SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DR. B. R. AMBEDKAR UNIVERSITY DELHI

**LOTHIAN ROAD, KASHMERE GATE,
110006**

https://aud.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

Executive Summary

Introduction:

Ambedkar University Delhi (AUD) was established by the Government of the National Capital Territory of Delhi (GNCTD) 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. Following the broad guidelines of its Act and drawing inspiration from Dr B. R. 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. Five years after its first accreditation, AUD has followed a sustained growth trajectory by adding numbers to students, faculty, courses, programmes, and campuses. Over the last five years AUD has expanded from one to three campuses; from 34 to 57 programmes, from 9 to 13 functional schools and from 6 to 12 Centres. The faculty strength has also increased from 91 to 185 and student strength from 1438 to 2846. In this report, we present a detailed picture based on data, narratives, and supporting documents improving our own understanding of where we stand in the process.

Vision:

AUD aspires to be a premier university globally recognized for its focus on liberal arts, humanities and social sciences. Through a non-hierarchical and team-based work culture it envisions to promote creative and engaged scholarship capable of transforming self and society, promoting democratization of knowledge. The University aspires to combine equity and social justice with excellence, and to pioneer an institutional culture of non-hierarchical functioning, team work and creativity. The University strongly believes that no knowledge becomes socially productive unless it spreads across society, transcending barriers of caste, creed and class. Only then can teaching, learning and research contribute to the promotion of equality, social justice and excellence. The University aspires to mould its students into informed and sensitive professionals who will engage with their social responsibilities and the margins of society. The programmes and the structure of the University highlight this aspect while striving towards excellence.

Mission:

The mission of AUD is to prepare mature and skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. AUD strives to transform its students into responsible global citizens characterised by their courage, humility, honesty, commitment and integrity. AUD believes in developing a personalised approach to students and has in-built institutional mechanisms for mentoring and nurturing students, particularly in the domains of language proficiency, study-skills and analytical methods to assure academic success and excellence. A full-fledged Student Support Services division works towards this goal. The University intends to take all necessary steps to ensure that linguistic and financial difficulties are not impediments for deserving students. To that end, AUD has instituted several support mechanisms and pedagogical innovations to provide an enriching learning environment.

Core Values

· Excellence with equity and social justice

· Engaged scholarship

· Valuing diversity

· Social responsibility

· Integrity and humility

· Commitment to human values

· Team work and collaboration

· Transparency and accountability

SWOC

Institutional Strength :

Interdisciplinarity

AUD has been able to create a distinct identity for itself in the higher education ecosystem of the city. The interdisciplinary focus that AUD has carved for itself provides immense potential for active exploration of interfaces between different knowledge domains.

Synergy between schools and centres

The unique system of concurrent appointment of faculty members, a mixed community of regular, adjunct, visiting and guest faculty, across Schools and Centres has facilitated an integrated and interdisciplinary approach to university education, moving away from the entrenched artificial divide between undergraduate and postgraduate education. Centres and schools also mutually enrich each other through research and field work of centres and programmatic innovations of schools.

Faculty central to administration

AUD has consciously aimed at involving faculty members in the academic oversight of the administration, which has contributed immensely to its institutional strength and enabled participatory decision-making. The excellence and hard work of its faculty members has been central in shaping the

growth and identity of the University in its formative years, contributing to making it an intellectually inspiring space with an empowering culture of autonomy, critical thinking, teamwork and creativity.

Catering to disadvantaged sections of students

The concerted effort made by AUD towards the well-being of its students has been a significant strength and is in alignment with the University's commitment to inclusion and social justice. For example, disadvantaged groups like SC and ST are given fee waiver irrespective of their economic background as an empowering support.

Innovations in teaching, learning and research

The University has worked towards systematising innovation in institutional practices, programme design, and pedagogic approaches, as reflected in the distinct envisioning of the Schools, Centres and programmes. AUD has experimented with many initiatives to foster greater interdisciplinarity, student mobility, choice-based credit system, continuous assessment, and experiential learning, besides enabling community engagement as an integral part of its pedagogical imagination.

Locational advantage

One of the primary strengths of the University is its location in Delhi, providing diverse institutional resources to draw from and collaborate with. All the campuses are well-connected. Multiple campuses across the city also ensure student diversity.

Institutional Weakness :

Campus and space constraints

The University has been functioning from temporary campuses. The existing campuses work from old heritage buildings with limited possibilities for renovation and redesigning; this has posed a major challenge in terms of converting the campuses into spaces. The infrastructural limitations have some impact on teaching-learning processes and academic expansion and innovation.

Residential facility for faculty members and adequate student accommodation will enhance peer and collective learning outside formal spaces. AUD has been able to offer only limited hostel accommodation to its students. The current spread across three campuses with limited plot area also means that sports and recreational facilities could not be created and extended as envisaged for a university. We would like to give more impetus to extra-curricular and co-curricular activities of students.

However, the apparent weakness of the University in terms of campus space is short-term and temporary. AUD has already begun the process of establishing new campuses, with the laying of the foundation stone done and architectural consultants appointed. The actual construction is likely to start by December 2020. Till then, at the current campuses, the University has worked out numerous ways to make the best possible use of the available space and facilities and has managed to work around the restrictions mentioned above.

Funding diversification

The vision of AUD had been to lower its dependence on GIA by diversifying its funding sources. The University has not yet fully realised this goal and needs to take a strategic approach in this regard.

Institutional Opportunity :

Leadership role under NEP

As a city university AUD has a range of opportunities for providing critical inputs that inform policy making and the development of the city. Being a university for humanities and social sciences with an interdisciplinary approach towards liberal arts education in line with the New Education Policy, AUD is well prepared to take up leadership role as a mentor institution for other universities.

New campuses coming up in near future

AUD expects to move in three years to its new campuses at Dheerpur and Rohini, which are being designed as eco-friendly, disabled-friendly contemporary spaces. New campuses will provide opportunities to imagine the academic space as a continuum of the neighbourhood. AUD-DDA collaboration to manage the Dheerpur wetlands provides opportunities to experiment with ideas of conservation and sustainability. With a capacity of about 10,000 students and residential faculty, these campuses will allow AUD to substantially expand its programmes and make quality higher education accessible to a much larger number of students. With a diverse and very active faculty and research scholars' community, AUD is well placed for expanding its research output as well as leverage its teaching and research network nationally and internationally.

Professionalisation and vocationalisation of liberal arts programmes

An important initiative in higher education has been the emphasis by the government on 'skilling'. AUD has stepped into this space, and as it builds and expands its B.Voc. programme, it has the unique opportunity to reinterpret 'vocationalization' by building productive and creative linkages with liberal arts programmes.

Multifaceted instructional delivery

AUD proposes to further consolidate the digital interface in teaching and learning to expand and diversify its student base by including blended and online ways to strengthen the teaching-learning process. AUD plans to proactively work towards integrating new technological innovations into existing programmes to provide seamless and personalised educational experience to students.

Internationalisation

AUD is now well-placed to actively pursue more international collaborations and attracting international students. It is also uniquely poised to incubate innovative social design ideas and translate conceptual learning across interdisciplinary themes into real-time socially relevant entrepreneurship initiatives.

Institutional Challenge :

Multi-campus context

A major challenge within the multi-campus context is to administratively sustain a coherence and distributed participation across campuses. However, the university has already put together an evolving set of flexible operating procedures/ protocols to meaningfully respond to this challenge.

Funding

Amidst the changing policy context in higher education, shrinking spaces for innovation and the dependence of GIA funding, the University will have to find ways to sustain socially relevant, affordable

quality education.

Engaging with STEM areas

With the continued emphasis and focus of state and industry on STEM areas, a social science and humanities University like AUD will have to find creative ways to contribute to national development. This could be achieved by engaging with some of the STEM areas closely related to the thematic focus of AUD, such as environment, urbanisation, cognitive sciences, public health, design, and architecture.

Avoiding disciplinary isolation

One of the persistent characteristics of higher education is the dominant tendency of departmentalization and creation of disciplinary silos. The challenge for AUD is to demonstrate that this culture does not seep into its own academic functioning, so that it maintains its commitment to an interdisciplinary ethos.

Ensuring employment opportunities

Another challenge that AUD faces is in creating and finding adequate job placement opportunities for its graduates. AUD should be able to push the boundaries of higher education by educating prospective employers about the potential of students who are not only trained in job-specific skills but who are sensitive to social needs.

Criteria wise Summary

Curricular Aspects :

The undergraduate, postgraduate and research programmes at AUD are unique in content and structure and have organic linkages with regional/local/global developmental needs. The development of curricula has been through extensive consultation with academics, leading scholars and practitioners from different disciplines across the country and abroad. Structured and systematic processes exist for the launch of new programmes / courses and to make changes in existing ones. The curriculum across courses integrates issues pertaining to environment, sustainability, equity, gender, ethics and human values. Academic programmes at AUD foster an interdisciplinary environment, enabling students to reflect, rethink and be sensitive to social, political, environmental realities. At the same time, programme structures provide for study skills and value enhancement components integrated into the curriculum. The programme design which clearly articulates programme outcomes, graduate attributes, and course outcomes provide an eclectic mix of electives and curricular choices to students. The programme design is imminently relevant to impart professional competencies across a range of academic and development sector vocations. More than half of the courses offered in the preceding academic year had focus on employability/skill development. Internship and field engagement is a mandatory part of all the postgraduate programmes and is increasingly being woven into course designs for undergraduate programmes as well. Several new programmes and courses have been introduced consistently over the last five years. Most academic programmes offered for more than three years have undergone revisions and changes in design as well as curriculum. 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. The University also has formal mechanisms to obtain feedback from students for curriculum evaluation as well as incorporate teacher feedback, internship mentor feedback, alumni, employer and other stakeholder feedback into processes of curriculum revision .

Teaching-learning and Evaluation :

The University prides itself on its student diversity, almost 30 percent of its student population on a average belonged to states outside of NCT of Delhi. The academic programmes at AUD despite being newly introduced have managed to draw interest and application from a large number of prospective applicants as evident through a very healthy demand ratio of 23.5: 1. Given the high higher educational institutional density in the city of Delhi, AUD through its active efforts has been able to ensure that reserved seats as per the norms of Govt of NCT of Delhi do not remain vacant and student diversity is enhanced. AUD has a vibrant and dynamic teaching-learning and assessment culture with the paradigm of assessment for learning. The flexibility inherent in the assessment system and the possibility of lateral and vertical mobility (through credit transfers) within and across programmes facilitate innovative curricular and pedagogic processes. Adoption of an assessment system and evaluation model that encourages alternative teaching-learning processes and doing away altogether with an Examination Branch and the office of the Controller of Examination and a fully automated course registration and assessment modules on ERP, have been signal achievements of examination reform. Student-centric, participative and experiential learning methodologies that contribute to engaged scholarship and immersive learning experiences in the field are the USP of AUD. Academic mentoring processes are inbuilt into programme design and organisational aspects of the Schools. A good mentor-mentee ratio for academic mentoring as well as extra mural support, particularly of UG students is integral to University culture. The infrastructural constraint of temporary campuses has perhaps contributed to relatively less number of differently abled students joining AUD but on academic front University has invested in instructional softwares to support alternative learning needs of students. All teachers use ICT for effective teaching and regularly use LMS and electronic library and academic resources to facilitate student learning. AUD has a very talented and eclectic mix of young and senior faculty with internationally benchmarked academic credentials. The robust teaching learning processes reflect in excellent assessment outcomes as well and student feedback on surveys.

Research, Innovations and Extension :

The University has a community extremely active in research and innovation in research, teaching, and learnings and its spread through the extension activities. It has a clear policy for promoting research, publicly available on its website. The faculty actively pursues learning and research and have been awarded fellowships and funding support to carry their research and related activities by several government and non government sources as well as by AUD itself through seed funding. The faculty raise significantly more resources to pursue their research through non-governmental sources than government, besides substantial contribution from AUD standing at approximately Rs. 30 Lakhs per year over the past five years. Several PhD students and research scholars receive fellowships from other sources and AUD supports those without such access from its own funds. This support from various sources has shown rich dividends in terms of research output (more than 500 research papers, books, book chapters and conference proceedings) and sustained rise in the number of PhDs awarded over a period of time. The collective leadership, non-hierarchical functioning and decentralized decision making has led to considerable innovations in teaching and learning allows AUD to stay at the frontier of knowledge production and dissemination in humanities and social sciences. The university has an active incubation center helping conceptualize and initialize several startups. The center has been recognized by the Government of India as a Technology Incubation Center allowing it access to CSR funds to finance start ups. It has also been shortlisted for setting-up of Atal Incubation Centre. There are several active collaborations with institutions in India as well abroad facilitating exchange of knowledge and people. This has not only contributed to research output but also teaching at the university with faculty from abroad interacting and teaching students at the university regularly. Numerous MOUs have been signed during the past years. In addition to this students and faculty interact regularly with society through extension activities as part of course work as well as outside of it. The number of students participating, number of activities, and number of collaborations have increased over the last five years.

Infrastructure and Learning Resources :

Criterion 4 gives the details about Infrastructure and Learning Resource at AUD. The university has state of art infrastructure to cater to students and faculty at its three campuses. Majority of the classrooms are equipped with audio-video equipment along with projectors. The campuses is connected with high speed internet allowing students to access websites like google classroom and moodle while on campus and in classrooms. This is the result of increased budgetary allocation for infrastructure augmentation during the last five years. The library has a huge collection of books that include textbooks as well reference books that support faculty and students in their research and assignments respectively. It also subscribes to number of e-resources including e-ShodhSindu, SHodhGanga, EBSCO, JSTOR, etc. The expenditure on books has gone up over the last five years as the students and faculty numbers also go up. The library also allows remote access to its e-resources improving its off-campus access for students, staff, and faculty. The computer labs on the three campuses provide computing and internet access to students as well as printing support. Maintenance of these labs and other IT related infrastrucure as AUD takes in more students in increased number of programs at all levels means that expenditure on campus infrastructure has gone up substantially over a period of five years.

Student Support and Progression :

Criterion 5 gives details about student support and progression at AUD. Keeping in line with its vision and mission of making quality education in humanities and social sciences accessible to students from all sections of the society, AUD provides a number of scholarships and fellowships in addition to the government freeships available to the students. The number of students taking advantage of this funding support over the period of five years has increased substantially suggesting AUD's contribution to broadening access to higher education. In addition to the funding support, AUD has active students grievance redressal mechanisms that help students seek redressal of complaints inclduing that of sexual harassment and ragging. The university also has an equal opportunity cell that caters to complaign specifically related to caste discrimination. Student participation in different academic and administrative bodies has gone up and AUD has seen the establishment of an active Student Council during these five years. As the number of students seeking undergraduate education has increased over a period of last five years at AUD, there also has been a significant number of students graduating from AUD seeking further education in AUD itself as well as in respected institutions in India and abroad. The number of students appearing and qualifying in state/ national/ international level examinations for higher education have increased over the five years. There has been a significant increase in the number of sports and cultural events over the last five years with active participation of students. In order to seek active alumni involvement in the university, the School of Business, Public Policy, and Social Entrepreneurship has had an active alumni cell over this period and a cell at the level of the university as a whole has been recently established. This should boost the alumni involvement in terms of human resource input as well as funding support for various activities.

Governance, Leadership and Management :

The University is committed to the promotion of education, research and extension work in higher education with a focus on liberal arts, humanities and the social sciences. It strives to analyse the forces contributing to social stability as well as social disequilibrium and to visualise how societal evolution can lead to a condition in which all sections of the people can achieve their full human potential. A commitment to equity, social justice and excellence forms the bedrock of the philosophy and values of the University. Following this vision, the University engages with all issues of academics and administration through CMT and SMT meetings. The management is inclusive and participative. The University has a

decentralised structure with Schools and Centres as the foci for all academic matters. The students have representation on all the governing bodies (such as CPSH, IQAC, SFC) of the University. The perspective plans are discussed in the University and are made available to everyone through Annual Reports. The University has implemented e-governance in planning and development, administration, finance and accounts, student admission and support, and assessment. The institution also has several welfare measures for students and staff. The university provides subsidised medical support as per CGHS and DGHS guidelines to all the staff members. The University is working out a policy on instituting a Staff Welfare Fund as well as the Vice Chancellor's Relief Fund, as extended welfare measures. A substantial percentage of faculty get financial support to participate in professional development activities. The University regularly organizes professional development trainings for both teaching and non-teaching staff. Collaborations with agencies such as UNICEF and World Bank and other NGOs facilitate mobilisation of funds. Friends of Ambedkar University Delhi (FAUD), a California based Non-profit Public Benefit Organisation was set-up to help raise funding. The University has adopted the Annual Performance Appraisal System for teaching and non teaching employee to assess the performance of its employee as per guidelines of Govt of India and the University Grants Commission. The IQAC proactively initiates sustainable quality measures and regularly participates NIRF, AISHE, and ARIIA.

