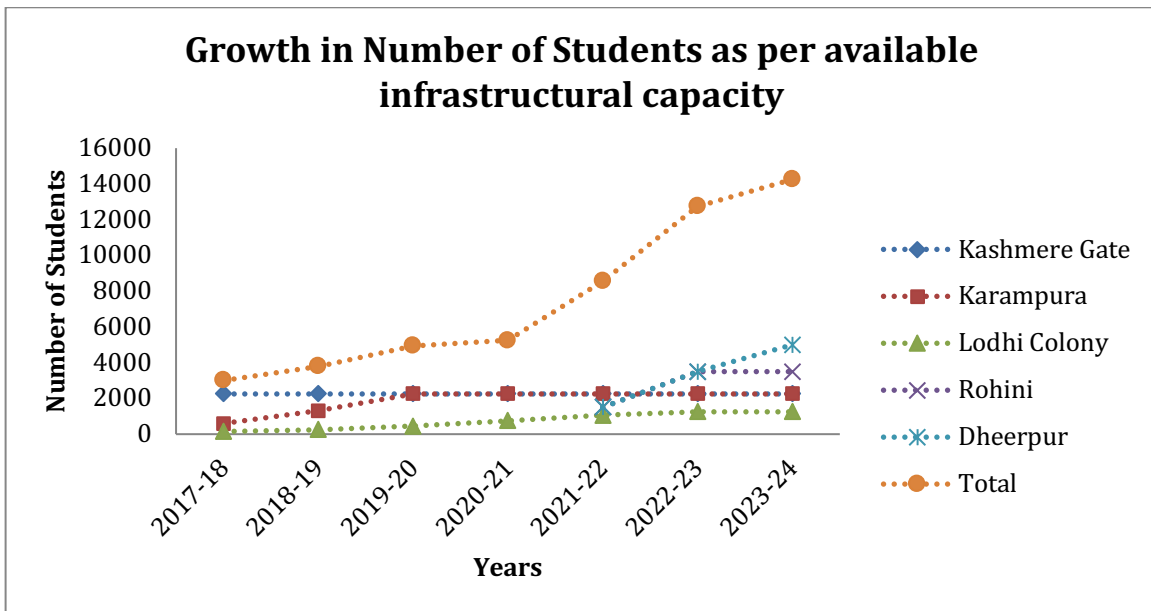




7-year Strategic Plan for 2017-18 to 2023-24

It is anticipated that AUD will operate out of five campuses, including the two new ones, by 2021-22. We also aim to achieve full capacity in all these campuses (excluding Rohini and Dheerpur Phase I). The total student strength will reach close to 14,000 in 2023-24, which also includes part-time students enrolled in short-term courses. These numbers are based on the infrastructural capacity of the campuses. The actual student numbers may be less due mainly to a long gestation time for new programmes, and may be more if AUD’s attempts to move into the area of vocational, professional and continuing education successfully takes off.



Scenario 1: The campuses at Kashmere Gate, Karampura and Lodhi Road does not remain with AUD, and the existing programmes in all these campuses move to Dheerpur and Rohini. In this scenario, there is scope for expansion after 2022 till the second phase of Dheerpur comes up. In this case, the student capacity would stabilize at about 8000-10000 by about 2022-23. (plans for this scenario were created and has informed the earlier inputs to the RFP document)

Scenario 2A: AUD retains all the five campuses. Each campuses develops a unique character

The campuses of Dheerpur and Rohini accommodate the existing programmes of Kashmere Gate and Karampura campuses and some more new and similar type of programmes, while Kashmere Gate and Karampura campuses house vocational, professional, social entrepreneurship, continuing education programmes and remain spaces for incubating new ideas. Lodhi Road continues with the existing programmes in teacher education and training.



Table showing capacity of various campuses

Academic Year >	2017-18			2018-19			2019-20			2020-21			2021-22			2022-23			2023-24				
Campus	No. of students	No. of progs	No. of Schools	No. of students	No. of progs	No. of Schools	No. of students	No. of progs	No. of Schools	No. of students	No. of progs	No. of Schools	No. of students	No. of progs	No. of Schools	No. of students	No. of progs	No. of Schools	No. of students	No. of progs	No. of Schools		
<i>Kashmere Gate</i>	2250	40	12	2250	40	12	2250	40	12	2250	40	12	2250	40	13	2250	40	13	2250	40	13		
<i>Karampura</i>	600	8		1300	15		2000 250*	17		2000 250*	17		2000 250*	17		2000 250*	17		2000 250*	17		2000 250*	17
<i>Lodhi Colony</i>	150	2		150 100*	2		350 100*	5		650 100*	7		950 100*	8		1050 200*	8		3000 500*	20		1050 200*	8
<i>Rohini</i>													1500	15		3000 500*	20		3000 500*	25			
<i>Dheerpur</i>													1500	15		3000 500*	20		4000 1000*	35			
Total	3000	50		12	3800		57	12		4950	62		12	6250		64	12		8550	95		13	12750

The total includes students of UG, PG and Research programmes, face to face, split-site, online and blended mode of teaching. Numbers marked ‘*’ denote part-time students enrolled in short-term courses.



