Annual Quality Assurance Report (AQAR)
2017 - 18

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

Part – A

1. Details of the Institution

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

1.2 Address   Lothian Road
      Kashmere Gate
      Delhi 110 006

      Shivaji Marg
      Karampura
      New Delhi 110 015

      Aliganj, BK Dutt Colony,
      Lodhi Road
      New Delhi 110003

Institution e-mail address: info@aud.ac.in
Contact Nos.: 91 – 11 – 23863720 / 40 / 42 / 43

Name of the Head of the Institution: Professor Shyam B. Menon
Designation: Vice Chancellor
Tel. No. with STD Code: 91 – 11 – 23865070 **Mobile**: 9717719999

Name of the IQAC Co-ordinator: Prof. Praveen Singh
Mobile: 9971561804
IQAC e-mail address: iqac@aud.ac.in

1.3 NAAC Track ID: DLUNGN 11183

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

1.5 Website address: www.aud.ac.in
Web-link of the AQAR: http : aud.ac.in/events/iqac

1.6 Accreditation Details

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

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

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

1.8 AQAR for the year: 2017-18

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

1.10 InstitutionalStatus

| **University** | State ✓ | Central | Deemed | Private |

| **Affiliated College** | | | Yes | No ✓ |

| **Constituent College** | | | Yes | No✓ |

| **Autonomous college of UGC:** | | | Yes | No ✓ |

Regulatory Agency approved Institution: Yes✓   No
 (eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution: Co-education✓   Men   Women

Urban ✓   Rural   Tribal

Financial Status: Grant-in-aid ✓   UGC 2(f)✓   UGC 12B✓

Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts ✓   Science   Commerce Law✓   PEI (PhysEdu)

TEI (Edu)✓   Engineering   Health Science

Management✓

Others (Specify)   Design, Performance Studies, Film Studies

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

1.13 Special status conferred by Central / State Government –

UGC/CSIR/DST/DBT/ICMR: No

Autonomy by State/Central Govt/ University: **Yes**

University with Potential for Excellence: **No**   UGC-CPE: **No**
DST Star Scheme: **No**   UGC-CE: **No**

UGC-Special Assistance Programme: **No**   DST-FIST: **No**
UGC-Innovative PG programmes: **No**   Any other (*Specify*): **No**
UGC-COP Programmes: **No**

2. IQAC Composition and Activities
2.1 No. of Teachers: **9**
2.2 No. of Administrative/Technical staff: **11**
2.3 No. of students: **2**
2.4 No. of Management representatives: **1**
2.5 No. of Alumni: **2**
2.6 No. of any other stakeholder and community representatives: **Nil**
2.7 No. of Employers / Industrialists: **1**
2.8 No. of other External Experts: **Nil**
2.9 Total No. of members: **26**
2.10 No. of IQAC meetings held: 2*
*However, the several sub-committees of IQAC met regularly through the year.

2.11 No. of meetings with various stakeholders:
                    Faculty: **(**programme / school wise meetings**)**
                    Non-Teaching Staff:
                    Students: **(**programme / school wise meetings with graduating batches**)**
(all SFC members**)**
                    Alumni:
                    Others:

2.12 Has IQAC received any funding from UGC during the year? **No**
 If yes, mention the amount

2.13 Seminars and Conferences (only quality related):
One (Practical Pedagogies for Reading and Writing at the University - Part II, by Dr.
Anannya Dasgupta, ShivNadar University **June 2017)**

 (i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC
 Total Nos. **1**   International   National   State   Institution

(ii) Themes: **Practical Pedagogies for Reading and Writing at the University - Part II**

2.14 Significant Activities and contributions made by IQAC?

The following are some of the significant achievements of the IQAC:
1. The IQAC was instrumental in developing a template for a comprehensive review of various aspects of the University and its functioning, as well as putting together the terms of reference for the review team.
2. The IQAC members were involved in compiling and analyzing data related to students (application, admission, assessment and progression). The data analysis provides important information regarding demand ratios across socio economic categories, region and gender across programmes, student progression across semesters.
3. A training programme was also imparted for the staff of AUD on using spreadsheets for data analysis - the content of the programme was developed using actual student data of AUD.
4. IQAC members were also involved in the compilation of faculty workload data.

5. The IQAC has also initiated Faculty Development Workshops and organised two such workshops – one on Practical Pedagogy and the other on Writing Pedagogy – to help the young faculty members become better teachers. Another workshop on 'Instructional Design' is being planned and will be rolled-out in the next semester. AUD is also planning to set-up an 'Academic Development Cell' or a 'Centre for Higher Education Research and Training' to organise and coordinate research, training and conversations on teaching-learning processes.

6. The IQAC also prepared a concept note for the Equal Opportunity Office (EOO) at AUD comprising aims and objectives, the structure, composition and functions of various sub units. The Board of Management has approved the concept note and setting-up of the EOO.

7. The IQAC also initiated deliberations on restructuring of the undergraduate programmes in Karampura, and initiation of other innovative programmes. These deliberations converged well with the parallel discussions initiated by the review process. This has resulted in the creation of innovative inter-disciplinary undergraduate programmes, and setting-up of a School of Global Affairs.

2.15 Plan of Action by IQAC/Outcome

Plan of Action	Achievements / Outcomes
Prepare a Plan of Action based on the recommendation of the Decennial Review Committee and Undergraduate Review Committee	The plans will be prepared and finalized in consultation with appropriate bodies / stakeholders, and approved in the BoM. The plans will be shared with all stakeholders / divisions of the University, with timeline for implementation.
Develop a template and ToR for reviews of the Centres	Reviews will help take stock of the work of centres, and help plan for the future consolidation and expansion
Conduct consultations for preparations of the action plan to help improve the research environment	These plans will be finalized and processes and structures to implement these plans will be put in place
Continue the process of review of Teaching and Research Programmes	Review process will help programme / School teams to make necessary changes towards quality enhancement.
To create a Faculty Development Cell / Centre for Higher Education Research and Training	The Cell / Centre will be created and initiate appropriate activities.
Initiate the process of curriculum review in programmes more than three years old.	The updated curriculum will better reflect the needs of students and demands of field of study and market.
Initiating a discussion on creating Standard Operating Procedures (SoP) for administrative and governance mechanism in a multi-campus context.	The SoPs are finalized and result in a smoother functioning of different campuses, and inter-campus coordination.

2.16 Whether the AQAR was placed in statutory body: <mark>Yes</mark>
<mark>To be placed before the BoM</mark>

Part – B

Criterion I: Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	9	04	-	-
PG	17	-	-	-
UG	07	03	-	-
PG Diploma	01	-	-	-
MPhil	05	02	-	-
Others	-	-	-	-
Total	39	09	-	-

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

* All programmes at AUD are designed to be interdisciplinary and innovative.

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	43
Trimester	0
Annual	-

1.3 Feedback from stakeholders*

Alumni: Yes Parents: **No** Employers: **No** Students: **Yes**

Mode of feedback: **Manual and Online**

Currently, feedback from the students is taken for each course. The course and programme teams then discuss student feedback and make the necessary corrections. The IQAC has also initiated processes to collect feedback from graduating students. These feedback processes, however, are nascent and not yet formalized. We hope to start a more formal process of collection of feedback and its analysis.

During the year 2017-18 the University developed a questionnaire to gauge the views of alumni with regard to the programmes of study and their experience as students at the University. This alumni survey, a part of the Decennial Review of the University, seeks information on alumni experience and satisfaction among other things.

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

Revision / updation of syllabi is regularly carried out by individual teachers as and when new literature is published. Any major changes are brought to the Board of Study of the School and from there to the Academic Council (and its Standing Committees) for ratification. The University is planning to carry out a more formal process of curriculum review during the next session.

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

Centre for Engaged Spiritualities

The Academic Council of AUD approved the setting up of the Centre for Engaged Spiritualities. The University since its inception had committed to the idea of instituting such a centre for engaged spiritualities and peace building. The Centre, broadly, is expected to evolve as a platform for all members of the AUD community to welcome visions and ideas of spirituality from diverse schools of thought. These would introduce us to practices inspired by love and peace building. The Centre hopes to also encourage rigorous research on the above ideas and ideals exploring their relevance in contemporary times; and launching some initiatives of seeking peace, compassion, love and endeavours to contribute towards a society which is less gripped by violence and hatred. Initiating projects where students and/or teachers are engaged with some ground action on important social issues will be encouraged; Initiating depth study of indigenous living traditions like festivals, literature, rituals, mythology etc. that have sustained cultural communities in living and guiding lives and exploring their relevance with changing times

Work was initiated towards planning and development of a number of other new Centres and School within the University. Details related to some of these initiatives are presented below:

Centre for Professional and Continuing Education (C-PACE)

University plans on expansion in the next few years project that the student strength of the University is expected to grow at least five-fold (from about 2400 hundred now to more than 13000) in the next 6-7 years. Most of this expansion is expected to happen in the area of professional, vocational and continuing education, especially in the short-term courses offered in online and/or blended mode. It is expected that at any given time a large number of students enrolled in these courses would be transiting through the University. AUD would need to put in place appropriate institutional mechanisms / forums to plan such courses and service the part-time students. In this context consultations and planning process was initiated for strengthening the continuing education space within AUD and towards creation of a special purpose vehicle that can perform a coordinating role and anchor the process of re-envisaging a broader and more inclusive worldview with respect to the nature of students and teaching vistas for the University. The proposed Centre for Continuing and Professional Education (C-PACE) has been proposed within this context. The C-PACE will have the following as its mandate:

Centre for Studies in Systems of Thought (CSST)

Consultations were initiated for setting up a new Centre of Research at AUD, which will explore research questions at the interface of the natural and the human sciences as also mathematics. The proposal for setting up of such a Centre had been earlier initiated in 2016. Consultations with number of scholars working in the area of History, Sociology and Philosophy of Science and Mathematics widened the scope of engagement of such a Centre. The Centre will explore research questions at the interface of the natural and the human sciences as also mathematics. This was also to see how the science question could feature in the human sciences and how the human science questions, including questions of culture and society could feature in turn in the natural sciences and in mathematics. This Centre is seen as a space where AUD can make an attempt to bridge the 'two cultures' divide. Consultative Meetings within the University were held during this period and the concept note for the Centre to be presented before the Academic Council in July 2018 was finalized after a round of consultation with external experts (held on May 26-27, 2018 at IIC, Delhi). The Centre is expected to take up research agendas that span the domains of a. Philosophy, Sociology and History of the Sciences – both formal and empirical; Historical and Conceptual/Philosophical Pluralism in the Sciences – both formal and empirical; Science Education, Pedagogy and Learning; Culture Question in the Sciences; Social Application of Mathematics and the Natural Sciences; Uncertainty/indeterminacy in the formal and empirical sciences; Thinking beyond Two-valued Logic; Subaltern perspectives to science-in-practice; Mathematics and *social justice*; Gender and Science; Caste and Science; Foundations of the Social Science; Applications and Implications: Game Theory, Cognitive niches etc.