Institutional Values and Best Practices :

The focus on interdisciplinarity and engaged scholarship offers tremendous potential for reinterpretation of conventional frameworks of knowledge as well as University's commitment to promoting constitutional values and promote social responsibility. AUD has built upon the immense opportunity in the creation of new knowledge in areas of contemporary relevance such as development studies, gender and sexuality, environment, psychosocial studies, urban studies, social innovation and artistic, literary and creative practices that respond to an imminent social needs. The University and its initiatives have been imagined as a microcosm of the larger society in which it is located, reflected in the diversity of the students on its rolls. Institutional response to this diversity has been to actively explore 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. Institution has promoted gender sensitisation on campus as well as organised cultural and public events to promote gender equity. Institutional commitment to environmental sustainability and consciousness is reflected in the concerted effort to adopt green practices despite infrastructural constraints tied to temporary campus facility; it is reflected in the establishment of a research and advocacy centre for environment and sustainability and introduction of academic programmes that engage with urban environmental issues, sustainability and effective waste management practices. Through its academic programmes AUD engages critically with the city of Delhi as well as non-urban, rural and global contexts. AUD organises academic events as well as cultural events to promote constitutional values, human values, rights of Indian citizens and fundamental duties. AUD endeavour as a public university to demonstrate complete transparency and ethical conduct in its day to day financial, academic, administrative functioning and shares institutional information on public domain. University's best practices have been acknowledged by the Government bodies as well as in academia and civil society widely.

Profile

BASIC INFORMATION

Name and Address of the University

Name	DR. B. R. AMBEDKAR UNIVERSITY DELHI
Address	Lothian Road, Kashmere Gate,
City	DELHI
State	Delhi
Pin	110006
Website	https://aud.ac.in

Contacts for Communication

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Anu Singh Lather	011-23861845	9650512553	011-23865070	vc@aud.ac.in
IQAC / CIQA coordinator	Amol Padwad	011-23863740	7304911033	011-23863742	amol@aud.ac.in

Nature of University

Nature of University	State University

Type of University

Type of University	Unitary

Establishment Details

Establishment Date of the University	29-07-2008
Status Prior to Establishment,If applicable	

Recognition Details

Date of Recognition as a University by UGC or Any Other National Agency :

Under Section	Date	View Document
2f of UGC	23-06-2009	View Document

12B of UGC	08-08-2012	[View Document](#)

University with Potential for Excellence

Is the University Recognised as a 'University with Potential for Excellence (UPE)' by the UGC?	No

Location, Area and Activity of Campus

Campus Type	Address	Location *	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Lothian Road, Kashmere Gate,	Urban	9.52	13270	BA Hons, MA, MDes, MBA, MPhil, PhD		
Satellite Campus	Aligunj, B. K. Dutt Colony, Lodhi Road, Delhi 110003	Urban	1.92	4160.21	MA, PhD	07-04-2017	01-07-2017
Satellite Campus	Shivaji Marg, Karampura Delhi 1100015	Urban	6.33	7090.92	BA, BVoc, MA	23-02-2016	01-07-2016

ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total

Furnish the Details of Colleges of University

	Number
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0

Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: No

Details Of Teaching & Non-Teaching Staff Of University

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned				37				75				151
Recruited	18	12	0	30	18	9	0	27	34	49	0	83
Yet to Recruit				7				48				68
On Contract	0	1	0	1	2	0	0	2	9	11	0	20

Non-Teaching Staff	Male	Female	Others	Total
Sanctioned				245
Recruited	48	12	0	60
Yet to Recruit				185
On Contract	84	23	0	107

Technical Staff	Male	Female	Others	Total
Sanctioned				19
Recruited	6	0	0	6
Yet to Recruit				13
On Contract	6	1	0	7

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	16	12	0	16	9	0	25	40	0	118
M.Phil.	0	0	0	2	0	0	6	2	0	10

| PG | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 7 | 0 | 12 |

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	13	22	0	37
M.Phil.	0	0	0	1	0	0	2	2	0	5
PG	1	0	0	1	1	0	4	4	0	11

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	3	1	0	4
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Dr. B. R. Ambedkar University	Dr. B. R. Ambedkar Chair	Dr. B. R. Ambedkar Unviersity Delhi

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Program		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Doctoral (Ph.D)	Male	31	27	0	0	58
	Female	99	50	0	1	150
	Others	0	0	0	0	0
	Male	41	33	0	0	74

Pre Doctoral (M.Phil)	Female	78	51	0	0	129
	Others	0	0	0	0	0
UG	Male	630	139	0	0	769
	Female	614	128	0	0	742
	Others	0	0	0	0	0
PG	Male	247	138	0	0	385
	Female	519	332	0	0	851
	Others	1	0	0	0	1
Certificate / Awareness	Male	4	4	0	0	8
	Female	22	4	0	0	26
	Others	0	0	0	0	0

Does the University offer any Integrated Programs?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	01-01-1970
Number of UGC Orientation Programs	0
Number of UGC Refresher Course	0
Number of University's own Programs	0
Total Number of Programs Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	3.02	A	NAAC_Peer Team Report_2014.pdf

EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
School Of Business Public Policy And Social Entrepreneurship	View Document
School Of Culture And Creative Expressions	View Document
School Of Design	View Document
School Of Development Studies	View Document
School Of Education Studies	View Document
School Of Global Affairs	View Document
School Of Human Ecology	View Document
School Of Human Studies	View Document
School Of Law Governance And Citizenship	View Document

School Of Letters	[View Document](#)
School Of Liberal Studies	[View Document](#)
School Of Undergraduate Studies	[View Document](#)
School Of Vocational Studies	[View Document](#)

QIF

1.Curricular Aspects
1.1 Curriculum Design and Development
1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the University

Answer:

Curricula developed have relevance to the regional/nation/global developmental needs with well-defined and informed learning objectives and outcomes at programmes and course level. The consultation process with multiple stakeholders, academic experts and practitioners adopted for curriculum formation ensures that learning outcomes for all courses, at all levels and programmes, incorporate latest trends in education at the national and international level, while positively taking into account the requirements of society and industry within a global and regional development context. Consultations at the level of Board of Studies of the respective AUD Schools and the Standing Committee Academic Programmes of the Academic Council (SCAP) further ensure that the curricula is in line with the highest standards and latest developments in concerned fields. The postgraduate and research programmes across schools are geared towards promoting innovative and engaged research in diverse issues, processes and realities with an emphasis on the vulnerable, marginalised and deprived groups. With cross-disciplinary conversations and collaborations as the driving force, programmes across School of Global Affairs, School of Human Ecology, and School of Development Studies engage with emerging processes and issues that impact life on the planet in fundamental ways. Their programmes offer a comprehensive understanding of complex socio-ecological issues at multiple spatial scales comprising concerns such as global warming, urbanisation, conflict and security, global commodity flows, technological capture and the new media landscape. Apart from engaging with global issues, curriculum is also attuned to addressing regional and local concerns and industry. In the Business School (SBPPSE) curriculum is designed to develop professional entrepreneurs and managers with sensitivity and social responsibility towards society and environment and curriculum fosters the connect between national business challenges and opportunities with evolving global trends, emerging markets and relevant cross-cultural issues. Programmes offered by the School of Culture and Creative Expressions (SCCE) aim to engage and instil the scholars and practitioners with creative and critical apparatuses to connect with issues concerning civil society and the state, and bring about works which have a positive impact on society as a whole. Similarly, the programme at the School of Design addresses complex design areas of public systems, governance and resource management at both urban and rural levels. Practice-based studios are the central component of the programme which respond to needs such as homelessness, local transportation, roadside hawkers, waste management, community toilets etc. Across the spectrum of courses offered at SUS, SGA, SLGC, SLS, SHS, SES, SoL? there is focused curricular engagement with questions, analysis, perspectives and paradigms of inclusion/exclusion, democratisation, and social justice at global and regional levels.

File Description	Document
Any additional information	[View Document](#)

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years
Answer: 85

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Answer: 51
1.1.2.2 Number of all programs offered by the institution during the last five years

Answer: 60

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years
Answer: 55.81

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
420	369	257	219	190

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any additional information	View Document

1.2 Academic Flexibility
1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Answer: 53.98

1.2.1.1 How many new courses are introduced within the last five years

Answer: 346
1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Answer: 641

File Description	Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Answer: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Answer: 57

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Answer:

Curriculum at AUD requires students to engage critically and often 'against the grain' with crosscutting issues related to gender, environment and sustainability, human values and ethics. The curricular and pedagogic processes foreground ethical teacher and student identities and emphasise values of equity and social justice for individuals and social groups. AUD's academic programmes employ an interdisciplinary lens to understand multiple facets of human experiences, social, economic and political life and explore interconnections. While AUD offers MA, MPhil and PhD programmes in Gender Studies, gender issues are conceptually interwoven into curricula across all schools. Courses critically explore the following: emergence of gendered identities, cultural differences in the development of masculinity and femininity, social principles of ascribed roles, sexism, gendered violence (domestic violence, rape, sexual harassment); discrimination based on gender and sexuality; feminist perspectives on environmental issues and conflicts; the gender interface of global thinking on the issues of sustainability, equity and justice. AUD's School of Human Ecology offers MA and PhD in Environment and Development. The courses offered by the School help students to acquire knowledge of ecological concepts, contemporary ecological challenges and responses to them. Through several courses offered across Schools of Design, Global Affairs, Development Studies, Liberal Studies, Law, Governance and Citizenship, and Education Studies, students get familiar with global thinking on the issues of sustainability, development, urban ecology, global warming, pollution, biodiversity, equity and justice. School of Undergraduate Studies courses, *Environmental Issues and Challenges* and *Nature and Society* are designed to enable reflection on patterns of consumption that impact the environment, engage students with theoretical approaches and evolving concerns around the inseparability of nature and society. Human values are central to all the courses taught at AUD. Courses in the School of Letters provide an ethical approach to the questions of minority and humanism in literature and contemporary politics, and focus on human values in the cross-cutting terrains of disability, gender, sexuality and dispossession. SUS courses help students to develop citizenship skills, ethical values, and ability to understand and appreciate human diversity, and to engage in community life as active citizens. Courses emphasise human values such as dignity, equality, mutual respect of differences, pluralism and diversity, autonomy, justice, the rule of law, people-centric development as well as a rights-based

approach to empowerment. Courses offered by the School of Culture and Creative Expressions engage with and focus on the changing perception of human values like aesthetic, beauty, and othering, among others, encouraging sensitive and critically engaged articulation of student subjectivity in creative practices. Students are expected to perform their academic work with integrity and honesty and to reflect on ethical and social implications of their practice. Courses focus on the development of professional self and ethics in the domain of management, education, clinical practice, development practice, performing arts, and design. Writing workshops train students in the ethics of research and academic communication. Research methods courses are part of all Masters, MPhil and PhD programmes and underscore the importance of ethics, participation and reflexivity in the research process.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Answer: 0

1.3.2.1 Number of value-added courses are added within the last five years

Answer: 0

File Description	Document
List of value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Answer: 0

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

1.3.4 Percentage of students undertaking field projects / internships

Answer: 29.73

1.3.4.1 Number of students undertaking field projects or internships

Answer: 846

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System
1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

Answer: D. Any 1 of above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

Answer: C. Feedback collected and analysed

File Description	Document
URL for feedback report	View Document

2.Teaching-learning and Evaluation
2.1 Student Enrollment and Profile
2.1.1 Average percentage of students from other States and Countries during the last five years

Answer: 29.85

2.1.1.1 Number of students from other states and countries year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
823	458	598	567	516

File Description	Document
List of students (other states and countries)	View Document

2.1.2 Demand Ratio(Average of last five years)

Answer: 19.03

2.1.2.1 Number of seats available year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1413	1252	1065	847	860

File Description	Document
Demand Ratio (Average of Last five years)	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Answer: 72.19

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
499	507	396	250	188

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Answer:

The University continually reassesses programme objectives and analyses the ways that students do or do not achieve learning outcomes. Periodic faculty interactions at programme, School and university levels identify students who face various learning challenges, especially, the discomfort some students experience with a new learning environment and the stress of academic and social expectations, while some feel challenged by English as a medium of instruction. All new undergraduate students are assessed for their language proficiency and to identify which (English) language enrichment courses each student will need in order to achieve academic competence. Undergraduates are also required to complete at least one course in Hindi to achieve at least basic facility in that language, besides the opportunity to undertake elective courses in Hindi language and literature. Courses of the first semester in all BA and MA programmes are designed not only to impart elementary skills and competencies of a discipline or multidisciplinary area but also to strengthen level-appropriate general learning skills like reading, writing and quantitative reasoning.

The institution-wide practice of continuous assessment (see section 2.5.4) helps course instructors monitor students' learning over the whole semester — not only at the end of the term— and deploy instructional methods suited to the diversity of learners in the classroom. Therefore, if a student exhibits difficulties early in the semester in reading comprehension, writing or application of a particular skill, there is some scope for the instructor to tailor her teaching methods and techniques to help individual students—for example, pay more attention to a student with difficulties in reading comprehension or writing. Faculty meetings are regularly conducted to discuss the progress of students, particularly those who exhibit specific learning difficulties.

All programmes collect anonymous feedback on every course, during and/or at the end of the semester, about teaching methods, types of assignments or learning situations and learning content, so that teachers can make adjustments to optimize students' learning. Both the course instructor and the relevant faculty group review the course evaluation forms after each semester in order to adapt courses to students' needs and to more effectively implement the programme objectives. Additionally, every programme has a Student-Faculty Committee, meeting at least once in the semester, through which students may draw attention to particular learning challenges and problems or teaching deficiencies, and faculty must address these concerns. Faculty of various programmes conduct debriefing sessions at the

end of semester in which students are invited to discuss in detail the challenges they have faced during the semester. All of these feedback practices are used in the overall assessment of student learning and to modify programme design as necessary.

Advanced or enthusiastic students have many opportunities to extend their learning experiences beyond their academic programmes through extracurricular clubs, associations and peer-learning activities under faculty mentorship, in addition to presentations at conferences and publications, participating in competitions, and so forth. Because of this, several AUD students even before graduation have received recognition beyond the university for their academic and other creative achievement.

2.2.2 Student - Full time teacher ratio

Answer: 15.38

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Answer: 0.54

2.2.3.1 Number of differently abled students on rolls

Answer: 07

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process
2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Answer:

Student-centric learning is one of the fundamental objectives of AUD. Classrooms are envisioned as spaces for co-creation of knowledge and experiences. Instructional design for each course ensures active participation of students. Across programmes at AUD, diverse strategies are used to enhance learning experience of students. Even within the conventional lecture format, attempt is made to use the free associative technique which helps to integrate inputs and experiences with discussions, interactions and dialogue. Different media/ platforms/ learning resources/ project work and field immersion/ organisational experience through internships, are actively used to facilitate experiential learning. Attempts to integrate processes in the curriculum that help bring context and practice closer to theory through internship and field-placements are thus actively pursued across most programmes. Pedagogic principles adopted by practice-based programmes, at SCCE, Development Practice and School of Design, etc are based on the premise of learning by 'doing' / experiential learning. Students work with different materials and forms (such as sound, light, found objects, documents, photographs, film, video, installation, painting, sculpture, new media) or while providing design solutions in such diverse areas as service design, product design and systems design. Students are assessed in terms of their ability to reflect on and synthesize their learnings in multiple contexts. AUD programmes seek to sidestep the conventional binary between the teacher and the taught and encourage peer learning and flip classroom situations, where students are expected to actively contribute to the learning experience.

Most AUD postgraduate programmes feature a research project that students completes over the last one/two programme semesters. These exercises are student-centric and experiential in that, while the work is supervised by one or more faculty members who ensure that the research adheres to appropriate methodology, the research questions and objectives are set by the student investigators themselves. Students submit dissertations and also defends their work before peers and faculty. In addition, dissertation as a significant student-centric activity is included in most postgraduate programmes. Faculty members provide close academic mentoring of dissertations and field-based engagement. The rationale for such MA dissertations is the collective conviction that a postgraduate student can never fully appreciate the implications of scholarly research, or academic 'discovery' generally, until she has gone through the research experience and process.

