	Monsoon Semester 2011	12	79,000
6	Winter Semester 2012	8	53,500
7	Monsoon Semester 2012	11	73,600
8	Winter Semester 2013	10	55,000
Total		73	4,20,100

Total amount disbursed over the last 4 years for Scholarship = Rs 55,17,159.00

The University also awards partial and full fee waivers to students depending on their economic background. The details of fee waivers awarded over the last four years are as follows:

Fee waiver awarded in the last four years

S.No.	Year-2009	No. of Students	Amount (in Rs)
1	School of Development Studies		
	Monsoon Semester 2009	5	40,000
2	School of Human Ecology		
	Monsoon Semester 2009	4	32,000
3	School of Human Studies		
	Monsoon Semester 2009	1	8,000
Total		10	80,000
S.No.	Year-2010	No. of Students	Amount (in Rs)
1	School of Development Studies		
	Winter Semester 2010	10	80,000
2	School of Human Ecology		
	Winter Semester 2010	5	40,000
Total		15	1,20,000
S.No.	Year-2010	No. of Students	Amount (in Rs)
1	School of Development Studies		
	Monsoon Semester 2010	15	1,00,000
2	School of Human Ecology		
	Monsoon Semester 2010	7	56,000
3	School of Human Studies		
	Monsoon Semester 2010	3	16,000
4	School of Undergraduate Studies		
	Monsoon Semester 2010	6	48,000
Total		31	2,20,000
S.No.	Year-2011	No. of Students	Amount (in Rs)
1	School of Development Studies		
	Winter Semester 2011	15	1,00,000
2	School of Human Ecology		
	Winter Semester 2011	8	56,000
3	School of Human Studies		
	Winter Semester 2011	3	28,000
4	School of Undergraduate Studies		
	Winter Semester 2011	8	88,000
Total		34	2,72,000
S.No.	Year 2011	No. of Students	Amount (in Rs)
1.	School of Development Studies		
	Monsoon Semester 2011	13	1,68,000
2.	School of Human Ecology		
	Monsoon Semester 2011	3	40,000
3.	School of Human Studies		
	Monsoon Semester 2011	8	84,000

4.	School of Liberal Studies		
	Monsoon Semester 2011	9	56,000
5.	School of Undergraduate Studies		
	Monsoon Semester 2011	18	1,88,000
Total		51	5,36,000
S.No.	Year 2012	No. of Students	Amount (in Rs)
1	School of Development Studies		
	Winter Semester 2012	12	1,36,000
2	School of Human Ecology		
	Winter Semester 2012	3	40,000
3	School of Human Studies		
	Winter Semester 2012	11	1,44,000
4	School of Liberal Studies		
	Winter Semester 2012	17	1,61,000
5	School of Undergraduate Studies		
	Winter Semester 2012	20	2,12,000
Total		63	6,93,000
S.No.	Year 2012	No. of Students	Amount (in Rs)
1	School of Development Studies		
	Monsoon Semester 2012	10	1,60,000
2	School of Human Ecology		
	Monsoon Semester 2012	6	96,000
3	School of Human Studies		
	Monsoon Semester 2012	17	2,32,000
4	School of Liberal Studies		
	Monsoon Semester 2012	17	1,74,000
5	School of Undergraduate Studies		
	Monsoon Semester 2012	31	4,72,000
6	School of Education Studies		
	Monsoon Semester 2012	1	16,000
7	School of Business Public Policy and Social Entrepreneurship		
	Monsoon Semester 2012	2	2,16,000
8	School of Culture and Creative Expression		
	Monsoon Semester 2012	2	32,000
Total		86	13,98,000
Sl.No.	Year 2013	No. of Students	Amount (in Rs)
1	School of Development Studies		
	Winter Semester 2013	11	1,76,000
2	School of Human Ecology		
	Winter Semester 2013	6	88,000

3	School of Human Studies		
	Winter Semester 2013	20	2,94,000
4	School of Liberal Studies		
	Winter Semester 2013	22	2,79,000
5	School of Undergraduate Studies		
	Winter Semester 2013	65	8,08,000
6	School of Education Studies		
	Winter Semester 2013	3	48,000
7	School of Business Public Policy and Social Entrepreneurship		
	Winter Semester 2013	1	1,08,000
8	School of Culture and Creative Expression		
	Winter Semester 2013	5	80,000
Total		133	18,81,000
Sl.No.	Year 2013	No. of Students	Amount (in Rs)
1	School of Development Studies		
	Monsoon Semester 2013	9	10,4000
2	School of Human Ecology		
	Monsoon Semester 2013	6	78,000
3	School of Human Studies		
	Monsoon Semester 2013	12	1,68,000
4	School of Liberal Studies		
	Monsoon Semester 2013	29	3,92,000
5	School of Undergraduate Studies		
	Monsoon Semester 2013	81	11,28,000
6	School of Education Studies		
	Monsoon Semester 2013	4	52,000
7	School of Business Public Policy and Social Entrepreneurship		
	Monsoon Semester 2013	6	5,83,000
8	School of Culture and Creative Expression		
	Monsoon Semester 2013	16	2,32,000
9	School of Design		
	Monsoon Semester 2013	3	72,000
Total		166	28,09,000

Total fee waiver awarded/dispursed over the last 4 years – Rs 80,09,000.00

MPhil and PhD students are also awarded stipends. Details indicated below:

**(2011-2012) School of Liberal Studies
MPhil Hindi**

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
1	Lauhar Yadav	S114DHI02	23-09-2011	9	@5000 PM	45,000
2	Mahendra Prajapati	S114DHI03	22-09-2011	9	@5000 PM	45,000
3	Sunita	S114DHI04	22-09-2011	9	@5000 PM	45,000
4	Anant Vijay Paliwal	S114DHI05	21-09-2011	9	@5000 PM	45,000
5	Anita	S114DHI07	22-09-2011	9	@5000 PM	45,000
6	Ragini Sankrit	S114DHI08	23-09-2011	9	@5000 PM	45,000
Total						2,70,000

MPhil History

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
7	Dhruv Khadkiwala	S114DHS01	16-09-2011	7	@5000 PM	35,000
8	Neha Singh	S114DHS02	20-09-2011	7	@5000 PM	35,000
9	Namita Singh	S114DHS03	19-09-2011	4	@5000 PM	20,000
10	Shweta Prakash	S114DHS05	19-09-2011	4	@5000 PM	20,000
11	Meenakshi Jha	S114DHS06	19-09-2011	4	@5000 PM	20,000
12	Rajesh Kumar Jha	S114DHS07	16-09-2011	7	@5000 PM	35,000
Total						1,65,000

PhD Hindi

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
13	Vibha Singh	S115DHI02	21-09-2011	9	@8000 PM	72,000
14	Kumari Jyoti Gupta	S115DHI03	29-08-2011	9	@8000 PM	72,000
Total						1,44,000

PhD History

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
15	Cheryl Reshma Jacob	S115DHS01	19-09-2011	9	@8000 PM	72,000
16	Maitree Devi	S125DHS01	20-01-2012	9	@8000 PM	72,000
Total						1,44,000

(2011-2012) School of Human Ecology PhD Human Ecology

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
17	Vikas Dalal	S125BED02	12-01-2012	4	@8000 PM	32,000
Total						32,000

(2011-2012) School of Human Studies MPhil Psychotherapy and Clinical Thinking (PCT)

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
18	Akanksha Adya	S114CPS01	18-10-2011	9	@12000 PM	1,08,000
19	Ananya Kushwaha	S114CPS02	18-10-2011	9	@12000 PM	1,08,000

20	Karuna Chandrasekhar	S114CPS03	04-11-2011	9	@12000 PM	1,08,000
21	Moirangthem Rominabati Devi	S114CPS05	24-10-2011	9	@12000 PM	1,08,000
22	Padma Janaki Kasturi	S114CPS06	24-10-2011	9	@12000 PM	1,08,000
23	Priya Tiwari	S114CPS07	18-10-2011	9	@12000 PM	1,08,000
24	Rashi Kapoor	S114CPS08	07-10-2011	9	@12000 PM	1,08,000
25	Ritika Arora	S114CPS09	18-10-2011	9	@12000 PM	1,08,000
26	Sabah Siddiqui	S114CPS10	31-10-2011	9	@12000 PM	1,08,000
27	Urvashi Agarwal	S114CPS11	18-10-2011	9	@12000 PM	1,08,000
28	Varun Viswanathan	S114CPS12	25-10-2011	9	@12000 PM	1,08,000
29	Vikas Deepak	S114CPS13	20-10-2011	9	@12000 PM	1,08,000
30	Lalita Kaushik	S114CPS14	24-10-2011	9	@12000 PM	1,08,000
31	Meghna Mukherjee	S114CPS15	09-12-2011	9	@12000 PM	1,08,000
32	Tanya Kullar	S114CPS16	11-11-2011	9	@12000 PM	1,08,000
33	Zehra Mehdi	S114CPS17	15-11-2011	9	@12000 PM	1,08,000
Total						17,28,000

**(2012-2013) School of Liberal Studies
MPhil History**

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
34	Ruby	S124DHS02	28.08.2012	9	@5000 PM	45,000
Total						32,000

PhD Hindi

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
35	Avinash Kumar Mishra	S125DHI01	10.09.2012	9	@8000 PM	72,000
36	Nitika Gupta	S125DHI02	03.09.2012	9	@8000 PM	72,000
Total						1,44,000

PhD History

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
37	Atul Bhardwaj	S125DHS02	30.08.2012	9	@8000 PM	72,000
Total						72,000

(2012-2013) School of Human Studies MPhil Women & Gender Studies

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
38	Arpita Anand	S124CWG03	23-07-2012	9	@5000 PM	45,000
39	Ayesha Nusrat	S124CWG04	25-07-2012	9	@5000 PM	45,000
40	Neha Choudhary	S124CWG06	23-07-2012	9	@5000 PM	45,000
41	Nidhi Varma	S124CWG08	23-07-2012	4	@5000 PM	20,000
42	Olimpika Oja	S124CWG09	25-07-2012	9	@5000 PM	45,000
43	Priyadarsni Satyam	S124CWG10	23-07-2012	9	@5000 PM	45,000
44	Rachna	S124CWG11	23-07-2012	9	@5000 PM	45,000
45	Rashmi Singh	S124CWG12	23-07-2012	9	@5000 PM	45,000
Total						3,35,000

PhD Psychology

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
46	Bharti Mohan	S125CPS03	03-09-2012	9	@8000 PM	72,000
47	Jenny Hoipineng	S125CPS05	03-09-2012	9	@8000 PM	72,000
48	Kailash	S125CPS06	30-08-2012	7 + 13 days in Dec. 2013	@8000 PM + 3355	59,355
49	Shikha Gill	S125CPS09	31-08-2012	4	@8000 PM	32,000
Total						2,35,355

(2013-2014) School of Development Studies PhD Development Studies

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
50	Nitin Kumar Mishra	S135ADS04	30-08-2013	5 + 2 days in Aug. 2013	@ 8000 pm + 516	40,516
51	Nibedita Hazarika	S135ADS03	29-08-2013	5 + 3 days in Aug. 2013	@ 8000 pm + 774	40,774
52	Ngaranngam Keishing	S135ADS02	29-08-2013	5 + 3 days in Aug. 2013	@ 8000 pm	59,355
53	Pooja	S135ADS05	29-08-2013	5 + 3 days in Aug. 2013	@ 8000 pm + 774	40,774
Total						1,62,838

**(2013-2014) School of Human Ecology
PhD Human Ecology**

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
54	Navin Kumar	S135BED03	15-10-2013	5 + 3 days in Aug. 2013	@ 8000 pm	40,516
Total						40,774

**(2013-2014) School of Liberal Studies
MPhil History**

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
55	Sunny Ruchi Ecka	S134DHS07	05-09-2013	5 + 3 days in Aug. 2013	@ 5000 pm + 484	25,484
56	Ishita Singh	S134DHS03	29-08-2013	5 + 3 days in Aug. 2013	@ 5000 pm + 484	25,484
57	Preeti Singh	S134DHS04	12-09-2013	5	@ 5000 pm	25,000
58	Swati Goel	S134DHS08	29-08-2013	5 + 3 days in Aug. 2013	@ 5000 pm + 484	25,484
59	Sarita Chaudhary	S134DHS06	30-08-2013	5 + 2 days in Aug. 2013	@ 5000 pm + 323	25,323
60	Abhinav Goswami	S134DHS01	30-08-2013	5 + 2 days in Aug. 2013	@ 5000 pm + 323	25,323
61	Sanjay Kumar	S134DHS05	12-09-2013	5	@ 5000 pm	25,000
62	Anshuman Srivastava	S134DHS02	30-08-2013	5 + 2 days in Aug. 2013	@ 5000 pm + 323	25,323
Total						2,02,421

MPhil Hindi

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
63	Nitin Narang	S134DHI03	27-08-2013	5 + 5 days in Aug. 2013	@ 5000 pm + 806	25,806
64	Nirmal Rani	S134DHI02	30-08-2013	5 + 2 days in Aug. 2013	@ 5000 pm + 323	25,323
65	Achuta Nand Mishra	S134DHI01	27-08-2013	5 + 5 days in Aug. 2013	@ 5000 pm + 806	25,806
Total						76,935

(2013-2014) School of Human Studies MPhil Women & Gender Studies

Sl. No.	Name	Enrolment No.	Registration Date	Stipend awarded (No. of months)	Stipend awarded (Amount in Rs)	
66	Anusua Saha	S134CWG03	13-09-2013	5	@ 5000 pm	25,000
67	Abha Tadvalkar	S134CWG02	13-09-2013	5	@ 5000 pm	25,000
68	Arpita Chakraborty	S134CWG05	13-09-2013	5	@ 5000 pm	25,000
69	Parul Sethi	S134CWG11	13-09-2013	5	@ 5000 pm	25,000
70	Ankit Sharma	S134CWG04	13-09-2013	5	@ 5000 pm	25,000
71	Lalita	S134CWG07	13-09-2013	5	@ 5000 pm	25,000
72	Vandana Chaudhary	S134CWG15	13-09-2013	5	@ 5000 pm	25,000
73	Rini Singh	S134CWG13	27-09-2013	5	@ 5000 pm	25,000
Total						2,00,000

Total Stipend awarded (AMOUNT) = Rs. 39,97,323.00

5.1.7 What percentage of students receive financial assistance from state government, central government and other national agencies (Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)?