Teacher Education Unit

Consultations were held within the School of Education Studies (SES) to create a platform for engagement with the public school system and quality improvement within the school system. Towards achieving this objective, a Teacher Education Unit (TEU) has been proposed to be set up within SES. The proposal for the launch of Continuing Professional Development (CPD) activities within the Teacher Education Unit focuses on providing courses and programmes for prospective and practicing educators in the school education system. The TEU is envisioning a seamless continuum of programmes that provide Initial Professional Preparation and CPD opportunities for a range of educators. These programmes include: Integrated Pre-Service; In-Service; M.Ed.; Research programmes, as well as stand-alone courses.

School of Global Affairs

Consultations were initiated towards creation of a new School with a focus on global affairs and public policy. The focus of the proposed new School will be on emerging processes and issues that can potentially impact life on the planet in fundamental ways, including concerns such as global warming and environmental change, global health and well-being, urbanization, conflict and security, global commodity flows and their regulation, and the new media landscape through cross-disciplinary conversations and collaborations.

Criterion II: Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Assistant Professors	Associate Professors	Professors	Others*
149	85	28	33	03

* Others include 3 Other Academic Staff (Library)

2.2 No. of permanent faculty with Ph.D.:93

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

Assistant Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
19	53	11	35	07	14	02	05	39	107

2.4 No. of (a) Guest Faculty: * ; (b) Visiting faculty: 22 ; (c) Temporary faculty: 04
(d) Contractual Faculty (3-5 years contracts): 26

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

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	20	10	03
Presented papers	12	06	-
Resource Persons	04	07	02

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

Discussions undertaken in the specific context of restructuring undergraduate programmes at the Karampura Campus focused in particular on revisiting pedagogical assumptions and teaching-learning paradigm from the perspective of 'learning' and 'students'. Several of the existing programmes of the University attempt to integrate multiple channels and avenues for students to engage with the outside world. This innovation often omits / excludes the undergraduate cohorts. A series of discussions among faculty across schools was initiated during January-March 2018 which focused on exploring different pedagogic frames within the undergraduate space. The new programmes being planned will attempt to approach curriculum design such that significant emphasis is given to provide students skills to work with data sets along with perspective building.

Workshops/Summer programmes will be integral to all the programmes. These will focus on developing various skill sets among students. A comprehensive review of undergraduate studies at AUD was initiated with the aim of exploring possible future directions for innovations in teaching and learning.

Some salient features of pedagogic innovations in AUD are:
- Opportunities for students' internship with international NGOs, community-based organisations, schools, multilateral organisations and policy institutes.
- Studio as a pedagogic method being used in the School of Design provides for an innovative means for dialogue among students and faculty;
- Guided learning Experiences and Mentorship
- Field Visits are woven as an integral part of courses and curricular experience across programmes; Some programmes even have longer duration field immersions
- Some of the innovations in teaching and learning adopted within the University are manifest in the nature of assessment and learning outcomes defined across courses. The students of MA Performance Studies elective course, *Materiality and Performance Art,* under faculty's mentorship performed a series of short protest performance actions, 16 November 2017.
- Most of the Schools have instituted a lecture/research colloquium series in which prominent scholars, social scientists, activists and practitioners. These provide a dynamic platform for students to intellectually engage with their work and ideas.
- Festivals and Young Scholar's conferences were organised in some Schools, collaboratively by students and faculty, to encourage student research.

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

Monsoon Semester 2017: **84 days**
Winter Semester 2018: **83 days**
Total: **167 days**

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

- The Assessment and Evaluation Services (AES) division has provided a framework, which needs to be followed by every school for conducting the assessments and entry of grades in ERP. The division has also developed a monitoring mechanism in cooperation with School Deans, Programme Coordinators and Course coordinators.

- It has been made mandatory for all the course coordinators to enter the component-wise grades in ERP in a timely manner. The ERP system then calculates the final grade. In this manner all the assessment details of any course taught at the University is recorded on ERP, thereby enabling it to be a repository of all the assessment records of the students.

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

In tandem with University's firm belief in decentralized and non-hierarchical structures in its academic governance and administration, all the members of the University's faculty are involved in curriculum development, revision and restructuring. But while individual teachers and programme teams have the autonomy to make changes, the University has also set in place appropriate mechanisms to maintain and monitor quality. New course outlines and significant

changes in existing course outlines developed by faculty members are therefore passed by the Boards of Study of the relevant School, the Standing Committees of the Academic Council and the Academic Council, before they are brought to the classroom.

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

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				Pass (%)
		Category 1 A+	Category 2 (A- to A)	Category 3 (B+ to B)	Category 4 (B- to C+)	
BA	**287**	-	**29**	**100**	**58**	**65**
MA	**421**	-	**95**	**258**	**14**	**87**
PG Diploma	**03**	-	**1**	-	**02**	**100**
M Phil	**121**	-	**30**	**14**	-	**36***

* This is only a partial reflection of the results. The final result/grade is dependent on the viva which takes 2-12 months.

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

The IQAC initiated discussions/consultations and organised a faculty development workshop in August 2107 on *Writing Pedagogy* for AUD faculty as an endeavour to bring continuous improvements in the teaching learning process. Deliberations are underway to constitute an Academic Development Cell as well.

During the period 2017-18, IQAC initiated three review exercises at the University level
- Decennial Review
- Undergraduate Studies Review
- Programme Review

The Decennial Review
The Academic Council in its 10th Meeting held on 17 July 2017, had recommended that AUD may consider instituting a decennial review (DR) of the University: its structures, processes and functioning. A comprehensive review of the University and its various units was therefore instituted as the Decennial Review, with the objective of providing the University with strategic directions for course correction/new initiatives/academic and administrative planning, intention to direct its future. The Decennial Review Committee (DRC) comprised Professor N. Jayaram, (Chairperson); Professor Chiranjib Sen (Azim Premji Univerisity); Professor Gopal Guru, (Jawaharlal Nehru University); Dr Mathew Varghese (St. Stephen's Hospital, Delhi); Professor Pankaj Chandra (Vice Chancellor, Ahmedabad University); Professor Chandan Mukherjee (AUD); Professor Praveen Singh (Dean Planning, AUD); Dr. Gunjan Sharma (AUD, Faculty Secretary).

The objective of the DR exercise has been to consolidate previous reviews while holistically assessing the progress that AUD has made during the past ten years. Since the previous reviews of

AUD, there have been several developments, like addition of new campuses, units and programmes, and the changing policy landscape of higher education in the country, that created a context for the DRC to revisit the early vision and mission, and the activities of the University. The DRC carefully considered these developments especially in trying to imagine futures around them with the participation of all the constituents of the university – teachers, students, staff, alumni, leadership, and the government. The DRC engaged in a series of deliberations and consultations with the various constituents of the University across the three campuses, over a period of four months – from February to May 2018. During the review process, the DRC met with the students and alumni, faculty of the Schools and Centres, administrative staff, Senior Management Team (SMT), VC, the statutory officers, office bearers of the AUD Faculty Association (AUDFA), and the representatives of the Delhi government. The DRC also interacted with the retired officials and former leadership position holders of the University along with the members of the Mid-Term Review Committee. The Committee is expected to submit to the University a final draft of the Report, by 17 July 2018.

The Undergraduate Studies Review

The University initiated a comprehensive review of undergraduate studies at AUD in January 2018. The mandate for the Undergraduate Studies Review Committee was to engage with the multiple dimensions of undergraduate studies at AUD: its structure and organization in the multi-campus context; the processes and functions; the UG space and culture; possible ways of synchronization of the vocational programmes with the broader objectives of the UG space; and provide future directions for the organization and expansion of undergraduate studies at AUD. The Undergraduate Studies Review Committee comprised Dr. Meenakshi Gopinath (Principal Emerita, Lady Shriram College, University of Delhi) (Chairperson); Dr. Vanita Shastri (Ashoka University); Dr. Maina Chawla Singh (American University); Dr. Vijay Tankha (Retd. St. Stephens College, University of Delhi); Professor Praveen Singh (Dean, Planning, AUD) and Manasi Thapliyal Navani (Faculty Secretary).

The Review was conducted as a participatory and consultative exercise. The Committee met for deliberations, consultations and interaction with students, SUS/SVS faculty and programme teams, SUS alumni, core administrative team of the School of Undergraduate Studies and School of Vocational Studies, and a team of faculty associated with restructuring of the undergraduate programmes for the Karampura Campus. The Committee also interacted with the Decennial Review Committee (DRC) of the University, and members of the UG Review Committee also attended some of the other stakeholder consultations organised for the Decennial Review Committee. The meetings were held on twelve days spread over five months: 18 January 2018, 6, 18, 19, 20, 21 & 24 February 2018, 7, 8, and 23 March 2018, 4 May 2018, and 30 May 2018. In addition, surveys with undergraduate students and alumni were also conducted to gauge the overall undergraduate experience, academic and social. The Committee is expected to submit to the University a final draft of the Report, by 17 July 2018.

The Programme Reviews

The University initiated the process of a comprehensive review of some of the existing programmes. Seven programmes have already begun the review process, while others will be reviewed in the next academic year. The programme reviews have been visualized as a two-step process:

a. Preparation of a self-study report (SSR) by the programme teams based on a programme evaluation guideline prepared by the Planning Division;

b. Review of these SSR and academic processes of the Programmes through a participatory and consultative process by a team comprising external experts.

At present, only the MA Psychology and MA Gender Studies programme teams have prepared their Self-Study Reports and the second step, involving a review of the SSR by external experts will be undertaken in the Monsoon Semester 2018. The Undergraduate Programme Teams undergoing the programme review are yet to finalize their SSRs.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty benefitted*
Refresher courses	07
UGC – Faculty Improvement Programme	01
HRD programmes	-
Orientation programmes	04
Faculty exchange programme	02
Staff training conducted by the university	40
Staff training conducted by other institutions	21
Summer / Winter schools, Workshops, etc.	03
Others	02

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the year	Number of positions filled temporarily
Administrative Staff				
Group – 'A'	17	9	0	6
Group – 'B'	2	57	0	15
Group – 'C' &'D'	1	32	0	93
Technical Staff				
Group – 'A'	4	2	2	1
Group – 'B'	0	6	0	2
Group – 'C' &'D'	0	4	0	7

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Criterion– III

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3. Research, Consultancy and Extension

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

During July 2017 to June 2018, IQAC undertook implementation of the objectives outlined in the AQAR 2016-17. These objectives were related to (a) promoting original research by faculty and research scholars at AUD, (b) increasing support for professional and academic development through participation in workshops, and conferences (c) launching new areas of study/learning. Some of the major works undertaken during this year are:

Advisory Committee on Research and Project Management Initiatives (ACRPM)

The ACRPM initiated a scheme "Seed Money Grant for Faculty Research" to promote research activities among AUD faculty members and to usher in research vibrancy at AUD. This has been initiated with the approval of the Board of Management of the University. Apart from exploring purely new areas of research, SMGFR can also be used for preparing pedagogic material/basic textbooks and for expanding research to newer dimensions of an area/theme that faculty members have already worked on.

As part of faculty seminar series (titled FACSAAP - Faculty Seminar and Paper Presentations), seven presentations/Faculty Seminars were organised by the ACRPM during 2017-18. Along with the FACSAAP, the ACRPM also plans to introduce a working paper series for AUD faculty.