Most courses emphasize developing critical reading and analytical skills. Undergraduate programmes particularly adopt a holistic and facilitative approach to assess student learning. To ensure that students who are at different stages of learning and need differentiated pace of learning, faculty teaching undergraduate courses adopt various student-centric methods that allow students to demonstrate their learning in a paced, assisted and draft-based model. There are many project-based assignments and portfolios enabling them to work on areas of interest that are aligned with their discipline courses and can be explored further through research. Writing portfolios help students to demonstrate their writing skills and how these skills develop over a semester. A portfolio helps both students and teachers to keep track of student learning and provide appropriate support across various stages of learning.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Answer: 100

2.3.2.1 Number of teachers using ICT

Answer: 185

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Answer: 15.38

2.3.3.1 Number of mentors

Answer: 185
2.4 Teacher Profile and Quality
2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Answer: 85.61

File Description	Document

Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Answer: 68.67

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
162	130	114	81	70

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Answer: 13.83

2.4.3.1 Total experience of full-time teachers

Answer: 2558.77

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Answer: 22.04

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	3	12	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Answer: 53.14

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
150	125	101	78	62

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

Answer: 14.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	15	15	14

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Answer: 0

2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Answer: 0

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Answer:

AUD has a de-centralised assessment system monitored by Assessment, Evaluation and Student Progression (AES) Division, established by the University in 2016 to look after issues related to Assessment, Evaluation and Student Progression. The AES Division works in close collaboration and coordination with the Student Services and functions as repository for all assessment records via Enterprise Resource Planning (ERP). AES works closely with all schools of the University to ensure that due approval of courses takes place in advance, assessment rules are followed, deadlines for attendance submission and grade submission are met; and lists of promoted and graduated students are provided within prescribed timelines. Final results are declared within two weeks of the last date of assessment. Results are shared with the students via email and are accessible to students through the ERP. Students can approach the faculty at any time with concerns and queries about assessment. Feedback on answers based on grading rubrics is provided after each assessment.

Continuous Assessment

The University follows a system of continuous assessment that is formative and cumulative. Each course typically involves a minimum of three assessment situations with no single assessment having more than 40% weightage in determining the grade. The assessments are aligned with learning outcomes and include a wide range of individual/group exercises, quizzes, viva-voce, audio-visual presentations, field-study exercises, work portfolios and case-study analyses, besides written examinations. Student participation in classroom discussions and other monitored learning situations is evaluated in some courses to incentivize full engagement. Faculty are expected to share results of assessment throughout the semester, not only at semester end when course grades are officially reported. The Student-Faculty Committees and course evaluation forms serve to channel student grievances and reinforce faculty accountability to students, while ensuring effective handling of the issues of transparency and relevance. The AES division does not intervene in or manage the assessment process so much as certify that students have fulfilled their academic requirements for promotion and eventual graduation. A Standing Committee Student Affairs and a Proctoral Committee deal with issues of indiscipline or violation of academic norms.

Processes integrating IT

All the assessment related activities are managed through the ERP. Online integration of student registration with the assessment modules on ERP has facilitated clear tracking of student progression. The successful integration of IT in the assessment processes was facilitated significantly by the AES and IT Division via regular meetings with all the schools to align ERP with their needs. AES Division has provided the framework for entry of grades in ERP. It developed monitoring mechanisms in cooperation with School Deans, Programme Coordinators and Course Coordinators. It is mandatory for all Course Coordinators to enter the component grades in ERP in a timely manner. The ERP system then calculates the final grade. In this manner all the assessment details of any course taught at the University is recorded on ERP thereby enabling the ERP to be a repository of all the assessment records of the students.

2.5.5 *Status of automation of Examination division along with approved Examination Manual*

Answer: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document

2.6 Student Performance and Learning Outcomes
2.6.1 *Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students*

Answer:

Communication to students:

Programme Outcomes, Programme specific outcomes and course outcomes for all programmes offered by the institution are stated and displayed on AUD's website and communicated to teachers and students. It is mandatory for the new students joining the various programmes at the University to attend the orientation sessions during which the programme outcomes are explicitly stated and explained. Each faculty member also makes a presentation about their courses, and students are encouraged to seek clarifications in case they have any doubt. The University follows a standard procedure where course outline is shared with students at the beginning of the semester during orientation sessions. At these sessions, across all programmes, students are informed about broad objectives, learning outcomes, pedagogical practices, and modes of evaluation for the overall programme as well as each course offered in the respective semester. In the case of elective courses, the first ten days in each semester are dedicated to allow students to attend classes in courses across schools and campuses to make their elective choices, and initial lectures during these 10 days are mostly spent in explaining the course details and overview of the courses including course outcome, evaluation method, introductory concepts, and how the course fits into overall structure of the programme. In some schools at the University such as SES, SHE, SGA and SBPPSE, a handbook is shared in the orientation sessions at the beginning of the programme explaining the structure of the programme as well as the expectations from the students in each component. At SDes, over the course of the semester, faculty engage in what are known as "crit sessions" in the studio format so as to make clear the specific and general outcomes of their courses on a regular basis.

Communication to teachers:

All schools at the University regularly collect interactive feedback from students. Structured feedback is taken from the students for every course at the end of every semester. It requires them to outline the key learning outcomes from the course and the skills developed during the course. The feedback helps the instructor to assess how effectively have course outcomes been understood and achieved by the cohort. The information elicited from feedback forms aims to evaluate whether the teaching outcomes and learning outcomes of the course as described in the course syllabus as well as communicated to the students in the orientation sessions were achieved. Schools also conduct an end of the semester review and feedback session with all of the students which involves addressing any concerns and grievances that they might have had over the content and transaction of the courses.

File Description	Document
COs for all courses (exemplars from Glossary)	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Answer:

Learning outcomes and student progress are monitored regularly through formal as well as informal mechanisms. Schools follow a policy of continuous and formative assessment along with a formal student feedback mechanism to ensure that programme objectives are met. A carefully designed combination of assessment methods evaluates a range of skills, knowledge, understanding, values and attitudes. Across programmes, a percentage of each course grade is awarded on the basis of the students' ongoing participation and investment in coursework. In addition, a reflexive engagement with practice is evidenced in student work/assessment portfolios that they contribute to in all of their courses and through which they make connections, raise questions and develop their emergent voice. Continuous and formative assessment also enables learners to make use of the feedback at a formative stage to continuously improve. In several schools like SDes, SCCE, SES, SLGC, assessment in some components is done by a jury/panel of examiners comprised of two to three instructors in order to ensure a fair and objective evaluation utilizing a carefully thought through assessment rubric. This enables a balanced review of attainment of programme and course specific outcomes. The Programme teams meet regularly to evaluate student progress and take stock of concerns regarding course transaction and progress of each cohort. Faculty meetings, School Evaluation Committee Meetings, Student Faculty Committees (SFC) are some of the fora where attainment of programme specific outcomes is monitored and evaluated. Schools receive structured feedback from students on the course objectives, modules, learning materials, teaching, and assessment situations, etc. at the end of each semester for each individual course, enabling a review of course content and transaction. The feedback proforma enables the programme team to review the extent to which students find course transaction helpful in attaining course outcomes. Evaluation of student performance across courses during faculty meeting as well as during School Evaluation Committee meetings, enables programme teams to make mid-course corrections. Student Faculty Committees (SFCs) which comprise of student representatives, programme coordinator, and one other faculty member, act as an interface between the faculty members and the students and form an informal space for critically assessing the extent of attainment of stated course outcomes. Any concern with regard to course content, way of course transaction , evaluation , or any other concern in relation to the program/ course is addressed by the committee. Student progression and evaluation is mapped across mid-term and end-term written assignments (letter graded) which are based on COs circulated at the beginning of the course. At the University level, the Board of Studies and the Standing Committee of the Academic Council on Academic Programmes, engage with, deliberate upon and review the attainment of programme outcomes. In light of some such discussions, the University's proto Planning Board and Board of Management recommended the exercise of programme evaluation of the older academic programmes at AUD. The University then undertook a comprehensive review of Undergraduate Studies and a Decennial Review of the University to evaluate efficacy of the University's academic programmes.

2.6.3 Average pass percentage of Students

Answer: 91.26

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Answer: 752

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Answer: 824

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey
2.7.1 Online student satisfaction survey regarding teaching learning process

Answer: 3.03

3.Research, Innovations and Extension
3.1 Promotion of Research and Facilities
3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Answer: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Answer: 37.66

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
23	55.27	41.22	16.95	51.88

File Description	Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Answer: 24

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	12	3	2

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers.	[View Document](#)

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Answer: 79

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
21	35	10	01	12

File Description	Document
List of research fellows and their fellowship details	[View Document](#)

3.1.5 University has the following facilities

1. *Central Instrumentation Centre*
2. *Animal House/Green House / Museum*
3. *Central Fabrication facility*
4. *Media laboratory/Business Lab/Studios*
5. *Research/Statistical Databases*

Answer: Two of the facilities exist

File Description	Document
List of facilities provided by the university and their year of establishment	[View Document](#)
Link to videos and photographs geotagged	[View Document](#)

3.1.6 Percentage of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other similar recognition by government agency

Answer: 0

3.1.6.1 The Number of departments with UGC-SAP, CAS, DST-FIST ,DBT,ICSSR and other similar recognition by government agency

Answer: 0

File Description	Document
List of departments and award details	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Answer: 2496.39

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
519.20	358.82	444.261	583.22	590.89

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document

3.2.2 Grants for research projects sponsored by the government sources during the last five years

Answer: 810.63

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
18.88	524.57	43.37	170.04	53.77

File Description	Document
e-copies of the grant award letters for research projects sponsored by government	View Document

3.2.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Answer: 2.38

3.2.3.1 Number of research projects funded by government and non-government agencies during the last five years

Answer: 96
3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Answer: 202

File Description	Document
Supporting document from Funding Agency	View Document

3.3 Innovation Ecosystem
3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Answer:

In line with the vision and mission of the University, the governance structure of the university strives to foster innovative practices in all aspects and at all levels of its functioning. The decentralization of governance and considerable level of autonomy down to the program level have led to innovations in the structure of the programs as well as teaching and learning practices. These have been praised and critically appreciated by teams of external members in several reviews conducted by the university over the past decade..

Ambedkar University Delhi established an incubation centre in 2016 named Ambedkar University Delhi Centre for Incubation, Innovation and Entrepreneurship (ACIIE). The Centre's objective is to build an ecosystem of innovation and entrepreneurship and motivate individuals to become wealth creators generating employment, while addressing the many social problems facing our country. The center has coneptualized and functionalized several startups since its inception.It is worthwhile to mention that ACIIE has been recognised as Technology Business Incubator (TBI) by National Science and Technology Entrepreneurship Development Board (NSTEDB), Department of Science and Technology (Govt. of India). AUD/ACIIE is also shortlisted for setting-up of Atal Incubation Centre under Atal Innovation mission (AIM),NITI Aayog, GOI.

AUD has encouraged innovation in knowledge creation and its spread across the stake holders through various various projects undertaken by centers like Center for Community Knowledge, Center for Early Child Development, the Oral History Project, and other extension activities carried out by the University Community.

Faculty and students are encouraged to collaborate with members inside and outside of the university community as AUD firmly believes that creative solutions to complex problems can be imagined only by leveraging synergies of diverse institutions and the equally diverse people working in them. This has lead to a sustained increase in the number of individual and institutional collaborations, extension activities, development of innovative pedagogies, expansion in the number of undergraduate, post graduate and research programs, and campuses offering them.

File Description	Document
Any additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Answer: 0

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of workshops/seminars during the last 5 years	[View Document](#)

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Answer: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of innovation and award details	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Answer: 9

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	2	0	0

File Description	Document
List of startups details like name of startup, nature, year	

File Description	Document
of commencement etc	View Document
e- sanction order of the University for the start ups on campus	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Answer: Yes

File Description	Document
Any additional information	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer: No

3.4.3 Number of Patents published/awarded during the last five years

Answer: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Answer: 0.32

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Answer: 11

3.4.4.2 Number of teachers recognized as guides during the last five years

Answer: 34

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last

five years

Answer: 2.16

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
110	70	69	48	46

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Answer: 2.19

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
129	72	67	48	32

File Description	Document
List books and chapters in edited volumes / books published	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Answer: 0.83

File Description	Document
BiblioMetrics of the publications during the last five years	View Document

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Answer: 5.5

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the University	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the

individual

Answer: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Answer: 24.06

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	17.25	0	6.81

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Answer: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities
3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Answer:

AUD is equally committed to the creation of knowledge as well as its spread across its stakeholders and the society at large. It achieves this through various initiatives carried out by its centers via projects like the Oral History Project from the Center for Community KNowledge, Ehsas clinic for psychotherapy run by Center for Psychotherapy and Clinical Research, and several projects by Center for Urban

Ecology and Sustainability.

Apart from this several schools, programs, and faculty members arrange talks, panel discussions, conferences and seminars which are open to the public and participation is solicited through various publicity avenues including social media. Topics covered not only include discipline specific themes and issues but also socio-econnomimc-policitcal issues touching various sections of society like gender and caste discrimination, socio-economic inequalities in access to public goods like education and health care, development practice, and sustainable livelihoods. There are regular film and documentary screenings from India and abroad along with post screening discussions aimed at developing critical perspective on broader social issues.

In addition to this, students are also encouraged to participate in government led initiatives like Swachh Bharat Abhiyan etc. Students also carry out important extension work as part of their courses through field engagement and internships. Over the decade, AUD has seen significant increase in these outreach activities furthering its vision of excellence and social justice. The details of these activities are given as responses to the questions that follow in this section.

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Answer: 2

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Answer: 0

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Answer: 0

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	[View Document](#)

3.7 Collaboration
3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Answer: 17.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
45	16	13	7	8

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Answer: 0

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Answer: 57

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
30	11	6	6	4

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

4.Infrastructure and Learning Resources
4.1 Physical Facilities
4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Answer:

The university is spread over three campuses at Kashmere Gate, Lodhi Road and Karapura. It has been allotted space for two new campuses at Dheerpur and Rohini, which are expected to be functional in three years. At present the university has optimum facilities required for teaching-learning on all campus, in spite of the constraint of space and the restrictions imposed by the pre-existing structures. The three campuses together have over 100 rooms out of which 80 rooms area available to function as classrooms. The institutional infrastructure includes 12 computers centres and laboratories, 5 seminar halls of varying capacities, 7 meeting rooms, and well-stocked libraries at all campuses. The university has recently constructed an auditorium in Karampura campus. All classrooms, meeting rooms and seminar halls are IT enabled with dedicated set up of project facilities, sound system, and unrestricted wi-fi access. These rooms, as well as the computer centres and laboratories, use high-quality and advanced equipment and fixtures. Most of the meeting rooms have virtual conferencing facilities, enabling remote and across-the-world participation or interaction. The facilities are put to optimal use through a combination of dedicated allocations and open bookings and are available round the clock.

The libraries have adequate space for stacking, reading and administrative functions. The libraries not only offer a huge and eclectic collection of books, journals and other resources, they also offer free full-text access to over 180000 e-books and 4000 international journals. Through the library services the students and faculty have access to all major and leading e-databases and online gateways of the world (in and out of campus), in addition to the Indian gateways like e-Shodhsindhu and Shodhganga. The university faces some challenges in terms of using preexisting strucures, or being located in places with topographical limitations, etc. But in the given circumstances the university is trying to offer the best possible facilities to all users. The university has already acquired spaces for new campuses at Dheerpur and Rohini areas of Delhi, where ultra-modern and international standard high quality academic campuses are expected to be built in the near future. These campuses will be complete in themselves, catering to all kinds of personal, professional, recreational and relational needs of students and faculty. The new campuses will have more amenities and more than adequate per user space than the current campuses.

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Answer:

Sports and physical activity has been intrinsically tied to the campus life of the students at the AUD. The university provides very good sports facilities to all its students and staff, and encourages sport to be taken up by one and all. All campuses have facilities both indoor and outdoor sports activities. It has a fully functional indoor sports facility at its Kashmere Gate campus. The university providTes good quality equipment, sports kits and facilities for indoor sports like table tennis, carrom, badminton and chess, as well as outdoor sports like cricket, basketball, volleyball, football. There are also facilities for athletic activities in two campuses. The major sporting areas of the university include a basketball court, a football field, a cricket ground, and two volley-ball courts. The gymnasium facilities are also available for the use of students and staff. The Sports Office of the university works towards the goals of providing access to fitness and exercise for all students & staff faculty on all campuses, maximizing opportunities to improve sporting performance, building and promoting a sporting culture in university campus and training sports volunteers and involving them in the organisation of sports activities in university. Ensuring guidance by expert coaches on a range of gaming and sporting activities is an important concern of the Sports Office, for which purpose it has begun empanelling an array of professional coaches, trainers and instructors for facilitating sports activities, providing training to students and selection of students for representing AUD at various sports events. A range of sports activities keep happening round the year. AUD Sports Day is held twice in a year as an Indoor Sports Meet in the Monsoon Semesters and an Outdoor Sports Meet in the Winter Semesters. Numerous sporting events for the faculty and an annual students versus faculty cricket match are popular highlights of the sports calendar. In addition, there are other specific sports tournaments, such as AUD Cricket Premier League that take place every year. All these events attract a huge participation from students and faculty from all three campuses of AUD. The sports department has also been supporting the participation of students in games and sports tournaments at the inter-university level, state level and national level. Student members elected from different Schools of AUD are represented in Sports Board, the general body of the Sports Committee. The university teams have so far represented AUD in sports like football, table tennis, badminton, skating, volleyball, cricket, basketball and athletics.