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Scenario 2B: AUD retains all the five campuses. Each campus has a variety of programmes

The principle to be adopted for academic planning for each campus is to have a variety of programmes in terms of different levels (UG, PG, Research) as well as different kinds (conventional SS&H, professional and vocational) in each campus.¹ The proportion of these programmes may be different in various campuses. Each campus should maintain both different kinds of programmes as well as a unique combination of programmes. Campuses will try to maintain self-sufficiency, they will be encouraged to share resources and allow student and faculty movement.

Scenario 2A and 2B will require the University to gear up for the huge and sudden expansion from 2021-22 onwards. The following are the underlying broad principles for planning the academic expansions:

A. Directions for expansion

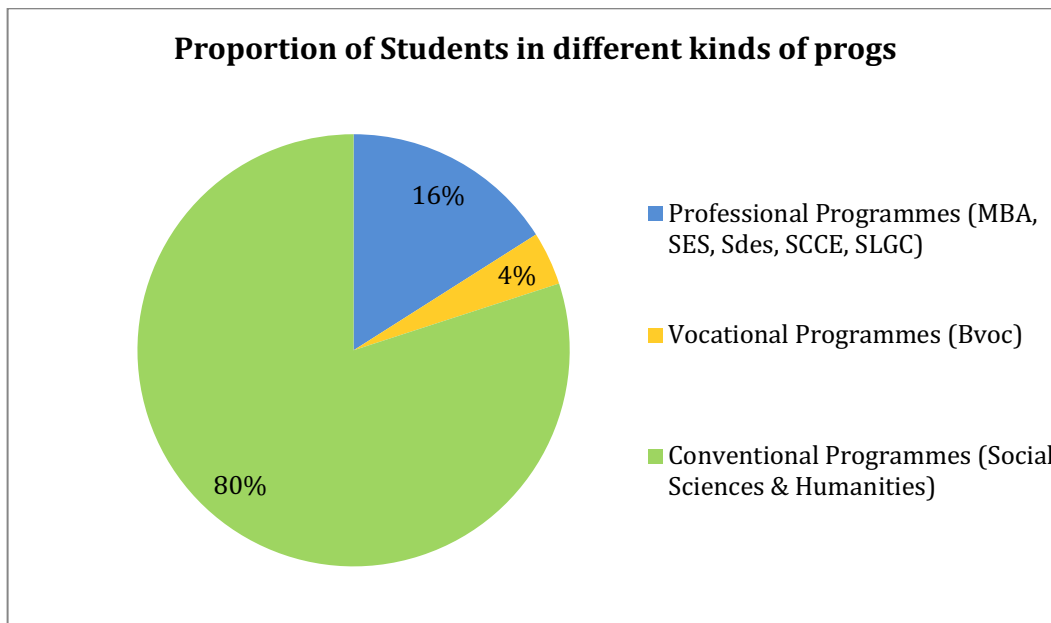
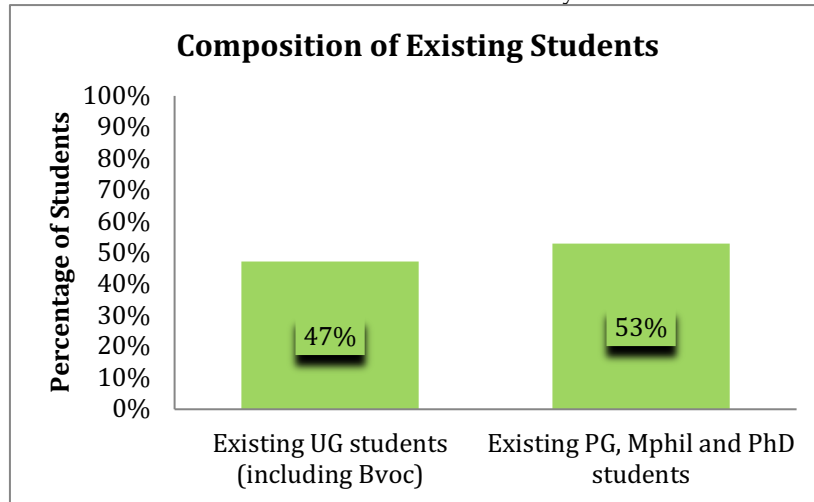
AUD has until now offered programmes at all levels (undergraduate to research), and in the conventional duration (3-year UG, 1-year PG Diploma, 2-year PG, 2-year MPhil)² as prescribed by the National Education Policy. While the programmes in UG fall largely in the liberal arts domain with a focus on interdisciplinarity, recently some programmes in vocational education have also been introduced. In the PG space too there are a variety – both disciplinary and interdisciplinary areas of social sciences and humanities as well as professional programmes (MBA, MDes, MA Education and ECCE, MA progs of SCCE). In the pre-doctoral level too, some practice-based programmes (Development Practice, Psychotherapy and Clinical Practice) are offered.