Global Initiative of Academic Networks (GIAN)

GIAN is funded by the Ministry of Human Resources Development, and administered by IIT-Kharagpur. Through this programme, participating universities can apply for funds to conduct short-term courses by eminent foreign faculty. The programme not only introduced cutting edge work on specific fields to scholars and students at AUD, but also acted as a spur to collaborative research between AUD and their respective foreign institution. In the year 2017-18 the following GIAN courses were facilitated at the University:

1. Critical Agrarian Studies: An Historical and Multidisciplinary Perspective, coordinated by Prof. Preeti Sampat, School of Liberal Studies, AUD from 18–23 September, 2017.
2. Indian Folk Epics: A South Indian Perspective coordinated by Prof. Amit Singh, School of Letters, AUD from 02-08 November 2017.
3. Geographies of Waste: Surplus Value, Surplus Matter, Surplus Humanity, coordinated by Dr Divya Chopra, School of Design, AUD from 18–23 December 2017.

Developing the field of Global Studies and Urban Studies at AUD

Following extensive consultation and planning, and initial work undertaken towards the development of global studies and urban studies as areas of research and teaching at AUD, this year concerted efforts were made to formalise and operationalise undergraduate and post-graduate programmes for launch in 2018-19.Programme and courses were designed through a consultative process. Faculty hiring was also done during the year.

Supporting student research and dissemination

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

This support is over and above the support for field / research related expenses, and stipend to all research students.

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

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	11	28	-	-
Outlay in Rs.	Rs. 904.57 Lakhs + 50000 USD + 162455 Euros (Sanctioned) Rs. 882.44 Lakhs (Received)	Rs. 1765.08 Lakhs + CAD $ 6000 + 370000 USD (Sanctioned) Rs. 1380.82 Lakhs (Received)	-	-

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	5	4	-	-
Outlay in Rs.	Rs. 13.20 Lakhs (Received)	Rs. 7.88 Lakhs (Received)	-	-

3.4   Details on research publications

	International	National	Others
Peer Review Journals	19	07	21
Non-Peer Review Journals	14	07	02
e-Journals	33	11	23
Conference proceedings	-	-	-

3.5 Details on Impact factor of publications:

Range **11-5.818** Average **1.262** h-index **0** Nos. in SCOPUS **0**

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

	Nature of the Project – Major (Ongoing)	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR) Lakh
1	Oration / Memorial Lecture - Annually & Fellowships for MPhil students (Development Practice)	Dr. Anup Dhar	NA	Rohini Ghadiok Foundation		16.30
2	Building an oral history archive and Publication - Involves research, interviews, archiving, releasing a publication (Delhi Oralities Project)	Prof. Denys P Leighton	NA	ICSSR	12.00	9.60
3	Research (Mapping Socio-Ecological Vulnerability: Nature, Society and Markets)	Dr. Praveen Singh	NA	ICSSR	21.87	18.59
4	Research (Livelihood and Identity Among the Pulayas: A Case Study of Sarpam Thullal in Kerala)	Dr. Shailja Menon	NA	ICSSR	15.00	12.75
5	Sponsored the stipend M Phil Programme	Dr. Anup Dhar		NSDL e - Governance	79.95	50.36
6	Research (Support for research on non - timber forest produce markets to strengthen livelihoods of tribal communities in some of India's poorest marginalized regions)	Dr. Anup Dhar	3 years	Ford Foundation (USA)	USD 370000	81.48
7	Design Innovation Centre	Dr. Jatin Bhatt		MHRD	78.00	78.00
8	Incubating community - based Social Initiative - Kinare	Dr. Anup Dhar	NA	Pricewaterhouse coopers (PWC) India Foundation	10.00	9.91
9	Sponsored the stipend M Phil Programme	Dr. Anup Dhar		Bharti Gupta Ramola	12.6	12.6

	Nature of the Project – Major (Ongoing)	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR) Lakh
10	Strengthening quality in Early Childhood Care and Education (ECCE) in support of Achieving sustainable Development Goals (SDGs)	Vrinda Datta (CECED)	1 Year	UNICEF		256.7
11	UNICEF West Bengal	Vrinda Datta (CECED)	1 Year	UNICEF		27.22
12	A W Mellon Foundation	Dr. Sumangala Damodaran	1 Year	University of Cape Town, South Africa	22.00	16.02
13	Project under Humanities across Border programme with IIAS Leiden in existing UKNA phase 2	Prof. Denys P Leighton	4 Years	University of Leiden	32.83	20.46
14	Changing Dimensions of labour and Employment in Media: A study of Print Journalists.	Dr. Babu P. Ramesh	2 Years	ICSSR	8.00	3.20
15	Impact of Protracted Conflict Situation and Violence on Mental Health of Adolescents in Jammu and Kashmir.	Urfat Anjem Mir	2 Years	ICSSR	6.50	2.60
16	MA Dance Programme	Rajan Krishnan	27 Months	Sir Ratan Tata Trust	214.00	72.00
17	Development of 10Model Early Childhood Care and Education Centres in Delhi - Pilot Project With the Govt. of National Capital Territory	Vrinda Datta (CECED)		Delhi Govt. (GNCTD)	400.00	100.00
18	World Bank SAT	Vrinda Datta (CECED)		World Bank		58.31

	Nature of the Project – Major (Ongoing)	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR) Lakh
19	Early Childhood Development of the Poor: Impacting at the scale	Vrinda Datta (CECED)		Yale University	49.03	14.71
20	Tata Education Development Trust	Dr. Anup Dhar		Tata Trust		40.00
21	State Social Impact Assessment (SIA) Unit	Dr. Asmita Kabra		GNCT of Delhi	17.07	17.07
22	"Employability of graduates and post - graduates in respect ti retail industry: A study of Selected States of North India"	Prof. Kartik Dave	2 Years	ICSSR	9.00	2.25
23	Teaching Feminism, Transforming lives: Questions of identity, Pedagogy and Violence in India and the UK "	Prof. Krishna Menon		UGC	49.00	27.09
24	UGC XIIth Plan		5 Years	UGC	700.00	420.00
26	To Strengthen the field of early Literacy	Vrinda Datta (CECED)		Tata Institute of Sciences	20.21	3.08
27	Faculty Training and Internationalization Grant (SFTIG 2017-18)	Dr. Pulak Das		Shastri Indo - Canadian Institute	CAD $ 6,000	3.02
28	Project Museum, Indira Gandhi National Centre for Arts (IGNCA) conference on Maritime Traditions of Indian and Pacific Ocean	Prof. Denys P Leighton		IGNCA	8.02	7.50

	Nature of Project –Major (Completed)	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR) Lakh

	Nature of Project –Major (Completed)	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR) Lakh
1	Research (The State, Globalization & Industrial Development in India: The Political Economy of Regulation and Deregulation)	Dr. Arindam Banerjee	3 years	Norwegian Institute of International Affairs (NUPI)	50000 USD	33.08
2	Curriculum Development for Undergraduate Teaching (Enhancing quality, access and governance of undergraduate education in India - E-QUAL)	Dr. Suresh Babu	3 years	British Council	Euro 162455	110.18
3	Curriculum Development (Institutionalizing 'MPhil in Development Practice')	Dr. Anup Dhar	4 years	Jamsetji Tata Trust	346.97	238.53
4	Capacity Building Programme for Scaling up of Mother Tongue Based Multi - Lingual Learning and Parent	Vrinda Datta (CECED)	8 Months	Disha - BVLF	38.53	34.67
5	Impact of the Mobile Reading to children Intervention on Caregivers Behaviour and Attitude"	Vrinda Datta (CECED)	1 year	MR2C	39.58	35.99
6	Developing Early Learning & Development Standards (ELDS) for Children from Eight years in the Indian context	Vrinda Datta (CECED)	1 year	UNICEF (ELDS)	232.94	232.94
7	Development of Responsive Care & Early Stimulation Framework & Manuals	Vrinda Datta (CECED)	1 year	Plan India	6.47	5.82
8	Technical Assistance on Early Childhood Education to states	Vrinda Datta (CECED)	1 year	UNICEF	27.76	18.28

	Nature of Project –Major (Completed)	Director / PI	Duration Year	Name of the funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR) Lakh
9	Impact of Early Learning, Socialization & School Readiness experiences in pre-school on educational & behavioral outcomes along the primary state	Vrinda Datta (CECED)	5 Years	CIFF	186.00	152.13
10	Gian Project	Rohit Negi		IIT Kharagpur	16.32	16.32
11	Research (Migration, Urban Settlements & Livelihoods)	Dr. Sumangala Damodaran	2 years	Indira Gandhi Institute of Development Research	10.00	4.50

	Nature of Project – Minor (Ongoing)	Director / PI	Duration (Year)	Name of funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR) Lakh
1	Help Your NGO	Dr.Anup Dhar		Help your NGO		3.30
2	Derivation on Group Algebra and its Application	Balchand Prajapati		Science & Engineering Research Board (SERB)		2.28
3	Assessment of out of Pocket Health Expenditure and its Impact on Poverty Estimates in India: Empirical Evidence Based on NSSO data sets since 1990s to Krishna Ram.	Krishna Ram	1 Year	ICSSR	2.00	0.8
4	Camera of the past	Prof. Denys P Leighton		India Foundation for the Arts	4.50	1.50

	Nature of Project – Minor (Completed)	Director / PI	Duration	Name of funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR) Lakh
1	Research (Socio - Economic Status of Particularly Vulnerable Tribal Groups of Odisha)	Minaketan Behra	1 year	ICSSR	3.60	3.60
2	Building an Archive - Involves research, digitization & archiving (Lotika Varadarajan Ethnogarphic Archive)	Prof. Denys P Leighton	9 months	Vasant J Seth Memorial Foundation	3.00	3.00
3	The University of Texas at Austin	Prof. Denys P Leighton		The University of Texas at Austin		1.33
4	Farming in Dryland Central India (MP)	Prof. Denys P Leighton		INTACH		1.75
5	Ten Days Research Methodology Course for M. Phil/Ph.D/PDF scholars in social sciences	N. Nakkeeran		ICSSR	4.70	3.52

3.7 No. of books published   i) With ISBN No.: 10
                                           ii) Without ISBN No.: 2
                                           iii) Chapters in Edited Books: 53

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

3.9 For colleges: **N/A**

3.10 Revenue generated through consultancy: **Nil**

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	1	1			
Sponsoring agencies	AUD	AUD			

3.12 No. of faculty served as:
(a) Experts: 09   (b) Chairpersons: 02   (c) Resource Persons: 06

3.13 No. of collaborations:
(a) International: 06   (b) National: 01   (c) Any other: 02

3.14 No. of linkages created during this year:

3.15 Total budget for research for current year in lakhs:
(a) From funding agency: **Rs. 593.65 lakh**
(b) From Management of University: **Rs. 30.59 lakh**
(c) Total: **Rs. 624.15 lakh**

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

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

Total	International	National	State	University	District	College
2		**2**				

3.18 No. of faculty from the Institution who are:
      (a) Ph.D. Guides: 23   (b) Students registered under them: 40

3.19 No. of Ph.D. awarded by faculty from the Institution: **07** (in December 2017 convocation), 03 (in 16th meeting of the AC held on 10 & 13 July 2018).

