REPORT OF THE DECENNIAL REVIEW COMMITTEE

AMBEDKAR UNIVERSITY DELHI
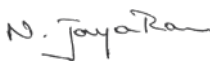
24 JULY 2018

21 July 2018

Professor Shyam B Menon
Vice Chancellor
Dr B.R. Ambedkar University Delhi
Delhi

Dear Professor Menon,

The Decennial Review Committee constituted by the University is pleased to submit its report to you. This Report intends to provide a future direction to the University while holistically assessing the progress that the University has made in the past ten years. The Committee went about the review in a participative manner involving all constituents of the University. We hope that the recommendations of the Committee will enable AUD to realise its vision and mission as it consolidates its existing achievements and prepares for further expansion.
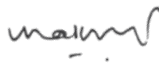
With warm regards,

Yours sincerely,

N Jayaram
Chairperson

Chiranjib Sen
Member

Mathew Varghese
Member

Pankaj Chandra
Member

Gopal Guru
Member

Chandan Mukherjee
Member

Praveen Singh
Member

Gunjan Sharma
Faculty Secretary

Executive Summary

The Dr B.R. Ambedkar University (Ambedkar University Delhi or AUD for short) is a state university that was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007. It became operational on 1 August 2008 and now operates from three campuses: Kashmere Gate, Karampura, and Lodhi Road. Having been in existence for almost ten years, the University initiated a review to take stock of its evolution over the years and to suggest ways and means of looking ahead as it plans its future. This report presents the main findings and key recommendations of the Decennial Review Committee (DRC) constituted by the University.

The Context of the Review

There are major transitions in the landscape of higher education across the world that are reflected in the shifts in funding patterns and the skew in policy towards 'skill' and 'outcome' oriented education, externally funded and implications-driven research, and finding technological solutions to social problems. At the same time, there is growing realisation that several contemporary problems cannot be understood or addressed within the framework of science and technology alone. This has a bearing on the ethos and place of the social sciences in higher education in contemporary times. Located in this context, AUD has imagined creative ways of engaging with this scenario and has charted a unique path for itself. At this juncture, when AUD is completing the first decade of its existence, as a forward-looking institution, it instituted a review of its development with the intention to guide its future. The overarching goal of AUD's Decennial Review is to envisage a future within this larger context of higher education. This executive summary presents an overview of what in the DRC's views are AUD's strengths and achievements, the challenges and opportunities before it, and the areas that need further strengthening.

AUD's Strengths and Achievements

The review of AUD's growth over the last ten years underlines the steep growth curve that the University has followed. It has evolved several structures and mechanisms that work in tandem to shape this institution. The University has done exceedingly well despite infrastructural and other limitations and charted an innovative development strategy that has been possible mainly as AUD has developed and utilised its core strengths. In the DRC's view, the core strengths of AUD are as follows:

1. In the ten years of its existence, AUD has followed its vision and mission in an unstinted manner. It has been able to successfully orient all its units in consistently and constantly moving toward realising the vision, particularly of bridging the gap between excellence and social justice by actively seeking to include and academically aid students from socio-historically disadvantaged backgrounds. The fact that all units of AUD are well aware and conscious of the University's vision and mission reinforces its strength.

2. By strategically focussing on creating a unique identity, rather than competing with and replicating other higher education institutions in Delhi, AUD has been successful in creating a distinct identity for itself. The interdisciplinary focus that AUD carved for itself and instituted through its structure of Schools and Centres provides immense potential for interfaces between different knowledge domains. The University has instituted a unique system of concurrent appointments of faculty members across Schools and Centres that fosters interdisciplinarity and also facilitates an integrated comprehensive approach to university education from undergraduate to doctoral levels.

3. AUD has consciously aimed at involving the faculty members in the academic oversight of the administration. This has immensely contributed to its institutional strength. The University has also developed functional mechanisms of participatory management (such as the Core Management Team, Senior Management Team, and a variety of task

groups and committees). Some of these bodies are not statutory, but they have come into existence through conventions of practice giving sustainability to collective leadership and democratic governance. This has enabled AUD to overcome some of the limitations of bureaucratic ethos that have marred several institutions of higher education.