¹ An exception to this principle could be in smaller campuses like Lodhi Road where the focus is in professional programmes. Similarly, campuses in rural or peri-urban areas could focus on professional, vocational and continuing education.

² The exceptions to this are the 2 ½ year MDes and 3-year MPhil in Psychotherapy. The other experiment – a dual major in UG – was discontinued.



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The graph clearly shows the tilt of the University towards conventional programmes in the field of social sciences and humanities at all levels (about 80% of the total). Further, at present nothing is offered in the space of continuing education.

One way to expand could be:

- i. to introduce greater variety at all levels, especially in practice-based, professional, vocational and continuing education domains.
- ii. to introduce more variety in programme structures and span – short-term (certificate, diploma), 4-year UG and 5-year integrated programmes in relevant areas of study / vocation.



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There is a need for AUD to expand into the area of professional and continuing education. The existing Schools and Centres (including SVS) need to think beyond the conventional degree programmes and offer courses / programmes for professional and adults in relevant field and in existing expertise. These could be offered in face-to-face as well as online / blended mode. These could be offered through the year, including during weekend, summer and winter breaks or during the evenings). These programmes could be credited so as to encourage the teachers (for calculation of their annual workload) and students (who could use these credits to build a programme).

The University is planning to create a special purpose vehicle – Centre for Professional and Continuing Education – to facilitate the process for the existing Schools and Centres. These programmes could be financially self-sustaining except for AUD supporting it with skeletal HR structure and space.

Innovation could also be introduced in terms of pedagogic practices, especially in terms of use of technology.

B. Institutional structures to ensure incubation and implementation of programmatic ideas

To realize the above plans it is imperative that the University creates facilitative conditions to encourage ideation and implementation of new and innovative ideas. While the School / Programme teams may have some vision about how their Schools / programmes may be expanded, this vision may get limited by the expertise of the existing faculty members. Additionally, the programme teams are also too engaged in transacting and managing the existing programme / School, with little time for programmatic expansion.

Till now there have been a variety of practices to initiate and incubate new programmatic ideas. One of these has been to put together a group of faculty members to initiate discussions. This informal group then has also organized several consultative meetings. The Planning Division has provided the institutional anchor to these initiatives. In the earlier years, the University would consult with experts in a particular field through consultative meetings to discuss possibilities of programmatic expansion. In some instances, existing Schools took some initiative, but most of the times it has been in research programmes in the existing area / field.

The next stage of the process is when a nascent idea is launched as a teaching / research programme. While it is easier to hand over the responsibility of running the programme to a School, things may become complicated when the new programme is in the interstices of two or more areas. In the latter case, the management of the programme could lead to problems. A new institutional mechanism may have to be put in place to hold a programme together before it is transferred to one or more Schools.



Similarly, the process of taking approvals and peer review (through BoS, SCAP and AC) can get complicated in inter-disciplinary (or inter-School) fields. Holding a joint BoS is difficult and may take more time to organise. An alternate governance / institutional mechanism need to be put in place to encourage constructive discussion in these bodies and to facilitate speedy response and feedback. This will also free the existing Deans of Schools and programme teams from these processes. (See Annexure 1 for an alternate structure for new programmes in Karampura)

There is also a need to allow new programmes 2-3 iterations before existing rules and regulations (of SS and AES) are enforced. This does not mean that the new programmes will not follow any of the existing policy frameworks (for instance, assessment rules), but to ensure that the existing SoP's and calendars are not enforced strictly.

The Planning Board may also like to constitute special committees or a standing committee, which may include persons other than the members of the Planning Board, for specific purposes, including helping develop new programmes.

C. Variety of faculty appointments (contracts of different durations)

AUD already has different kinds of contracts for faculty positions – tenure / regular (till the age of 65), short-term contracts (3 and 5 years), Visiting Faculty (from few weeks to a year), Temporary (for a year or less against a leave vacancy), Adjunct (on teaching credit based), and Guest faculty (for one or more lecture on hourly basis).