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)
      (a) JRF: **19** (b) SRF: **05**(c) Project Fellows: **Nil**
      (d) Any other (AUD Stipend): **151**

3.21 No. of students Participated in NSS events: **Not available**
(a) University level   (b) State level   (c) National level
(d) International level

3.22 No. of students participated in NCC events: **Not available**
(a) University level   (b) State level   (c) National level
(d) International level

3.23 No. of Awards won in NSS: **Not available**
(a) University level   (b) State level   (c) National level
(d) International level

3.24 No. of Awards won in NCC: **Not available**
(a) University level   (b) State level   (c) National level
(d) International level

3.25 No. of Extension activities organized:

Outreach and extension activities organized by CELE (Centre for English Language Education)
- As part of an outreach initiative that aims to enhance the English language proficiency of Delhi government school students (Classes IX, X and XI), CELE conducted a 7-day workshop on *Capacity Building of Teacher Trainers* (CBWTT) from 28 June to 5 July 2017. In all 20 teachers, including some from Delhi government schools, participated in the workshop.
- As a follow-up of CBWTT another workshop on *Materials Development for Proficiency Courses for School Students* was held on 25-26 September 2017. This workshop focused on preparing a framework for materials development by a team of AUD faculty and CBWTT participants.
- Materials for a 32-hour English language proficiency course were prepared and piloted in G. B. Pant Sr. Sec. Boys School, Srinivaspuri in February 2018 with two cohorts of Class 9 students. The piloting was carried out by two CELE faculty members, while two external observers were involved in observing and preparing feedback inputs on the piloting.
- In addition, CELE worked on developing a short-term intensive course to train young graduates as teachers of basic English proficiency. This course aims to support English proficiency development outreach activities of CELE, besides creating employment and entrepreneurial opportunities for the participating youth.

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

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

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

- <u>AUD Centre for Innovation, Incubation and Entrepreneurship</u>

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

o *Seminars/ Workshops*
The following 10 workshops and seminars were organized for the student community of AUD as well as the incubatees at ACIIE, with the objective of mobilizing and drawing a larger candidate base for the Centre as well as providing useful inputs to those considering initiatives in Social Development/ Entrepreneurship:
i.   Developing Your Business Model
ii.   Defining Your Entrepreneurial Vision
iii.   Innovative Marketing Strategies
iv.   Basic Finance for Entrepreneurs
v.   Designing Your Growth Path
vi.   Gender & Entrepreneurship in association with Dhriiti, New Delhi
vii.   Promotion of Entrepreneurship in association with American Centre and Dhriiti, New Delhi
viii.   Design Thinking
ix.   Design Research & Entrepreneurship in association with Quickstand Pvt. Ltd., New Delhi
x.   Digital Marketing & Communication with Brand Vedas, New Delhi

o *Incubation*

The Centre has identified 7 candidates for incubation. The projects that the incubatee are working on include: (i) empowering youth with leadership and communication skills using art forms; (ii) urban chulha - sources organic vegetables & serves cooked healthy food to its customers; (iii) training & awareness programs; links to the bankers for starting business; (iv) manage house-hold and other bulk waste for waste management and recycling; (v) conducting communication and journalism workshop in the schools; (vi) sourcing the millets directlyfrom tribal community and selling the value added products in urban cities thereby eliminating the middlemen and enhancing tribal income; and (vii) working onterrace based agriculture in urban areas of Delhi, where traditional expertise of displaced farmers could be fruitfully put to use.

- School of Design (SDes)

The students at the School of Design have undertaken the following projects during the previous year:

i. *E-waste Management* – Creating cooperatives to secure livelihoods of informal e-waste workers while promoting safe and sustainable recycling practices.
ii. *Indigenous Knowledge Systems* – Promoting Chakma script among Chakma youth in Delhi through gaming and digital platforms as well as expanding these to Chakma in South Korea.
iii. *Accessible Sports Activities* – Creating sports events at AUD's Karampura campus for children in the neighbourhood, particularly girls, in a model which can be replicated in schools and college spaces that are under-utilised after teaching hours.
iv. *Improving Learning Experience in Schools serving Low Income Students* – Using design research methods to create 3-D models to assist teachers to understand the social world of students thereby helping in addressing learning difficulties.

- Centre for Community Knowledge (CCK)

CCK undertook the following activities in the sphere of extension activities and Institutional Social Responsibility.

1. *Delhi Citizens Memory Programme* - This research and documentation exercise at the CCK collects, digitises and documents memories and experiences of diverse neighbourhoods, villages, communities of Delhi's diverse residents. Using conventional oral histories and innovative neighbourhood museums, the project involves city and community residents, besides university faculty, research staff, students and ex-students to collect interviews, archival recordings, photographs, moving images to build a visual and oral story of the city as a home for many millions of people.

2. *Community Heritage Centre Support Programme* - CCK is currently engaged in providing local groups and cultural associations in Madhya Pradesh and Nagaland, faculty, research staff and student support in developing Peoples histories of place making (Piparia, district Hoshangabad, Madhya Pradesh), and in curating and researching the founding collection of the Konyak Heritage Centre at Mon, Nagaland, thereby providing capacity building and academic support for local cultural organisations.

- Centre for Early Childhood Education and Development (CECED)

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

i. *Standardization of the Assessment Tool:* The IECEI study has generated several tools for assessment of child outcomes and quality of ECCE programmmes which are now being standardized and would serve to be useful in the context of monitoring of the SDG 4.2 for India.

ii. *Early Learning and Development Standards*: CECED with UNICEF worked on developing Early Learning and Development Standards (ELDS) on what children should be able to do at different ages. This would help the stakeholders to understand the developmental trajectory of children in Indian contexts based on conceptually and empirically validated indicators.

iii. *Technical Assistance to States:* CECED has been working in partnership with UNICEF states— West Bengal, Rajasthan, Maharashtra and Bihar in providing technical assistance on Early Childhood Education to the Department of Women & Child Development and Social Welfare. The aim of technical support is to promote systemic and sustainable strengthening in the capacities of states and partner organizations.To this end CECED's Technical Support Group looks forward to work with other states as well in the area of Early Childhood Care and Education (ECCE) in pursuit of its larger vision.

iv. *India Early Childhood Education Impact (IECEI) Study 2010-2016:* This longitudinal research followed up about 12000 rural children from the age of 4 years till they were 8 years old, from three provinces of the country. The study tracked the status of early childhood education in terms of nature and levels of children's participation, the quality of their early childhood education experiences and its impact on their school readiness levels at age 5 and subsequently on their learning levels as they moved into the school system. The ongoing evidence generated from the study over the years, which confirms the significance of quality ECCE in determining children's school readiness levels and thereon their learning levels in primary grades, has been consistently informing policy making in the context of both the approved National Policy on Early Childhood Care and Education (2013) and the policy in the making in the domain of Education.The evidence also played an important role in drafting of the document on Quality Standards in ECCE by the Ministry of Women and Child Development (MWCD 2013).

- Centre for Urban Ecology and Sustainability (CUES)

The following activities/projects were undertaken by CUES in the sphere of extension activities and Institutional Social Responsibility:

i. The CUES is involved in ecological restoration of wetlands at Dheerpur, with the aim of conserving biodiversity and rejuvenating the hydrological functions of the water-bodies in the area. This is a MoU project between the DDA and AUD that is already drawing visibility, both among students (already about 300 undergraduate and post-gradraduate students have participated in the nature education programmes) and the immediate neighbourhoods of Dheerpur, Mukherjee Nagar and Gandhi Vihar. When completed it will serve as a field station and nature education centre.

ii. Dr. Suresh Babu, a faculty at SHE has coordinated and recently completed a project on ecological restoration of Iron Ore Mine-wastelands at Bolani, Odisha. The project was funded by SAIL and was implemented over a degraded mine-spoil of 200 acres. The area has been converted into a mosaic of grasslands and regenerating native deciduous forest in a span of 5 years.

- Centre for Psychotherapy and Clinical Research (CPCR)

The following activities/projects were undertaken by CPCR in the sphere of extension activities and Institutional Social Responsibility:

i. The *ehsaas* clinic, a unit of the Centre, has been functioning as the training, teaching and practice site for psychoanalytic psychotherapy. It serves the function of attending to the psychological needs of the AUD community and beyond by providing a receptive and safe space for the expression of marginal voices and experiences for free or at a low cost. In the academic year 2017-18, *ehsaas* extended its care to 224 patients (20% men and 80% women) through long-term and short-term psychotherapy sessions.

ii. Additionally, an informal collaboration between CPCR and the Centre of Equity Studies with Aman Biradari in their project *'HAUSLA'*, to work with adult homelessness began in 2015.This year the Centre has continued to further its commitment to and deepening its engagement with this project.

Criterion IV: Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Kashmere Gate Campus				
Campus area	9.52 Acres*	-	GIA	9.52 Acre
Class rooms	36	-	GIA	36
Laboratories	7	-	GIA	7
Seminar Halls	1	-	GIA	1
Karampura Campus				
Campus area	6.33 Acre	-	GIA	6.33 Acre
Class rooms	10	22	GIA	32
Laboratories	1	2	GIA	3
Seminar Halls	1	2	GIA	3
Lodhi Road Campus				
Campus area	1.92 Acre	-	GIA	1.92 Acre
Class rooms	7	-	GIA	7
Laboratories	1	-	GIA	1
Seminar Halls	1	-	GIA	1
Library	1	-	GIA	1
No. of important equipments purchased (≥ 1-0 lakh) during the current year	123	825	GIA	948
Value of the equipment purchased during the year (Rs. in Lakhs)	3,60,93,058	63,60,000	GIA	4,24,53,058
Development of new Campuses of AUD (Expenditure on construction of boundary walls)	2,33,81,280	1,30,37,000	GIA	3,64,18,280

* Including Madarsa Road and Lawn

2. Computerization of administration and library

The following initiatives were implemented in the current year:

Upgraded Services/Technologies
The division has deployed new technologies and upgraded many of its existing services with latest version. They are:
- Introduction of biometric attendance system in all three campuses
- Upgradation of Endpoint enterprise antivirus server
- Upgradation of Online Learning Management System "Moodle 3.3.1", for online course management services, and integrated with auto plagiarism check via turnitin.
- Creating of VLAN for Lodhi Road campus.
- Increase the CCTV cameras for surveillance in Kashmere Gate and Karampura Campus.
- Upgradation of intranet services.
- Development of a new admission portal for online admission process to UG/PG/RS courses.
- Upgradation of Linux and Windows servers.

ERP Customizations/Enhancements
The ERP customizations/enhancements achieved are:
- Elective courses can be differently titled
- Double MID mapping with Paytm and Billdesk payment gateway to collect the fee in multiple bank accounts.
- Customization in online admission application forms
- Introduction of new feature for UG admission cut-off called "Offer-seat ratio". New reports like: Campus allocation, Campus transfer, Interview list, Offer-seat ratio graph.
- Provision to print student& employee ID cards on plastic card printer.