4**.** From its early days, AUD is known for the excellent quality of its faculty. The excellence and hard work, especially of the faculty members recruited in the initial years, has been central in shaping the growth and identity of this University. This has been the driving factor in the development of AUD as an intellectually inspiring space with an enabling culture of autonomy, critical thinking, teamwork, and creativity.

5. The well-being of students is a core value to which all constituents of AUD are committed. The DRC has appreciated the various mechanisms and practices that the University has put in place towards this end. The idea of reaching out to students from disadvantaged backgrounds, instituting a Student Welfare Fund, the Students Cell, Earn-While-You-Learn Scheme, the Ehsaas Clinic, providing language support, student representation in various committees, and the close student–teacher interactions outside the classroom, are all in alignment with the University's commitment to inclusion and social justice. The students of AUD are also aware of this idea and value the University's efforts towards building this culture.

6. The Mid-Term Review and the Decennial Review are examples of the culture of self-reflection that the University has established as a core value. Along with this review, AUD has instituted two other review exercises, namely, Undergraduate Review (review of the domain of undergraduate studies) and Programme Review (review of individual programmes).

Among the many achievements of the University, the following are remarkable:

1. The University has worked towards systematising innovative practices at institutional, programmatic, and transactional levels. The genesis of these innovative practices is the distinct envisioning of the Schools, Centres, and programmes. AUD has constantly worked in social science thematic areas that are socially significant (such as human ecology, development practice, psychotherapy, early childhood, and the like) yet not well-explored in higher education institutions in the region. At the same time, AUD has engaged with the core social sciences (economics, history, and sociology) and humanities so as to enrich the interdisciplinary studies.

2. AUD has been able to work collaboratively with the successive Governments of National Capital Territory of Delhi (GNCTD) and it comes across as an excellent model of government–public university partnership. The confidence that successive governments have reposed in AUD and their policy of non-interference in the University matters are rarely seen in the functioning of higher education institutions in the country.

3. AUD's programmes and courses are well regarded in the region for their curricular quality. AUD courses are designed to foster critical thinking and develop a climate of conceptual self-questioning so as to inculcate a spirit of inquiry among the students. Similarly, AUD has done exceedingly well in utilising a variety of approaches for organising teaching–learning in course transaction. Fieldwork and hands-on experience have been built into most of the programmes at AUD. This has created the possibilities of instituting unique programmes such as the joint AUD-PRADAN (Professional Assistance for Development Action) MPhil Programme in Development Practice where field immersion constitutes about two-thirds of the programme experience. Assessment policy at AUD is also designed to support these programme designs and practices.

4. AUD has institutionalised financial support systems for the students. As a policy, no deserving applicant is denied the opportunity of studying at AUD merely due to inability to pay the fees, which are relatively high as compared to other Central universities in Delhi. This highlights AUD's sensitive approach to achieve its vision of bridging the gap between social justice and excellence.

5. AUD utilises its unique positioning as a University of the city and constantly engages with different aspects of life in Delhi through community outreach. The following are some of the commendable initiatives in this regard:

• Through its Centre for Community Knowledge, AUD is successfully collecting, documenting, and making visible the histories of ordinary people and places that constitute the city of Delhi. The Centre's Neighbourhood Museum series is a unique collaborative project involving students and faculty of several Schools of AUD.

• Through the Centre for Urban Ecology and Sustainability, AUD has initiated the much-needed intervention in the environment and ecology of Delhi. Its Delhi Wetlands Programme is a fine example of how AUD is intervening in areas that are of immense importance to quality of life in the City.

• The Ehsaas Clinic extends its services not only to AUD community, but also to the people around Kashmere Gate, especially to those who cannot afford quality mental health services. The Clinic is also a training opportunity for the MPhil Psychoanalytic Psychotherapy students.

• Centre for Early Childhood Education and Development has collaborated with the GNCTD to initiate ten early childhood care and education Centres in Delhi for providing preschool education to children from the marginalised backgrounds.

• AUD's Design Innovation Centre is a three-year project of the School of Design under the Hub and Spoke Scheme of the Ministry of Human Resource Development, Government of India. It has undertaken two projects in Delhi: 'Last Mile Connectivity for Urban Commuters Integrating Para Transit Modes' and 'Creating Sustainable Social Ecology for Urban Farming'.