Another hallmark of AUD's vibrant campus life is the range and diversity of cultural activities happening on the campus round the year. Co-curricular activities are conducted through a range of societies and clubs, which are largely student initiated managed. Adequate timetabled slots are built in to ensure that enough scope is provided to extra-curricular engagement of students.The flagship event

of AUD called Audacity, series of inter-institutional events and participation in other events significantly promote students' talents and creativity and are regularly supported through materials, guidance, venue, finance etc.

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Answer: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Answer: 80

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Answer: 99.94

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
4194	2408	1431	1136	962

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource
4.2.1 Library is automated using Integrated Library Management System (ILMS)

Answer:

AUD library used Koha software as an Integrated Library Management Software for automating their housekeeping activities or operations and library automate all the records through this software. KOHA is an open source and the integrated library management software which provides efficient, comfortable interface and prompt service to all its users including students, faculty and guest users. The AUD library functions from three campuses with the main library located at Kashmere Gate Campus. All the three libraries provide open access facility to its users with common Open Access Catalogue. The integrated library management system provides efficient, comfortable and prompt service to all its users including students, faculty and guest users. Besides regular updates on new arrivals through Online Public Access Catalogue, users can access the details of borrowings by them at any time of the day .The LMS facilities also help users to check the availability of any resource, e.g. books, in any library of the university. Users can use the provision of online reservation facility for any resource they

want without physically visiting a library. Since all libraries are inter-connected, users have access to and avail facilities from any library from any other campus (or remotely). Web OPAC (Online Public Access Catalogue) facility is made available through KOHA Library Management Software to know the bibliographical details and availability, along with the location of a recourse. The LMS provides an extensive searching facility by various fields like the Title, Author, ISBN, Keyword, publishers, and domain.. All the active book collection is updated in the KOHA Library Management Software database and the Web OPAC is available for the users. The issue and return of books has been activated with the KOHA Library Management Software. The library has its own active set-up for bar-coding of all stock and integrating the entries with the overall LMS. The LMS covers a range of rich resources which include an Article Repository with the bibliographical details of published books, research paper/article of the faculty members, a collection of rare books, a large set of bound volumes, and a collection of Audio Visual materials which users are allowed to borrow for their teaching, research or reference. LMS of the Library is an essential foundation for handling all its day to day activities i.e receiving of books, ordering process, cataloguing, classification of books, serial control, circulation etc.

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Answer:

As regards some special and rate collections, the AUD library has developed collections and separate sections on Ambedkar, Gandhi and Disability Studies, while there are also dedicated special sections of Audio-Visual resources, collection of Dissertations and Theses, a collection of bound journals and rare books sections. Since the establishment, the library is trying to make it a more inclusive. The library has obtained membership of "Sugamya Pustakalaya" which provides talking books to visually impaired users. Apart from this library has also subscribed to the license of JAWS software which has facility to convert all pdf/ html text into speech. Recently the Library has installed a scanner which will reduce the print disability of library users and can read any print material through scanner as it can convert the print text into speech with 99% accuracy. To enhance the research in AUD the library is providing several kinds of statistical data and reports to help researchers and faculty in their academic exploration undertakings. At present the library has more than 250 rare books and the library has taken up an initiative to collect rare documents, manuscripts and special reports from other organisations to develop the reference collection into a more useful and beneficial resource for teaching and research and over all academic development at AUD members. The Library is providing Inter-Library Loan facility to its users through DELNET. Since DELNET has a union catalogue of more than 6500 libraries across the world, the students and the faculty, as well as the visiting researchers, have an access to huge knowledge resources from all over the world.

As an additional knowledge resource, the AUD library has developed Institutional Repository (IR) on Dspace Software. The repository contains the institutional publications including both by the faculty and the students, which the library users can access from anywhere across the campuses. To ensure the smooth functioning and access to library resources the library has latest ICT infrastructure and technology integration to provide very efficient and multifunctional searching and borrowing facilities to its users. The AUD library also provides remote access facility to users to access e-resources from off-campus locations too.

In addition, the Center for Community Knowledge houses archives of resources like documents, records, phorographs, etc which include Memories of Delhi Archives, Archives of Indian Maritime Community Traditions, Sajjad Zaheer Archive, Amrit Lal Nagar Archives and similar other invaluable collections of rare resources.

4.2.3 Does the institution have the following

1. *e-journals*
2. *e-ShodhSindhu*
3. *Shodhganga Membership*
4. *e-books*
5. *Databases*

Answer: Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Answer: 278.99

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
534.15	246.34	276.39	142.41	195.67

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Answer: Yes

4.2.6 Percentage per day usage of library by teachers and students

Answer: 4.96

4.2.6.1 Number of teachers and students using library per day over last one year

Answer: 73

4.2.7 E-content is developed by teachers :

1. *For e-PG-Pathshala*
2. *For CEC (Under Graduate)*
3. *For SWAYAM*
4. *For other MOOCs platform*

5. *For NPTEL/NMEICT/any other Government Initiatives*
6. *For Institutional LMS*

Answer: Any 3 of the above

File Description	Document
Details of e-content developed by teachers for e-PG-Pathshala, CEC (UG)	View Document

4.3 IT Infrastructure
4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Answer:

IT Services provides support and facilities to students, faculty, staff and administration to facilitate effective teaching-learning, research, management and administration. The infrastructure and applications support are constantly updated to meet the ever-changing needs of the university community. To meet the requirements and changes technology, following hardware and software has been added / upgraded in last five years.

Year	Description	Upgrade / Addition
2019 - 2020	SPSS software version has been upgraded to version 22 with AMOS feature	Upgrade
	Moodle LMS has been upgraded and integrated with centralised Active Directory Server	Upgrade
	Portable Instant High Speed Printed Text Converter / Reader cum Magnifier with Office for the Blind / Visually Challenged	Add
	Desktops – 109, Laptops – 44, Printers – 21, Macbook -1	Upgrade
	UTM (Firewall) - 02	Upgrade
	Network Cabling at KG campus. Penta-scanning of cat6 cabling and replacement of faulty cables and connectors was executed in KG campus. The interconnectivity of critical switches has been upgraded to fibre from copper	Upgrade
	Wifi Controller – 1, Access points – 10	Add
	Core Switch – 2, Access Switches – 20	Upgrade
	10 KVA UPS – 2, 1KVA UPS - 50	Add
	RFID based IT asset management done at KP campus	Add
	Microsoft Office – 350, Microsoft Server - 20	Upgrade
	Web Based Video Conferencing	Add
	Projector -15, Sound System - 17 at KP Campus	Add
	Wifi has been moved from multiple SSIDs to single SSID	Upgrade
2018 - 2019	Website Upgraded with new Content Management Software	Upgrade
	IT Helpdesk System with dashboard	Add
	Core Switch -1, wifi Access point - 15	Add
	Voice over IP (VOIP) solution	Add
	Opensource Network Monitoring Services	Add
	Outsource Dspace for digital respoitory	Add
	Active Directory Servers merger so that Faculty, students	

	and staff have unique credentials and similar policies across three campuses	Upgrade
	Server – 2 No	Add
	Desktops – 174	Add
2017 – 2018	Core Switch – 2 No, Access Switch – 17., Wifi Controller -1, Access points – 30	Add
	Laptops – 35, Desktops - 35	Add
	Mathematica and GIS software upgrade	Upgrade
	Network Switch – 10	Add
	Sound System - 8 at KP Campus	Add
	Servers Virtualization using opensource software	Upgrade
2016 - 2017	Recruitment portal for online recruitment services	Upgrade
	Student admission portal	Upgrade
	Server – 4 No	Add
	10 TB Storage	Add
	Wifi controller -1 , Access points 25 (KP Campus)	Add
	Network Switch – 30	Add
	Projector – 19, Sound System - 5 at KP Campus	Add
	Laptop – 67, Desktop - 100	Add
2015 - 2016	Intranet upgraded from HTML to opensource CMS (Drupal)	Upgrade
	Biometric Attendance	Add
	Server -1 No	Add
	Wifi controller -1 , Access points 25 (KG Campus)	Add

Following hardware and software are in the process of procurement and installation.

Core Switch – 2 No, Access Switch – 13 No, Wifi Access Points – 15, Servers – 2No, Virtualization Software – 2 No, MS Windows Server – 2 No, Desktop – 66, Laptop – 43, Printers – 21, NMS -1 No

4.3.2 Student - Computer ratio

Answer: 3.19

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer: <50 MBPS

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Answer: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure
4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component, as a percentage during the last five years

Answer: 6.08

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
74.05	164.26	46.06	70.23	119.67

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Answer:

The university has clearly established procedures and systems for maintenance and utilization of various facilities on its campuses. The maintenance of major equipment, fixtures and amenities is ensured through a range of annual maintenance contracts (AMCs) and engineering-cum-maintenance contracts with several agencies, in addition to the in-house staff and offices taking care of the smaller and more routine maintenance work. The maintenance activities are properly budgeted and adequate financial resources are allocated for the purpose. The university has spent an average of 120.00 Lakh per year during the last five years on the maintenance of physical and academic facilities. A range of committees, offices and persons are entrusted with the responsibility of a periodic and regular review of the status of the facilities and of planning and executing maintenance related activities promptly. The Estate Division has the overall responsibility of ensuring proper maintenance of the campus on the whole, though there are many separate offices and committees looking after particular kinds facilities or sections of the campus functioning. For example, the IT services, the Library, the Sports Office, the Engineering Section etc handle the maintenance portfolio for their respective areas of operation, regularly review the status of facilities and conduct necessary maintenance work. Many of these offices or divisions have dedicated staff for maintenance and/or outsourcing contracts for the purpose. The university has also hired professional cleaning service providers for the constant upkeep and maintenance of the campuses. As regards the systematic and optimal utilisation of the facilities, the university has set up automated mechanisms for monitoring and ensuing proper use of the facilities. Classrooms, meeting rooms, seminar halls, computer centres and laboratories are optimally assigned to regular teaching-learning requirements of the schools and their programmes, but in addition an online system enables any school, centre, office or person in the university to both check the availability of rooms and book them for intended timelines. Through this transparent and convenient system, the university takes care that available resources are used to the fullest possible extent. Different wings of the university follow different ways of ensuring optimal use of the campus facilities. For example, the library and the IT services keep a regular track of the usage of their services by the faculty and students and accordingly align their working hours, servicing processes and stock on offer with the changing requirements.

5.Student Support and Progression
5.1 Student Support
5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Answer: 0

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Answer: 18.92

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1453

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. *Guidance for competitive examinations*
2. *Career Counselling*
3. *Soft skill development*
4. *Remedial coaching*
5. *Language lab*
6. *Bridge courses*
7. *Yoga and Meditation*
8. *Personal Counselling*

Answer: Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Answer: 0

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 The institution has an active international students cell to cater to the requirements of foreign students

Answer:

Matters concerning the academic life and general welfare of international students (non-Indian citizens) at AUD between 2009 and 2018 were primarily handled by the Student Services Division and by the university officers concerned with public relations and international partnerships. In 2013 an Advisory Committee for International Partnerships (ACIP) was established to develop and nurture academic relationships with overseas higher education institutions and to promote exchange and collaborative activities in teaching and research. As part of its larger mandate, the ACIP and a minimal administrative staff looked after the affairs related to international students. The Chairperson of the ACIP (a faculty member) and the Assistant Registrar attached to the ACIP were primarily responsible for assisting international students, both those admitted in order to complete degrees at AUD and those registered (or visiting) for shorter periods of study under official agreements and Memoranda of Understanding. Since February 2019 there is an International Affairs Division (IAD), headed by a Dean of International Affairs, with a Deputy Dean and an Assistant Registrar. Services provided to international students upon their admission to the university (or affiliation with it) have included assistance with programme registration, locating suitable local housing, registering students with the Foreigners' Regional Registration Office (New Delhi) and securing medical treatment. The AUD medical centre and the mental health clinic (EHSAAS, operating since 2013) have always been available to international students on the same terms as for other university members. As of now there is no separate international students' cell at AUD but it is proposed to establish one in the immediate future to accommodate the special requirements of international students.

It should be noted that internationalization in higher education does not consist only in enrolling foreign students in full time study programmes of a university. HE internationalization aims to foster an international learning and working climate throughout the whole institution. As far as enrichment of the

AUD learning environment through an international student presence is concerned, while fewer than two dozen foreign students have been full-time enrolled in AUD since 2009 and completed AUD degrees, others since 2013 have earned AUD academic credits over one or two study semesters and carried credits back to their home institutions, and many foreign students have interacted with AUD students and faculty in short, specific-purpose workshops. Since 2017, through a foreign scholars' affiliation scheme, several postgraduate and research students from abroad have spent time in AUD, interacting with regular AUD students and faculty. Moreover, AUD students have benefited from co-teaching arrangements since 2016 with foreign universities in such fields as creative writing and education studies.

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Answer: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression
5.2.1 Average percentage of placement of outgoing students during the last five years

Answer: 12.95

5.2.1.1 Number of outgoing students placed year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
85	96	91	67	52

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Answer: 15.53

5.2.2.1 Number of outgoing students progressing to higher education

Answer: 128

File Description	Document
Upload supporting data for student/alumni	View Document

Details of student progression to higher education	View Document

5.2.3 *Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)*

Answer: 25.15

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
28	34	22	21	9

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
115	110	80	75	60

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years*

Answer: 1

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Answer:

The university has a vibrant student council formed through statutory process. The Student Council functions on the basis of an integrated system of representation wherein Class Representatives (CRs) and councillors work towards the efficient redressal of all matters across various levels of administration. The Student Council acts for the benefit of the Union without discriminating on the basis of caste, class, gender, sexuality, age, ability, race, ethnicity, religion, language, region and nationality. The student council is formed out of Class Representative Committee, School-level representatives, Campus-level representatives, University level representatives, and All councillors committee. The entire process of managing the election to the student council is managed primarily by students themselves, while the faculty and administration work in an assisting role. The structure and functioning of the student council itself has been formulated with very strong student contribution and based on their suggestions and ideas. It plays a significant role in representing the students' concerns and interests in various matters pertaining to university affairs.

In addition to the student council, the university also has Student Faculty Committee (SFC). Both, student council and SFC aim at bringing students' concerns regarding teaching and learning process and campus life to a common platform. The university also has mandated that student representatives be present in several committees like CPSH, IQAC, and in the management of canteen, hostel facilities, sports activities and SWF. Students are also involved in planning and organising curricular, co-curricular, and extra-curricular activities. Senior students are involved in the management of admission process and also play a crucial role in counselling the new/incoming students. One of the major events managed by students is the annual gathering AUD@City. The way in which AUD@City is fully planned, managed, and executed by the student community is a testament of the integrative approach of the university. AUD also supports its own student-centric societies where through sustained discussions and consultations a unique identity to their endeavours is facilitated. This is evident in the way in which the events and activities have been organised by societies in the last five years. Students are also encouraged and supported to conceptualise, plan and implement initiatives or activities which may potentially contribute to their intellectual, physical, creative and emotional development. They are also empowered to invite scholars and practitioners of their choice and discretion to initiate discussions on larger concerns with the financial support of the university. Both in terms of intent and actualisation, the university has been consistent in its commitment towards the encouragement of involving students in decision-making with regard to the everyday functioning, structural planning, as well as future policy making of the university.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Answer: 23

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	28	10	17

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Answer:

The University has made efforts to create channels that facilitate closer ties between the alumni, students and the University. This provides crucial benefits in enriching the student's experience while being at the University. Every alumnus draws on their experience of having been a student, thus carrying immense potential to contribute to the university in substantive ways. The Alumni Association of the University has been recently registered in December 2019. The University organized its first University-wide Alumni meet in February 2018. At the School level, there has been an active engagement of alumni in various activities. For instance, the School of Business, Public Policy and Social Entrepreneurship has an Alumni Association, AUDBA (Ambedkar University Delhi Business Alumni Association) which is registered under the Societies Act since 2014. The contribution of the Association is mostly in the following sectors:

1. The alumni support the students by mentoring them with regard to career opportunities in the industry. They also create meaningful internship opportunities for ongoing/pursuing graduates. The alumni association strongly feels that internship is an area where the SBPPSE can establish a long-term credibility in the industry since the programme offered by AUD shifts the focus away from a conventional business school model by laying emphasis on social entrepreneurship, socially engaged business and profit ventures, and unexplored possibilities in terms of entrepreneurial initiatives. The alumni also support the School in identifying placement opportunities to the graduating students.