Domain Names
The new domain services added is http://admissions.aud.ac.in

4.3 Library services:

	Existing		Newly added		Total	
	No.	**Value**	**No.**	**Value**	**No.**	**Value**
Text Books	40,782+ 3,964 Gifted	8,66,03,234	8,867+ 649 Gifted	1,50,90,731	49,649+ 4,613 Gifted	10,16,93,965
Reference Books						
e-Books	1,98,042	40,08,580	-	-	1,98,042	40,08,580
Journals	85	18,92,065	57	4,87,503	142	23,79,568
e-Journals	17,526	5,88,77,682	1,676	81,87,942	19,202	670,65,624
Digital Database	20	1,44,04,815	03	1,14,99,826	23	2,59,04,641
CD & Video	253	1,80,397	01	1,459	254	1,81,856
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	684	7	100	2	2	2	1	
Added	54	1	-	1	1	1	-	
Total	738	8	100	3	3	3	1	

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

A 6-day workshop was developed and delivered for administrative staff on using spreadsheets to effectively analyse data related to students (attendance, academic performance, admission), payroll and finance.

The School of Vocational Studies organized the workshop: (i) to enable participants to learn using FOSS tool Moodle through hands-on-experience, (ii) to train the participants to use Moodle-MOOC as an adjunct to face-to-face teaching andto teach in a fully online or distance learning context and to get a feel for how their courses could be enhanced using Moodle- MOOC platform, (iii) to understand the process of planning, designing and implementing online courses in line with SWAYAM MOOC requirements, (iv) to create better and active communication and collaboration with the students and to design and manage learning assessment using Moodle MOOC Platform, and (iv) to orient the OER based e-learning.

4.6 Amount spent on maintenance in lakhs:
     i)ICT   :11.20
     ii) Campus Infrastructure and facilities   :116.32
     iii) Equipments   :50.35
     iv) Others   :1.11
               Total   **:178.98 lakhs**

Criterion V: Student Support and Progression

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

- *On Student Feedback*

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

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

- *On Language support*

The key language support activities during the academic session 2017-18 include the following:
- English proficiency and Academic English courses for undergraduate students of SUS
- Innovative English proficiency and Academic English courses for the newly launched undergraduate programmes in SGA
- Electives such as Study of English Language (SEL) and Approaches and Theories of Language Learning (ATLL) to SUS students
- Language Buddy initiative (where senior students mentor junior students in their language needs)
- Academic reading and writing workshop for postgraduate students of Gender Studies
- A workshop on Plagiarism in Academic Writing for undergraduate students of SUS at Karampura campus

The Language Buddy Scheme was launched under Language Cell activities in June 2017.The scheme is envisioned as a facilitative mechanism wherein the second and the third year undergraduate students support .the first year students in their English language needs. The scheme is in operation at both Kashmere Gate and Karampura Campuses of the university. The buddies are oriented in key support areas like grammar, error correction, feedback strategies, academic reading and writing Over 25 students were selected as language buddies and they worked with 80 students throughout the academic session 2017-18 in such ways as:
- Helping students in writing portfolios, an integral part of the EPC course
- Assisting in reading texts and writing assignments from discipline courses
- Engaging in extensive leisure reading

The buddies organised four movie screenings, four language game sessions and two reading sessions in the academic year 2017-18.

5.2. Efforts made by the institution for tracking the progression:

IQAC created a sub-committee to support programme teams in analysing their student related data. ERP data related to students was collated programme wise, cleaned and preliminary analysis undertaken to (a) take stock of student data base management, and (b) take corrective action for future. Trend analysis was undertaken with respect to: application to the various programmes over

the years (demand ratio); analysis of student profile in terms of previous education and social backgrounds; mapping of student performance and progression across semesters; drop-out rates; and completion rates.

5.3 (a) Total Number of students: **2465**

<table>
<tr><th colspan="4">Total Number of Students</th></tr>
<tr><th>UG</th><th>PG</th><th>Ph. D.</th><th>M. Phil.</th></tr>
<tr><td>1125</td><td>1075</td><td>115</td><td>150</td></tr>
</table>

(b) No. of students outside the state: **130**

(c) No. of international students: **05**

(d) Gender distribution of students:

<table>
<tr><th>Gender</th><th>Number</th><th>Percentage</th></tr>
<tr><td>Men</td><td>977</td><td>39.63</td></tr>
<tr><td>Women</td><td>1488</td><td>60.37</td></tr>
</table>

(e)

<table>
<tr><th colspan="6">Last Year (2015-16)</th><th colspan="6">This Year (2016-17)</th></tr>
<tr><th>UR</th><th>SC</th><th>ST</th><th>OBC</th><th>PD</th><th>Total</th><th>UR</th><th>SC</th><th>ST</th><th>OBC</th><th>PD</th><th>Total</th></tr>
<tr><td>1169</td><td>298</td><td>144</td><td>329</td><td>09</td><td>1949</td><td>1376</td><td>391</td><td>223</td><td>462</td><td>13</td><td>2465</td></tr>
</table>

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

BA = (7970:541)= 14:1
MA = (6164:577) = 10:1
MPhil = (603:63) = 9:1
PhD = (555:70) = 7:1

Dropout: **No. of students left/No. of students admitted x 1 = 369/2465 x 1 = 0.14%**

BA (200:1125) = 1:5, MA (152:1075) = 1:7, M Phil (8:150) = 1:18,
Ph D (9:115) = 1:12 (*approx.*)

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

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

No. of students beneficiaries: **None**

5.5 No. of students qualified in these examinations

NET: **Not available**	SET/SLET: **Not available**	GATE: **Not available**
CAT: **Not available**	IAS/IPS: **Not available**	State PSC: **Not available**
UPSC: **Not available**	Others: **Not available**	

5.6 Details of student counseling and career guidance

Language Cell
While the medium of instruction at AUD is English, students from different linguistic backgrounds are encouraged to apply for admission to the various programmes at AUD. A Language Cell has been set up at AUD to help students to improve their reading, writing and comprehension skills in English. The Language Cell in the University which mostly has tended to undergraduate students in collaboration with English Proficiency classes and workshops for the students at Masters and Research Scholar level. We are also trying to collect many resources such as ideas, tips, workshops, online resources etc. to this effect, so students can help each other and learn from each other.

Mentorship and Counseling
AUD's mission is not merely to provide access to opportunities for quality higher education to students irrespective of their backgrounds, but also to ensure that all students traverse through the process of higher education smoothly and attain success. The University endeavours to support every student in his/her struggle to find moorings in the university's academic and social space. A system of Mentorship and Counseling has been set up at the University to facilitate this.

Ehsaas extended its service to 177 patients from the period of 1 July 2017 to 30 June 2018. This included students from Ambedkar University Delhi and other institutions. The clientele also included of large number of people from residential areas in Delhi. A majority of the patients suffered from depression, anxiety and panic attacks. There was a small percentage of patients who came with suicidal ideation and needed urgent help. The clinic also had a small percentage of patients who suffered from psychotic problems and were treated with medication and therapy.

Career Cell
AUDCC (AUD Career Cell) has been set up to facilitate interface between students and the world outside. AUDCC compiles the CV's of students with their major areas of interest, identifies organizations that are interested in offering internships to students and liaises between students and those organizations to facilitate student internships. It is strongly believed that these internships are of significant value when AUD graduates proceed to look for regular employment. Some Schools have a campus placement team supervised by a Faculty Advisor / Placement Coordinator and organized campus placement and internship drives for students throughout the year.

Student Cell
The Student Cell acts as a liaison between Student Services and students. Student Cell works to help students to overcome difficulty and provide assistance in every possible way.

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
15	55	25	NA

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

5.8 Details of gender sensitization programmes

In the year 2017-18, three gender sensitization workshops were held with non-teaching staff from across the University. These workshops were held in the Kashmere Gate Campus on 23 June 2017, 20 September 2017 and 27 September 2017, and attendance was compulsory. Nandini Rao, women's rights trainer, counselor and writer, conducted the first and second workshops. The third workshop was conducted with help from Professors of AUD.

Special sessions for gender sensitization were also held during the orientation week, for the newly admitted students of AUD, with a special focus on the students of the School of Undergraduate Studies, at both Kashmere Gate and Karampura campuses. In the case of new postgraduate students, CPSH volunteers and faculty in the respective programmes briefed the incoming lot.

A workshop on gender and sexuality for undergraduate students, Power, Gender, Pyar, was conducted in collaboration with Youth Parliament, a rights based, feminist and youth focused organisation, at the Kashmere Gate Campus, 13 September 2017.

The student members of CPSH have been active in bringing to the notice of the committee issues related to cyber bullying, body shaming and other gender related issues for discussion. These in turn have lead to discussions on various campuses, with students and faculty on how such issues maybe tackled when not reported as cases.

5.9 Students Activities

5.9.1 *No. of students participated in Sports, Games and other events*
State/ University level: **None**   National level: **None**   International level: **None**

No. of students participated in cultural events
State/ University level: **None**   National level: **None**   International level: **None**

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

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

5.10 *Scholarships and Financial Support*

Monsoon Semester, July 2016 & Winter Semester, January, 2017	Number of Students	Amount in Rs.
Financial support from institution- *Fee Waiver-* *Learning Enhancement-* *Scholarship-* *Earn While Learn Scheme-* *Student Welfare Fund-* **Total =**	 875 354 596 131 338	 ---- 68,58,617 36,54,297 16,27,800 17,88,877 **13,929,591**
Financial support from government (AICTE)	--	*The information regarding Financial support by various state government directly to students as and when available*
Financial support from other sources	UGC JRF - 19 SRF - 05	12.04 lakhs
Number of students who received International/ National recognitions	National Conference- 10 students International Conference- 09 students	- -

5.11 Student organised initiatives

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

*AUD History Festival, a SUS students' initiative in collaboration with AUD History Society and members of the History Faculty, was coordinated by Dr Anil Persaud on 28th March, 2018.

*Students attached to the Centre of Psychotherapy and Clinical Research organized a two-day event, as part of mental health awareness programme – Awaaz 2017, on the theme "Mental Health and Disability", 9-10 October 2017.

5.12 *No. of social initiatives undertaken by the students*:

School of Business, Public Policy and Social Entrepreneurship (SBPPSE)
- A Blood Donation Camp was organised at the Kashmere Gate campus in association with the Indian Red Cross Society, 10 October 2017.
- The school also organized a stall by a NGO-JAMGHAT.
- The students celebrated an inclusive Diwali by organising a rangoli making competition, tambola and sweets distribution for the support staff at the University.

School of Culture and Creative Expressions (SCCE)
- The students of MA Performance Studies elective course, Space and Spectatorship, with the direction of course coordinator, DeepanSivaraman, made a theatre performance, Work in Progress, 18-19 January 2018. The performance was inspired by the Indian Constitution and was a critical response to the present communal unrest propagated by the right wing fringe groups across the country.