A number of students have received financial assistance from the State Government. Details are given below:

Post Matric Scholarship for SC and OBC – By Directorate of Higher Education:

S. No.	Name of the student	Enrolment no.	Programme/ School
1	Ruby	S124DHS02	2012-13 / MPhil History / SLS
2	Shamshad Ali	S123H0017	2012-13 / MA Education / SES
3	Priyanka Shokeen	S123DEN31	2012-13 / MA English / SLS
4	Ansh	S123F0004	2012-13 / MBA / SBPPSE

Scholarship for J&K Students –By All India Council for Technical Education (AICTE):

S.No.	Name of the student	Enrolment no.	Programme/ School
1	Waseem Ahmed Choudhary	S112E0185	2011-12 / BA SS&H / SUS

Students of MPhil Development Practice receive a monthly stipend of Rs.12,000 per month, in addition to Rs.36,000 per annum for field-based expenses. This stipend is supported by the Sir Dorabji Tata Trust.

Three students of the same programme get a monthly stipend of Rs.18,000 inclusive of field based expenses through the Rohini Ghadiok Fellowship.

Student Welfare Fund Details (since January 2013):

Number of students who received SWF support in Winter Semester 2013: 5

Total amount spent (Winter 2013): Rs.1,27,000

Monsoon Semester 2013: 13

Total amount spent: Rs.1,60,926

5.1.8 Does the university have an International Student Cell to attract foreign students and cater to their needs?

For overseas students the University has an International Students Cell consisting of two faculty members to assist students and help them in all their academic pursuits and their social-emotional well-being. The Committee annually organises an International Students day.

AUD is a member of the International Association of Universities (IAU) and participated in the First World Congress on Post-Secondary Education in 2013; and was the only University selected from India by IAU for participation in the Congress. This has helped in enhancing AUD's visibility on international fora.

5.1.9 What types of support services are available for:

For overseas students, the University has an International Students Cell consisting of two faculty members to assist students.

For differently-abled students, support services are being set up. The facilities available at the present campus in Kashmere Gate include some classrooms (CR-10, CR-31, NL2) and a computer lab (CISCO lab), a new canteen (managed by Stree Shakti) all of which are wheelchair accessible. Other major modifications in architecture and design are constrained due to the heritage status of the buildings in the campus. In the old campus in Dwarka, from where AUD first started its operation in 2008, facilities such as ramps and elevators were available for enabling access to classrooms, hostel rooms, and other spaces.

Other institutional forms of support to students with learning disability include providing individual mentorship and tutorials, engendering inclusion in classrooms, designing assessment situations which are non-discriminatory, providing readers' and writers' assistance where required.

In addition, students are also encouraged to apply for financial support, which is extended under special circumstances.

For students belonging to economically weaker sections, the University has a fee-waiver facility. The University sets aside 15% of the total fee collected for giving fee waiver to those in need. The University has set aside 10% of the total fees collected to award 'Merit and Academic Progress Scholarship' to reward performance. A nodal officer has been appointed by the University for effective implementation of reservation policies and welfare measures and also to address grievances, if any.

For students participation in various competitions / conferences in India and abroad, the University displays related information on all the notice boards in the Campus; and provides assistance to the students wherever needed. 25% of student fees are earmarked for a 'Learning Enhancement Fund', which also has provision for helping students to travel for conferences and support their field based learning component.

AUD has a part-time doctor available in the campus between 2 pm - 5 pm on all working days. Health insurance schemes are not available for students. However, where needed, students can apply for assistance to the Student Welfare Fund, to which each student and the University make an equal contribution of Rs.500 every semester.

English language proficiency has unarguably become one of the most essential requirements for university study. Whatever the field of study in humanities/social sciences, knowledge of English is crucial for accessing the vast body of knowledge to pursue academic study, since most of the materials one needs are available only in English (as opposed to other Indian languages). In addition, the ability to listen to lectures and take notes, write assignments, make oral presentations and defend one's point of view etc. is also necessary for students to do justice to the programme they undertake. Given this premise, a student who is not adequately proficient in English is disadvantaged and often finds herself / himself at a loss since the medium of instruction at AUD is English. Once a student lags behind, it becomes increasingly difficult to make up since the course demands through the semester keep mounting.

Taking this situation into consideration, AUD has instituted proficiency courses at the UG level, as foundation courses. The scheme also provides for those with a higher level of proficiency to

join the course at a higher level directly, while those who need more help are required to do a two-semester course to achieve the required proficiency. The entry level is determined through a diagnostic test. The courses are innovative, the materials used are flexible, loose-leaf, task-based activities that aim to address the needs of young adults. They allow for modifications / additions and deletions by the teacher as and when necessary. The assessment scheme focuses on a range of abilities related to reading, writing, listening and speaking skills through its formative and summative modes in a variety of contexts related to study, work and social purposes. The courses are taught by teachers who have had prior orientation to ESL pedagogy and assessment. The University is also planning to establish a Centre for English Language Education (CELE) for offering language proficiency courses at a variety of levels.

Exposure to other institutions of higher learning is a crucial part of most of the post-graduate programmes offered at AUD. To cite specific instances, the MBA programme requires each student to undergo a two-month summer internship in an organisation (Corporate, NGO or Government). Live projects with business houses are also organised from time to time. As part of various courses, field trips to organisations and case studies are integral parts of course transactions. SCCE regularly organises, in collaboration with museums and other institutions, guided tours, interactive sessions, etc. to facilitate students' critical engagement with these cultural establishments. In SLS, the Sociology programme offers a course on 'Organisational Exposure' to familiarise the students with NGOs, civil society organisations, research institutions, media etc. SHS students are exposed to mental health institutions, clinics, NGOs, as well as feminist organisations as part of their summer internships along with ongoing field visits. SDS, SHE and SES have field based internships / attachment that run through the summer / winter vacations and expect students to work with NGO / community based organisations / government agencies / state bodies / teacher training institutions / resource centres, etc.

The University as yet does not have a journal / magazine published by the students. However, many such initiatives are in process both at the School / programme as well as the University level.

5.1.10 Does the university provide guidance and/or conduct coaching classes for students appearing for Civil Services, Defence Services, NET/SET and any other competitive examinations? If yes, what is the outcome?

The University does not provide any guidance or conduct coaching classes for students appearing for civil services, defence services, NET / SET or any other competitive examinations.

5.1.11 Mention the policies of the university for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

- additional academic support and academic flexibility in examinations
- special dietary requirements, sports uniform and materials
- any other (please specify)

AUD has a centralised Sports Committee and an Extra Curricular Activities (ECA) committee to take care of activities outside the formal classroom. The Sports Committee organises a Sports Day every year for enhancing student participation in sports. The ECA committee coordinates the various activities of the seven clubs / societies, viz. Music, Drama, Dance, Theatre, Fine Arts, Debating and Visual Culture, and also organises the University festival AUD@CITY. The ECA committee also oversees the special admissions under the ECA category for all

programmes at the time of admission, in coordination with the Central Admission Committee of the University. Care is taken to schedule important sports and ECA events during the days when no regular academic activity is scheduled. The Central Timetable Committee also provides slots exclusively for such activities, and no other academic activity is scheduled during these slots. The system of mentorship and SFC ensure that additional academic support and flexibility is provided to students participating in sports and ECA activities. Many more measures need to be taken to help students excel in these activities, but due to constraints of space and resources the University has not been able to implement them.

5.1.12 Does the university have an institutionalized mechanism for students' placement? What are the services provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?

The University is in the process of setting up a Career Cell under the aegis of its Student Services division. So far, the University did not have a centralised institutionalised mechanism for student placement, which was done at the level of the individual schools. For instance, SBPPSE has a structured placement cell, the functions of which are to contact and invite prospective recruiters to campus for both, summer internships and final placements. In addition, the placement cell regularly invites people from the industry for guest lectures, and organises small workshops on career counselling and soft skill development. Mock interviews, CV building exercises, and other activities to groom candidates for recruitment are also conducted.

In addition, see 5.1.3 above.

5.1.13 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).

The first round of formal Campus placement is currently in progress.

5.1.14 Does the university have a registered Alumni Association? If yes, what are its activities and contributions to the development of the university?

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.

5.1.15 Does the University have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?

The University has a Student Services front office where administration related grievances pertaining to fee, attendance, identity cards, library, infrastructure, institutional support, etc. are addressed. Additionally, a system of online problem redressal for students has been set up where students can write to concerned offices with regard to any grievance, from their residence if need be. The front office processes the query and responds to the student within a fixed time frame.

Grievances related to teaching-learning and other academic issues (assessments, course delivery, time table, teacher-student relationships, peer relationships particularly inside the classroom) are addressed by Student-Faculty Committees (SFCs). SFCs are constituted at the programme level and comprise elected student representatives as well as the nominated faculty representatives. The programme level SFCs come together to constitute the School level SFCs

which are chaired by the Dean of the School. The programme level SFCs are expected to meet at least once in a month while the SFC Executive (School level SFCs) meets at least once in a semester. The SFC ensures that the concerns of students, while maintaining confidentiality where required, are communicated to the concerned faculty / university authority / body. This is followed up in subsequent meetings. This serves as a feedback to individual faculty when the concern pertains to course delivery / assessments, and reflective material for the course teams as well as the School. Programme and School level meetings can be organised around feedback from SFCs about issues that remain unresolved despite several cycles of grievances redressal attempts.

5.1.16 Does the university promote a gender-sensitive environment by (i) conducting gender related programmes (ii) establishing cell and mechanism to deal with issues related to sexual harassment? Give details.

A committee for gender-related issues was constituted by the University in 2011 to deal with issues related to sexual harassment. Through the Gender Issues Committee (GIC), the University has encouraged several sensitising initiatives. Cultural events, panel discussions, discussions among students and faculty, and participating in events in the city around these issues have been some of the ways in which the GIC has made efforts towards sensitising and initiating a collective thinking around issues of sexual harassment; and building a vibrant culture which will prevent such incidents from happening. These initiatives also foreground and foster discussion on themes such as gender, patriarchy, power and selfhood in the University. In this context, an event of note was an inter - university dialogue 'Towards creating gender friendly campus spaces', a joint initiative of the National Law University Delhi (NLUD) and AUD held on 8 April 2011. The GIC also hosted a two day in-campus gender sensitisation event in 2012, which included a panel discussion and cultural activities around the theme of gender violence and voice. At the beginning of each semester, during the semester orientations organised by each School / Programme, the Committee makes presentation on measures adopted by the University to promote a gender-sensitive environment, and provides details of various mechanisms in place for students to register their concerns and complaints, if any.

Other informal collectives on campus such as the Forum by Students (a student initiative) and the AUD Queer Collective (a student-faculty initiative) have also been instrumental in creating awareness and debate around issues of gender and sexuality within the campus.

AUD offers academic programmes in MA Gender Studies and MPhil Women and Gender Studies. Additionally, a gendered analysis of social realities is a common thread across different programmes.

The University is in its formative stages and these are crucial steps towards creating a campus culture which is sensitive and democratic, ensuring dignity and freedom from harassment to all.

5.1.17 Is there an Anti-Ragging Committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?

Yes, an Anti-Ragging Committee is constituted by the University every academic year. There have been no instances reported during the last four years.

5.1.18 How does the university elicit the cooperation of all its stakeholders to ensure the overall development of its students?

The dynamic interface between different constituents of the University – faculty, administration staff, support staff, as also students themselves – as well as of the interface of the University with other civic and professional bodies is aimed towards nurturing a student who has internalised the values of the University. Such a student embodies her knowledge in her living, comes to be vitally involved in social issues and struggles, and can evolve into a person with courage, spirit and patience. Within the University, the democratic, open and non-hierarchical ethos that a student gradually internalises reflects in the interactions between students and teachers, in the opportunities for students to offer ongoing feedback to teachers, and in students' own involvement in setting up various academic and non-academic activities. More formally, the Student Faculty Committee admits and addresses academic concerns that a student may raise around classroom teaching, assessment etc. Internships, field visits, and discussions with professionals to understand contemporary work demands have been built into each programme to acquaint students with the opportunities and challenges that they would soon encounter as social and economic actors in their chosen vocational fields.

5.1.19 How does the university ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.

The University ensures the participation of women students in intra-and inter-institutional sports competitions and cultural activities through providing fair opportunity and access. Women students have actively participated in Table Tennis, Badminton, Kho-Kho, Chess and other games being organised on the Sports Day of the University. All the cultural activities organised by the University and Schools / Programmes have witnessed involvement of women students in large numbers. This wider participation can be recognised as a success of the concept of gender equity which is built into the very ethos of the University.

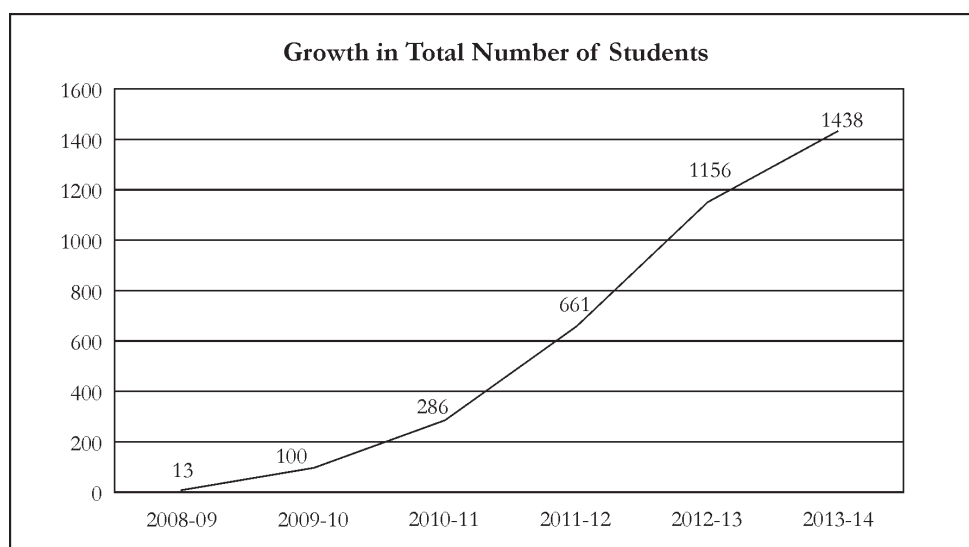
5.2 Student Progression

5.2.1 What is the student strength of the university for the current academic year? Analyse the Programme-wise data and provide the trends for the last four years.

The total student strength for the current academic year is 1438 students.