2. The alumni often interact with students and play an important role in helping them to prepare for the selection and recruitment processes through CV building workshops, Mock Interviews and Mentorship processes.

3. The alumni constantly provide feedback on curriculum in order to strengthen the programme and to stay updated with the emerging working ethos of the field.

4. The alumni contribute as guest faculty, participate in committees (ex. IQAC), and as workshop facilitators in the university. Through formal and informal interactions between alumni and current students that take place during networking events, guest lectures, seminars and workshops, students are able to make more informed choices about their careers and are better prepared for the workplace.

5.4.2 Alumni contribution during the last five years (INR in Lakhs)

Answer: 5 Lakhs -20 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Answer: 17

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	4	4	5

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)

6.Governance, Leadership and Management
6.1 Institutional Vision and Leadership
6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University

Answer:

With a focus on the liberal arts, humanities and the social sciences the University aspires to combine equity and social justice with excellence, and pioneer a non-hierarchical institutional culture. Keeping in line with the vision and mission, the functioning and management of the University has been decentralised. Programme Committees and Schools are empowered to create curriculum and development of pedagogy, designing of assessment systems, and appointment of Adjunct Faculty, along broad structures created by the University. The University has also created forums like Boards of Studies, Academic Council and Standing Committees to review and scrutinise matters related to teaching-learning. The University leadership through Core Management Team (CMT) and Senior Management Team (SMT) tries to develop a collective leadership for the development, management and improvement in the functioning of the University. The University also regularly organises meetings with faculty and staff to discuss important matters and get everyone on the same page. Through these collective leadership initiatives, the University keeps a constant watch on the organisational needs. The reflective and consultative deliberations by SMT and CMT along with periodic reviews, have helped in monitoring the functions of various constituents of the University, and in constantly reviewing and making course correction. This has resulted in, for instance, student mentoring, Student Cell, fee-waiver system, better assessment processes, streamlined financial management, etc.

The University leadership encourages and grooms younger faculty to take up management roles through co-option of faculty in various committees and offering to them positions of responsibility (like Programme Coordinators, Deputy Deans). The success of this experiment is evident from the fact that most of the younger faculty who joined AUD in the early years are currently holding positions of Deans and Directors. This has helped in managing continuity and change.

To get an outsider perspective on the functioning of the University, AUD conducted Undergraduate Studies Review (UGRC) and Decennial Review (DR) in 2018. The DR exercise tried to consolidate previous reviews while holistically assessing AUD's progress during past ten years, while the UGRC tried to engage with the multiple dimensions of undergraduate studies at AUD and provide future directions for the organization and expansion of undergraduate studies. The Committees interacted with all primary stakeholders of the University (including students and alumni), and through a deliberative process arrived at its reports which were further deliberated upon in the different statutory bodies of the University for its implementation.

The University has also instituted a formal process of reviewing concerns of its students through 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. In order to promote excellence in research, the University has initiated several mechanisms like seed money grants, travel grants, funding support for conferences, seminars, and workshops over the years. The setting-up of the Equal Opportunity Office (EOO) has further provided the appropriate forum for students, faculty and staff to air their concerns in a non-intimidating environment.

6.1.2 The institution practices decentralization and participative management

Answer:

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 and Academic Council (and its Standing Committees like 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. In practice, this management and leadership approach has meant the following in terms of decentralization and participatory management for day to day functioning of the university:

·   Autonomy/ flexibility for schools and programmes to deliberate and decide upon curriculum, pedagogy, assessment structure within a broad framework provided by the statutory bodies; programme teams are empowered to take decisions at programmatic levels; no centralized assessment monitoring mechanism; lot of flexibility and scope for decentralised planning and implementation

·   Better Representation and participation of stakeholders - students, faculty, staff - in various committees like SFC, Student Welfare Fund Management, timetables, and assessments.
University level - involvement of faculty in planning and decision making as well as in monitoring - through committees/ bodies like conference committees, travel grants committee, grievance redressal, committee (CMT).

·   Faculty oversight over all aspects of management as senior faculty are appointed as Deans of functional divisions, Chairs of admin committees, etc.
Student involvement - SFC, CPSH, SWF, student contribution to managing admission process (through EWL), organisation of various activities, seminars, panel discussions, etc.

·   Staff is involved in various management functions including planning and decision making - also formally inducted in some committees like CPSH.
Financial decentralisation – Schools decide on utilisation of funds like the Learning Enhancement Fund.

·   Bottom-up planning - Schools are requested to submit plans for each semester, including budgets, which is factored into University level planning and budgets.

·   Decisions related to appointment of faculty - adjunct, guests, visiting - made at the School level. University level committee headed by a senior professor has oversight over these appointments.

6.2 Strategy Development and Deployment
6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Answer:

A commitment to equity and social justice forms the bedrock of the philosophy and values of AUD. The University is committed to the promotion of studies, research and extension work with focus on liberal arts, humanities and social sciences. This vision has helped in shaping the initiatives at AUD in terms of the interdisciplinary typologies adopted for the different Schools, the programmes developed, and the focus of research.

Teaching and learning

The perspective on teaching and learning is distinct. The focus is on processes and an ethos that integrates the quest for knowledge in experiential mode. The process is regularly revisited and discussed to make learning a living experience.

Research

The University has encouraging provisions for the promotion of research with funding available to faculty for research and conference travel. Recently, the university has established Research and Consultancy Division for coordinating research activities. The University has a provision for seed-money grant to undertake research projects for the faculty. It has also set aside funds to support student research and travel for conferences.

Expansion Plans

The University functions as a multi-campus unitary University. While it now operates from the Kashmere Gate Campus, Karampura Campus and Lodhi Road Campus, it has been allotted two plots at Rohini and Dheerpur for constructing new campuses. Currently, it is envisioned that in the next five years the University will cater to 10,000 students. For improving the training facilities, a multi-story building is also proposed to be constructed.

Two major plans of the university include the construction of campuses at Dheerpur and Rohini. With a built up area of 1,76,000 Sq. Meters and 40500 Sq Meters of basement, the campus is envisaged to house 4500 full time students and about 2000 students in part time/short term programmes in its first phase. In addition, it will have hostel facilities for 750 students as well as 256 units of faculty and staff housing. Other facilities will include auditorium, convention centre, exhibition centre, seminar and conference facilities, library, cafeterias, students centre, indoors and outdoors sports facilities, guesthouse, health centre, display and performance areas, convenience/utility centre and crèche. The Rohini Campus is located at sector 3 and spread over 18 Acres with a capacity of 3500 fulltime students with hostel facilities for 900 students. It will also have staff and faculty housing with 132 units. The campus will have auditorium, convention centre, seminar and conference facilities, library, cafeterias, students centre, indoors and outdoors sports facilities, guesthouse, health centre, display and performance areas, convenience/utility centre and crèche.

In light of such a huge expansion, the University has prepared a 3-Year Action Plan and 7-Year Strategic Plan. The University has also recently formed the Planning Board. In 2017, it set-up a Proto-Planning Board to prepare the statute for the Planning Board and deliberate on several issues related to the future growth of the University. (The University also set-up a Committee on Multi-Campus University to deliberate on designing appropriate governance and administrative structures and operating procedure

File Description	Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Answer:

The academic structure of the University consists of 13 Schools and 12 Centres, headed by Deans and Directors respectively. The Administrative structure has nine broad divisions: Student Services (SS); Academic Services (AS); Finance; General Administration; Planning; IT Services; Library; International Affairs (IA) and Research and Consultancy (R&C). The SS, AS, Planning, IA and R&C are headed by Deans appointed from among Professors of the University, while Finance is headed by a Controller of Finance. IT Services is headed by a Director with expertise in ICT sector. 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 University and provides support in quality enhancement of teaching and research programmes. The Academic Council (AC) has set up four Standing Committees –Standing Committee on Student Affairs (SCSA), Standing Committee on Academic Programmes (SCAP), Standing Committee on Professional, Vocational and Continuing Education (SCPVCE), and Standing Committee on Research (SCR) – which recommend to the AC decisions with regard to academic programmes, research degree programmes and student related matters. Various other committees have been set up by the AC to formulate rules, norms and procedures on matters of importance. The former Advisory Committee on Research and Project Management (ACRPM) and Advisory Committee for International Partnership have been now converted into offices of Dean, Research and Consultancy, and Dean International Affairs.

The University Court is the supreme authority of the University and is chaired by the Chancellor (LG of NCT of Delhi). The Court meets once every year. 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. For grievance redressal, the university has provided a form on its website which is open to any stakeholder of the university. Besides, there exist mechanisms like Committee for Prevention of Sexual Harassment (CPSH), Anti-Ragging Cell, SC-ST welfare measures. An Equal Opportunity Office (EOO) has recently been set-up as an umbrella body for grievance redressal and prevent discriminatory practices.

File Description	Document
Link to Organogram of the University webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. *Planning and Development*
2. *Administration*
3. *Finance and Accounts*
4. *Student Admission and Support*
5. *Examination*

Answer: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Answer:

AUD has various administrative bodies/ cells/ committees at various levels for the effective functioning of the University and decision making. The members of each of these units meet at regular intervals and all deliberations and decisions are recorded in the minutes of the meeting. The minutes of the meeting are maintained for the basis for future action. This is a well-settled and wide-spread undertaking in the University, which ensures not only greater focussed attention to various aspects of the university functioning, but also more decentralisation and participatory management. For instance, in the IQAC meeting in November 2016, it was recorded that the University must at the earliest set up an Equal Opportunity Cell. This issue was then discussed in the SMT and a team was formed to prepare the concept note for the same. On the basis of several consultations, a concept note highlighting roles, responsibilities and structure of an Equal Opportunity Cell was drafted and presented in the subsequent IQAC meeting. Once approved at the statutory levels, the office was notified and members appointed. Another example is of the first Proto Planning Board Meeting, where deliberations on AUDs expansion and growth trajectory for the future was discussed in detail. The meeting was held in October 2017 when AUD was in the ninth year of its existence. It was discussed and recorded that the University must make an effort towards consolidating its experiences of the last decade and conduct an internal and external review of its functioning which will guide its vision and strategic plan for the coming decade. Soon after, a Decennial Review Committee was constituted by the Vice Chancellor comprising internal and external experts and a template created for the review process. A thorough review process spanning several months was subsequently conducted. There are several other cells and committees, such as Equal Opportunities Cell, Training and Placement Cell, Student Faculty Committees of Schools, Library Committee, Campus Development Committee, Space Committee, Committee for Prevention of Sexual Harassment, Central Admissions Committee, Student Welfare Fund Committees of Schools and the University, and many more, which are entrusted with different roles and responsibilities. They effectively contribute to the overall management and functioning of the university and enjoy high amount of autonomy in their work. The minutes of all meetings of the Court, Board of Management, Academic Council and Senior Management Committee are uploaded on the intranet, and also kept in the University Library.

6.3 Faculty Empowerment Strategies
6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Answer:

The university has a wide range of welfare measures for both students and teaching and non-teaching staff. The university provides subsidised medical support as per CGHS and DGHS guidelines to all the staff members and their immediate and dependant family members. This support has also been extended to the contractual staff. The University has also made arrangements with a panel of hospitals where the staff can avail cashless facilities and is not constrained by non-availability of cash in medical emergencies. There are medical centres and medical staff deputed at all campuses, where immediate medical help is available for staff and students. The staff of the University (including contractual) are covered under Group (Life) Insurance Scheme, the premium for which is paid by the University.

The University is working out a policy on instituting a Staff Welfare Fund as well as the Vice Chancellor's Relief Fund, as extended welfare measures. For the benefit of its teaching and non-teaching staff who have very young children to be taken care of, the University has set-up creche facilities. Besides, all staff members, including temporary and contractual, are entitled to child care leave. The staff members are also provided home town travel concessions and leave travel concessions as per the university norms, under which the University provides funds in periodic blocks for their travel to home towns or for travelling to tourist destinations.

Under various schemes and provisions the teaching staff of the University is regularly supported to attend conferences, develop and undertake research projects, participate in professional development activities and organise activities related to their areas of interest. At present the staff member can avail financial assistance for participation in academic events for international events (requiring travel outside India) once and for national events twice every academic session. In addition, they are also provided free equipment like laptops and/or desktops and maintenance as well. The University runs an unique and innovative Ehsas Clinic managed by the Centre for Psychotherapy and Clinical Research, which offers psychological counselling and support. The students and staff members can avail this services free of charge. All campuses of the University have spacious canteen facility providing food at the subsidized rates for both students and staff. Lastly, the university has hired security services for all its campuses.

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Answer: 29.42

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
45	63	61	41	26

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Answer: 7.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
7	11	9	9	3

File Description	Document
Details of professional development / administrative training programs organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Answer: 9.98

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
20	23	09	16	12

File Description	Document
Details of teachers attending professional development programs during the last five years	[View Document](#)

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Answer:

The University has adopted the Annual Performance Appraisal System for teaching and non-teaching employees to assess the performance of its employees as per the guidelines of Government of India and the University Grants Commission. The performance appraisal mechanism is also used for various purposes under the promotion policy. The University has adopted the UGC regulations of 2018 for the promotions of teaching faculty under career advance scheme (CAS). For the contractual and the guest faculty, the University has introduced its own performance review mechanism.

For objective appraisal of administrative staff the University has a succinctly described mechanism. The responsibility of preparing Annual Performance Assessment Report (APAR) is on the immediate superior authority – the Reporting Officer - of the employee. It is expected that the Reporting Officer should report on the strengths and positive performance features of the employee as well as the shortcomings in performance, attitudes or overall personality of the employees in an objective and truthful manner. The period of absence from duty (without information), availed leave, participation in training or other professional development events also need to be mentioned in APAR. Moreover, the

details of the trainings attended, dates of filing of property returns and whether the officer reported upon has reported/ reviewed and the annual performance report of all his/ her subordinate officers for the previous year should be mentioned. For the appraisal purposes an instrument of grading from 1 to 10 points is used. It is expected that any grading of 1 or 2 (against work output or attributes or overall grade) would be adequately justified in the pen-picture by way of specific failures and similarly, any grade of 9 or 10 would be justified with respect to specific accomplishments. Grades of 1-2 or 9-10 are expected to be rare occurrences and hence the need to justify them. The general range of performances are categorised into average, good, outstanding, etc.The performance reviews are conducted regularly in pre-defined periodic cycles. These cycles are determined by the nature of the employment of the particular employee and the stage of the employment. For example, employees on probation, employees on short or long contracts, permanent employees, etc, all have different stages at which performance review is carried out. The inputs from the performance review are used to inform decisions like confirmation after probation, continuation of contracts, in-service promotions and expansion and/ or change of roles and responsibilities.

6.4 Financial Management and Resource Mobilization
6.4.1 Institution conducts internal and external financial audits regularly

Answer:

The financial affairs of the University are regularly subjected to both internal and external audits. Internally the University's Finance Division is responsible for the audit of every single transaction and process, as well as conducting year-wise audits of the income and expenditure of the University. The University also routinely uses the professional services of reputed chartered accountancy firms to audit the financial affairs. These audits are monitored by the highest governing bodies of the University, namely the Finance Committee, Board of Management and the University Court. In addition, there are external audits conducted by various government agencies. The Examiner of Local Funds Accounts (ELFA) of the Directorate of Audit Finance Department of the Government of NCT, Delhi conducts periodic audits of the University. During last 5 years (2014-15 to the last audit) it conducted various audits and raised 31 queries and objections, which have been responded to and are under the process of settlement. The Office of the Principal Accountant General (Audit), Delhi, functioning under the office of the Comptroller and Auditors General of India (External Audit), also conducts audit for checking compliance of applicable rules / regulations in activities/ transactions of the University and issues Inspection Reports (IRs) in this regard. The small number of IRs raised in this connection have been responded to and are under process of settlement. The office of the Principal Accountant General (Audit) Delhi also conducts audit of Annual Accounts of the University prepared by the Chartered Accountant firms and issues Separate Audit Reports (SARs) in this regard. SARs for the period upto financial year 2016-17 and provisional comments in respect of SAR for the financial year 2017-18 have been received. The comments are complied with by informing the final/ remedial action taken on the comments. AUD submits its replies on the objections raised either by Internal audit or external audit and on the satisfaction of audit organization the settlement of objections is reported to university.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Answer: 288.59

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
137.81	110.47	13.56	12.83	13.92

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Answer:

The University actively strives for mobilisation of funds and also to be meticulous in the optimal utilisation of its resources. One of the key strategies in financial and resource management is the principle of meeting financial requirements in the following proportion: 50% from grant-in-aid, 30% through external funding (research and consultancy) and 20% from fees. Currently, the University has been able to raise 25-30 per cent of its total funding from external funding and student fee. The University has put in place the following measures to help reach the financial target:

- Friends of Ambedkar University Delhi (FAUD), a California based Non-profit Public Benefit Organisation was set-up to help raise funding.
- Various Centres contribute to revenue generation through consultancy work. For instance, Centre for English Language Education (CELE) is working with TechMahindra Foundation on design and delivery of English-Winglish programme aimed at improving English language proficiency of East Delhi Municipal Council school teachers. Centre for Early Childhood Education and Development (CECED) leads several activities and projects. They include research, capacity building and advocacy in a completely self- financed mode through collaboration with national and international agencies and NGOs (such as UNICEF, World Bank and Ahvaan Trust) as funding and technical partners.
- AUD Centre for Incubation, Innovation and Entrepreneurship has received recognition as Technology Business Incubator by the Ministry of Science and Technology which has enabled it to receive funds through CSR. It has also been designated as one of the 10 Atal Incubation Centres by the NITI Aayog.
- The University has proposed a position, Dean, Development and Fund Management to monitor and manage optimal utilization of resources.
- The disbursement and optimal utilisation is overseen by special committees. For example, the Planning Division coordinates grants from the UGC.