6. The Committee has noted with appreciation AUD's new School of Vocational Studies which aims at providing Delhi's students with skill-focused education and training for meaningful employment. The School's endeavours are particularly appreciable keeping in mind different kinds of social aspirations of young people from different socio-economic backgrounds in and around Delhi.

7. AUD is also one of the few public universities that has set up an incubation centre – AUD Centre for Incubation, Innovation and Entrepreneurship. This Centre, set up in 2017, is a not-for-profit company which endeavours to build an ecosystem of innovation and entrepreneurship by encouraging interested graduates of AUD and members of community to become entrepreneurs, particularly reaching-out to the less-privileged sections of society who may not otherwise have access to new knowledge and contemporary practices.

Challenges and Opportunities

AUD has also met several challenges such as that of infrastructural constraints. Now, with the new campuses, the University has new opportunities and the task ahead is to consolidate the learnings from the past and plan for the path ahead. Some of the challenges before AUD that the institution can creatively turn into opportunities are as follows:

1. The DRC recognises that as AUD grows further it is bound to face challenges that are structural in nature and not unique to the University. There are three specific inertial forces that AUD may have to constantly

engage with as it moves forward. One, as AUD has expanded, its faculty base has also become larger, particularly in the past three years. In order to keep intact the vision and spirit of the institution, the University needs to develop a strategy to constantly orient and re-orient its expanding faculty base. Two, AUD is also faced with the conventional expectations from students to get employed immediately after completing their programme of study and it has to deal with the inertial trends of the job market. AUD is already thinking of innovative ways to balance these expectations while maintaining the uniqueness of the programme contents. Third, there are ample examples of how internal bureaucratic inertia has developed and hampered the growth and ethos of higher education institutions. While, in general, AUD is not dealing with such a problem currently, it must keep this in mind and maintain its current administrative ethos.

2. AUD is a fairly young university that will continue to evolve at a fast pace in the near future given that it has two new campuses and will be developing its permanent campuses at Dheerpur and Rohini. The University now has to imagine these campuses in the unitary structure of AUD and balance this with the unique identity and operational autonomy for each campus. These processes are ongoing currently at AUD. In the Committee's view, certain immediate and forward-looking steps will enable AUD in finding this balance. These include: role clarification for the position of Officer on Special Duty that has been created for each campus, tapping the opportunities of and investing in the IT infrastructure, and envisioning the library services for the expanding multiple campuses. As the infrastructure expands AUD should aspire to make all its campuses accessible, eco-friendly, and connected. It should also think of ways for better utilisation of the current facilities by offering evening programmes.

3. The Centres at AUD have been envisioned uniquely and have been intervening in different areas in creative ways. The Centres were not envisioned as permanent units and were expected to operate mainly by

drawing on faculty resources from the Schools. As AUD evolves, it may need to think through the interdependency between the Centres and Schools that has led to exceptional outcomes in some cases. Some mechanisms for strengthening the Centre–School relationship would help avert the potential challenges of sustainability of the Centres and will also enrich the activities of Schools. To strengthen the relationship between these two units, AUD should work towards intensifying the relationship between teaching, knowledge generation, action, and outreach.

4. The structure for the School of Undergraduate Studies, as imagined by AUD, is novel. AUD has put in place a system where, through concurrent appointments, the faculty members in the other Schools take the responsibility for teaching in the School of Undergraduate Studies. However, this poses some structural challenges of coordinating the demand and supply of faculty. Taking cognizance of these challenges, AUD has constituted a separate external review committee to suggest ways to reform the SUS structure. The DRC has thereby restricted itself to suggest that the School of Undergraduate Studies can be reimagined and structured based on the opportunities that the multi-campus context provides. There can be different ways of doing this, but the core principle that the DRC endorses is imagining distinct undergraduate programmes for each campus that utilise and contribute to the development of a unique identity for each campus.

5. AUD has a policy of lean administrative structure and a narrow base of administrative staff. As an extension of this policy, the University follows the principle of 'academic oversight'. This policy was instrumental in the evolution of the University at a commendable pace. However, over time, academic oversight with inadequate administrative support may also adversely affect the faculty scholarship. To maintain this practice and strengthen it there is a need to provide competent administrative support especially as AUD expands. The University needs to examine the current policy of recruiting only one-third of its administrative staff

in regular positions. In order to maintain its administrative rigour in a multi-campus context, the University should work on this front and recruit administrative staff against the current sanctioned positions to begin with.