Over the last four years, since the inception of the University, the inflow of students to various programmes has steadily increased. The first five years of AUD's life have seen near exponential growth, exploration of new areas of knowledge, particularly in the interdisciplinary spaces, new models of curriculum, instruction and assessment, concurrent appointments of faculty and new mechanisms of student support. This growth is now coming to a plateau given the constraints on availability of space and absence of the University's own campus.

The rate of increase in the number of students at AUD during the period 2008 to 2014 is illustrated in the figure below:



The following table indicates the trend over the past four years across programmes.

Programme	2009-10	2010-11	2011-12	2012-13	2013-14
School of Undergraduate Studies					
BA Economics	-	36	51	42	41
BA History	-	04	20	28	38
BA Psychology	-	22	17	35	34
BA Social Sciences & Humanities	-	06	32	29	33
BA English	-	-	40	55	42
BA Mathematics	-	-	12	25	26
BA Sociology	-	-	14	34	30
School of Development Studies					
MA Development Studies	34	40	41	46	42
School of Human Ecology					
MA Environment & Development	22	25	32	34	38
School of Human Studies					
MA Psychology	44	41	56	45	47
MA Gender Studies	-	12	19	30	38
School of Liberal Studies					
MA English	-	-	50	58	38
MA Economics	-	-	45	56	41
MA History	-	-	23	45	35
MA Sociology	-	-	40	48	58

School of Culture and Creative Expressions					
MA Film Studies	-	-	-	06	10
MA Literary Art: Creative Writing	-	-	-	04	09
MA Visual Art	-	-	-	07	09
MA Performance Studies	-	-	-	07	12
School of Education Studies					
MA Education	-	-	-	19	21
School of Business, Public Policy and Social Entrepreneurship					
MBA	-	-	-	29	38
PG Diploma in Publishing	-	-	-	-	15
School of Design					
MA Social Design	-	-	-	-	12
MPhil					
MPhil Hindi	-	-	08	02	04
MPhil History	-	-	08	02	08
MPhil Psychotherapy & Clinical Thinking (PCT)	-	-	17	-	-
MPhil Development Practice	-	-	-	24	23
MPhil Women and Gender Studies	-	-	-	13	17
PhD					
PhD Hindi	-	-	04	02	--
PhD History	-	-	03	01	--
PhD Development Studies	-	-	07	-	06
PhD Environment & Development	-	-	04	02	04
PhD Psychology (Psychosocial Studies)	-	-	-	14	--
PhD Women and Gender Studies	-	-	-	-	03

5.2.2 What is the programme-wise completion rate during the time span stipulated by the university?

Programme wise completion rate during the time span stipulated by the university

PROGRAMME	COMPLETION RATE – 2008-09 Batch – PGDDS 2009-11 Batch (MA)	COMPLETION RATE– 2010-12 Batch (MA) 2010-13 Batch (BA)	COMPLETION RATE – 2011-13 Batch (MA)
Postgraduate Diploma in Development Studies	77%	--	--
School of Development Studies			
MA Development Studies	79%	65%	44%

School of Human Ecology			
MA Environment & Development	59%	68%	56%
School of Human Studies			
MA Psychology (Psychosocial Clinical Studies)	91%	80%	63%
MA Gender Studies	--	83%	63%
School of Undergraduate Studies			
BA Economics	--	69%	--
BA History	--	50%	--
BA Psychology	--	45%	--
BA Social Sciences & Humanities	--	33%	--
School of Liberal Studies			
MA English	--	--	54%
MA Economics	--	--	88%
MA History	--	--	65%
MA Sociology	--	--	72%

5.2.3 What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defense, Civil Services, etc.?

This information is not being maintained by the University.

5.2.4 Provide category-wise details regarding the number of PhD / DLitt / DSc theses submitted/ accepted / resubmitted / rejected in the last four years.

None in the last four years, as the first batch of PhDs is yet to graduate.

5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the programme calendar and provide details of students' participation.

AUD has a variety of sports, cultural and ECA activities in which the students participate. These include the AUD Sports Committee, Debating Society, Literary Society, Fine Arts Committee, Theatre Society, Dance Society and the Society for Visual Culture. Every year the University organises its annual festival AUD@CITY, which is a popular event. Some of the activities that have been organised by the various clubs and societies over the past few years include:

- Tagore Debate Event organised at AUD in collaboration with Crossroads, Kolkata
- Reading and Talk by Alka Saraogi, well-known writer, February 2013
- Reading and Talk by Amandeep Sandhu, upcoming writer, March 2013
- Reading and Talk by Pramesh Ratnakar, Shiv Nadar University, April, 2013
- Poetry Reading and Talk by Alok Bhalla, visiting professor at AUD, August, 2013
- Poetry Reading by students of AUD, February 2013

- Poster-making and T-shirt painting competitions during AUD@CITY 2012
- Play: '30 days in September' as a part of the Gender Sensitization Festival (performed again in AUD@CITY) in Winter Semester 2012
- 'Halla Bol' - Inter college street play competition as a part of AUD@CITY in the Monsoon Semester 2012
- Play: Neil Simon's 'The Plaza Suite' in the Monsoon Semester 2013
- Organised mash up – an inter-university western dance competition as part of AUD@CITY 2012
- Dance production called 'Yin and Yin' performed during the gender sensitisation week 2012
- 'Lost in a Forest of Symbols: Can Some Animal, Bird, Tree or Djinn help us Understand Myth and Folklore?' A talk by Alok Bhalla, SLS, AUD, March 2012
- Panel discussion on Project Cinema City, with Vivan Sundaram, N Pushpamala, Kaushik Bhowmik and Madhusree Dutta, 4 September 2012
- Guided tour of the exhibition Project Cinema City at NGMA, Delhi, September 2012
- Screening of film and discussion with filmmaker Nishtha Jain on April 10 2013.

Events Organised by the AUD Sports Committee:

The AUD Sports Committee was constituted formally in 2012 with the objective of promoting sports on campus. The University is a place where young minds are nourished to excel in areas of their interest. The AUD Sports Committee consists of members from the faculty who meet regularly to discuss various sports related concerns and issues. For the purpose of making this an integrated effort, greater involvement of the student body is fostered by forming the AUD Sports Body with student representatives. Though the Committee has been of the view that a full time Sports Faculty / Coach or a Sports Director is important for the future of sports at AUD, due to financial constraint only two empanelled coaches could be hired on a per visit basis.

Considering the fact that AUD has constraints of space and resource, the Committee decided to begin on a very small scale by introducing in-house sporting activities and gradually moving to lay the foundation for a firm platform. The objective is to build a good infrastructure facility for various indoor and outdoor games in a long-term perspective. Some of the achievements towards this end include organising of the following events:

The 1st AUD Sports Meet held on 5 October 2012 for various indoor games on campus at Kashmere Gate. Students from different schools participated in large number. The 2nd Sports Meet was held on 5 October 2013 on campus again for indoor games that saw very good student participation.

The 1st AUD Athletes' Meet was organised on 9 March 2013 for track events. The reason why the Sports Meet and Athletes' Meet could not be held together was due to space constrain since AUD does not have open access to the ground and needs to coordinate with the IGDTUW which is also located on the same campus.

Apart from these two major events involving larger student participation, 3 in-house cricket tournaments titled Zest 1, Zest 2 and Zest 3 have been organised successfully between 2011 and 2013. There was also a cricket match between students and the AUD faculty / staff.

At present the AUD cricket team is in place and it has participated in an outside tournament in 2013.

The AUD Sports Committee has been trying to set up a gym on campus for students and faculty / staff.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

Students are encouraged and have participated in several co-curricular activities at the University level as well as in forums. For instance, a student of MA Environment and Development from SHE won the best poster award at SCCS, Bangalore; and another student's paper was selected for an International Conference in Freiberg, Germany. Four students from MA Visual Art (SCCE) have been selected out of more than 100 applicants for the forthcoming exhibition and publication organised by Raqs Media Collective in collaboration with the India Foundation for the Arts, Bangalore. Three SES students were selected to participate in the Workshop on Educational Policy organised collaboratively by TISS Hyderabad, Azim Premji University, NUEPA and AUD. An SDS student's paper was selected for the International Conference on 'Land, Labour and Social Movements' organised in Delhi. An SDS student was awarded the second prize for photograph submitted in its weekly competition by the magazine *Digital Photography Review*.

5.3.3 Does the university conduct special drives / campaigns for students to promote heritage consciousness?

The premise of heritage is perceived in its broadest sense and includes both tangible and intangible manifestations of Indian heritage. Being located in the campus with around 400 hundred years of history exemplified through the monument of Dara Shikoh Library building and the almost 200 years old Wood Craft School, the tangible presence of monuments is experienced in day-to-day encounters. Equally, the intangible aspects of heritage residing in craft practices, performing arts, music, folklore, traditional community knowledge are seen as critical values that can be leveraged for socio-economic benefits to the communities in a contemporary milieu.

Heritage is recognised as creative cultural capital and is researched, documented and shared through events, exhibitions and performances through the Centre for Community Knowledge (CCK) wherein students and faculty members from different Schools actively participate. Actual immersion in field studies among rural and tribal communities by SHE, SDes, SCCE, SDS and SES, consciously focus on distilling unique values in Indian heritage. Craft practices, performing arts, music, vernacular architecture, traditional knowledge in agricultural practices, herbs and medicinal plants, services of mid-wives, bio-diversity, frugal technologies and processes, sustainable practices and values are some of the areas that form an integral part of curricular studies. Moreover, CCK carries out training of groups engaged in heritage walks on a regular basis. It has also been engaged in the Delhi's Citizen Memory Project as part of which Neighbourhood Museums have been conceptualised. One was organised at the Shadi Khampur Village and a second is being planned at the Kashmere Gate area of Old Delhi. The attempt is to collect and connect people's oral testimonies, photographs and other recordings of Delhi from the walled city to urban villages and resettlement colonies – to create a lived historical archive of a city in the midst of unprecedented change.

Further, as part of the History course in SLS, road journeys have been organised such as one on the Mughal Imperial Highway from Delhi to Amritsar in 2012. Another trip was organised in 2013 to explore traditional irrigational techniques and shrines associated with them in Punjab. This was then followed by an attempt to explore the First English Cavalry Regiment (First Horse Regiment) headquarters and the site of the 1857 Mutiny at Meerut. Heritage walks along the corridors of Old Delhi have also been organised.

5.3.4 How does the university involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.

The University is yet to start its own magazine. However, online spaces such as blogs, webpages and social media have increasingly become lively discussion forums where students and faculty exchange their views.

5.3.5 Does the university have a Student Council or any other similar body? Give details on its constitution, activities and funding.

The University is in the process of setting up a Student Council, and in the interim the University has set up Student Faculty Committee (SFC) which perform several of the functions of a Student Council.

The Student-Faculty Committee is a forum for recording and resolving various academic concerns including issues like classroom teaching, assessment, conduct of exams and student feedback. It is aimed at creating a platform for students and teachers to interact in a fair, just and conflict-free manner on all matters relating to student-teacher interactions.

It is aimed at bringing students' concerns regarding the teaching-learning process to a common platform while providing adequate safeguards to students from discrimination by any teacher. At the same time, the SFC provides teachers opportunities for presenting their side of the argument, and to have a dialogue with student representatives without issues being brought straight away to a collective platform.

Through this process, the SFC creates a just and fair space for resolution of conflicts between student(s) and teacher(s) without undermining the rights of either.

Structure and Composition of SFC

Each undergraduate and postgraduate programme has set up programme-specific SFCs with adequate representation from students and faculty. A two-tier structure exists consisting of the SFC Executive and the SFC General Body.

The SFC Executive

The SFC Executive consists of elected / nominated members from each batch of students enrolled in the BA / MA programmes at AUD, along with a faculty representative for each batch.

The SFC Executive has a minimum of two student representatives from each batch, and a minimum of one faculty representative for each batch. The core faculty of each School nominates / elects one member from its Faculty as the SFC Coordinator for a period of two semesters.

The SFC General Body

All students and teachers associated with a BA or MA programme are *de facto* members of the SFC General Body of that programme. For instance, for the MA Programme in Environment and Development, the SFC-GB will consist of all students in the MA Previous and MA Final batches, along with the faculty of the School of Human Ecology, as well as faculty members from other Schools (or visiting / adjunct faculty) who teach in this School.

5.3.3 Give details of various academic and administrative bodies that have student representatives on them. Also provide details of their activities.

The academic and administrative bodies that have student representative are:

- Student-Faculty Committee (indicated above)
- Hostel Committee
- Canteen Committee
- Student Welfare Fund Committee: The Student Welfare Fund has been created within AUD with the objective of providing financial assistance for the welfare of students in need, such as emergent medical assistance, purchase of books and study material, meeting the boarding and lodging expenses equivalent to the amount that is required to avail of AUD hostel facilities, and any other similar needs of students. An amount of Rs.500 per semester is collected from all students towards the student welfare fund; and an equal amount is contributed by the University. This fund is managed and monitored by a Committee which includes a nominee of the student community.

Criterion VI:

**Governance,
Leadership and
Management**

6.1 Institutional Vision and Leadership

6.1.1 State the vision and the mission of the university.

Ambedkar University Delhi, defines the mandate of the University to be:

“The University shall be engaged in teaching and research in emerging areas of higher education with focus on liberal arts, humanities and social sciences, for example, Arts, Commerce, Humanities, etc., and also to achieve excellence in these and connected fields.”

Following the broad guidelines of its Act and drawing inspiration from Dr Ambedkar’s vision of bridging equality and social justice with excellence, AUD’s mission has been to create sustainable and effective linkages between access to and success in higher education.

Some dimensions in-built in AUD’s institutional philosophy are:

- A commitment to equity, social justice and excellence—these form the bedrock of the philosophy and values of AUD. The mission of the University is to try and go beyond mere provisioning of equitable access. The University has and aspires to strengthen institutional mechanisms for mentoring and nurturing students, particularly in language (English), study skills and their ability to communicate effectively, in order to assure success and excellence for all students
- As a public institution, AUD sees itself as an instrument of social transformation, focusing on social action at the interface of civil society and the State and this leads to the University’s credo of ‘engaged scholarship’. AUD envisages itself as a university for and of the city of Delhi and this guides the articulation of its policies and objectives. The programmes (both teaching and research) as well as the structures of the Schools of the University attempt to reflect these thrusts.

6.1.2 Does the mission statement define the institution’s distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution’s tradition and value orientations, its vision for the future, etc.?

In the last 5 years, the AUD community has worked towards fulfilling its commitment to creating and sustaining an institutional culture characterised by humanism, non-hierarchical and collegial functioning, team-work and nurturance of creativity.