The University is aware of the need as well as the crucial significance of exploring alternative sources of funding for more effective progress towards achieving its goals and mission. Hence, it is in the process of developing more pro-active mechanisms for fund raising.

Optimal utilisation of resources is a complimentary dimension of fund raising, since it enables the university to extend the impact of funding further. The University has set up systems to enable faculty, students and staff to use the available resources on 'as needed and as available' basis, so that no kind of resource remains underutilised or unutilised for extended periods of time. For example, an online system of space booking allows staff, students and faculty to see the availability of vacant spaces at any given time and book according to their need and availability. Computer centres, laboratories, specialised equipment, technical services and meetings facilities are similarly available for utilisation by the university community in optimally organised slots. The online system of transparent and real-

time access to resources to whoever is need of using them ensures that resources are used to their maximum potential with minimum hassle to the users.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Answer:

Some key IQAC initiatives and contributions are:

- Review meetings on NAAC Peer Team Report: consultations and feedback meetings were organised on the future directions of the University. A SWOC analysis was conducted which let to an Institutional Development Plan was prepared along with a Plan of Action (PoA) for the next five years.
- The IQAC also initiated the practice of meeting the graduating batch of students along with the faculty to discuss their campus experience and to gather their thoughts and feedback for further improvement.
- A complaint redressal portal was created for students.
- The Student–Faculty Committees (SFC) and a central SFC were formalised and duly constituted, as a grievance redressal mechanism.
- Students' involvement in managing the Student Welfare Fund was expanded.
- The IQAC undertook the process, including a series of meetings with the faculty and staff of the university, for preparing the ground work for the eventual establishment of the Equal Opportunities Office.
- The IQAC also initiated a disability audit, and suitable changes to the physical infrastructure were made in accordance with the outcomes of the audit and the perceived needs and priorities.
- The IQAC along with various wings of AUD organised staff training programmes, both for in-house staff of the University, and those from other universities.

·   The IQAC team prepared a blue print, and conducted the induction and orientation of new faculty members.

·   The IQAC also organised many innovative in-house faculty development programmes for the AUD faculty. These programmes were particularly designed keeping in mind the slightly different disciplinary orientation of the schools and programmes at AUD.

·   The IQAC initiated discussions in April 2017 on the proposal for reviews of academic programmes which have completed five cycles along with the Decennial Review of the University itself.

·   A series of discussions were organised with external experts like Professor Deane Neubauer (APHERP, East West Centre, Hawaii) and representatives from FLAME University, Ahmedabad University, Manipal University, Tata Institute of Social Sciences, Ashoka University, Shiv Nadar University and O.P. Jindal University for improving teaching programmes.

·   The IQAC along with the Planning Division conducted consultations for preparations of the 3-Year Action Plan and 7-Year Action Plan for the university.

·   The IQAC initiated faculty development activities such as use of spread-sheets for data analysis, Practical Pedagogy, Writing Pedagogy, and Blended Teaching and Learning

·   The IQAC also led deliberations on restructuring of the undergraduate programmes in Karampura,

and initiation of other innovative programmes, which resulted in the creation of innovative inter-disciplinary undergraduate programmes, and setting-up of a School of Global Affairs.

· Currently, the IQAC is involved in preparing a plan of action on the recommendations of DRC and UGRC, supporting the work of the newly established Centre for Professional and Continuing Education and helping in the creation of Standard Operating Procedures for various governance mechanisms

A sub-group of the IQAC organised feedback sessions with teachers, administrative staff and students to understand their perspective on the functioning of the University and how it could be improved.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Answer:

The University regularly reviews its teaching and learning process, in which the IQAC is closely involved. The review happens at several levels such as at the programme level and the School level faculty meetings, Student Faculty Committees, Boards of Studies, and Academic Council's standing committees' meetings. The review process takes into consideration student feedback, faculty experiences, and latest additions/ alterations in the respective knowledge domains.

For rethinking / redesigning the undergraduate programmes, the University conducted a systematic review of UG programmes through a committee with external members. The IQAC took an active role in the process of this review. The Undergraduate Review Committee interacted with faculty, students and administration and made several recommendations (see https://aud.ac.in/uploads/1/page/quality-assurance/internal-reviews/ugrc-report-framingfutures-240818.pdf for details). Another review initiative was Decennial Review aimed at revisiting the academics and administration of the University at the completion of its ten years (see for details https://aud.ac.in/uploads/4/page/quality-assurance/internal-reviews/decennial-review-committee-report-2018.pdf). The University has already adopted several recommendations of these committees. The University is planning to initiate very soon Programme and Curriculum review process.

Recently, the University has adopted learning outcome-based curriculum framework through IQAC initiative. A two-day workshop was organised to deliberate upon the UGC document on LOCF and adopt it. All the courses clearly articulate their learning outcomes according to LOCF guidelines of the UGC.

The student feedback mechanism on courses has also been formalised through IQAC initiative. It incorporates qualitative and quantitative responses from students on various facets of course design, delivery, and assessment. The IQAC has also initiated and implemented collection of feedback from other stakeholders like alumni and graduating students, the inputs from which are used to inform the University's planning and reviews of the current systems and practices. The IQAC also helps the Schools and individual faculty members to improvise the content, form and means of collecting feedback and use the feedback to draw useful insights and inputs. These inputs relate to various aspects, such as teaching-learning methodologies, learning outcomes, programme and course relevance, campus life and student perceptions of their overall well-being.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Answer: 13.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
14	27	13	5	7

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. *Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements*
2. *Academic Administrative Audit (AAA) and initiation of follow up action*
3. *Participation in NIRF*
4. *ISO Certification*
5. *NBA or any other quality audit*

Answer: Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of University	View Document

6.5.5 Incremental improvements made during the preceding five years (in case of first cycle)

Post accreditation quality initiatives (second and subsequent cycles)

Answer:

Research

The University initiated the Seed Money Grant (SMG) to encourage research by its young faculty. The University has set-up office of Dean, Research and Consultancy to promote research and consultancy. Over the last five years, external funding for research has increased rapidly. Student research has also been encouraged through support for field work and monthly fellowships.

Infrastructure

Since 2014, AUD has been provided two more campuses; the infrastructure in these campuses are better than the earlier one, especially after renovation. Additionally, there has been a positive movement on the building of the new campuses in Dheerpur and Rohini; architectural firms have been appointed and foundation stones have been laid.

Teaching and Curriculum

Over the last five years, AUD has launched several innovative programmes in frontier areas at all levels (UG, PG and Research). The most significant step has been towards venturing into vocational education, and the next step is to offer short-term courses in blended and online mode in the space of continuing education. New programmes have been added taking the total to 57 from 34.

Assessment and Student Progression

To streamline assessment and track student progression, an office of Dean, Assessment and Student Progression (AES) was created. Further, all student related matters are conducted online through the ERP; student records, including assessment records and degrees, have been digitised.

Student Support

AUD has consistently provided support services for its students - fee waiver policy, merit scholarship, tutorials and mentorships, support for field-based learning by setting-up of a Learning Enhancement fund, creation of Student Welfare Fund, providing psychological and other health services. While it has improved these services further, the University has further added more services and schemes. All students of AUD are now covered by Group Insurance Policy. A Career and Placement Cell has been created, and an officer of the rank of Assistant Registrar has been appointed to look after this Cell. A Sports Officer has been appointed to encourage a culture of sport and games.

Internationalisation

More partnership MoUs have been initiated over the last five years. An office of Dean, International Affairs has been created to promote internationalisation. The University has also created extra seats for international students from 2019-20.

Reviews and Feedback

A comprehensive review of undergraduate studies and the Decennial Review of AUD have been conducted. Student feedback mechanism was also formalized and streamlined through IQAC initiative. The university regularly participates in NIRF, AISHE and Atal Ranking processes.

Faculty Development Programmes

IQAC organised several faculty development programmes in innovative pedagogy and academic support practices. The university is also investing in incorporation of ICT and adaptation of LMS platform like Moodle. Faculty Induction Programmes for new faculty has also been initiated.

New Schools and Centres

New schools include School of Global Affairs, School of Law, Governance and Citizenship, and School of Vocational Studies. Centre for English Language Education was launched in 2018 while three new Centres for Study of Social Systems, Professional and Continuing Education, and Engaged Spirituality and will be notified soon

7.Institutional Values and Best Practices
7.1 Institutional Values and Social Responsibilities
7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Answer: 24

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
6	8	4	2	4

File Description	Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Answer:

a. Safety and Security

AUD is committed to nurturing a gender just environment as articulated in the Vishakha Guidelines and Saksham Committee Report of the UGC. It has formulated a Policy on Prevention, Prohibition and Redressal of Sexual Harassment and Discrimination Based on Gender Identity and Sexual Orientation within which the Committee for Prevention of Sexual Harassment (CPSH), consisting of elected representatives of faculty, staff and students, plays an active part, addressing complaints/ concerns and sensitizing AUD community to issues of gender equity and justice and prevention of sexual harassment. The safety and security of students across the gender spectrum is ensured through the detailed guidelines within the abovementioned Policy, also available at the bulletin of Information for students. The names and contact details of the CPSH members are displayed on all three campuses. All Orientation Programmes include a brief discussion on AUD policy for prevention of sexual harassment. The Code of Discipline for students includes rules for prevention of sexual harassment. CPSH is in the process of getting safety audits from NGO Jagori for its three campuses. Each campus has its own Internal Complaints Committees address complaints and conduct sensitisation activities throughout the academic year. The findings and recommendations of inquiries into complaints are sent to appropriate departments for required action. A total of 68 CCTVs have been installed on KG and KP campuses to ensure the security of students.

b. Counselling

The Centre of Psychotherapy and Clinical Research (CPCR) via *Ehsaas*, provides low-fee and free counselling and psychotherapeutic support to students at any time. Students have come to Ehsaas with difficulties ranging from anxiety, depression and suicidality to *gender dysporia, body image issues* and behavioral problems, adjustment difficulties, associability, drug addiction, death or intractable family issues such as domestic violence, alcoholism or psychosis in family, broken homes, sexual abuse or difficulty sustaining relationships. Ehsaas attempts to provide a receptive and safe space for the expression of marginal voices and experiences in the context of higher education in a university set up. CPSH also refers victims of sexual harassment to Ehsaas for psychological Counselling. Availability of counselling on campus enables students to seek mental health support and counselling with relative ease. Sessions by Ehsaas counsellors and faculty from CPCR on issues regarding mental health and creation of empathetic and safe spaces have been organized for students.

c. Common Room

AUD being a new university and still operating out of a transit campus has faced severe space crunch over the years. The problem of non-availability of exclusive spaces for student activities has been creatively engaged with. Rooms have been allocated to Student Council office (KG campus) and Student Common Room (KG and KP campus). While acknowledging the shortage of room spaces, students are encouraged to use open spaces for their discussions and interactions. More recently rooms have also been identified and will shortly be made available to research scholars for their use.

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Answer: 0

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Answer: 0
7.1.3.2 Total annual power requirement (in KWH)

Answer: 0

File Description	Document
Details of power requirement of the university met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Answer: 73.32

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Answer: 24.71
7.1.4.2 Annual lighting power requirement (in KWH)

Answer: 33.7

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Answer:

Solid waste management and liquid waste management: The University has acquired bio-waste converters for its campuses at Karampura and Kashmere Gate to reuse all horticultural waste and convert it into organic manure, instead of burning this waste or dumping it on landfill sites. Towards maintaining AUD as a campus that minimizes the consumption of single-use plastic bottles, the university has procured and put in place water dispensers with reusable water jars at key points on all campuses. For all major events of the University, including meetings and get-togethers, the use of plastic water bottles has been minimized. The process of regular checking of water quality in coolers and taps has been further streamlined, with regular water quality testing under supervision by the Administration. Students at AUD run TERRA-Eco Club, which has organized recycling drives and awareness campaigns on campus in the past. Terra Eco Club organised a campaign in September 2016 to make AUD campus free of plastic bottles. This campaign was taken up through the Environment Management Committee. A mechanism of paper recycling was created at AUD in partnership with an NGO, Jaagruti. The University purchased a paper shredder and devised a mechanism of collecting waste paper from different divisions and buildings by asking for waste paper to be deposited in designated spaces across buildings. A mechanism for safe disposal of used sanitary napkins was created at AUD.

E-Waste Management: AUD has developed an e-waste management policy in reference to the E-waste Management rules and the same is under approval process from Board of Management. The policy provides guidance for identification of various sources of e-waste (electrical and electronic equipment) and prescribe procedures for disposal of e-waste in an environment friendly manner. Dr B. R. Ambedkar University Delhi (AUD) reaffirms its commitment to environmental protection by ensuring proper E-waste management. This document of e-waste disposal outlines the way AUD identifies, segregate, store and dispose off electrical and electronic devices. According to this policy, the University has an e-waste management committee consisting of six officials from Administration, IT services, Estate, EMU and finance division. In this financial year, the University has replaced 109 desktops and 44 laptops and the old equipment are being segregated for e-waste disposal as per the guidelines outlined in this policy. This policy shall be applicable within the e-waste disposal / policy as defined by GNCTD from time to time.

7.1.6 Rain water harvesting structures and utilization in the campus

Answer:

Rain Water Harvesting is being undertaken at the Karampura Campus of the University. Rain Water Harvesting is not feasible in the KG campus for several reasons. The campus apart from housing heritage buildings that cannot be renovated is also only a temporary transit campus. The locations pose challenge in Rain Water Harvesting as there is a structural impossibility with respect to initiating a sustainable rain harvesting mechanism given the close proximity to the Yamuna belt. t is being tried in a limited way at the Karampura Campus where the complete building structure is under AUD jurisdiction. The Lodhi Road campus was also made available to the University in mide-2017 and being a school building earlier, it has been under extensive structural renovation since. The plan for the new campuses which are going to come up in the near future included detailed proposals for a comprehensive rain water harvesting system and water recycling conforming to the GRIHA-5R norms: Refuse, Reduce, Reuse, Recycle, Re-invent. This paradigm will not only help recycle rain-water but also make AUD campus probably the only green campus in the city.

7.1.7 Green Practices

- *Students, staff using*
a) *Bicycles*
b) *Public Transport*
c) *Pedestrian friendly roads*
- *Plastic-free campus*
- *Paperless office*
- *Green landscaping with trees and plants*

Answer:

The *Centre for Urban Ecology and Sustainability* (CUES) was created to develop expertise on multiple aspects of urban environment and projects that promote sustainability. CUES led initiatives are:

Dheerpur Wetland Restoration Project: The Dheerpur project envisages to ecologically restore, over a period of five years, the 25.38 Hectares of land earmarked for conservation of wetlands at Dheerpur as per the Management Agreement between DDA and AUD, using well-established frameworks of restoration science. The Wetland Park is to provide hydrological, regulatory, cultural and aesthetic benefits to the entire local population. The Wetland Resource Centre of the Park would serve as a hub for nature education and outreach programs for conservation of wetlands and long-term urban sustainability.

Attempt was made to strengthen environmental issues awareness through curricular initiative such UG and PG courses on Environment, as well as the *MHRD programme 'Global Initiative of Academic Networks' (GIAN) course was organised at AUD during 15-21 November 2016*. The course 'Urban Ecology: Integrating Society and Nature in the Study of Urban Environments' was conducted by Daniel Schneider from the University of Illinois at Urbana-Champaign.