School of Design (SDes)
- Three students of the School of Design, BhabheshSansanwal (Semester 5), ShakebWajeeh (Semester 4) and Anish P. Abraham (Semester 5), acted and assisted in the production of a film called *Afzana* along with volunteers at EVE, a voluntary group of students and working professionals involved in creating awareness about the importance of education of the girl child. *Afzana* is a film about a girl's pursuit of education. The film was screened at St. Paul's School Auditorium, HauzKhas on 28 January 2017.
- Edrina T Newton, a Semester 5 student of MDes, Social Design (2015-18) is working on *Racial Discrimination of African Students in National Capital Region – a research study and design based approach to address the issue* as part of her dissertation project.
- The following projects have been undertaken by the students at the School of Design during the previous year:
    - <u>E-waste Management</u> – Creating cooperatives to secure livelihoods of informal e-waste workers while promoting safe and sustainable recycling practices.
    - <u>Indigenous Knowledge Systems</u> – Promoting Chakma script among Chakma youth in Delhi through gaming and digital platforms as well as expanding these to Chakma in South Korea.
    - <u>Accessible Sports Activities</u> – Creating sports events at AUD's Karampura campus for children in the neighbourhood, particularly girls, in a model which can be replicated in schools and college spaces that are under-utilised after teaching hours.
    - <u>Improving Learning Experience in Schools serving Low Income Students</u> – Using design research methods to create 3-D models to assist teachers to understand the social world of students thereby helping in addressing learning difficulties.

5.13 *Major grievances of students (if any) redressed*:
The University has instituted several forums and mechanisms to address the grievances of students appropriately. Among these are the Student-Faculty Council (SFC) where students and teachers can come together to voice issues and concerns related to their academic life in the university; the Student Cell which offers peer support during phases of economic, academic, social and emotional difficulties; the Committee for Prevention of Sexual Harassment (CPSH) which redresses complaints of sexual harassment; and an Anti-Ragging Committee. Students are also encouraged to approach the Student Services Division for any support or grievance redressal. Additionally, AUD has also instituted an Online Problem Redressal System for Students (OPRSS) where complaints can be lodged and tracked virtually.

In pursuance with the UGC notification F.No. 14-4/2012(CPP-II), the Vice Chancellor on October 4, 2017 constituted the Grievance Redressal Committee to hear any grievance (i) of any student against the University or its constituent, as the case may be, after the student has availed of remedies available in such constituent for redressal of grievance and (ii) of any applicant as student to the University or its constituent with the following members: Professor Rajendra P. Kundu (Chairperson), Dr. Rukmini Sen, Dr. K Valentina, Dr. Sandeep R. Singh and a student representing the School (as special invitee).

During the academic year 2017-18, one case caste and gender related complaint was received from a student. The committee heard the relevant parties and after considering all facts at its disposal submitted a report to the University. The report not only dealt with the specifics of the particular complaint but also made several important recommendations that could help the University to address the broader concerns that came up in course of the deliberations related to the complaint. The University accepted the report.

Criterion VI: Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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

6.2 Does the Institution have a Management Information System

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

The University is now in the process of activating the HR module in the ERP. This has now become imperative as the University is operating from three different campuses which requires better coordination which ERP can provide.

AUD is also planning to increase the utilisation of LMS system to help facilitate better course transaction. The plan is to link the LMS with the ERP system.

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

6.3.1 Curriculum Development

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

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

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

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

6.3.2 Teaching and Learning

The various programmes at AUD operate with a foundational commitment to a dynamic learning environment, which is in a constant iterative relationship with students' feedback, evolving technological landscape and ongoing consultations with the wider world. With this in mind, course feedback is necessarily gathered from the students and discussed by the faculty within different working groups. Online and multimedia resources are routinely used, and the University is also developing original content for more effective transaction of material. The Language Cell, which operates with assistance from the student body, is engaged in efforts to improve the communication skills of students, which benefits greatly in the comprehension of material as well as expression of ideas. The University prioritises hands-on experiences, and many programmes regularly include a field immersion component in their respective pedagogical toolkit. A significant portion of the funding for such immersions is generated out of student fees under a Learning Enhancement Fund, which also supports the travel of students to present papers and posters at various national and international fora. AUD is also part of the MHRD's GIAN programme, under which eminent foreign faculty teach short-term courses at host institutions like AUD.

AUD has also initiated Faculty Development Workshops and organised two such workshops – one on Practical Pedagogy and the other on Writing Pedagogy – to help the young faculty members become better teachers. Another workshop on 'Instructional Design' is being planned and will be rolled-out in the next semester. AUD is also planning to set-up an 'Academic Development Cell' or a 'Centre for Higher Education Research and Training' to organise and coordinate research, training and conversations on teaching-learning processes.

6.3.3 Examination and Evaluation

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

The office of Dean of Assessment, Evaluation and Student Progression (AES) is vested with several tasks, including tracking students after admission and until they receive their degrees during the convocation, systematise student feedback, facilitate central timetable coordination etc. The office of the Dean AES is streamlining the process of Assessment and Evaluation. With this purpose an AES academic calendar is prepared at the beginning of the semester. This will ensure

timely execution of tasks like entry of attendance, assessment grades etc on the ERP system. Timetables as well as teaching requirements for forthcoming semester are planned under the aegis of the AES division. The preparation of a centralised time table has also been implemented which will make it easier for student to choose elective courses. All course details for forthcoming semesters are gathered by the AES division for dissemination to the students via the website. A committee was constituted by Dean (AES) to review the Integrity and Availability of data on ERP. A new functionality of entering component grades in ERP has been introduced to enhance continuous feedback to students. Automated attendance based grade-cut functionality through ERP has been introduced. The division also facilitates the online registration of courses in ERP at the University Computer lab. The ERP system is also being streamlined and being made user friendly. Training Sessions are conducted by the division for better understating of the ERP system, for both faculty and administrative staff. Automated transcript and degree printing with due diligence on security concerns is also being instituted by the AES division during this academic session.

6.3.4 Research and Development

The University has taken several concrete initiatives to promote research activities, including the following: financial support to faculty for conducting research work, support to faculty, staff and students to communicate research work at various fora through travel grants; setting up academic chairs to facilitate the circulation of expertise through AUD; and the provision of study leave for increasing number of faculty members to complete their doctoral and post-doctoral work. On the recommendation of the Advisory Committee on Research Projects and Management (ACRPM), the University initiated the 'Seed Money Grant' (SMG). The SMG provides funds (up to Rs. 1 lakh) to faculty members for proposals they submit. In the period of review, about 25 such grants were given.Apart from the SMG, the University also provides research grants (up to Rs. 10 lakhs) to proposals submitted by faculty for individual or joint research projects. The University has also set aside an amount of Rs. 5 crore in the University Development Fund as corpus. The proceeds of this corpus can be utilised by the faculty members for research.

The University also supports student research. All research students (Mphil and PhD) get a monthly stipend apart from a sum of Rs. 50,000 for field-work. The Learning Enhancement fund is used to fund research and field-work of BA and MA students. AUD also funds student participation in conferences – up to two national and one international. A sum of Rs. 5 crore in the University Development Fund has been set aside as corpus, the proceeds of which is used to fund student exchange, travel, field-work and research activities.

The Centres of AUD have also initiated several projects with funding from external (GIA) sources. Over the last five years, the University has been able to raise funds close to 15 per cent of its annual revenue.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The University now maintains libraries in all its three campuses. The third library was opened in the Lodhi Road campus. A bigger space is being renovated for the library in Karampura campus. Additional space is being provided to the library in the Kashmere Gate campus. A total amount of over Rs. 3.53 crore was spent during 2017-18 on the addition of new resources, including textbooks and reference books, e-books, journals, e-journals and digital databases. With this expenditure, the total value of the library's resources is Rs. 20.12 crore.

The IT Services is in the process of expanding its operations in the Karampura campus; a new Computer Lab is being created in this campus. It also opened all IT related services in the Lodhi Road campus. A computer lab was set-up in the campus.

The University bought 54 new computers; the present number of computers is 738.One new computer lab was added; the total number of labs is eight. The Division is planning to set-up inter-campus connected classrooms. 100MBPS Broadband Connection is available for uninterrupted internet facility. MPLS-VPN connectivity between the campuses is in process of being set-up.Two 05 KVA, one 10 KVA online UPS and 20 offline UPSs are installed for uninterrupted power supply for all IT equipments.

6.3.6 Human Resource Management

The human resource functions of academic staff of AUD are under the purview of the Academic Services division; the Dean of this division is drawn from the senior faculty. The division maintains all records and is the nodal agency for recruitment and hiring. The division also facilitates support for faculty towards upgradation of skills through participation in orientation and refresher courses, conferences and workshops as well as training modules. It also takes care of the Career Advancement of faculty members.

The HR Division takes care of HR related matters of the administrative staff. The training needs of the staff are taken care by this division. The University created a 'Training and Professional Development Cell' in January 2018 to take care of the training and professional development of administrative staff, and to organise in-house training and orientation programmes for staff. AUD has initiated a system of 'Induction' programme of staff joining the University.

6.3.7 Faculty and Staff recruitment

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

Recently, The University decided to put in place a system of rolling advertisement for vacant faculty positions to ensure that vacancies are filled on time without waiting for vacancies to accumulate before advertisements.

6.3.8 Industry Interaction / Collaboration

At AUD, forward linkages are created at various levels with organisations where our students eventually find employment. These include the development sector, NGOs, academic institutions, government / semi-government organisations, and the corporate sector, including entrepreneurial ventures / start-ups. Interaction with the industry is promoted in the following ways:
- The students are exposed to real market scenarios by making it an integral part of the academic curricula. Through intensive workshops, guest lectures and seminars, eminent industrialists and business *gurus* share their experiences, observations and intuitions on past and future business trends. Corporate presence in classrooms gives the students an unparalleled outlook of the real

business world. Such initiatives also help in acquainting the industry with our Schools and programmes, so that they may become potential recruiters. We have also invited professionals as adjunct faculty to engage in teaching for an entire semester.

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

6.3.9 Admission of Students

The Central Admission Committee, headed by the Dean Student Services, conducts all admission related activities. Over time, the University has made a space for itself in Delhi's higher education landscape. The IQAC was closely involved in the admission process, especially with regards to preparing plans to recruit students from marginalised communities and to make the process smoother for applicants. Most of the admission related work, including orientation and managing the Admission Help Desk, is carried out by student volunteers who are paid through the 'Earn While You Learn' Scheme.

6.4 Welfare schemes for

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

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

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

6.5 Total corpus fund generated: **Rs. 11.02 crore.**

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

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

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

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

The University set-up a Mid-Term Review (MTR) Committee in 2012-13, which did an audit of academic programmes and administrative structures. External audit happened through the NAAC A&A process during 2014-15. Apart from these, two programmes – M.Phil. in Development Practice and M.A. in Early Childhood Education and Development went through external evaluation process. The University also initiated three parallel processes of review and evaluation – 1) Decennial Review at the university-level; 2) Undergraduate Review, and; 3) Programme Review. The first two processes will be concluded by July 2018, while the third process will continue to happen till all the programmes undergo review.

6.8 Does the University declare results within 30 days?

For UG Programmes **Yes**
For PG Programmes **Yes**

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

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

The Office of Dean AES is streamlining the process of Assessment and Evaluation. With this purpose an AES academic calendar is prepared at the beginning of the semester. This will ensure timely execution of tasks like entry of attendance, assessment grades etc on the ERP system. The ERP system is also being streamlined and being made user friendly. A new functionality of entering

component grades in ERP has been introduced; grades of every single assessment are now fed in ERP system instead of earlier practice of entering final grade only. Automated attendance based grade-cut functionality through ERP has been introduced. Automated transcript and degree printing with due diligence on security concerns is also being instituted by the AES division during this academic session.