What is discernible even in the short span of 5 years is the small, compact but very vibrant and dynamic university culture and community. AUD is one of the few universities in India with the core objective of promoting the study of humanities and the social sciences. These disciplines are seen as pivotal to the understanding and imagination of a society in transition. These concerns lie at the cusp of disciplinary knowledges, and enable us to study and understand the rapid social and political transformation in contemporary times. AUD’s vision also includes a comprehensive idea of higher education where undergraduate, postgraduate and research programmes are seen as one continuum, and there is no hierarchy among the three in its imagination and practice.

The formative years of AUD have also seen the contemporary currents of rapid social change that Delhi is undergoing. With the city coming to be the site of new imaginaries—of work, family, body, sexuality, morality, citizenship, ecology—its institutions of higher education have to engage in a self-reflexive exercise by asking how they can make their students more responsive to challenges these pose. Since AUD is in its initial phase of development and growth, its vibrant faculty is drawing upon the energies of the young and the dreams of the

experienced, to build possibilities for new structures, new ideas and new practices into its very foundation.

The basic philosophy of AUD is to provide high quality education to all students. The University recognises that it is expensive to create structures and processes of quality and to sustain them, and believes that public subsidy should still be the main source of funding for its programmes. However, also inbuilt into the vision guiding the University is the commitment that its students learn to value and appreciate the social privileges they enjoy because of the heavy subsidy that goes into public institutions of higher education in India. This vision has shaped AUD's distinctive fee policy. It has been envisaged that a minimum proportion (about one-fifth) of the total operational cost is reflected in the fee being set per semester in 8 years. At present, the contribution through student fee is about 13 per cent of the total costs. On the other hand, it is the University's considered position that no prospective student should be denied the opportunity of studying at AUD just because he/she is not in a position to pay the requisite fees. AUD receives students both from and outside Delhi belonging to a variety of socio-economic backgrounds. The University has put in place structures and policies for creating a healthy and inclusive learning environment for its students. There are a large number of scholarships and fee waivers available for meritorious and needy students. The University has instituted a Student Welfare Fund with equal contributions from students and the university bursary to support students in need. The University has also set-up a Student Cell run solely by students for nurturing and hand-holding students in their academic life. To enhance the language skills of students, specially designed English Proficiency Courses are being offered in undergraduate and postgraduate study programmes. AUD has put in concerted effort to focus on the well-being and mentoring of its students, and this has been pursued as one of the core elements of its institutional philosophy.

AUD is exploring innovative practices for broadening its base of admissions, particularly to its undergraduate programmes. Located in Delhi, AUD has begun to offer a viable alternative to those who do not choose or manage to secure admission in the colleges of the University of Delhi, or other established universities in the city. Concrete initiatives are being planned to reach out to students from the outskirts of the National Capital Region of Delhi or from Government Schools in Delhi.

We hope to achieve an inclusive expansion of our undergraduate programmes with a vocational and community college orientation so as to cater to larger enrolment of students from Delhi. We are constantly aware of the fact that, unless we take such steps, we might become, in the near future, like one of the elite colleges of the University of Delhi. We envisage the possibility of expanding our undergraduate programmes through multiple campuses and networked classrooms, exploring modes beyond face-to-face, like blended approaches, using on-line mode in a big way.

6.1.3 How is the leadership involved:

- in ensuring the organization's management system development, implementation and continuous improvement?
- in interacting with its stakeholders?
- in reinforcing a culture of excellence?
- in identifying organizational needs and striving to fulfill them?

The leadership of the University through regular (weekly) meetings of its Core Management Team (CMT), and the Senior Management Team (SMT) (comprising all School, Centre and Division Heads) has tried to develop a collective leadership for the development, management and improvement in the functioning of a fledgling University which is trying to adopt and implement some innovative practices.

The University has from its inception involved a wide range of external experts in identifying new and innovative domains of knowledge and then conceiving, designing and developing curricula in these domains. The feedback and valuable inputs obtained during the course of a series of consultative meetings have provided the foundation for introducing various programmes of study. Even identification of prospective faculty happened through these consultative meetings.

The leadership has also organised reflective sessions with the faculty and the staff (at least once every semester) to nurture the early ideas, vision and mission, and to further develop nuanced practices to implement them. There have also been a couple of retreats, one involving selected members of faculty and the other involving everybody – faculty, staff and members of authority bodies. These reflective sessions are also constantly organised at the school and programme levels.

The University constituted a committee to conduct a Mid-Term Review (MTR) in 2011. The MTR Committee comprised eminent academics and policy makers, in addition to internal members. The Committee interacted with all primary stakeholders of the University (including students and alumni), and through a deliberative process arrived at its report which is now being deliberated upon in the different statutory bodies of the University for its implementation.

The University has also instituted a formal process of keeping in close touch with the concerns of its students by constituting a ‘Student-Faculty Committee’ (SFC) in all its programmes. The SFC meets at least once every semester. In addition, student feedback for each course has been introduced. The manner in which such feedback is used varies across different programmes.

A culture of excellence is reinforced in a variety of ways:

- a. The University has a scheme to extend seed money to faculty for carrying out research. Individual proposals are scrutinised by a group of eminent academics before making a grant.
- b. The University also provides dedicated funding for seminars, workshops and conferences by individual faculty or Schools.
- c. The University has instituted the practice of regularly inviting eminent academics and practitioners as guest, visiting and adjunct faculty for lectures and workshops.
- d. The statutory bodies of the University – SCAP, SCR, SSS, BoS – meet regularly to deliberate upon matters related to teaching and research.

The University keeps a constant watch on the organisational needs through regular consultative meetings, SMT and CMT meetings, MTR, and periodic reflection sessions and retreats. These have helped in monitoring the functions of various divisions / constituents of the University, and in constantly reviewing / rethinking and making course correction. This has resulted in for instance, introduction of student mentoring, setting up of the Student Cell, a more humane system of fee waiver disbursement, smoothening assessment processes, effective implementation of attendance requirements, etc. Over the years, this has also resulted in the financial management becoming more streamlined.

The University has not been able to make any significant advance in introducing schemes for the welfare of its staff and their service conditions. Part of the reason is the ambivalent position of the Government of NCT of Delhi on such issues. However, the University is committed to fulfilling these goals.

6.1.4 Were any of the top leadership positions of the university vacant for more than a year? If so, state the reasons.

No

6.1.5 Does the university ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?

Yes, all positions in statutory bodies are filled and meetings are conducted regularly. The Board of Management (BoM) was constituted in 2008, and it has met regularly (at least 3-4 times a year). The BoM, in the initial years also acted as the Academic Council (AC) of the University.

The AC was constituted in 2010 and since then has made all decisions in academic matters. It meets at least two times every year. It works largely through the three Standing Committees it has constituted—a Standing Committee on Academic Programmes, a Standing Committee on Research and a Standing Committee on Student Services—to deliberate on and take decisions on emergent issues. These Standing Committees meet several times a year, as and when an issue / subject crops up. The decisions of the Standing Committees are then taken to the AC for approval, ratification and further deliberation.

The Finance Committee, constituted in 2009 to deliberate on financial matters, also meets at least twice a year.

6.1.6 Does the university promote a culture of participative management? If yes, indicate the levels of participative management.

The University has a decentralised structure with Schools and Centres as the foci for all academic matters. The academic heads (Deans and Directors) are guided by programme teams (or Academic Coordination Committees in the case of large schools like SUS and SLS) in day-to-day matters, while the Board of Studies (BoS) of each school, with membership also from external experts in the respective areas of knowledge, meets at least once every semester. The Standing Committee on Academic Programmes (SCAP) and the Standing Committee on Research (SCR), guide and regulate academic related matters. While the BoS, SCAP and SCR are the statutory bodies of the University, it is at the programme level that most decisions are taken. Programme teams are empowered to design and manage academic matters, including issues related to assessment, evaluation and results. For Schools with more than one programme, their Deans have set-up Academic Coordination Committees (ACC), with representation from each programme.

An important example of participatory management is provided by the School of Undergraduate Studies (SUS) which does not have a dedicated faculty of its own. The University encourages its faculty to teach in the undergraduate programmes primarily to challenge the conventional hierarchy that exists between postgraduate and undergraduate teaching in Indian universities.

The University's structure has also promoted the involvement of the academic staff in different committees tasked to set-up and frame rules and norms on a variety of academic matters.

However, much of the churning and exchange of ideas has happened outside of these formal (both statutory and non-statutory) bodies. Open houses have been organised at least once a semester where discussion on important matters take place.

An important factor has been the weekly meetings of the senior management team. While not part of any formal structure of governance, it is here that most important policy initiative are taken and bottlenecks in the day-to-day functioning are removed. The listserv created with official email ids of all faculty and staff are also a forum where many debates are initiated and takes place.

6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges and the support and encouragement given to them to become autonomous.

AUD is a unitary University with no affiliating colleges or institutions.

6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?

No.

6.1.9 How does the university groom leadership at various levels? Give details.

AUD is a new University with a young faculty. It has been a constant endeavour from the beginning to involve young faculty members in setting up the norms and rules of the University, and encourage them to create innovative courses, and involve them in the administration of various programmes. Young faculty members are also part of various committees and task groups. This is true of the administrative staff as well.

Faculty members at the Associate Professor level have been given important positions as Deputy Deans of Schools and Directors of Centres.

6.1.10 Has the university evolved a knowledge management strategy? If yes, give details.

The University has developed a cloud-based ERP system to manage all important academic and administrative informations. While it will be some time before the ERP is fully operationalised, some important beginnings have already been made, for instance, for the entire life cycle of each student maintenance of assessment records, staff and faculty profile, staff and faculty recruitment, accounts, library, etc.

All faculty, staff and students have also been provided official email ids on which important notices are sent, and communications exchanged. They have also been provided network ids through which they can access the ERP / Intranet where all notifications are put up. Hard copies of important notices and information are sent to relevant individuals. LibSys and electronic resources can be accessed from remote locations.

The University has set up committees with diverse composition on important issues. The idea is not only to deliberate and decide issues, but also to use the meetings of such committees to disseminate important information to other stakeholders.

6.1.11 How are the following values reflected in the functioning of the university?

- Contributing to national development

- Fostering global competencies among students
- Inculcating a sound value system among students
- Promoting use of technology
- Quest for excellence

The aim in AUD is to reinvent social sciences and orient them to issues of national development and social, political and economic transformations; and to deal with new challenges facing the country. Most of these new challenges require a different kind of treatment and analysis. AUD has created Schools and programmes which are at the cusp of disciplinary knowledges, and it hopes that these new programmes would help develop new knowledge and forms of critique. Even the traditional programmes focus on studying social transformation.

This is in line with the developments in social sciences in most parts of the world. The transaction of courses has gone beyond the typical classroom activities, and the attempt is to bring students closer to everyday reality without compromising on their theoretical understandings. Assessments are conducted continuously, and even here a variety of assessment procedures are used to encourage learning, training in basic skills and ‘out of the box’ thinking.

The vision of the University is engaged scholarship through which concerns with equity and social justice with excellence are sought to be inculcated in the students through curricular and pedagogic explorations. Students are made aware of the gross inequalities and the marginalised life that large numbers of people live through not just class-room teaching but also through field immersion (the latter constitutes, as a norm, 25% of all curricular engagement, and in some programmes this component accounts for about 50% of the transactional time).

The latest technology is used in the classroom, and students are provided other relevant skills in an effort to make them compete with the best in the world. Several of the postgraduate programmes have writing workshops as well as specialised research methods workshops built into the programme structure.

AUD’s motto is to provide equitable access along with the pursuit of excellence. The quest for excellence in its initial phase has manifested itself in the nature of programmes that were established, in faculty recruitment, the very favourable teacher-student ratio, and the attempt to institutionalise progressive curricular and assessment structures and processes.

6.2 Strategy Development and Deployment

6.2.1 Does the university have a perspective plan for development? If yes, what aspects are considered in the development of policies and strategies?

AUD sees itself as a university for and of the city of Delhi and this guides the articulation of its policies and objectives.

Vision and mission

A commitment to equity and social justice forms the bedrock of the philosophy and values of Ambedkar University Delhi. As a public institution, AUD sees itself as an instrument of social transformation focussing on social action at the interface of civil society and the State.

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; and to the understanding of the forces impacting Indian society and how societal evolution in the

future can lead to effective realisation of the Directive Principles of State Policies embedded in the Constitution of India so as to enable all sections of our people to achieve their full potential. This vision and mission has foregrounded the initiatives at AUD in terms of the interdisciplinary typologies adopted for the different Schools, the programmes developed, and the research focus therein.

Teaching and learning

The perspective on teaching-learning at AUD is distinct. It focuses on the processes and an ethos that integrates the quest for knowledge with the experiential via the medium of discussions, interactions, dialogue and intensive field engagement. A constant concern and effort has been to establish bridges between courses across semesters and disciplines. Different media are used to facilitate class experiences. Mentorship and tutorials are integral to teaching-learning at AUD, and are understood as powerful locales for peer learning and exchanges in a close, engaged, and ongoing process.

Research and development

The University has enabling provisions for the promotion of research with funding available to every member of its faculty. AUD realised that its future will depend not only on its teaching programmes, but also on the research and publications of its faculty in peer reviewed journals. The University Act mandates AUD to "... organise advanced studies and promote research in higher education with focus on liberal arts, humanities and social sciences". The Mid-Term Review of the University has also noted that AUD will have to work proactively on strengthening its research culture and as an institution emphasise the significance of research in the teacher appraisal system that it institutes.

The present phase of AUD provides new interesting opportunities for initiating different kinds of research. For instance, curriculum development for some of the innovative undergraduate and postgraduate courses could evolve into a project for writing good, well researched textbooks that are peer reviewed or anthologies of case studies could be prepared. The documentation of institutional practices and experiences unique to AUD could also be undertaken. These can, in turn, feed into improving the teaching-learning process at AUD.

Community engagement

AUD is constantly interrogating itself of the roles it can play for community outreach despite all the visible constraints of human resources, lack of infrastructure, etc.

AUD has collaborated with various national and international organisations on community outreach programmes. It is partnering with SAIL, Delhi Police, CSIR, ICSSR, the Rufford Foundation, UK, NGOs (Pratham, PRADAN), communities for various projects on sustainable development, ecological restoration, youth and violence, community museum, early childhood education, etc. These projects have been developed through active collaboration between AUD faculty and people and organisations from the world of practice.

The University has its own psychotherapy clinic Ehsaas which endeavours to provide low-cost and free counselling and psychotherapy to cater to a variety of socio-economic realities of people. Ehsaas comprises three clinics- for the adult, child and, family respectively - and it provides psycho-diagnostic psychological testing. For students of the MPhil programme in Psychotherapy, these clinics are their training labs.