Restoration and Baseline Surveys for the Dheerpur Wetland Project was carried out at the Dheerpur site, before major interventions such as earthwork and large-scale plantations began. In pursuance the following activities were also undertaken:

- Setting up of a temporary field station - Setting up of a field Nursery
- Creating Stormwater Reservoirs
- Avifaunal surveys

- Floristic surveys
- Soil Analysis
- Introduction of Species

- Introduction of larvivorous fishes - *Gambusia affinis* was introduced to control the spread of mosquitos and as food for avifauna

A mechanism for paper recycling has been created at AUD in partnership with an NGO. With the adoption of Enterprise Resource Planning (ERP) since beginning, AUD has managed to reduce paper work by digitising administrative and academic operations. A mechanism for the safe disposal of sanitary napkins has been created at AUD. AUD as a campus minimizes the consumption of single-use plastic bottles, the university has procured and put in place water dispensers with reusable water jars at key points on all campuses. For all major events of the University, including meetings and get-togethers, the use of plastic water bottles has been minimized. All the AUD campuses are located in close vicinity of the Metro stations thus ensuring greatest number of students, staff and faculty are encouraged to use public transport. Each of the three campuses of AUD demonstrate exemplary and meticulous maintenance of greenery, through dedicated horticulture services, which has received prestigious awards from annual competition organised by the Delhi Government. Student initiatives of TERRA ECO club have seen several join initiatives of CUES, SHE and TERRA at promoting environmental awareness amongst AUD Community, be it the no-plastic campaign or the green- gift

shop initiative (May-June 2017), where shop was set up to sell saplings to encourage students, faculty and the staff to buy plants for their homes, to not only provide cleaner air but also be used as natural medicine.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Answer: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. *Physical facilities*
2. *Provision for lift*
3. *Ramp / Rails*
4. *Braille Software/facilities*
5. *Rest Rooms*
6. *Scribes for examination*
7. *Special skill development for differently abled students*
8. *Any other similar facility (Specify)*

Answer: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years
Answer: 59

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
17	16	8	8	10

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Answer: 108

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
19	25	29	12	23

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Answer: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Answer: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Answer: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Answer: Yes

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Answer: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Answer: 23

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	5	2	2

File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Answer:

Named after Dr BR Ambedkar, the University has committed itself to promote and celebrate the constitutional values and vision of our Constitution. The prime events in the academic and organizational calendar of the University are:

1. The annual Dr B.R. Ambedkar Memorial public Lecture (since 2009) is organized to commemorate the birth anniversary of Dr Ambedkar on 14 April. AUD instituted the Ambedkar centenary celebrations of Dr BR Ambedkar and organized a series of lectures as well as cultural events through the year 2015-16.

2. Gandhi Jayanti is commemorated through lectures and events at AUD.
3. Republic Day and Independence Day are calendar events and preceding them, several academic events are organized to engage with freedom movement, constitution, fundamental duties etc.

4. Lectures on educational contribution of Dr Sarvapalli Radhakrishnan, Dr Maulana Abul Kalam Azad's have been organized to commemorate their birth anniversaries on 5 September and 11 November.
5. Children's day, *bal mela* has been organized by Childhood Studies group to commemorate the birth anniversary of Jawahar Lal Nehru.
6. Vigilance Awareness week was observed in the University from 28th October 2019 to 2nd November 2019. The Theme of observing Vigilance Awareness Week was "Integrity – A way of life" to commemorate the birthday of Sardar Vallabhbhai Patel (31st October).

7. Constitution Day is celebrated on 26 November every year.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Answer:

The University provides detailed balance sheet, statement of receipts and expenditures, and other financial statements including details of purchases in an academic year in its Annual Report to maintain complete transparency in its financial disclosures. University complies with the General Financial Rules (GFR are available on the University's Website) and thus maintains transparency in financial functioning. A Statutory annual audit is conducted by a Chartered Accountant and external audit has been in place since the very beginning. The local fund audit is done by the Govt of NCT of Delhi and the Project Grant Audit (of various activities funded by sources other than GNCTD) is done by various sponsoring agencies.

- Local fund audit by the Govt of NCT of Delhi (Delhi Govt. ELFA (Examiner Local Fund Account) completed till 2017-18)
- Central Statutory Audit (C&AG) : expenditure audit (done till 2014-15); certification of accounts (completed till 2018-19)

All the minutes of meetings of the Senior Management Team, statutory bodies and administrative notifications are made available in the public domain on the AUD Website to maintain complete transparency in administrative matters. The minutes of meetings at School Level and of University level committees are shared with all members and stakeholders through email in a timely manner. The intranet of the university provides access to all internal stakeholders to the important guidelines, standard operating procedures, forms, services etc. being provided by the University. Constituents like Library and IT services also share the details of purchases and new acquisitions with faculty and staff through institutional email list-serve.

All decisions of the academic programme committees / schools are placed before the Board of Studies, Academic Council (Standing Committees of Academic Council and Standing Committee Research) for approval and this process ensures complete transparency in academic functioning. IQAC is part of the institutional arrangement of reviewing the quality parameters and functioning of the different academic, administrative, auxiliary and financial constituents of the University. This ensures complete transparency in academic matters. University is also currently undergoing an academic audit being undertaken by office of the CAG. In 2018, AUD has also undertaken a comprehensive review of its functioning over the first ten years of its establishment by undertaking a Decennial Review (DRC) and an Undergraduate Studies Review (UGRC). The committees for both the reviews engaged with and audited academic programmes and administrative structures (UGRC focused on UG programmes and School of Undergraduate Studies while DRC audited academic, administrative, financial and auxiliary functions/structures). The Reports of these Committees are also available on the university website. University has also initiated programmes reviews of its oldest running UG and PG programmes during 2017-18. Complete transparency in institutional information is also maintained by participating in the Government Surveys like All India Survey on Higher Education (AISHE), and ranking framework such as NIRF and ATAL Ranking of Institutions on Innovation Achievements.

7.2 Best Practices
7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Answer:

1.**Title of the Practice – 1**

Praxis-Oriented Academic Endeavours.

2. **Objectives of the Practice**

To pursue engaged scholarship and interdisciplinarity
To support development practitioners, educators and entrepreneurship

3. **The Context**

True to its vision of promoting engaged scholarship, the University has taken several measurers to integrate the world of praxis in all of its academic as well as outreach endeavours. It is evident in its sustained efforts at intervening into the domain of environment, education, culture, social design, gender, psychotherapy, development, and law and governance, to name a few. AUD's commitment to praxis and community engagement is not only reflected in its taught programmes and research projects, but is also translated into various initiatives organized by its Schools and Centres. The concept of praxis which is integral to several programmes across schools at AUD can be best demonstrated by the examples and cases illustrated below, whose impact is widely acknowledged within the academia and the community at large.

4. **The Practice: Community Engagement**

To provide a formal and sustainable shape to the idea of a field/discipline, various Schools and Centres of the University have undertaken several initiatives. For instance, in collaboration with development sector agents (like PRADAN), AUD has set up the *Centre for Development Practice (CDP)*. This Centre, designed to emerge as a research, documentation, capacity building, and reflection site for the developmental sector scholars and agents, has engaged with issues like rural livelihoods, education, governance, health and environment. The Centre also offers an MPhil programme in Development Practice, which trains students to pursue action research. The transformative work of the MPhil researchers have shown that concerns regarding social transformation need to be supplemented with psychological-psychoanalytic sensitivity in work with communities, and thereby require a rethinking and reworking of the associated developmental sectoral practices alongside practices of self, social and political transformation in communities across rural and urban areas.

Similarly, the MA and PhD programmes offered by SHE explores the transformative potentials of scholarly works in areas of environment by positioning field-based research as central to its pedagogic enterprise. The School of Design undertakes the social design question and the need for an inclusive design philosophy as its core objective by promoting field-based research. This aspect is equally evident in the works of SCCE in the domain of culture, SES on education, and SDS on developmental discourses. The University's attempt to develop a psychoanalytic centre/clinic (EHSAAS) as part of SHS, and several academic initiated on gender studies are also instances of this commitment. Various projects of centres like CCK, CUES and ACIIE also illustrate consolidated efforts in this regard.

Some other major initiatives:

a. AUD Centre for Incubation, Innovation and Entrepreneurship' (ACIIE) has been set up within AUD with the objective of incubating ideas and proposals that hold the possibility of reaching out services, new knowledge and contemporary practices to the less-privileged sections of society; encourage graduates to become wealth creators with employment generation, while addressing the many social problems facing our country; facilitate technical mentorship and help to generate financial support from angel investors and venture capital funding to nurture potentially viable ideas to be set up as sustainable enterprises.

b. Design Innovation Centre (DIC) is a 3-year project under the 'Hub & Spoke Scheme' of MHRD, GOI. AUD through the School of Design is one of the designated spokes.

5. Evidence of Success

Centre for Development Practice

a. The Centre's work has enabled a shift in the focus of the University from 'research' to 'action research'; making action research a legitimate area of work in the University.

b. It has made space for practice, praxis-based research and developmental interventions in the University context

c. Shift the focus of the University from 'knowledge production' to 'transforming the social'. This is in tune with AUD's vision of engaged social sciences.

d. Engagement with rural and pre-urban communities in 150 plus villages of central India (in adivasi and Dalit contexts) to usher in processes of transformative social praxis; such action research with communities in the remotest parts of India and amongst the severely marginalized have ignited hope for a transformed future (that is socially just and is the ground for social well-being).

AUD Centre for Incubation, Innovation and Entrepreneurship

- Six for-profit social start-ups are currently under incubation. Each start-up is being provided a seed funding of INR 10 Lac.

- ACIIE, in collaboration with Startup Oasis – a Jaipur based incubation centre set-up as a joint initiative of RIICO and CIIE (IIM, Ahmedabad) conducted a one month Lean Accelerator Programme for social start-ups, in June 2018.

6. Problems encountered and Resources Required
Financial and faculty support shall help stabilize the action research work initiated in the 150 plus villages and in the peri-urban locations. It will also give a long term and sustainable configuration to the transformation already initiated in rural and peri-urban India amongst tribal and Dalit communities. Conversion of the current MA or MPhil level action research initiatives to a (a) praxis-based, (b) community-engaged, (c) action research based PhD shall give, one, a more rigorous and academically sound form to the work already done, and, two, create a respectable body of knowledge on transformation; which will in turn bring prestige to praxis based vocations and disciplines in the University. The praxis-based programmes of AUD can be supported through the UGC Innovations Programme.

7. Notes (Optional)

1.Title of the Practice – 2

University-City Interlinkages

2. Objectives of the Practice

To make the academic work relevant to the overall growth of the city.

To undertake concrete measures to intervene into areas which require immediate intervention.

To provide creative and innovative solutions through an active community participation in decision

making.

3. The Context

AUD envisages itself as a university for and of the city of Delhi. This vision guides the institutional commitment to promoting Schools, Centres and programmes (both teaching and research) to articulate their unique thrust and vantage points for academic engagement with the complex terrain of the lived realities that are centred in Delhi as the capital of the country. AUD through its various initiatives is shaping these linkages. The initiatives are wide in scope: from undertaking Social Impact Assessment for infrastructural and development projects in the city, to creation of Delhi Citizen's Memory Archive and Neighbourhood Museums; or even managing 10 early childcare centres housed in the Basti Vikas Kendras (BVKs) managed by the Delhi Urban Shelter Improvement Board (DUSIB).

4. The Practice

AUD aspires to be organically linked to the city through its taught programmes, research projects, advocacy and outreach, policy inputs, etc. To this end, research centres and schools have been engaged in various activities.

- The Centre of Psychotherapy and Clinical Research (CPCR) has established *Ehsaas*, an innovative model for clinical research, 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.
- Given the recent policy emphasis on strengthening provisioning and qualityof early childhood care and education (ECCE) in Delhi, early childhood is a major focus at AUD as it offers academic (MA Education (Early Childhood Care and Education)), professional (BVoc in Early Childhood Centre Management and Entrepreneurship) and research programmes through the collaborative effort of Centre for Early Childhood Education and Development (CECED), School of Education Studies and School of Vocational Studies.
- 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. 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.
- AUD Centre for Incubation, Innovation and Entrepreneurship' (ACIIE) has been set up within AUD with the objectives to translate theoretical and conceptual learning into socially useful practice. Six for-profit social startups are currently under incubation at the ACIIE. These are in the areas of Mental Healthcare, Rooftop-Farming, Affordable Food, Solar Energy and Education.
- Design Innovation Centre (DIC) is a 3-year project under the 'Hub & Spoke Scheme' of MHRD, GOI. As one of the three spokes, AUD has undertaken two projects – 'Last Mile Connectivity for Urban Commuters integrating para transit modes' and 'Creating Sustainable Social Ecology for Urban Farming'.
- The Centre for Urban Ecology and Sustainability (CUES) addresses urban ecological issues with a view to offer solutions, and to develop a skilled cohort of professionals who actively engage in and find solutions for urban ecological challenges.
- The School of Education Studies (SES) 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.
- The School of Human Ecology (SHE) has been appointed as the State Social Impact Assessment (SIA) Unit for GNCTD. It has already completed one SIA for the Bara Pullah Flyover Phase III.

5. Evidence of Success

- *Ehsaas* which is run by the Centre of Psychotherapy and Clinical Research (CPCR) has

developed a substantial clientele of adults, adolescents, children and families who come to the clinic seeking help and a majority of them have stayed in therapy for a considerable duration. Ehsaas has also collaborated with Aman Biradari, an orphanage and shelter home to conduct workshops with government run schools on issues pertaining to life challenges, emotional development, learning difficulties and adjustment of children. In all these initiatives the faculty, students and the community have together participated in a collaborative framework.

- The Centre for Early Childhood Education and Development (CECED) has successfully supported the development of strategies that need to be adopted by the government for providing quality ECCE services. It has been involved in the implementation of the 10 ECCE Centres in Delhi for providing preschool education to children from marginalized backgrounds.

- The Neighbourhood Museum series of the Centre for Community Knowledge (CCK) and other activities of CCK are 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.

- AUD Centre for Incubation, Innovation and Entrepreneurship (ACIIE) has been shortlisted for award of funds up to INR 10 Crore, under the Atal Incubation Centre scheme, NITI Aayog, Govt. of India. The declaration of this award was made in May 2018. ACIIE, in collaboration with Startup Oasis – a Jaipur based incubation centre set-up as a joint initiative of RIICO and CIIE (IIM, Ahmedabad) conducted a one month Lean Accelerator Programme for social startups, in June 2018.

- Design Innovation Centre (DIC) has worked with slums in NOIDA, Sector 9 to encourage integrated composting and urban farming and in urban households. DIC has successfully conducted workshops on innovation in general and Design Innovation in particular with students from AUD and others.

- The Centre for Urban Ecology and Sustainability (CUES) has been involved in a project titled 'Restoration of the Dheerpur Wetland' to ecologically restore the 25.38 Hectares of land earmarked for conservation of wetlands at Dheerpur over a period of five years, as per the Management Agreement between DDA and AUD.

- As part of the capacity building initiatives for government schools in Delhi, The School of Education Studies (SES) has seen significant engagement by both faculty members and students in the project. These engagements have provided a platform for school teachers to articulate their concerns related to their profession and teaching practice.

6. Problems encountered and Resources Required

All these initiatives ideally require consistent and long-term investment from governmental agencies. Some of the projects have been liberally supported by private individuals and organisations, but for a sustained growth, they need committed financial support systems.

Since these initiatives require permissions from different governmental agencies, the implementation gets delayed sometimes due to the bureaucratic hurdles, as well as the communities' own scepticism regarding an intervention from outside agencies.

Even though these are initiatives undertaken by various Schools and Centres, there should be much more consolidated and interconnected approaches developed in order to identify common areas of concern, and action-plans that may in the long-run produce longstanding relationships as well as effects in terms of interventional potentials.

7. Notes (Optional)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Answer:

Curricular and Pedagogic Excellence

The academic structures at AUD are organised on an interdisciplinary basis with a vision to create new knowledge(s) through engagement with contemporary concerns and challenges, such as development, gender, environment, social innovation, artistic, literary and creative practices and psychosocial issues, among others. These structures enable a fresh framework for conceptualising innovative programme designs and curricula. It also enables AUD to transcend the artificial divisions across disciplines and between the academia and the world of practice. Like for instance, the system of concurrent appointment supports the interdisciplinary character of programmes and ensures that the very same teachers who undertake postgraduate teaching and research also teach undergraduate students. These practices prevent the growth of insularity and formation of rigid disciplinary silos; but more importantly they enable a lateral movement in students' research interests and other academic pursuits. Innovatively conceptualized curricula and engaged pedagogy enables students to reflect, rethink, and be sensitive to social and political realities.