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

6.11 Activities and support from the Alumni Association

While some programmes have already initiated programme level alumni networks of graduates, a formal University level Alumni Association is in the process of being registered. But at the programme / School level, the alumni's progress is tracked and they are also invited to programmes or events organised by the Schools. The Student Services Division is in the process of creating an Alumni and Placement Cell. A post of Deputy Dean and another of Assistant Registrar has been created to help set-up the Cell. The University has organised the first Alumni Meet on 18 February 2018, and the plan is to make this into an annual event. The University is also planning to organise professional development programmes for its alumni.

6.12 Activities and support from the Parent – Teacher Association

We have not yet formed a Parent – Teacher Association.

6.13 Development programmes for support staff

The non-teaching staff are constantly sent for training programmes whenever opportunities come. They are not only given leave but the entire cost is borne by the University. The University has also initiated internal training programmes for the MTS category of staff who are working on contract. Some of the courses being offered to them are on Basic English language and mathematical skill, and Computer Literacy. Special retreats are organised for non-teaching staff. In the period under review, the School of Vocational Studiesorganised a short-term 2-credit Certificate course (48 hours) in 'Food and Beverage (F&B) Services' for Multi-Tasking Staff (MTS) to update them about basic hospitality etiquettes & service delivery and for their professional development.

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

a. Students at AUD run TERRA-Eco Club, which has organized recycling drives and awareness campaigns on campus in the past. The following concrete steps have been taken at AUD towards awareness and protection of the environment through the TERRA club and the activities undertaken as part of the EIC course:

b. 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.

c. 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.

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Criterion VII: Innovations and Best Practices

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

7.1.1. Addressing the multi-campus context: An innovation in academic governance and expansion of a unitary university

The context

AUD is currently operating from three campuses at Kashmere Gate, Karampura and Lodhi Road. Two plots of land have been allotted by the Government of NCT of Delhi for setting up campuses of AUD—one in Dheerpur and the other in Rohini. While preparations are underway to start construction on both sites, there are a few other buildings/ campuses that are likely to be handed over to AUD in the near future.

The rhizoidal expansion of the University across its multiple campuses is an institutional innovation in response to space and infrastructural constraints. As a unitary state university located in the National Capital Region AUD has to reckon with scarcity of available space for pursuing the planned expansion of programmes and activities. The multi-campus model for a unitary university has thus been visualized as an attempt to turn the space constraint to an opportunity for exploring a dynamic (and unconventional in Indian context) model of academic governance, where the different campuses while maintaining a unique character complement each other by being in a symbiotic relationship.

Practice

Efforts are being made to have in place structures, systems and procedures which will ensure integration of core administrative activities across the campuses while enabling a decentralized and efficient functioning of the University on academic, administrative and financial domains. The guiding principles are to ensure speed and efficiency along with transparency, accountability, involvement and ownership in the process of decision-making and implementation. As stated before, in a multi-campus set up, each campus is expected to have a character of its own, while drawing upon the core values of AUD. A step in this direction has been to strengthen the academic focus of the two new campuses, like for instance, restructuring the undergraduate programmes at the Karampura Campus to align them closer to the postgraduate verticals being developed at the Campus; or the strengthening of 'education' focus of the Lodhi Colony Campus, where Early Childhood, Language Education, Education Studies, and Professional programmes focused on teacher preparation are expected to be concentrated together.

Success

University has been able to put in place some of the structures and guiding frameworks for functioning in the multi-campus context; some aspects of the work-in-progress are stated below.

1. The decision-making bodies have representation from all campuses, and there is decentralization of administrative procedures. Provision of adequate administrative support and access to resources in all campuses has been attempted. Essential administrative services such as student services, academic services, library & IT, and grievance redressal mechanisms are present in all campuses. A position of OSD (Officer on Special Duty) has been created for each campus. OSD oversees the day-to-day functioning of the campus, particularly with respect to infrastructure and campus management. Eventually, this position is likely to be converted to that of Campus Director.

2. Beginning under expedient circumstances, the Karampura campus had to initially offer a subset of UG programmes being offered at the Kashmere Gate campus. Efforts were made, however, to phase out the old programmes by undertaking a re-envisioning consultative process, starting new Schools of Law, Governance and Citizenship, and School of Vocational Studies and restructuring the undergraduate programmes. Replication of same programmes in different campuses has thus been actively avoided to prevent the consolidation of "core-periphery" identity associated with different campuses.

3. Each campus is expected to have programmes at all levels: UG, PG & Research, encouraging faculty mobility; students are also encouraged to audit courses across the multiple campuses at AUD.

Challenges
- This diversification and expansion are expected to have implications on the administrative procedures, governance issues, intercampus relationships, faculty and staff deployment, ICT infrastructure and other aspects of the university.

- On the academic front, a major challenge exists in terms of configuring academic structures in a manner that they facilitate transportability of new courses across campuses into some of the existing programmes offered within the earlier programmes, like for instance the School of Undergraduate Studies at the Kashmere Gate Campus.

- On the administrative front, the decentralisation of administrative procedures requires Standard Operating Procedures in place. Further, action needs to be taken on the following fronts: (i) Making formal provision for student mobility; (ii) assessing the increase in administrative support requirement across campuses (iii) While each campus is being encouraged to think about its own unique programmes that represent its faculty expertise, there is a need for a holistic planning keeping in mind the future expansion and campuses in mind. (iv) Need to invest in technological infrastructure and adopting technological solutions for addressing challenges faced in a multi campus context – strengthening inter campus communication system, encouraging virtual classrooms.

7.1.2   Faculty Development Workshops

a. Goal / Context:

The "faculty development workshops" were conceptualized in part to respond to the training needs of faculty in their career progression and the widely perceived inadequacies of the standard Orientation and Refresher programmes. While existing standard templates for professional development courses correspond to a specific vision of pedagogic needs tied to discipline-domains, it falls short of adequately responding to specific institutional contexts as well as emergent discourses around liberal arts and humanities pedagogy. Given the student diversity and interdisciplinarity that is emergent across and within institutions, the everyday challenges these pose to teachers and academics manifest in processes as basic as teaching academic reading and writing across levels, UG, PG and Research.

The faculty development courses at AUD were thus conceptualized with the larger aim of contributing to the discourse of teaching and learning in higher education. The specific focus of the first set of workshops emerged based on the experience (of mentoring and academic skills support to students) and perceived needs of AUD faculty. They were thus conceptualized to address academic practices of how to actively facilitate learning of reading and writing woven as part of

everyday pedagogic routines. Workshops were designed in participatory mode where participants (AUD Faculty) were expected to try out practical exercises in their respective courses in tandem with the spaced out workshop sessions over three-four weeks.

b. Practices:

Two workshop-courses have been organised by the IQAC. Practical Pedagogies I focused on reading texts, the transaction of these in the class-room, modes and habits of evaluation and the practices of feedback; Practical Pedagogies II focused on writing – creativity, building of arguments, and scaffolding writing by supporting the practices of writing for students. The workshop had the participants practicing teaching selected texts to other participants, or going through various writing exercises as instructed by the resource person. This enabled the participants to alternatively imagine themselves in the shoes of the students they teach or assign writing to. A key strength of the workshop was the practice and reflection cycle that enabled participants to break down the steps that go into reading, writing and teaching.

c. Evidence of success:

The courses received excellent feedback; participants report that the learning from the courses have changed their pedagogic practices and continue to guide and influence their pedagogic practice with the passage of time.

d) Problems encountered and resources required:

The positive feedback to the workshops from faculty members indicate the need to systematically think through an academic structure that will anchor and support research on higher education curricular and pedagogic practices; organize, in an ongoing manner, focused activities for teacher professional development; and act as a teaching-learning support centre in the University. Documentation of innovative pedagogic and curricular practices in AUD and their wider dissemination can enable a constructive dialogue across institutions and within AUD on best practices.

7.1.3   Centre for Research Methods

a) Goal / Context

Ambedkar University Delhi (AUD) endowed with a wide range of Schools, Centres, Programmes and forums has both the need and competence to reconcile with such a broad understanding of research methodology and to reflect on challenges faced by academic disciplines. With this backdrop AUD has successfully set up a Centre for Research Methods (CRM). The idea of an independent centre to support activities around social science research method in AUD originated during the *Social Science Research Methods Festival* organised in December 2010. The Centre is conceived as a focal point to enhance the scope for dialogue across disciplines for research, training and capacity building activities related to research methods at AUD. The Centre works with aims to create an academic environment that fosters a temperament of critical engagement with questions around reality, knowledge, logic and ethics; to advance understanding, practice of and rigor in research methodology; to raise awareness about recent developments in the field of research methodology and; to encourage innovations and collaborations in social science research and humanities across academic and non-academic spaces.

b) Practices
- The Centre designs and offers academic programmes in philosophy of research methods, relevant social theory and research methodology for social science and humanities scholars and professionals from academic and other organisations.
- The Centre provides support in research methods to the University's on-going academic and research programmes. Specifically, it contributes to the preparation of syllabi and resource materials for teaching and training in research methods.
- The Centre also provides consultancy services for designing and implementing small and large research studies.
- The Centre facilitates collaboration and networking among scholars associated with programmes in research methods in other universities and research institutions in India and abroad.
- The Centre aims to take up projects in the study and application of research methods.
- It also aims to regularly document and disseminate innovations in social science and humanities research methods through workshops, seminars and conferences.

The practice of periodically conducting short workshops for research scholars from a range of social science disciplines and humanities is an activity that can be seen as one of the best practices developed and successfully tried out by the Centre.

- One of the series of workshops organised was *"Philosophy of humanities and social science research"*. This was organised in set of three workshops between 15th May and 26th October 2017. This series of workshops was able to attract scholars from a number of social science and humanities disciples in the University, which proved to be an important pedagogic platform. Philosophical perspectives and associated concepts approached from these range disciplines facilitated scholars to view them from new vantage points and elucidations. This also provided opportunity for these scholars to interact with faculty members drawn from different disciplines. These workshops used lectures, discussions on specific texts, group reading of texts, and discussion of specific research concerns raised by the workshop participants.

c) Evidence of success

These series of workshops was well received by AUD research scholars. Each workshop was attended by about 20 to 30 participants. It generated extensive discussions in most sessions. In their feedback, participants had almost unanimously said that these workshops helped them look at their research from a more informed point of view. These workshops were also attended by a few faculty members from the University. Further the faculty members who had taken session had expressed that the sessions were engaging and satisfying.

d) Problems encountered and Resources required.
Most crucial resource for these workshops was the availability of faculty members who work and teach these topics and their willingness to be part of these workshops. As most of the faculty members were drawn from AUD itself, the workshops did not involve high cost, apart from what was spent on refreshment and photocopying reading material that was suggested by some of the faculty members. It however requires a dedicated coordinator to plan and execute the workshop. Dedicated space will certainly ease the process of organising such workshops.