The MPhil programme in Development Practice involves several months of field immersion by students in remote rural and tribal areas, participating in work related to development and

social transformation. Most MA programmes have a strong component of field engagement and project work. The School of Education Studies has been working with the Directorate of Education, Government of Delhi, and the Ahvaan Trust towards evolving a whole-school transformation project with government schools in Delhi.

AUD students have registered an NGO which is working towards engagement of students and faculty of the University with constructive social action.

A group of faculty and students have started interacting regularly with the victims of a recent communal riot living in temporary camps with a view to providing material and psychological relief.

Human resource planning and development

The University has a policy of appointing faculty members on a concurrent basis; this is incorporated in the Statutes governing the structure of the Schools of Studies. The proposal to institute a system of concurrent appointments was incorporated into the architecture of the University in the third meeting of the Board of Management held on 3 November 2008.

Teachers will be appointed to the University and not to a specific School or Centre, and a teacher thus appointed will ordinarily be attached to more than one School or Centre. This will support the interdisciplinary character of programmes and Schools; and will also ensure that the very same teachers who undertake postgraduate teaching and research will also teach undergraduate students. This arrangement also enables reconfiguring research-groups and programme-teams periodically keeping in perspective the fluidity in the contours of knowledge.

With regard to administrative staff, the Vice Chancellor had set up a Committee on 10 December 2009, to recommend an appropriate and innovative organisational and administrative structure for the University. The guiding principles highlighted in the Report of this Committee which have been approved by the Board of Management include the following:

- The staff structure and staffing patterns of the University will be performance oriented and driven by results rather than by hierarchies and layers of reporting lines
- The organisation will be lean, and its structure flat
- Most of the personnel engaged by the University would be expected to be trained in multi-tasking so as to be able to move both vertically and horizontally
- The University should attempt to provide opportunities for its staff to improve their career prospects through regular and well organised training and personal development programmes
- The University shall endeavour to make most of its senior appointments on fixed tenures. A proportion of two-thirds on contract or deputation and at least one-third as regular appointments at all levels is recommended
- For specific functions, the University will involve students through campus jobs
- The structure would be reviewed every three years, but at the initial stage could be reviewed after two years.

We have not been able to implement these recommendations fully due to several reasons because of which the administration, constituted of employees with permanent, long and short-term contracts, has remained under-staffed for long periods of time. This has sometimes affected the routine functioning of the University. The University has now filled-up most of the administrative positions at the senior and intermediate levels. The next phase of recruitments

will appoint lower level administrative and support staff. With this, the University's functioning will move seamlessly.

Industry interaction

At AUD, we strive to create both backward linkages with schools and other universities to attract students to our different programmes, as well as forward linkages, with organisations and institutions, where our students get absorbed. Given the diversity of our programmes as well as students' interests, some of our students, after obtaining a degree from AUD enroll themselves in various programmes of further higher learning; while others prefer to work with the development sector, NGOs, academic institutions, government / semi-government organisations, and the corporate sector or engage in self-employment and entrepreneurial activities.

Interaction with Industry is promoted in the following ways:

- Organising guest lectures, workshops, and informal interaction with industry experts. This helps in bringing real life experiences into classrooms while at the same time acquainting the industry with our Schools and programmes, so that they may become potential recruiters.
- Experts from the industry have also been involved in consultative processes and course / programme designing (e.g. in SBPPSE).
- Inviting professionals as adjunct faculty to engage in teaching for an entire semester. AUD has been able to get on board several senior executives as adjunct faculty to teach entire courses.
- The Board of Studies (BoS) and the Advisory Councils of various Schools comprise members from industry. By this process, we are able to mould our course structures and delivery to the needs of industry.
- Tie-ups with industry to offer programmes, and partner with them in establishment of Centres.
- Internships and short-term projects: Internship and field immersion are characteristics of each programme offered at AUD. This gives our students hands-on experience, and enables them to apply the concepts learnt in the classroom to the workplace.
- Placements: Several programmes have a placement cell of their own, and efforts are being made to put in place a career cell at the University level, preliminary work for which has already begun. The career / placement cell(s) provide career counselling to students, so that they take informed decisions. The key responsibility of these cells is to act as an interface between the students and potential recruiters, and smoothen the process of campus placements.

Internationalisation

At AUD, outreach is understood as developing global connections and international exchange of ideas. Faculty and students can benefit from both interaction with researchers and learners based abroad and those invited by the the University as adjunct and visiting faculty for research and study. The University has supported workshops and conferences with international participation by setting aside a dedicated fund for these activities. AUD is engaged in rethinking international faculty and student exchanges, in conceptualising 'virtual classroom' mechanisms, information sharing, and student-centered research collaborations, and in generally 'internationalising' the higher education experience in India.

AUD constituted an International Academic Affairs Task Group (IAATG) in January 2012, a committee of seven AUD administrators and faculty members charged primarily with managing agreements between the University and foreign institutions for the exchange of students and

faculty and for the collaborative design of academic programmes. This has now been made a statutory standing committee called Advisory Committee for International Partnership (ACIP) through a resolution of the Board of Management in 2013.

Since 2011, AUD has signed Memoranda of Understanding for research collaboration, student and faculty exchanges and educational programme design with San Francisco State University (USA), the University of Northampton (UK) and the University of Hawai'i, Manoa (USA). AUD is a member, since 2011, of the Urban Knowledge Network Asia (UKNA) — a consortium that facilitates sharing of research through short-term faculty exchanges among member institutions. AUD is also a partner in an international consortium funded by the European Union ('Enhancing Quality, Access and Governance of Undergraduate Education in India') which has been organised to disseminate best practices in higher education (pedagogy, learning technologies, policy and administration) between European and Indian institutions.

AUD is presently engaged in negotiations with the International Institute of Social Studies (the Netherlands) and the University of Leicester (UK). There have also been discussions with representatives of the University of Lyon 3 (France), Gregor Mendel University (Czech Republic), the Royal Melbourne Institute of Technology (Australia), Universiti Sans Malaysia, the Open University Malaysia, and the International Islamic University (Malaysia), University of Copenhagen (Denmark), and Manchester Metropolitan University (UK). Additionally, IAATG has conducted preliminary discussions with about ten universities and international agencies other than those named above. Individual AUD faculty members and faculty groups (for example, the Center for Early Childhood Education and Development) engage with international partners in their research and teaching activities. Much initiative for international collaborations has therefore come from within the AUD faculty itself and we expect that this shall continue.

6.2.2 Describe the university's internal organizational structure and decision making processes and their effectiveness.

The academic structure of the University consists of eight Schools and six independent Centres. Each School is headed by a Dean who is a Professor of the School. Each Centre is headed by a Director.

The Administrative structure is designed around six broad divisions:

- Student Services (SS) which takes care of all student-related activities including admissions, student support, management and custodial function of all assessment and evaluation information. Traditionally, all these functions were under the office of a Controller of Examinations.
- Academic Services (AS) which takes care of the establishment functions related to the academic staff
- Finance
- General Administration
- Planning
- IT Services

The SS and AS are headed by a Dean who is appointed through a statutory process from among the Professors of the University, while Finance is headed by a Controller of Finance. The IT Services is headed by a Director. The Registrar is the administrative head of the University. The Head of the Library is the Librarian.

The Vice Chancellor is the Executive and Academic Head of the University, and provides strategic, academic and managerial leadership to the University. The Vice Chancellor is the final authority in day-to-day decision-making and takes all the management decisions. S/he is also the Chairperson of the Academic Council and the Board of Management, the bodies which ratifies all such decisions. The Pro Vice Chancellor is the Chairperson of all the Standing Committees (except the Standing Committee Student Services, which is Chaired by the Dean, SS) set up by the Academic Council and the Board of Management, and provides support in quality enhancement of teaching and research programmes.

The University has statutory bodies like – Board of Management (BoM), Academic Council (AC), Finance Committee (FC), the Board of Studies (BoS) of various Schools, and the Schools of Studies (which comprises all the faculty teaching in the School, including concurrent faculty). AUD is also in the process of creating statutes for a Planning Board.

The AC has set up three Standing Committees – the Standing Committee on Student Services, the Standing Committee on Academic Programmes, and the Standing Committee on Research – which recommend to the AC decisions that need to be made from time to time with regard to academic programmes, research degree programmes and student related matters. to monitor the day-to-day academic functioning. Various other committees have been set up by the AC to formulate rules, norms and procedures on matters of importance. The Board of Management has also set up the Advisory Committee on Research and Project Management (ACRPM) and the Advisory Committee for International Partnership to facilitate and support research along with a Standing Committee to recommend fee policy.

The University believes in collective leadership and decision-making. The Senior Management Team (SMT) comprising all Deans of School, Directors of Centre and Division Heads meet once every week to discuss and decide on matters of importance, while the Core Management Team (VC, PVC, Registrar, CoF and Deans of Planning, SS and AS) meet as and when emergent matters arise. The University has also constituted other committees and Task Groups to oversee and propose new rules, procedures and norms on important matters.

As the School level, the Dean is assisted by Deputy Deans (at the Professor or Associate Professor level) and Programme Coordinators. While smaller Schools have a programme team to look after the day-to-day functioning of the programmes in Schools with more than one programme, an Academic Coordination Committee or School Council is in place.

6.2.3 Does the university have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Before the constitution of the Academic Council, the Board of Management, acting as the AC had formulated a policy that our programmes and courses will be revised at least every three years. The statutes governing the Deans of Schools and the Dean of Planning involve several important dimensions of quality assurance. AUD has constituted a committee of programme evaluation. The Planning Division will come out through a deliberative process the details of a programme evaluation system. Eventually, it is envisaged that programme evaluation will happen at the course, programme, School and University level. The idea is that this process will lead to renewal and course correction.

Each School has a Board of Studies (BoS) which meets at least once every semester, and discusses the running of each programme in the school, and also deliberates on any new proposal. The BoS consists of both faculty of the school, and external experts.

Some Schools, Centres and programmes (MBA, Psychotherapy, Development Practice, CECED) have an Advisory Committee consisting of experts, people from industry and the world of practice. Most of our programmes rely on student feedback and graduate feedback which happens through formal and informal ways. The Student Services Division also attempts to do this through the Student Cell.

6.2.4 Does the university encourage its academic departments to function independently and autonomously and how does it ensure accountability?

The primary academic units are Schools which are indivisible spaces of interdisciplinary studies and research. There is enough possibility of academic freedom at the level of individual members of faculty mediated by course teams and at the level of programme teams. Course teams and programme teams constitute the mechanism of peer group facilitation as well as checks and balances to the academic freedom of individual members and groups of faculty. The School of Studies is the unit that exercises a certain level of autonomy in determining the nature and substance of academic programmes it may want to pursue to meet its objectives which are circumscribed within the vision and mission of the University. Some Schools are single programme schools at present, where the programme and the school spaces fuse into one. In larger Schools with several programmes, the school level function is through an Academic Coordination Committee, which is to coordinate and facilitate the academic freedom within the programmes. The statutory bodies like Boards of Studies, SCAP, SCR and finally the AC constitute several levels of scrutiny and check and balance in the process of approval of a course or a programme.

6.2.5 During the last four years, have there been any instances of court cases filed by and against the institute? What were the critical issues and verdicts of the courts on these issues?

No.

6.2.6 How does the university ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder-relationship?

The AUD community is still small and thus most of the interactions within the community happen not only through formal channels but also in more informal ways like semester-end retreats and meetings. There is a welcome & informality between all stakeholders, including students.

Formal ways of recording and redressing grievances / complaints have been set-up. These include the setting up of:

- Student Cell: The Student Services Division has set up a single window for interaction with students, among other things, to register their grievances and ensure quick redressal
- Student-Faculty Committee (SFC)
- Estate office
- Registrar's office
- PIO (RTI)
- Committee for the Prevention of Sexual Harassment

- Proctorial Committee
- Anti-Ragging Committee
- Grievance Cell

6.2.7 Does the university have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

The University has developed a mechanism for documenting student feedback through a feedback form for each taught courses which is filled by students and collected at the end of each semester. Though such feedback is currently shared only with the team teaching a course, some programmes share individual course feedback collectively within a School. Each programme also has a Student-Faculty Committee (SFC) which has both student and faculty representation. Apart from these formal mechanisms, many programmes also organise open-house meetings with students during the semester to collect their feedback. The University has also started collecting feedback from its alumni on institutional performance. Student feedback has been a very important component in the mechanism for instituting changes in course and programme structures.

The Mid-Term Review (MTR) team also interacted with students and alumni several times and incorporated feedback from them in its report.

6.2.8 Does the university conduct performance audit of the various departments?

The University has recently initiated a process to develop a system of programme evaluation. It has been decided that each programme will undergo in future a process of performance audit every three years. The process of evaluation of each programme will roll-out very soon with the first three programmes which were started in 2009.

The Board of Management of AUD, in its 9th meeting held on 15 March 2011, decided to institute a review of the University's broad direction of progress and development since the time of its establishment. The Mid-Term Review (MTR) Committee formally began work in April 2012 and completed its report by the end of January 2013. There was no statutory requirement for AUD to get this review done. Yet, it decided to pursue this exercise diligently to assess the progress it had made and seek advice for mid-course corrections, wherever necessary, keeping in view its mandate, vision, and mission. The MTR provided a detailed and critical evaluation of the functioning of the University, particularly the School of Undergraduate Studies (SUS). Noting the observations of the MTR, the AC had initiated a review of the Foundation Courses of the undergraduate programmes. This review is now sought to be made a comprehensive review of the undergraduate programmes and the structure of SUS.

6.2.9 What mechanisms have been evolved by the university to identify the developmental needs of its affiliated institutions?

AUD does not have any affiliated institutions.

6.2.10 Does the university have a vibrant College Development Council (CDC) / Board of College and University Development (BCUD)? If yes, detail its structure, functions and achievements.

AUD does not have any affiliated colleges.

6.3 Faculty Empowerment Strategies

6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff?