One of the core elements which has enabled AUD to sustain and institutionalise this innovation effectively is the robust commitment to the student-centric pedagogic and curricular approach. Classrooms are envisioned as spaces for co-creation of knowledge and experiences. Instructional design for each course ensures active participation of students and a diverse set of strategies are used to enhance the learning experience. Even within the conventional lecture format, attempt is made to use the free associative technique which helps to integrate the quest for knowledge with the experience via the medium of discussions, interactions and dialogue. Different media/platforms/learning resources/project work and field immersion/organisational experience through internships, are actively used to facilitate learning experiences and discussions.

Attempts to integrate processes in the curriculum that help bring context and practice closer to theory through internship and field-placements are thus actively pursued across most programmes. Course curricula for most programmes at AUD are designed with an eye on practice, and the creation of professionals who can meaningfully integrate theoretical knowledge with practice and critically engage e with insights from the field. The curricula attempts to use 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, practitioners, entrepreneurs and trainers. The aim is to train AUD students to think analytically, critically and reflectively and apply these skills to the social enterprise. Most programmes enable students to develop core competencies required in becoming a reflective thinker and practitioner and seek employment in multiple kinds of settings.

The University experimented more actively within the domain of postgraduate education in exploring unique themes in its initial years. These programmes are now well-established as evident from the increasing demand ratio, and the acceptability of the graduates of these programmes in the world of work and academia. The University has continued to offer MA programmes in emergent areas unique to the higher education ecosystem of India, like Performance Practice (Dance), Global Studies, Law, Politics and Society, and Urban Studies.

The University also experimented with a unique model of undergraduate programmes, some elements of which were formally included within the UGC's CBCS framework. Based on the experience gained from these programmes, the University has taken further lead in launching undergraduate programmes in interdisciplinary areas. The University instituted review of the UG programmes had recommended the need to actively explore interdisciplinary themes in the UG space. AUD has launched four new BA programmes in Global Studies, Sustainable Urbanism, Law and Politics, and Social Sciences and

Humanities and BVoc programmes in Retail Management, Tourism and Hospitality, and Early Childhood Centre Management and Entrepreneurship. The attempt now is to explore lateral linkages between conventional liberal arts programmes and the vocational programmes; strengthening of student research; and greater field exposure for UG students. These initiatives have found echo in the directions that the New National Policy on Education is recommending for strengthening liberal arts education in the country.

AUD's attempt to promote engaged scholarship has also translated into its endeavour to blend academic and professional/vocational programmes in a meaningful way. As a University, AUD has the unique advantage, unavailable to the polytechnics or professional colleges, of bringing the two domains, knowledge and skills, in conversation by enriching it with the sensibilities drawn from liberal arts and humanities domain. Through its School of Vocational Studies (SVS) AUD wants to achieve an inclusive expansion of its undergraduate programmes with a vocational and community college orientation so as to cater to larger enrolment of students from Delhi. The curricula of the programmes has been designed keeping in mind the current trends as well as the future ones to ensure that the programmes are dynamic and relevant for its main purposes—employability and entrepreneurship. Apart from this, SVS will, in future, offer short duration certificate programmes on skill development for meeting the immediate requirement of the workforce. These courses will provide students with the required academic background and skill-set for meaningful employment.

The leading vision for AUD was to reimagine social sciences and humanities by focusing on interdisciplinary scholarship, promoting engaged scholarship and connecting theory with practice. AUD's pursuit of pedagogic and curricular innovations has aligned itself to these thrust areas in the last five years and continues to experiment, innovate and incubate a new paradigm of social science scholarship. AUD has created a niche for itself in a short period within the Indian higher education.

Extended Profile

Program

Number of programs offered year-wise for last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
55	46	39	40	36

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of departments offering academic programes

Answer: 13

File Description	Document
Institutional Data in Prescribed Format	View Document

Students

Number of students year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1286	2269	1839	1664	1536

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of outgoing / final year students year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
824	606	568	549	502

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
2667	2214	1625	1454	1343

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of revaluation applications year-wise during the last 5 years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

Teachers

Number of courses in all programs year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
641	563	530	504	339

File Description	Document

Institutional Data in Prescribed Format	[View Document](#)

Number of full time teachers year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
185	172	159	146	132

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of sanctioned posts year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
263	208	208	146	140

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
24588	28058	24808	16172	11132

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
628	581	478	392	395

File Description	Document
Institutional Data in Prescribed Format	[View Document](#)

Total number of classrooms and seminar halls

Answer: 80

Total number of computers in the campus for academic purpose

Answer: 893

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer:

2018-19	2017-18	2016-17	2015-16	2014-15
4194.3	2408.9	1431.5	1136.32	963.9

Conclusion

Additional Information :

AUD has been established by the government of the National Capital Territory of Delhi (NCTD) with a primary aim of catering to the higher education needs of the students from the NCTD area. It is therefore mandatory for the university to reserve 85% of its intake capacity for the students from NCTD area. Since only 15% of the student intake can be from outside Delhi, the university finds it difficult to aspire for the ideal student diversity which is representative of India as a country.

Concluding Remarks:

The self-study report has attempted to provide as extensive and objective a picture of the university as possible. The SSR reflects the evolution of the university since the last cycle of accreditation, the current thinking and practices of the university, as well as its plans and aspirations. It represents an attempt to undertake an analytical and critical introspection by the university which has led to an enhanced understanding of many issues, concerns, potential and insights. It is hoped that the SSR will serve well the purpose of providing a comprehensive overview of the university.

EXCLUDED METRICES

List of Excluded Metrices

1 Curricular Aspects : Weightage (150)

1.3 Curriculum Enrichment : Weightage (30)

Ref No	Details of Metric	weightage	Metric Performance
1.3.2	Number of value-added courses imparting transferable and life skills offered during the last five years (Metric Type : **Derived** , Question Type : **QN** , Evaluation :	10	0

Ref No	Details of Metric	weightage	Metric Performance
	By DVV , Nature :Value)		
1.3.3	Average percentage of students enrolled in the courses under 1.3.2 above (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	5	0

3 Research, Innovations and Extension : Weightage (250)

3.4 Research Publications and Awards : Weightage (100)

Ref No	Details of Metric	weightage	Metric Performance
3.4.4	Number of Ph.D.s awarded per teacher during the last five years (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	19	0.32

4 Infrastructure and Learning Resources : Weightage (100)

4.3 IT Infrastructure : Weightage (30)

Ref No	Details of Metric	weightage	Metric Performance
4.3.4	Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) (Metric Type : **Direct** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Y/N**)	1	No

5 Student Support and Progression : Weightage (108)

5.1 Student Support : Weightage (30)

Ref No	Details of Metric	weightage	Metric Performance
5.1.4	Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years (Metric Type : **Derived** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**Value**)	8	0

5.4 Alumni Engagement : Weightage (18)

Ref No	Details of Metric	weightage	Metric Performance

5.4.2	Alumni contribution during the last five years (INR in Lakhs) (Metric Type : **Direct** , Question Type : **QN** , Evaluation : **By DVV** , Nature :**MC**)	4	5 Lakhs -20 Lakhs

ANNEXURE

1.Metrics Level Deviations

Metric ID Sub Questions and Answers before and after DVV Verification

Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise

1.4.1
Answer before DVV Verification : B. Any 3 of above
Answer After DVV Verification: D. Any 1 of above
Remark : DVV has made the changes as per provided link for alumni feedback has not opened.

Feedback processes of the institution may be classified as follows:

1.4.2
Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
Answer After DVV Verification: C. Feedback collected and analysed
Remark : Action Taken report and analysis report has not provided.

Demand Ratio(Average of last five years)

2.1.2.1. Number of seats available year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1413	1252	1065	847	861

2.1.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1413	1252	1065	847	860

Remark : Provided document has not reflect seat intake for all last five years.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
500	507	396	250	188

2.1.3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
499	507	396	250	188

Remark : Provided document has shown final admission list which not shown admitted reserved students.

Percentage of differently abled students (Divyangjan) on rolls

2.2.3

2.2.3.1. Number of differently abled students on rolls
Answer before DVV Verification : 14
Answer after DVV Verification: 07

Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
35	20	16	12	5

2.4.4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	5	3	12	5

Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years

2.5.1.1. Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	15	15	15

2.5.1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

15	15	15	15	14

Remark : Provided documents has not reflect date of last semester-end/ year- end examination so, we unable to calculate the days from the date of last semester-end/ year- end examination till the declaration of results.

Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

2.5.2.1. Number of complaints/grievances about evaluation year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	3	1	0	0

2.5.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV made the changes as per clarification provided by HEI.

Average percentage of applications for revaluation leading to change in marks during the last five years

2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	0	1	0	0

2.5.3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV made the changes as per clarification provided by HEI.

Average pass percentage of Students

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.

2.6.3

Answer before DVV Verification : 752
Answer after DVV Verification: 752

2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution
Answer before DVV Verification : 938
Answer after DVV Verification: 824

Remark : DVV has made the changes as per provided extract of report in which number of final year appeared students has shown in 2.2.

The institution provides seed money to its teachers for research (average per year)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
30	48.27	41.22	17.19	51.88

3.1.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
23	55.27	41.22	16.95	51.88

Remark : DVV made the changes as per e-copies for seed money provided by HEI.

Number of teachers awarded international fellowship for advanced studies/ research during the last five years

3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	3	12	6	2

3.1.3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	12	3	2

Remark : DVV made the changes as per e-copies of fellowship provided by HEI.

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
98	101	28	26	19

3.1.4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
21	35	10	01	12

Remark : DVV has made the changes as per e-copies of JRF award letter provided by HEI.

Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
519.20	358.82	489.81	583.22	590.89

3.2.1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
519.20	358.82	444.261	583.22	590.89

Remark : DVV made the changes as per e-copies of grant award letter provided by HEI.

Grants for research projects sponsored by the government sources during the last five years

3.2.2.1. Total Grants for research projects sponsored by the government sources year-wise during the last five years(INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
27.93	209.35	43.37	170.04	53.77

3.2.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18.88	524.57	43.37	170.04	53.77

Remark : DVV made the changes as per e-copes of grant for research projects provided by HEI.

Number of research projects per teacher funded, by government and non-government agencies, during the last five year

3.2.3

3.2.3.1. Number of research projects funded by government and non-government agencies during the last five years
Answer before DVV Verification : 109
Answer after DVV Verification: 96

3.2.3.2. Number of full time teachers worked in the institution during the last 5 years
Answer before DVV Verification : 202
Answer after DVV Verification: 202

Remark : DVV has not considered projects before assessment year 2014-15 provided by HEI.

Number of start-ups incubated on campus during the last five years

3.3.4

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	4	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	4	2	0	0

Remark : DVV has not considered e-copy of sanction letter of SWAN LIVELIHOOD for 2019-20 provided by HEI.

The institution provides incentives to teachers who receive state, national and international recognition/awards

3.4.2

Answer before DVV Verification : Yes
Answer After DVV Verification: No
Remark : DVV has made the changes as per e-copies of letter of incentives not provided by HEI.

Number of Ph.D.s awarded per teacher during the last five years

3.4.4.1. How many Ph.Ds are awarded within last 5 years
Answer before DVV Verification : 12

3.4.4

Answer after DVV Verification: 11

3.4.4.2. Number of teachers recognized as guides during the last five years
Answer before DVV Verification : 34
Answer after DVV Verification: 34

Remark : Ph.d letter of students and guide ship letter of research supervisor not provided by HEI.

Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
114	73	71	52	48

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
110	70	69	48	46

Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.6.3

3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
55	27	16	15	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV has not considered report without sign and stamp provided by HEI.

Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
622	897	652	595	288

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV has not considered report without mentioned the assessment year and sign & stamp for 2018-19 provided by HEI.

Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
46	16	14	7	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
45	16	13	7	8

Remark : DVV has not considered e-mail letter and DVV has only considered letter of collaboration which is given by collaborating company.

Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

3.7.2

3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	22	20	13	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : DVV has considered only e-copy of linkage documents indicating the start date and completion date.

Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4194	2408	1431	1136	963

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4194	2408	1431	1136	962

Remark : DVV has considered only Recurring expenditure highlighting in the Income Expenditure Statement.

Does the institution have the following

4.2.3

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Answer before DVV Verification : Any 4 of the above
Answer After DVV Verification: Any 3 of the above
Remark : DVV has not considered copy of email letter. DVV has only considered subscription/Membership letter.

Percentage per day usage of library by teachers and students

4.2.6

4.2.6.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 545
Answer after DVV Verification: 73

Remark : DVV made the changes as per logbook entries of students provided by HEI.

Available bandwidth of internet connection in the Institution (Lease line)

4.3.3	Answer before DVV Verification : 500 MBPS - 1 GBPS

4.3.3 Answer before DVV Verification : 500 MBPS - 1 GBPS
Answer After DVV Verification: <50 MBPS
Remark : DVV has less the input because DVV has not considered mail letter without sign and stamp provided by HEI.

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
74.05	164.26	174.53	70.23	119.67

4.4.1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
74.05	164.26	46.06	70.23	119.67

Remark : DVV has made the changes as per expenditure of maintenance of physical and academic support facilities in audited statement provided by HEI.

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	14	5	0	6

5.1.1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Relevant document not provided by HEI. Metric is pertaining to scholarships and free-ships and not JRF/SRF's by UGC.

Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

5.1.2

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2602	1985	1639	1435	1453

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	1453

Remark : Supporting documents for students benefited by scholarships, freeships, etc provided by the institution not provide by HEI.

Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
85	96	94	67	55

5.2.1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
85	96	91	67	52

Remark : DVV has not considered email letter and offer letter for 2013-14 provided by HEI.

Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
29	34	22	21	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28	34	22	21	9

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
115	110	80	75	60

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
115	110	80	75	60

Remark : DVV has not considered qualifying certificate of students for 2013-14, 2012-13 provided by HEI.

Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	5	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Remark : DVV has not considered certificate for state championship of 2018-19 provided by HEI.

Average number of sports and cultural activities / competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

5.3.3	31	29	28	10	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
31	29	28	10	17

Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	3	4	6	5

5.4.3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	4	4	4	5

Remark : DVV made the changes as per alumni meetings provided by HEI.

Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
53	63	62	41	27

6.3.2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
45	63	61	41	26

Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

6.3.3

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
19	18	16	15	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	11	9	9	3

Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
43	28	21	22	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	23	09	16	12

Remark : DVV has not considered teacher participate in one day program for 2018-19 provided by HEI.

Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
137.81	110.47	13.56	12.83	13.92

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
137.81	110.47	13.56	12.83	13.92

Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years
Answer before DVV Verification:

6.5.3

2018-19	2017-18	2016-17	2015-16	2014-15
19	28	19	5	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	27	13	5	7

Quality assurance initiatives of the institution include

6.5.4

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : Any 3 of the above
Answer After DVV Verification: Any 1 of the above
Remark : DVV made the changes as per annual report of AQAR provided by HEI.

Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years
Answer before DVV Verification:

7.1.1

2018-19	2017-18	2016-17	2015-16	2014-15
7	12	6	3	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	8	4	2	4

Remark : Some supporting reports not provide by HEI.

Percentage of annual power requirement of the Institution met by the renewable energy sources

7.1.3

7.1.3.1. Annual power requirement met by renewable energy sources (in KWH)
Answer before DVV Verification : 0
Answer after DVV Verification: 0

7.1.3.2. Total annual power requirement (in KWH)
Answer before DVV Verification : 209
Answer after DVV Verification: 0

Remark : HEI has not provide supporting document for Total annual power requirement (in KWH).

Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
25.41	27.42	4.06	2.1	0.28

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Audited statement highlighting the expenditure on green initiatives and waste management not provide by HEI.

Number of Specific initiatives to address locational advantages and disadvantages during the last five years

7.1.10

7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	16	15	14	21

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
17	16	8	8	10

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	14	16	5	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	5	2	2

Remark : DVV has made the changes as per considered only those activities conducted for promotion of Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion.

2.Extended Profile Deviations

ID   Extended Questions

1.1

Number of programs offered year-wise for last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
57	48	39	40	40

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
55	46	39	40	36

Number of students year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2846	2270	1839	1664	1537

2.1

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1286	2269	1839	1664	1536

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2667	2126	1713	1474	1343

2.3

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2667	2214	1625	1454	1343

Number of revaluation applications year-wise during the last 5 years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	3	1	1	1

2.4

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
263	208	208	140	140

3.3

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
263	208	208	146	140

Number of eligible applications received for admissions to all the programs year-wise during the last five years

4.1

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28498	39977	35810	16237	11132

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
24588	28058	24808	16172	11132

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
629	581	478	392	395

4.2

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
628	581	478	392	395

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4194.29	2408.85	1431.45	1136.32	963.85

4.5

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4194.3	2408.9	1431.5	1136.32	963.9