6. As a public institution, AUD depends primarily on government funding. Based on the interactions with the representatives of the Government of the National Capital Territory of Delhi (the Finance and Education Secretaries), it can be said that the model of subsidising capital and operational expenditure of AUD will need to be re-visited. AUD will have to majorly generate its operational costs from other sources, as the government would only fund research and subsidise those students who cannot afford the costs of education. This is an area where AUD cannot influence the larger policy environment. Thus, in addition to government funding, AUD should explore other sources of funding as well. This will enable AUD in becoming more autonomous in politically uncertain times and otherwise. Some ways towards this, as suggested by the Committee, include collecting overheads on projects, seeking Corporate Social Responsibility funds, and initiating programmes for executive education. As AUD expands, it should consider instituting a dedicated position for developing fund-raising strategy and engaging in fund-raising activities.

Areas Needing Strengthening

AUD is still an evolving institution. It has been conscious of its weaknesses and has continuously introduced mid-course corrections based on deliberative processes. The Decennial Review process was also instituted with the purpose of identifying areas that need further strengthening in order to plan for the future. Some of the areas that AUD may consider further strengthening are as follows:

1. In furthering its vision and mission, and given the opportunity with the new campuses, AUD may now plan ways to address a larger number of disadvantaged students and prepare them to do well. So far, while

AUD has done well in this aspect; it may do even better by striving to achieve this at different levels of its organisation. As the University expands, it should further strengthen the work towards enhancing the integration of the students from disadvantaged contexts who may need more support to explore their academic potentials. This will require a sustained provisioning of additional handholding mechanisms (especially tutorials and specialised support from faculty).

2. The Schools of AUD have immense potential for further expanding and exploring new kinds of frameworks for analysis in interdisciplinary thematic areas. Towards this end, the older Schools need to consolidate their current activities and envision their future growth trajectories. These Schools should now begin imagining and approaching the fundamental transformations they intend to lead in their respective fields.

3. The concept of Centres at AUD is still evolving and in this process the core principles of organising the Centres are to be laid down. As this happens, keeping the future in mind, the Centres should aspire to become financially self-sustainable to be able to realise their full creative potential.

4. The intellectual identity that AUD has been able to establish in such a short time and with a small initial faculty is commendable. This identity has been a major driving factor in further recruiting excellent faculty members from top institutions in India and abroad. Now that AUD is expanding, like most other institutions, it may find some challenges in keeping the initial spirit alive. The Committee has noted that there has been a significant growth in the number of faculty members in AUD, particularly in the past three years. This exciting development also brings with it the need for a system of orientation of the new faculty members, particularly those recruited in the past three years, to keep the institutional vision, values, and principles intact. Simultaneously, AUD also needs to now plan a strategy for faculty development to build capacities in new areas that are emerging, and also facilitate faculty in taking study leave to continually renew themselves. Some of these

steps will enable AUD in keeping alive the enthusiasm and excitement in its institutional ethos as it proceeds through the various stages of its life-cycle.

5. As the University has grown, the deliberative informal processes of reflection and communication have not been able to do as well as in the initial years. This culture has been central in instituting a collegial and non-hierarchical ethos at AUD. The University should explore ways to restore its initial culture of debate and discussions that may also further enhance the collective ownership of the University among its core constituents.

6. Interdisciplinarity is a core strength of the AUD programmes. The Committee has reviewed its practice in the University and suggests that its implementation needs strengthening. The Committee suggests that AUD may systematically integrate interdisciplinary student projects and incentivise co-taught courses by faculty from multiple disciplines. Along with this, keeping in mind the trends that are taking shape in the social sciences, a long-term planning for positioning the programmes in their respective fields will enable in keeping intact the innovative ethos of the programme contents.

7. The DRC has found these innovations in the programme design to be a valuable contribution that AUD has made to higher education. There are some aspects pertaining to the programmes that AUD may revisit to enhance their quality and efficiency. One such aspect is the nomenclature and the nature of specialisations in the research programmes. The DRC has observed that the striking expansion in the number of programmes is skewed towards an increase in the research programmes. This indicates that there is a possibility of over-specialisation in the case of some research programmes.