Several initiatives have been taken and provisions made for the professional development of the teaching staff. These include:

- *Leave for orientation and refresher course:* All faculty members are granted leave for the period when they want to attend orientation and refresher courses in any Academic Staff College. They are also granted leave and allowed to attend any other short-term training programmes.
- *Seed money for research:* A separate budgetary head has been created and a dedicated fund has been created to provide seed money to faculty members to start a research project. Details of the 'seed money' allocated and actual quantum utilised is provided in Criterion VI.
- *Partial travel grants* for attending conference / seminars are provided to faculty members to attend / participate in national and international conferences / seminars / workshops.
- Nominating and financially supporting faculty members to participate in workshops/ training programmes / other national and international forums in areas which are important to the institutional mission of the University.
- The Academic Council has constituted a committee to look into the academic workload of teachers and to submit its recommendations on what should be the minimum workload that each faculty member should be required to take up. This is especially important considering that the MTR showed concern about the decrease in the number of publications of faculty members after joining the University. It recommended greater institutional support to research publications on the part of the faculty.
- The Academic Council has also constituted a committee to develop conditions and norms for promotion of academic staff.
- Both these committees are at the moment following a consultative process to get opinions and viewpoints, and are expected to submit their reports very soon.

Similarly, the non-teaching staff have also benefitted from the University's policy of encouraging and helping its staff's professional development.

- The staff of the University are provided training in basic and advanced computing skills. This includes training in use of software (Tally and ERP).
- Nominating and financially supporting the staff to workshops / training programmes in relevant matters (for instance, RTI)

6.3.2 What is the outcome of the review of various appraisal methods used by the university? List the important decisions.

The University is only five years old, but we have started deliberating upon the appraisal methods that could be used to review courses, programmes, Schools of Studies, Centres and the University. We intend to start this review process very soon. In 2012, the MTR provided a detailed and critical evaluation of the functioning of the University, particularly the School of Undergraduate Studies (SUS). Noting the observations of the MTR, the AC had initiated a review of the Foundation Courses of the undergraduate programmes. This review is now sought to be made a comprehensive review of the undergraduate programmes and the structure of SUS.

6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

No welfare scheme has as yet been set up for teaching and non-teaching staff. But the University has always striven to provide to its staff and faculty benefits comparable to the central universities. For instance, the medical reimbursement policy of the University more or less follows that of the University of Delhi. The University has also been pursuing with the Government of Delhi to institute the NPS.

6.3.4 What are the measures taken by the University for attracting and retaining eminent faculty?

The University provides a liberal, non-hierarchical professional space with considerable academic freedom, and this has attracted faculty to get associated with AUD as permanent, temporary, adjunct or visiting positions. Sustained advocacy of a NPS, providing seed money for research, providing funds for attending conferences in India and abroad, allowing leave to even newly appointed faculty to take up assignments abroad for extended periods of time are some of the measures taken by the University to attract and retain quality faculty.

6.3.5 Has the university conducted a gender audit during the last four years? If yes, mention a few salient findings.

The University has not yet conducted a gender audit. But it has constituted a committee which would conduct an audit very soon. Even prior to such audit, one can see that the proportion of men and women on the faculty is about equal, and among the students admitted in different programmes, the intake of female students has always been about two-third of the total. Among the graduates of the University too, two-third or more have been females.

6.3.6 Does the university conduct any gender sensitization programmes for its faculty?

There is a Gender Issues Committee (GIC) in the University, which organised in 2012 a week-long gender sensitisation programme for all stakeholders in the University. The Board of Management is in the process of legislating a policy on creating a gender sensitive working environment and prevention of sexual harassment. In the course of preparing the draft guidelines on prevention of sexual harassment in the campus, the Committee has, at every step, shared this document with members of the faculty to ensure participation across the board in the creation of University policy.

6.3.7 What is the impact of the University's Academic Staff College Programmes in enhancing the competencies of the university faculty?

AUD does not have an Academic Staff College programme yet.

6.4 Financial Management and Resource Mobilisation

6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?

Being a state-financed University, expenditure in AUD is essentially drawn from the resources available under the budget heads of the grant-in-aid. The annual budget is prepared on the basis of the annual plan of activities (academic, administrative and infrastructure). In view of the limited resources available from grant-in-aid, feasible planning, balanced financial allocation

across various heads, and continuous monitoring of utilisation of resources are necessary to sustain the optimal growth of the University.

A structure has been created to ensure optimal planning and monitoring of effective and efficient use of the limited financial resources available to AUD. There are Standing Committees for Academic Programmes and Research under the Academic Council for Academic Planning. Decisions emerging out of these bodies feed into the process for budgeting to meet faculty and infrastructural requirements. There is a Campus Development Committee and a Works Advisory Committee to decide and oversee renovation, creation and maintenance of the physical infrastructure. The Standing Technical Committee for IT Procurement is entrusted with the responsibility of assessing the various proposals specifically related to the IT facilities. The Senior Management Team comprising all Deans and Directors as well as the division heads including the Registrar and the Controller of Finance meet periodically to discuss all aspects of University functioning and ensure that resource utilisation is consistent with institutional priorities. In addition, there is a Core Management Team, an attenuated body, comprising the Vice Chancellor, Pro Vice Chancellor, Registrar, Controller of Finance, the Deans of Academic and Student Services, and the Advisor Planning, which periodically reviews utilisation of resources among other management related matters.

Fund-based accounting is being institutionalised to streamline and monitor expenditure in the case of funds received from other sources such as project-based grants.

6.4.2 Does the university have a mechanism for internal and external audit? Give details.

Till now we have not developed any mechanism for internal audit mainly due to shortage of staff resulting from constraints in funding. But in lieu of an internal audit, a statutory annual audit is conducted by a Chartered Accountant. External audit has been in place since the very beginning.

- Local fund audit by the Govt of NCT of Delhi (GoNCTD)
- Project grant audit (of various activities funded by sources other than GoNCTD) by sponsoring agencies

The replies to queries by auditors are invariably responded to in time and efforts are made to ensure that corrective measures are taken.

6.4.3 Are the institution's accounts audited regularly? Have there been any major audit objections, if so, how were they addressed?

The financial auditing of the University is done every year. There were a number of procedural audit objections, listed below.

- Registers and records (service books, log-book of hired vehicles, caution fee, security register, fee register, etc) were not in place
- Timely adjustment of advances
- Purchase procedures
- Framing of pattern of assistance
- Updating of stock register

In the last three years systems have been put in place and compliance has been shown to these observations.

6.4.4 Provide the audited income and expenditure statement of academic and administrative activities of the last four years.

Income & Expenditure Statement of the year ending 31 March 2009			
Expenditure	Amount	Income	Amount
Fixed assets	83,20,141	Grant in aid- Capital Expenditure	2,00,00,000
Administration cost	43,22,044	Grant in aid- Revenue Expenditure	3,00,00,000
Cost of PG Diploma course	5,00,000	Sale of forms	5,700
Undisbursed grant C/O to balance sheet	3,70,25,571	Registration fees	36,000
		Bank interest	1,26,056
Total	50167756	Total	5,01,67,756

Income & Expenditure Statement of the year ending 31 March 2010			
Expenditure	Amount	Income	Amount
Grants disbursed	2,17,000	Unspent grant C/O from previous year	3,70,25,571
Fixed assests	2,76,33,922	Grant received - Grant in aid	6,00,00,000
Administration cost	2,66,34,312	Sale of forms and publications	1,29,561
Cost of PG Diploma course	5,00,000	Course fees	28,34,565
Unspent grant C/O to balance sheet	4,56,10,564	Examination fees	64,300
		Bank interest	5,41,801
Total	10,05,95,798	Total	10,05,95,798

Income & Expenditure Statement of the year ending 31 March 2011			
Expenditure	Amount	Income	Amount
Grants disbursed	2,17,000	Unspent grant C/O from previous year	3,70,25,571
Fixed assests	2,76,33,922	Grant received - Grant-in-aid	6,00,00,000
Administration cost	2,66,34,312	Sale of forms and publications	1,29,561
Cost of PG Diploma course	5,00,000	Course fees	28,34,565
Unspent grant C/O to balance sheet	4,56,10,564	Examination fees	64,300
		Bank interest	5,41,801
Total	10,05,95,798	Total	10,05,95,798

Income & Expenditure Statement of the year ending 31 March 2012			
Expenditure	Amount	Income	Amount
Fixed assets	4,09,65,837	Undisbursed grant C/O from previous year	3,99,47,929
Administration cost	12,37,64,293	Grant received	18,21,23,975
Academic cost	51,05,939	Sale of forms/publications/ tender documents, etc.	6,85,570
Undisbursed grant C/O to balance sheet	7,25,70,177	AUD overhead receipts	7,27,789
		Course fees	1,72,62,315
		Hostel fees	7,43,910
		Entrance fees	76,035
		Miscellaneous receipts	97,229
		Interest on fixed deposits	6,641
		Interest on savings account	7,34,853
Total	24,24,06,246	Total	24,24,06,246

Income & Expenditure Statement of the year ending 31 March 2013			
Expenditure	Amount	Income	Amount
Fixed assets	2,81,54,533	Undisbursed grant C/O from previous year	7,25,64,752
Administration cost	18,23,53,661	Grant received	20,00,00,000
Academic cost	2,00,12,600	Sale of forms/publications/ tender documents, etc.	10,70,252
Undisbursed grant C/O to balance sheet	8,02,44,504	CECED overhead charges receipts	4,05,445
		Course fees	3,03,37,500
		Hostel fees	14,13,500
		Welfare fund	3,66,000
		Miscellaneous receipts	2,25,124
		Interest on fixed deposits	4,12,655
		Interest on savings account	33,82,153
		Prior period items	5,87,917
Total	31,07,65,298	Total	31,07,65,298

6.4.5 Narrate the efforts taken by the university for resource mobilisation.

The University has till now largely depended on funding from the Government of NCT of Delhi (GoNCTD). It has made regular representations to the GoNCTD for increasing funding with limited success.

It is now gradually beginning to look for funding from other sources.

- AUD became eligible for getting UGC funding after being granted 12B status. It has recently got a grant of Rs. 7 crore from the UGC under the 12th Plan – an amount of Rs. 2.8

crore has already been received for the first two years of the Plan period.

- Various Centres and Schools of the University have also mobilised resources for research projects, workshops and conferences. (for details see Table 3.1.11)
- The MPhil programme in Development Practice is partially funded by the SDTT; students of this programme get a fellowship from this fund.
- Similarly, the proposed MA programme in Early Childhood Care and Education of SES will be supported by SRTT.
- The University is signing MoUs with other universities and institutions for joint transaction of programmes (for details see 3.7.1)
- AUD faculty is making efforts to raise funds for individual and group research projects (details in 3.2.3.1 and 3.2.3.2).
- Friends of Ambedkar University, Delhi (FAUD), a California-based Non-profit Public Benefit Organisation, has recently been formed. It may in future fund, among other things, student and faculty exchange between AUD and US universities.

6.4.6 Is there any provision for the university to create a corpus fund? If yes, give details.

The XII Plan document's chapter on healthcare suggests that medical colleges develop their own corpus to attain financial flexibility over a period of time. Based on this view, AUD is also planning to set up a Corpus Fund. It is proposing to place / invest the fee collection, after waivers and disbursements in a corpus fund at the end of the financial years till this corpus reaches about Rs 100 crores. This fund will be utilised for expenditure on extraordinary initiatives and developmental activities; it will not be utilised for meeting recurring expenditure. There shall be a duly laid down procedure for utilising funds for the purposes provided for only after the approval of a duly constituted committee. We are yet to get an official sanction for this proposal from the GoNCTD.

We are also trying to explore with alternative sources like the Government of India to create corpuses for chairs and centres. Efforts have been on with the Ministry of Rural Development for a corpus grant for the Centre for Development Practice.

6.5 Internal Quality Assurance System

6.5.1 Does the university conduct an academic audit of its departments? If yes, give details.

The University has initiated a process to develop a methodology to conduct performance audit of its programmes after every three years. Once this is ready, all programmes which have completed three years will undergo an audit. In the interim the University has adopted other informal means to help course correction. The MTR, for instance, conducted a review of programmes and Schools, and made specific recommendations for the School of Undergraduate Studies. The Academic Council took note of these recommendations and set up a committee to look into specifics which has already submitted its recommendations / report. These recommendations are under consideration.

6.5.2 Based on the recommendations of the academic audit, what specific measures have been taken by the university to improve teaching, learning and evaluation?

Till now AUD has not had any audit of any academic programme as most of the programmes have completed only four years. But AUD plans to set-up a mechanism through which all teaching and research programmes, Schools and Centres will be audited every three years. The format of the audit process is being finalised and will roll out very soon.

6.5.3 Is there a central body within the university to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Till now, all matters related to the teaching-learning process were reviewed by SCAP and SCR. Both these bodies of the Academic Council review through discussions and deliberations, the courses and programme structures currently in place. Most of the programmes of the University have just about completed one full cycle, and hence have not been ready for review. For the older programmes (set-up in 2009), a Programme Evaluation Committee (PEC) has been set up to review their performance.

The University is now in the process of setting up an IQAC which will formulate strategies, processes and norms for regular review and enrichment of teaching-learning processes in the University.

The Planning Division in its capacity as a secretariat to the Planning Board is envisaged as a central unit which will review the academic programmes. The Student Services Division also mounts surveys among students and graduates (through the Student Cell) the results of which will be fed back to the Academic Council as well as to the various schools which will inform the reviews of teaching-learning that they conduct from time to time.

6.5.4 How has IQAC contributed to institutionalising quality assurance strategies and processes?

Though the University has till now not set-up an IQAC, various measures have been adopted to institutionalise certain practices and processes for quality assurance. These include participatory and democratic ways of approval of courses, course appraisal through student feedback, regular programme and school-level meetings, Board of Studies meetings and SCAP and SCR. The effort till now has been towards self-regulation at the level of individual faculty / programmes. We have yet to formulate a mechanism through which this self-regulation can be reviewed in an un-biased and objective manner.

6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the university for implementation?

All decisions of the programmes / schools are placed before the BoS, AC (SCAP and SCR) for approval. IQAC, when constituted, will be part of this institutional arrangement.

6.5.6 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.

IQAC is now in the process of being constituted.

6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?

Not yet.

6.5.8 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?

The Board constituted a committee to recommend the administrative structures and processes. It is resolved that they will be reviewed after three years. There is also a resolution that every academic programme and course will be revised at least once every three years.

Criterion VII:

Innovations and Best Practices

7.1 Environment Consciousness

7.1.1 Does the university conduct a Green Audit of its campus?

AUD's campus is still to be constructed, and when it is done, it will certainly have provisions for green audit. AUD is committed to the concerns of sustainability with reference to energy, water and waste management and intends to put in place proactive processes of audit with reference to larger environmental and green concerns.