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

Plan of Action	Achievements
Conduct reviews of the University / School level processes and activities	The IQAC created the template / format / ToR for the reviews, analysed past data, and helped the Decennial Review Committee and Undergraduate Review Committee in their deliberations. The reports of the two committees have been submitted to the University in July 2018.
Conduct consultations for preparations of the 3-Year Action Plan and 7-Year Action Plan	The plans were prepared and deliberated in the Planning Board, Academic Council and Board of Management. The processes and structures to implement the above plans are being worked out now.
Initiate reviews of Teaching and Research Programmes	The template and ToR for the review were prepared. Backgound data was collected and analysed. Reviews of eight programmes were initiated. The review process is yet to be completed.
Set-up a Special Purpose Vehicle for fund raising and management	Yet to be initiated. One position for Fund Manager has been created and will be advertised soon.
To initiate discussions on setting-up new structures, processes and mechanisms to help the expansion of the University while maintaining quality	Some of these structures and processes are being iteratively revised while the expansion is happening.

7.3 Give two best practices of the institution

7.3.1 Praxis as central to AUD's Academic endeavours: Supporting development practitioners, educators and entrepreneurship

University's goal of pursuing intersciplinarity and engaged scholarship is being pursued through a sustained exploration of engagement with the world of practice. This, together with AUD's endeavor to be organically linked to the city through its taught programmes, research projects,

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advocacy and outreach, policy inputs, etc., has translated into various initiatives apart from taught courses and research projects, organized by various Schools and Centres. The two best practices whose impact is widely acknowledged within university are detailed below.

I. Community engagement

Centre for Development Practice

To give a formal and sustainable shape to the idea of a field/discipline called Development Practice, AUD in collaboration with development sector agents (like PRADAN) set up the *Centre for Development Practice (CDP)* in the University. 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 so on. The Centre for Development Practice is expected to serve as a nucleus to deepen and further AUD's engagement with transformative social praxis and rural and peri-urban development. The Centre has been making an attempt to bring to dialogue questions of knowing, questions of doing and questions of being. This dialogue between knowing-doing-being also forms the crux of the existing MPhil programme in Development Practice, which trains students to pursue action research. The transformative work of the MPhil action researchers have shown that concerns on social transformation need to be supplemented with psychological-psychoanalytic sensitivity in work with communities and thereby rethink and rework the associated developmental sectoral practices and practices of self, social and political transformation in communities across rural and urban areas.

The Centre's work includes internal dialogues between action researchers, development practitioners/activists and development studies academics; as also dialogues, most importantly, between action researchers, practitioners, academics and activists on the one hand and, what for want of a better term, one calls deprived and marginalized 'communities – (the communities CDP works with are largely adivasi [Gond, Kondha, HO, Santhal etc.) and partially dalit; in the states of south Odisha, Jharkhand, Chattisgarh, Madhya Pradesh and parts of South Bihar and Bengal; their work usually engages with women and women's collectives, but not to the exclusion of men) or emergent (emergent because our engagement with issues in extant community life also gives birth to or leads to the creation of new communitarian formations, as also new philosophies, ways and practices of 'being-in-common') – on the other. CDP thus takes transformations in rural communities as its area of research as also its area of work/intervention. In other words, on the one hand, while it tries to make sense of, understand and analyze macro and micro-processes of rural transformation, it also, on the other hand, tries to engender/facilitate/catalyze through sustained community participation and collective action processes of desirable (the Centre hence reflects on and remains reflexive as to 'what is desirable') transformation in rural spaces. The idea is to see what the community/group 'need' is and relate 'my need to know' with the 'community/group need to transform'. CDP is poised to emerge as a Resource Centre (and an AUD Archive) on (i) Village Studies and (ii) Community Life-worlds (largely adivasi) in rural and forest contexts.

Some other major initiatives that have gained strength during 2017-18 are:
   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 section 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 in the social sector. The Centre's efforts towards realization of these objectives have translated into six for-profit social startups that are currently under incubation at the ACIIE. These are in the areas of Mental Healthcare, Rooftop-Farming, Affordable Food, Solar Energy and Education. Each startup is being provided a seed funding of INR 10 Lac against an equity share of 5% held by the Centre. 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.

b. Design Innovation Centre (DIC) is a 3-year project under the 'Hub & Spoke Scheme' of MHRD, GOI. As one of the three spokes, AUD through the School of Design intends to establish a culture of innovation across the University intended to culminate into a multidisciplinary Future Projects Lab. It has two projects undertaken – 'Last Mile Connectivity for Urban Commuters integrating para transit modes' and 'Creating Sustainable Social Ecology for Urban Farming'. DIC has worked with slums in NOIDA, Sector 9 to encourage integrated composting and urban farming and in urban households. Last Mile connectivity is aimed at integrating cycle rickshaw and e rickshaw to access public transport. Along with the these projects, DIC has been conducting workshops and events on innovation in general and Design Innovation in particular with students from AUD and others.

II.   Strengthening Outreach and extension activities vis-à-vis the school system in Delhi: Centre for English Language Education (CELE)

CELE, as part of an outreach initiative that aimed to enhance the English language proficiency of Delhi government school students (Classes IX, X and XI), conducted a 7-day workshop on Capacity Building of Teacher Trainers (CBWTT) from 28 June to 5 July 2017. In all 20 teachers, including some from Delhi government schools, participated in the workshop.   As a follow-up of CBWTT another workshop on Materials Development for Proficiency Courses for School Students was held on 25-26 September 2017. This workshop focused on preparing a framework for materials development by a team of AUD faculty and CBWTT participants.

Materials for a 32-hour English language proficiency course were prepared and piloted in G. B. Pant Sr. Sec. Boys School, Srinivaspuri in February 2018 with two cohorts of Class 9 students. The piloting was carried out by two CELE faculty members, while two external observers were involved in observing and preparing feedback inputs on the piloting. In addition, CELE worked on developing a short-term intensive course to train young graduates as teachers of basic English proficiency. This course aims to support English proficiency development outreach activities of CELE, besides creating employment and entrepreneurial opportunities for the participating youth.

7.3.2   The Review Process: Towards a Learning Organization

In AUD, it has been an attempt right from the beginning to design the various structures and programmes of the University through collective reflections and consultations. All the programmes have been designed through a series of consultative meetings. Once the core faculty has been in place, periodic sessions of collective reflections and sharing of experience have been conducted. There has been a shared conviction in the AUD community that envisioning the institution's desired

future is an evolving and participative process and is never going to be a finished enterprise. AUD's commitment to be a self-aware institution has translated into practices aimed at building a culture of collective introspection, reflection, self-assessment and readiness to make mid-course corrections. Towards this, the University has evolved certain cultural norms and institutional practices

AUD, in its short existence has engaged consistently in periodic self-reviews, assessments and evaluations. The Mid-Term Review of 2013, NAAC self-study report of 2014, and Annual Quality Assurance Reports of 2014-15, 2015-16 and 2016-17 are some examples. While the NAAC review was a requirement, the University has gone ahead and planned several review processes on its own accord. The University constituted a committee to conduct a Mid-Term Review (MTR) in 2011. The MTR Committee comprised eminent academics and policy makers, in addition to internal members. The Committee interacted with all primary stakeholders of the University (including students and alumni), and through a deliberative process arrived at its report. The report was discussed in all statutory bodies of the University and most of its recommendations have been implemented in the course of time.

In 2017, the Planning Board of the University decided that the University should undergo thorough and comprehensive review at the University level every 10 years and its individual units (Schools / programmes) should do this exercise every five years. In light of the above, the University decided to go through another process of review in the tenth year of its existence. Three parallel processes of review were instituted – the Decennial Review (at the University level), Undergraduate Studies Review, and reviews of individual programmes.

The intent behind the Decennial Review was to consolidate previous reviews while holistically assessing the progress AUD has made in the last nine years, especially the newly emerging context of operating from multiple campuses. It was thought that this could be done by revisiting the challenges faced and strategies adopted to overcome them, and reviewing the current status of structures and processes. Additionally, in view of the upcoming developments like a permanent campus etc., the review was also intended to delineate enduring future goals and strategies for the University. The University is currently drawing up an action plan based on the recommendation of the committee.

The overall objectives of the Undergraduate Studies Review (UGR) were to review the vision and stated objectives of undergraduate education at AUD in the current context of higher education in India, revisit the recommendations of the MTR and NAAC evaluation for undergraduate education and provide recommendations for mid-course adjustment and alignment, and provide future directions for expansion of undergraduate education at the University. Some of the recommendations of the committee have already been implemented, while others are being considered.

The objective of the review of individual teaching and research programmes is to evaluate the path transacted so far on the founding vision of the programme – to what extent have planned objectives been met; to assess and improve curricular design and delivery, and provide specific recommendations to make the programme more relevant, efficient and effective in promoting student learning. The review will be summative, i.e. evaluation of programmes that are in operation, however it is likely to yield insights on where the needs are for new programmes. To begin with, reviews have been initiated for seven programmes (four UG and three PG). This process will continue till all the programmes are reviewed.

It is hoped that this regular process of review, reflections and self-renewal will develop resilience in a public university to meet the future challenges of providing quality education to large number of aspirants.

7.4   Contribution to environmental awareness / protection

The <u>Centre for Urban Ecology and Sustainability (CUES)</u> at AUD envisages to address 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. CUES is currently involved in a project – Restoration of the Dheerpur Wetland - which aims 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. Once established, the Wetland Park would provide hydrological, regulatory, cultural and aesthetic benefits to the entire local population. It is also envisaged that the Wetland Resource Centre of the Park would form a hub for nature education and outreach programs that further the cause of conservation of wetlands and long-term urban sustainability.

One of the first established and flagship Schools of the University is the School of Human Ecology (SHE), which houses an MA programme in Environment and Development, PhD in Human Ecology, as well as undergraduate courses in relevant themes. A thoughtfully designed course, Environmental Issues and Challenges (EIC) is being taught as a foundation and compulsory course to all undergraduates at AUD. The course introduces important environmental concepts, challenges and problem solving thinking to students.

- Field trips are part of the course for students doing Environmental Issues and Challenges (EIC). In March 2018, students visited conservation areas inside the Corbett National Park as well as in the larger Conservation Zone to understand state led conservation efforts. They also visited surrounding villages and interacted with farmers to understand human-wildlife conflict that exists near many Protected Areas.

- Students also visited Sitabani Wildlife Reserve, which is a private conservation area. Students were taken on treks and hikes and introduced to basic principles in restoration ecology, idea of re-wilding, bird watching and wildlife behaviour. They interacted with its founder to understand the inspiration and process by which re-wildling can be practiced by individuals and collectives.

Student Initiative: Students at AUD run TERRA-Eco Club, which has organized recycling drives and awareness campaigns on campus in the past. The following concrete steps have been taken at AUD towards awareness and protection of the environment through the TERRA club and the activities undertaken as part of the EIC course:

- 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.

- 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.

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

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

7.7 Plans of institution for next year:

- Organisation of next Faculty Development Workshop, and set-up the Centre for Higher Education Research and Training;
- Initiate activities in the Centre for Professional and Continuing Education (C-PACE);
- Initiate the process of transacting curriculum through a digital platform;
- Set-up an appropriate office / unit to proactively seek alternate sources of funding;
- Put in place an Action Plan on implementation of the recommendation of the Decennial Review and the Undergraduate Review;
- Continue the process of review of individual programmes, Schools and Centres, and initiate a formal process of curriculum revision.

Signature
Name of the Coordinator

Signature
Name of the Chairperson

Certified that this document is an
authentic copy of the AQAR 2017-18.

Director,
Internal Quality Assurance
Cell (IQAC)
Dr. B. R. Ambedkar University Delhi