AUD now needs to put together a system through which contracts / MoU's can be entered with organisations / individuals which can provide hosting / internship / training / studio facilities for students. This kind of arrangement would be especially beneficial to students working in professional / vocational / practice-based programmes. Payments in such cases may be made on the basis of a combination of credits, hours of engagement and rent of the facilities used by AUD students.

Further, keeping the impending construction of the Dheerpur and Rohini campuses in mind, AUD would need to start working on plans for academic expansion. In all probability, these two campuses will start operations from 2021-22 session which leaves very little time (3-4 years) to plan this expansion. With the existing School teams already stretched and busy with running the existing programmes, it is imperative that the University has new appointments either in existing Schools / programmes or in a central pool to help identify new areas, prepare plans (through consultations) and do pilot exercise (transacting courses,



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organize conferences / workshops). These appointments could be made through a variety of ways – Visiting, Temporary and Regular mode.

While the existing process of faculty appointment has been successful due mainly to the due diligence in the screening and interview process, we may need to make some changes in the process. The University may like to try out the practice of rolling advertisements based on existing vacancies. This will significantly cut down the time taken in filling vacant positions. This will also be helpful in the near future when the University is expected to get approvals for large number of faculty and staff positions.



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Annexure 1

Institutional Mechanism for managing the new PG Programmes in Karampura

The MA programmes planned for Karampura campus – three (Global Studies; Urban Studies; Public Policy) in 2018-19, and others (Science and Technology Studies; Public Health; Legal Studies) in 2019-20 – are being planned with the following principles in mind:

1. Sharing of courses –each of these programmes will be expected to have not more than 20 credits of core (taught) courses; these core courses will be offered as electives to other programmes
2. Encouraging student movement across programmes
3. Concurrent faculty – faculty members designing and offering course relevant to students registered in other programmes or teaching courses of other programmes (including SUS courses)
4. Mentorship and supervision of student projects by faculty members across programmes.

A similar experiment is also being tried out in the undergraduate space in Karampura. Several interdisciplinary and / or practice-based programmes are envisioned at the undergraduate level in the Karampura campus.

All the above stated principles were envisioned as part of academic planning exercise at AUD from the beginning, but in practice these have been realised in an uneven and sporadic manner in the Kashmere Gate campus. Given the constraints of infrastructure and human resources, Schools and Programmes have, over the years tended to become *silos* and inward looking, though some student movement is witnessed. Programme teams have tried to create the entire set of courses and other requirements from the available human resources of the programme / School team. This has lead to increased teaching workload (in terms of quantum of courses offered, though each course may have less than ideal student numbers) or in other words a lower programme to course ratio. This also goes against the rationale for promoting interdisciplinary education that was envisioned in the early years.

To ensure the above (points 1 to 4), a new **institutional mechanism** is being proposed for the new programmes in Karampura.

Academic Administration

1. It is envisioned that each faculty member selected to teach in these programmes will be part of a faculty group outside the boundary of any



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one School. This group will provide the academic anchor and administrative anchor for these programmes and may be referred to as the Karampura PGS group.

2. A Deputy Dean will be selected from within this group for academic and administrative oversight of programmes offered by this faculty group. S/he will manage the HR and other programme related matters (in other words, s/he will do everything that is the mandate of the School Deans). S/he will report directly to the PVC 2.

In other words, while the PVC is the statutory authority who takes the place of the Dean, the role of the Deputy Dean is to coordinate the affairs of these programmes, as well as act as the points person who will deal with other Schools / Centres and functional divisions like AS, AES, SS and Planning.

3. Each programme will also have a Programme Coordinator like in the existing programmes.
4. There will be one common coordinator for all these programmes for activities like assessment & evaluation, internships, dissertation, placements, etc.
5. The existing Schools whose central focus matches with the idea of the above-mentioned programmes will continue to work closely with each of these programme teams – in terms of opening up their existing courses to students of the new PG programmes and contributing to, wherever needed, designing and teaching of the core and elective course of these new programmes.

Academic Governance

As these programmes will not be formally part of any School/s, a special meeting of the BoS' of the Schools (which have core interest in these themes / fields) will be called. These special meetings will not be with the entire membership of the BoS of these Schools. Rather, a select few members drawn from these BoS', along with other experts drawn from outside the current BoS will be called for a joint BoS. The PVC 2 will chair these meetings and will be assisted by the Deputy Dean and Programme Coordinators.

The above arrangement is being tried out as a temporary measure. The idea is to incubate an alternate institutional arrangement for programme and course management.

Similar administrative and governance structures may be envisioned for the undergraduate programmes in Karampura.