7.1.2 What are the initiatives taken by the university to make the campus eco-friendly?

The University is currently operating out of temporary premises which used to be the campus of the erstwhile Delhi College of Engineering. Most of the buildings are old and some are heritage structures. The University is short of space and most of the buildings it is using have undergone, or are still undergoing, extensive renovation. We cannot do much at present about energy conservation except use fluorescent lights extensively. In some of the existing workshop spaces which have been converted into classrooms and office space, translucent panels have been used in the false ceiling so that daylight comes in through the large north-facing glass covered windows. The University is trying to minimise use of paper by encouraging the use of ERP in most of the administrative processes.

The School of Human Ecology is currently conducting a study on existing waste management systems at the KG campus of AUD / IGIT. The findings of this study (expected by end-April) will feed into AUD's plans for improving waste management and for reducing our carbon footprint.

Plans for construction on the new campuses are now under active preparation. The Advisory Committee on Campus Development for overseeing the construction of our new campus has already started a participatory planning process for the new campus. A number of very innovative ideas have been floated and are being deliberated upon.

Energy conservation: The new campus of the University is being planned as a green campus adhering to maximal use of natural light, with minimal artificial cooling / heating. Solar energy will be harvested extensively as a major supplement to electricity.

Water harvesting: Water as a resource is critical and will be largely availed through rain water harvesting, water treatment and recycling and technologies for minimum use.

Check dam construction: Part of the plot in Dheerpur is to be maintained as a wetland.

Efforts for Carbon neutrality: Carbon neutrality will be targeted through energy generation with eco-friendly methods, natural manure for plantations, extensive green cover, waste recycling of organic waste, water purification and other measures that reduce its carbon footprint.

Plantation: The new campus is envisaged with extensive green cover and bio-diversity. The university is mandated to develop the wetlands on and adjacent to its campus. The adjoining wetlands are to be managed by the School of Human Ecology to maintain water bodies for migratory birds and conserve the flora and fauna of the Yamuna flood plains.

Hazardous waste management and e-waste management: While the University does not expect to generate such waste, any such waste will be managed to ensure prescribed norms of disposal.

Any other (please specify): The new campus is planned to be free from motorised vehicles and movement inside the campus will be entirely on foot, by bicycles or by electric karts for people with disabilities.

Adjoining AUD's campus at Dheerpur will be 25 ha (65 acre) of wetlands which AUD on behalf of DDA will manage as a wetland ecosystem. The campus is expected to have a seamless transition from the green exterior to a comfortable eco-friendly interior. AUD wants to explore energy frugality innovations in lighting and climate control for its new campuses. The commitment to the environment is seen as a proactive and collective responsibility with the engagement of the entire community of staff, students and faculty of AUD with specific task groups that will oversee adherence from time to time.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the university.

Ambedkar University Delhi is conceptualised as an innovation university. Over the first five years of its existence, substantive innovations have been made at three distinct levels: institutional, programmatic and methodological (transactional). Some of the innovative practices in terms of methodology also emanate from institutional innovations that are structural, such as the possibilities that open up due to the envisioning of its Schools, Centres and programmes. The typologies adopted for these are essentially along interdisciplinary lines. The conceptualisation of Schools is that of relatively well-structured interdisciplinary spaces within which programmes are located, while the conceptualisation of Centres of studies and research is as platforms for project research, policy advocacy, training, networking and clearing house functions to address the more fluid areas of contemporary significance. This conceptualisation is innovative in the context of the existing milieu in higher education institutions in India.

Another innovation is that of concurrent appointments of faculty which facilitates an integrated / comprehensive approach to university education from undergraduate to doctoral levels. The teachers who teach at the doctoral level also participate in the teaching of the undergraduate courses, enabling a seamless sharing between teachers and students at all levels. In fact the School of Undergraduate Studies does not have faculty of its own but draws on faculty assigned to other Schools. Similarly, at AUD, it has been possible to experiment and evolve a variety of teaching approaches which are unconventional and unique. Doing away with the office of a controller of examination has facilitated autonomy at the School / programme level for curricular and evaluation planning and alternative explorations. Another innovation includes creation of common foundation courses for all the programmes offered in a School, and creating a basket of electives, some of which are shared across Schools and programmes. AUD has innovative MPhil field immersion programmes with professional orientation of intensity and rigour. A variety of approaches for organising teaching-learning and assessment, emphasis on field and hands-on experiences across programmes have been salient features of innovations built into most of the programmes at AUD.

AUD aims to have a flat and lean administrative structure and a financial model that explores going beyond complete dependence on grant-in-aid by seeking to establish a non-profit company called AUD Foundation. The innovations that are yet to unfold include a structure envisaged with multiple campuses with networked classrooms using face-to-face as well as blended approaches and the possible integration of academic streams and community college oriented courses at the undergraduate level.

Some of the innovations outlined above are discussed below:

i. Conceptualisation of Schools and Centres, academic programmes and concurrent appointments

AUD aims to focus on teaching as well as research, and its faculty members are expected and encouraged to strike a balance between the two. The University is broadly structured into Schools and Centres, most of which are now functional.

Schools

The idea behind Schools is to focus on areas of knowledge and professional specialisations which are relevant to our context and face up to the new challenges; knowledges that are at the cusp of traditional disciplinary areas, as yet are not being given enough emphasis by other universities in this part of the country. Schools are organised on an interdisciplinary basis, and bring together knowledge, scholarship and other resources to offer programmes of studies and research across a range of disciplines in liberal arts, humanities and social sciences.

Centres

The University has also set up a number of Centres with the mandate to facilitate research and dissemination of knowledge in lesser known or neglected areas. The Centres are expected to undertake project research, policy research and advocacy, training, documentation and networking, specialised research and teaching for deepening current knowledge, preparation of syllabi, readings and materials for specialised courses and programmes. The focus and trajectory of work undertaken by the Centres is path-breaking as they attempt to merge academic research, outreach, policy advocacy, training, networking and perform clearing house functions. Some of the critical work undertaken by the Centres includes:

- Community-led documentation of cultural heritage with a focus on communities at the ‘margins’: The Centre for Community Knowledge is attempting to collect, document and make visible the histories of ordinary people and places that make up the city of Delhi by organising Neighbourhood Museums and initiating the Delhi Citizen Memory Project.
- Advocacy and creating policy briefs for the government: The Centre for Early Childhood Education and Development, through its various research projects and community outreach activities, has worked towards collecting indigenous knowledge and creating an empirical base for generating awareness, informing and influencing professionals in early childhood care and education. The Centre’s work has been critical in shaping public policies on issues around early childhood and early learning and has resulted in the generation of policy briefs for the government.
- Shaping a new discipline: The Centre for Development Practice is working to give a formal and sustainable shape to the idea of a field / discipline called Development Practice. This Centre is expected to emerge as a research, documentation, capacity building, and reflection site for scholars engaged with issues like rural livelihoods, education, governance and health. The Centre expects to engender a movement towards ‘problem solving’ modes of research and knowledge production that is tuned to the needs of the contemporary social.
- Addressing mental health concerns through psychoanalytic practice and research: The Centre of Psychotherapy and Clinical Research while supporting the mental health clinic Ehsaas, also functions as a research unit for promoting research on issues related to the practice of Psychotherapy and Clinical Thinking, social dreaming, conscious and

unconscious flows of the psyche, understanding early childhood experiences and their impact on later life, conflicts around sexuality and social transition, trans-generational trauma, and emotional vulnerabilities caused by political and social displacements. It is expected that in time the research will fructify in a research journal of its own.

Concurrent appointments

AUD Statutes mandate that teachers are appointed to the University and not to a specific School or Centre, and a teacher, thus appointed, is ordinarily attached to more than one School or Centre. This system of concurrence supports the interdisciplinary character of programmes and Schools, and also ensures that the very same teachers who undertake postgraduate teaching and research also teach undergraduate students. This is to prevent the growth of insularity and disciplinary silos while at the same time enabling lateral movement in students' research interests. The expectation at a deeper level is for this arrangement to also enable reconfiguring research-groups and programme-teams periodically, in response to the fluidity in the contours of knowledge. AUD's undergraduate programme for these reasons also holds the promise of becoming a pace-setting exemplar. It benefits from seamless sharing between different Schools, postgraduate and research programmes and also in terms of involvement in it of all the teachers of the University.

While there is appreciation and receptivity of the idea of concurrence given how it makes for a live and vibrant experience for both teachers and students in AUD, there are also some critical issues that have a bearing on the functioning of concurrence in the University. The translation of this vision into the everyday still requires thinking through processes, institutionalising them and putting them into effective practice. AUD is working actively towards this goal.

ii. Structure of Undergraduate Studies

SUS is the academic home of undergraduate studies at AUD. It offers BA Honours with majors in English, Economics, Sociology, History, Psychology and Mathematics. It also has innovative programmes like the BA Honours in Social Sciences and Humanities and a four-year BA Honours with a Dual Major.

From its inception, it was understood that AUD stood for a new vision of liberal arts education founded on interdisciplinarity, social justice and engaged scholarship. Innovation is therefore built into the very fabric of SUS. From concurrent appointment of faculty to development of curricula and pedagogic practices, SUS has been conceived as a School in which academic practices are as innovative, rigorous and engaging as PG and research courses.

Innovations in programmes and pedagogy at SUS

The discipline-based programmes offered at SUS are located in a relatively radical and flexible relation to each other within the broad framework of undergraduate studies. This is to ensure that students are provided with rigorous disciplinary moorings and yet are able to experience inter-disciplinary orientation through their foundational, elective, and applied courses. The flexibility to choose electives across programmes also enriches their curricular experience. This demands a lot of scaffolding and hand-holding for students which is provided through a combination of tutorials and need-based mentorship. SUS shares the uniqueness of AUD in following a liberal, open,

student-friendly policy of pedagogy and assessment, participatory teaching, take-home assignments, field-work component in most courses, and a continuous, progressive evaluation in each course and programme. The four-year dual major programme with the possibility of exit with one major at the end of three years was an innovation when it was introduced in 2010 and is seen as a more progressive model than some others being experimented with in the city.

Though students are admitted within a disciplinary structure with cut-offs and eligibility as prescribed, they are also encouraged to finalise their choice of single / first major only after spending at least one or two semesters in AUD. They are also given the opportunity to opt for another Major for which they may not have enrolled initially, provided they fulfil the required criteria. Over the years, for instance, students have done their dual major in English and Psychology, Mathematics and Psychology, Economics and Mathematics. This gives a completely new orientation to academic studies in AUD.

In the first year of their undergraduate education, students are offered a range of compulsory and optional foundational courses. The compulsory foundational courses, 'English for Academic Purposes', 'Introduction to Social Sciences', and 'Logic and Reasoning', are all designed to help students improve their language and reasoning abilities, and introduce them to the history of ideas that have shaped social sciences and the ways to think about the social. This creates a base for critically engaging with their disciplinary studies in SUS. The foundational optional courses are a bouquet of courses designed as introduction to a range of social science disciplines and systems of thought, from the Indian Constitution to culture industries, social science methods, the nature of science, the Indian economy, politics, literature and history. This gives students a unique interdisciplinary perspective into a number of disciplines including the discipline they choose for their major.

The School makes every effort to include a range of best practices in pedagogy and make the curricula as flexible and interdisciplinary as possible to keep open the possibility of innovation in teaching, assessment and content of courses. In all the six programmes except SSH which itself is entirely interdisciplinary, students are encouraged to do at least four courses from other disciplines, to give them a much wider exposure to different schools, streams and formations of knowledge than is possible in undergraduate studies anywhere else in India.

iii. Deliberative structures of management

The Statutes of the University provide it its structure of governance (described in detail in Sec VI). While statutory bodies meet at regular intervals to deliberate and decide matters of policy, the University has developed some unique and functional institutions of participatory management. For instance, there is a hands-on involvement of the collective leadership in the management through regular (weekly) meetings of the Core Management Team, and the Senior Management Team (comprising Heads of all Schools, Centres and Divisions). These bodies are not statutory, but they have come into existence through conventions of practice giving sanctity and sustainability to a collective leadership for the development, management and improvement in the functioning of a fledgling University, which is trying to adopt and implement some innovative ideas.

Members of the faculty and staff meet in various Committees / Task Groups from time to time to deliberate on, and formulate policies regarding all aspects of academic administration. The leadership of the University has also organised reflective sessions with faculty and staff (at least once every semester) or retreats to further the early ideas, vision and mission, as also to develop more nuanced practices to implement these ideals. These reflective sessions are also regularly organised at the School and programme levels.

At the School level, the statutory bodies deliberating and making decisions related to academic and research programmes are the Board of Studies and the Board of Research Studies. The day-to-day management and coordination is done by the Academic Coordination Committees and the Programme Committees in larger Schools, and by the Programme Committees alone in smaller Schools. These are not statutory but functional structures that have come into existence through convention. The Statutes provide for a School of Studies, which is the general body of all teachers assigned primarily or concurrently to a School. The University engages with the concerns of the students through a Student-Faculty Committee in each programme, which meets at least once every semester. Student feedback on individual courses is collected in most programmes, although the nature of engagement with student feedback varies across programmes. The University constituted a Mid-Term Review Committee in 2011 comprising eminent academics and policy makers, along with some internal members. The Committee interacted with all primary stakeholders of the University (including students and alumni), and through a deliberative process came out with its report, with many suggestions on different aspects of AUD functioning, which are under active consideration by the University.

AUD from the beginning involved a range of experts in identifying new and innovative areas of knowledge, and in conceiving, designing and developing curricula. Such interaction provided valuable inputs for introducing its different programmes of study.

iv. Low fee clinic—Ehsaas

AUD has a mental health clinic called Ehsaas, which provides low-fee counselling and psychotherapeutic support to students, faculty, staff, and to the local community. A crucial feature of Ehsaas is the provision of a sliding fee structure, which includes low-cost and free counseling and psychotherapy to people from different socio-economic margins. The work at the Clinic is in consonance with the vision of the University, of humanism, social justice, equality and creativity. Within the University, the Clinic has undertaken work with guards, *safai karamcharis* and class IV employees to arrive at a better understanding of their emotional struggles as well as their aspirations, strivings, difficulties and problems. It is the endeavour of the Clinic to offer mental health related services to them and to their family members by understanding their perceived crises from a proximal relational space. The emotional / psychological needs of students influence their academic growth as well and are usually neglected in most educational institutions. The Clinic provides a space in the University to redress this skewness.

The Clinic also envisions work outside the premises of AUD, in neighbouring communities in and around Kashmere Gate, with slum and street-dwellers. By building on the local community's understanding of reason, madness, suffering, and health, the Community Mental Health programme shall make an attempt to develop a model of

mental health care that is affordable, sustainable and in sync with the community's imagination of cure and care. The clinic will also focus on concerns related to gender equality and sensitisation, the psychological needs of girls, mothers and women in particular, paving the way for proactive and preventive work ensuring better possibilities of psychological health in their own, as well as, in their children's lives.

The clinic comprises an Adult, Child and Family Clinic. There is provision for a visiting psychiatrist along with a referral service. The therapeutic work at Ehsaas draws extensively from a psychoanalytic understanding of the human psyche. Psychoanalysis, as an engaged perspective, locates illness as a human experience, and an engagement with loss as central to the process of healing. In painful experiences the mind loses its capacity to think and feel and the psyche also works to keep out disturbing feelings. Therapy enables the building of a relationship with the silent and non-articulated pain. It augments an individual's journey in search of self, devoted to finding a personal meaning from where seeds of life and dreams of hope emanate.

Since its inception, Ehsaas has had individuals and families coming from different sections of society. Adults, adolescents, children and families have come to the clinic seeking help and a majority of them have stayed in psychotherapy for considerable durations. Out of the 200 patients, 70% have been young people between the ages of 18 and 24 from various universities in Delhi. Many have come with difficulties ranging from anxiety, depression and suicidality to gender dysphoria, body image issues and behavioural problems. Many have brought issues around adjustment difficulties, drug addiction, loss of a loved one or intractable family issues such as domestic violence, alcoholism or psychosis of a family member, broken homes, sexual abuse or difficulty in sustaining relationships. The commitment at Ehsaas is not only to make mental health services accessible to those coming from the socio-economic margins but also to 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.

v. Field Immersion as a mode of creative stimulation

AUD policy requires that at least 25 per cent of all curricular engagement in programmes be field-based. Sustained field engagement with different sites has been integral to the programmes offered in the School of Human Ecology and the School of Education Studies. The joint AUD-PRADAN MPhil programme in Development Practice uses field-immersion processes (about two-thirds of the curricular engagement is field-based) to carry out studies and interventions. The innovative aspect of relating to the field in many Schools of AUD stems from a deep understanding of the specificities of the encounter in each of the fields of knowledge and practices. In some Schools, encounter with the field constitutes the core experience of learning, which one may characterise as a best practice in pedagogy, and which we call "Engaged Scholarship". In some Schools, field immersions are used as stimuli to underscore the lived and creative experience of learning which qualifies as a pedagogic innovation. For instance, in the Development Practice programme field immersion is expected to enable students to arrive at a sound understanding of group and community contexts, as also an appreciation of how groups work (or not work, when they do not work), and how groups are forged. The field engagement at the School of Culture and Creative Expressions (SCCE) is based on the principle of 'ek-stasis', which consists of trying to push students into experiences of

spaces that are outside their accustomed beat and are seen as an exercise for the sensory apparatus that yields critical and creative explorations. SCCE undertakes a week to ten-day long visit to a site where the students of the four MA programmes – Film Studies, Literary Arts, Performance Studies and Visual Art find productive encounters to respond to from their own streams of learning and devise short projects (varying from short films with thematic focus to poetry recitals), through which they respond to their experiences. These are then subsequently presented in an open seminar organised in the University. Similarly, the School of Design, as part of its MA programme in Social Design, undertakes a fortnight-long excursion (called Rural Studies) to a particular village site in a manner which is distinct from the curriculum of most design schools in India. The Social Design programme emphasises how both objects and ends are determined through a process of intensive engagement with particular communities, which ascertains their needs and requirements. The programme, in this sense, is innovative, since it enables students to be open to how specific communities recognise their own necessities, and to articulate their object of design intervention in consonance with community necessities.

vi. Semester end public viva voce

A culture of collective sharing and responding to students' work has emerged as a new innovative pedagogic device in the University. The School of Culture and Creative Expressions initiated the semester-end public viva voce which has now been adopted by other Schools and Centres in the University. These practices are innovative in the sense that the viva-voce is not the usual penultimate exercise before granting a degree; it has participation of first year students who have just begun their course. Further, it is non-evaluative in spite of the seriousness with which it is approached, and the presentations are done purely in the spirit of sharing. The first year students generally report on their intellectual progress and demonstrate it through a specific creative or critical project undertaken by them.

Similarly, annual research seminars are organised by the School of Human Ecology where students' projects are presented in a forum open to all members of the University community as well as external experts. In all such forums, a presentation by each student is followed by a question and answer session which often turns into a vigorously participated discussion among faculty and students. These events help students realise the seriousness of their work, initiating them into a self-reflexive thought process about their work and the ways in which it may contribute to the field. This innovative practice has created an impact resulting in other Schools evolving similar public discussions of student work. It has been found to be an ideal way of fostering a liberal and critical spirit among students. It enables each batch of students to experience, as a collective, the intense intellectual frisson that comes with being exposed to new ideas, and to learn of currents and ways of thinking that go to the heart of our contemporary experience of knowing and knowable subjects. In a nutshell, the semester-end viva-voce is a way of helping students situate themselves in history even as it enables their historical insights to grow out of an engagement with the world around them.

7.3 Best Practices

7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the university.

See below details of two best practices: a. Curricular and Pedagogic Explorations and b. Engaged Scholarship.

I. Curricular and Pedagogic Explorations

- *Objectives of the Practice:* What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

AUD’s curricular model aims at introducing a breach in the established regimes of standardised centrally controlled “curriculum-out-there” and to bring innovation and inter-disciplinarity in both content and approach to curriculum development and transaction. The University has, over the years, set itself stringent expectations of bridging the divide between theory and practice in all spheres of education, engaging intensively with social reality and processes of learning. This is done through intensive teacher-student engagements, and mentorship processes in small group settings to facilitate learning in a self-reflexive manner.

- The Context (What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?)

There are a number of contextual challenges in designing and implementing these practices:

1. Absence of an adequate and varied set of experts, professionals and academics who are open to even deliberate upon the design of such new practices. Fortunately, AUD being situated in city with a vibrant set of institutions and individuals practicing social sciences, this challenge has not proved to be difficult to meet.
2. Dangers of insularity and the existence of disciplinary silos, and lack of fluidity in the contours of knowledge.
3. Inability or lack of interest and flexibility to develop alternate ways of course transaction.
4. With people (both students and teachers) being accustomed to an annual system and end-of-the-year, one-off assessment system, it has taken some time to mainstream the practice of continuous assessment, designing innovative and different forms of assessments and providing constant feedback.
5. It has taken some time to ingrain in teachers and students the complexities and nuances of, and the idea behind a ‘qualitative grade system’ of evaluation as compared to one that is based on marks.
6. AUD’s assessment and evaluation system is a deviation from another important mainstream practice, viz. a centralised examination system, characterised by minimal ownership by teachers. At AUD, the system is participatory and decentralised, and although this has resulted in some glitches, these have been corrected.

- The Practice (Describe the practice and its uniqueness in the context of Indian higher education. What were the constraints / limitations, if any, faced (in about 400 words)?)

a. *Field-Based Engagement*

It has been AUD policy that all academic programmes should have at least 25 per cent of field-based curricular engagement. The joint AUD-PRADAN MPhil programme in Development Practice in fact uses field-immersion processes (about two-thirds of the curricular engagement is field-based) to carry out studies and interventions. This programme is being visualised as a prototype for future programmes of cooperation with other NGOs in the field of health, education and environmental studies.

b. *Interdisciplinarity*

In the social sciences, knowledge often develops at the interstices of disciplines. This perspective has come to define the epistemic contours of different Schools and programmes at AUD. One of the basic principles underlying the structure of courses at AUD is to have disciplinary programmes at the undergraduate and interdisciplinary programmes at the postgraduate level. Programmes are housed in specific Schools, but the possibility exists for enabling participation of other Schools and Centres in teaching them. Each School can have one or more programme(s). A programme has ordinarily two, three or four modules of courses, either core or elective. The core courses reflect the philosophy and the unique interdisciplinary perspective that the School represents and can span all programmes within a School. The elective modules include courses from a select set of specialisations. Even teaching that is discipline based, it is expected, must be conducive to and allow for interdisciplinary pursuits. The AUD community has been trying to ensure that what exists in principle is also put into practice.

c. *Mentoring and Tutorial based learning*

AUD has put in concerted effort to focus on the wellbeing and mentoring of its students. This has been pursued as one of the core elements of its institutional philosophy. Efforts have aimed at evolving not only a rigorous academic mentoring system through instituting tutorial system in all its programmes, but also a mentoring process at the University level and intensive teacher-student engagement within programmes. The mentorship groups at AUD are envisaged as powerful locales for peer learning and exchanges in a close, engaged, on-going intimacy. The co-constructed nature of knowledge, and the inter-subjective sense of the self, both, it was felt, make themselves available in small group settings. These efforts may have met with uneven success but they are nonetheless being actively promoted and redefined in the university context.

d. *An Innovative Continuous Assessment System*

AUD has taken the lead in adopting assessment systems and evaluation models that facilitate alternative teaching-learning processes and has done away altogether with an Examination Branch, and the Office of the Controller of Examinations. These have been signal achievements. Such flexibility inherent

in the assessment system that has been adopted after a series of consultations with academia in Delhi and within the University has facilitated innovative curricular and teaching processes.

- Evidence of Success (Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.)
 - a. Our students have found employment in some of the best workplaces.
 - b. Evaluation and assessments have been successfully conducted, although with some glitches in the initial years, without any centralised administration or office of Controller of Examination.
- Problems Encountered and Resources Required (Please identify the problems encountered and resources required to implement the practice (in about 150 words).)
 - a. Continuous assessment requires continuous feedback, which at times has been lacking due to a variety of reasons, including engagement of teachers in various activities like institutional / administrative duties. But we have ensured that the feedback process does not suffer and is not delayed. It is expected that this process will get streamlined soon with the adoption of workload norms which are based on past experiences.
 - b. AUD is short of faculty staff, and there is consequently pressure on the existing teachers to not only complete the transaction of courses including evaluation, but also shoulder other administrative responsibilities. Adequate staffing of faculty in various Schools would help streamline this process.
 - c. Many faculty members of AUD are young, and relatively short of experience in teaching. It will take some time for them to fully internalise and better implement these practices.
 - d. Due to constraints of space, there is hardly any flexibility in preparing timetables to facilitate the movement of students across Schools / programmes.
 - e. Due to limitations of financial resources, sometimes it becomes difficult to invite outstation experts and to organise field-based exercises and other outside classroom activities.

II. Engaged Scholarship

- *Objectives of the Practice:* What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

The notion of engaged scholarship is sought to be defined at AUD, across Schools and Centres, as the meeting point of processes of self-reflexive research practices and self-reflexive action in communities. Instead of seeing academy as the source of theory and community as the site of practice, it acknowledges

academy as already a site of theoretical praxis in its research thrust and community as a dynamic site of self-reflexive knowledge and practice. What is required is a tuning of the two processes in a gainful responsive relationship.

- *The Context:* What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

The challenge is to keep the generation of knowledge as immanent to the self-reflexivity in the field practices without losing the critical edge of academic enquiry, by not allowing it to be blunted by the exigencies of practicality. It is hard to disturb the comfortable isolation of academics as a free standing domain in the critical thrust of its knowledge unsullied by the constraints imposed by the realities of the field. Courses need to be carefully designed around the mandate that the critical thrust of academic knowledge should maintain a dialogic relationship with self-reflexivity in the field. This exceeds the normal apportioning of time between classroom education and field encounter to include new ways in which students allow their classroom and field experiences to speak to each other in both situations as also in their writings and practices.

- The Practice (Describe the practice and its uniqueness in the context of India's higher education. What were the constraints / limitations, if any, faced (in about 400 words)?)

All the Schools and Centres of the University have specific areas that develop forms of engaged scholarship. One of the finest examples is the MPhil programme in Development Practice offered by the School of Human Studies. The programme is offered in collaboration with PRADAN, an internationally recognised NGO. Students admitted to this programme meet for the first time only at the field site of PRADAN and not in the campus of AUD. Likewise, the School of Development Studies has several research projects in which students work with external agencies as part of their mandatory internship, in most cases involving field work. They work in collaboration with NGOs, research institutes, and consultancy firms. The School of Human Ecology faculty has been engaged as resource persons at fora like Young Ecologists Talk and Interact (YETI), and the Student Conference on Conservation Science (SCCS). In the School of Education Studies, the MA Education programme is a departure from the standard MEd programmes of one year duration. There is a concerted effort to integrate field-based learning with theoretical discourses. The School of Business, Public Policy and Social Entrepreneurship is actively working to establish an Incubation Centre for Social Entrepreneurship & Innovation. The School also invites people from industry, NGOs and public sector institutions to interact with faculty and students. It encourages its students to engage in extension activities and to develop sensitivity to social problems of the community and society at large. A non-profit organisation (Navsansar) initiated and managed by students across the University, functioning under an advisory board, organises social outreach programs. In the School of Liberal Studies an in-built component in all the programs is learning in the field through

internships, dissertation writing, research papers, etc. A key component of the MA Programme in Sociology is “Organisational Exposure” through which the students interact with media, government and non-government sectors. Such organisational exposure offered by the sociology programme makes students aware of the different social organisations that work for the marginalised in the city of Delhi. This is known to provide a deep experience of real learning for students beyond the classroom.

Students of the School of Culture and Creative Expressions are encouraged to reflect on and undertake community based art work. Several artists who have rich experience in the area have shared their insights with the faculty and students. Guest lectures and screenings of documentaries by renowned film makers of social intervention on a wide range of pressing social issues like caste discrimination, gender equality and environmental concerns have been arranged.

- Evidence of Success (Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.)
 - a. Student performance in class discussions, assessments and other group and individual activities improves after field visits;
 - b. Has helped them develop their own research projects (dissertations, seminars);
 - c. In Schools such as SDS and SHE, from where two batches of students have already graduated, the combination of conceptual and field-based training has helped them to get good placements in a variety of institutions.

- Problems Encountered and Resources Required (Please identify the problems encountered and resources required to implement the practice (in about 150 words).)
 - a. While a part of student fees is set aside for field-based teaching and learning, this fund is sometimes not enough. Further, with the drying up of funding from the Government of the NCT of Delhi, the University has not been able to contribute enough to this fund. On the other hand, it has been able to procure funding from SDTT for providing a monthly stipend to all students of MPhil in Development Practice. Further efforts are being made to garner additional funding from other sources to support this activity.
 - b. Finding meaningful internship opportunities and organisations to host our students requires huge effort. Due to lack of dedicated human resources, onerous burdens have to be shared between teachers who already have their hands full with other activities.



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