8. While AUD's course designs and pedagogic and assessment practices continue to be its core pedagogical strength, the University will have to continuously engage with its faculty members to ensure

that the core principles and rationale behind them do not wane as the University expands further. The Assessment, Evaluation, and Student Progression divisions and School administration will have to constantly oversee the process. As a creative organisation, AUD should also take steps towards maintaining and strengthening a student-centric perspective to teaching-learning. This may not require major structural changes, but focus on the nuances of the everyday teaching-learning routines, such as the timetable designs, assessment loads, and student feedback.

9. As a forward-looking educational institution, AUD has invested in technological resources and other supporting facilities for its teachers and students. As a present-day institution, AUD's recognition of the role and future of technology in teaching–learning is commendable. Yet AUD has the potential to do more in this area so that it can expand its reach by providing education through blended, online, and remote ways in several areas. Setting up a cell which proactively works towards integrating new technological innovations in existing programmes may be explored by keeping in mind the new developments in higher education.

10. Research at AUD is organised in different ways. The Centres have a mandate for research, the faculty members do individual and collaborative research, and there are research programmes and activities for students. All of these hold a promise for establishing AUD as a knowledge generator. AUD has put in place several systems to encourage and enhance quality of research. The research output at AUD has improved substantially since the time of the Mid-Term Review. Yet, in its review of the research activities, the Committee feels that there is need for a more concerted effort to promote and incentivise faculty research. Keeping the global trends in mind, the University may also want to develop plans for encouraging collective and collaborative research.

11. AUD has varied kinds of collaborations with the government and non-government organisations, professionals, and the civil society. These collaborations have contributed immensely in conceptualising and achieving success in various areas, especially, research, curriculum development, offering unique programmes, and fund-raising. At the same time, AUD is yet to develop a collaboration and networking strategy. Pursuing global, national, and local partnerships will not only contribute to the visibility of AUD, but also keep the University updated and well networked. It will also provide AUD with better access to fund-raising avenues, particularly keeping in mind the changes in the public funding of higher education. It is also recommended that AUD works towards institutionalising and formalising collaboration mechanisms for international relations, fund-raising, etc. to facilitate these processes.

Based on its review, the DRC is confident of AUD's potential to sustain its achievements and to continually innovate and renew itself despite constraints and challenges. The DRC members are in consensus that the project called AUD is a great success and opens new vistas for excellent quality higher education as it works towards its vision and goals.

Abbreviations

AUD	Ambedkar University Delhi
DRC	Decennial Review Committee
GNCTD	Government of National Capital Territory of Delhi
IT	Information Technology
MTR	Mid-Term Review
NAAC	National Assessment and Accreditation Council
NCR	National Capital Region
NCT	National Capital Territory

Contents

Part I
The First Ten Years of AUD

Chapter 1

Preamble

The University

Ambedkar University Delhi (AUD) was established by the Government of the National Capital Territory of Delhi (GNCTD) through an Act of Legislature in 2007. It became operational on 1 July 2008. AUD is among the few universities in the country that focuses on promoting the study of humanities and social sciences. It recognises these disciplines as pivotal to the understanding and imagination of a society in transition. AUD's aim is to reconceptualise social sciences and orient them to face new challenges posed by the social, political, and economic realities of our times. Most of these new challenges require different kinds of treatments and analyses that have given shape to the creative interdisciplinary typologies of the academic programmes offered at AUD. The University's aspiration is that these would help develop new modes of critique and knowledge generation.

AUD's mission statement delineates its distinctive characteristics as well as its vision for the future. The Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya Act, 2007 defines the mandate of the University as follows:

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

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

AUD was recognised in July 2012 under section 12B of UGC Act, 1952 and became eligible for development grants from the Government of India. It obtained an 'A' grade under the NAAC (National Assessment and Accreditation Council) assessment and accreditation in 2014. AUD is presently functioning from three campuses on Kashmere Gate (since 2012), Karampura (since 2016–17) and Lodhi Road (since 2017–18). Two plots of land have also been allotted by the Department of Higher Education, GNCTD for setting up campuses of AUD in Rohini and Dheerpur respectively.

Institution of the Decennial Review

AUD is now completing its tenth year of existence. Over this crucial first decade, it has met several developmental milestones and has grown to become an important part of the higher education landscape in the National Capital Region (NCR). All through, it has been committed to being a self-aware institution with continuously evolving scope for introspection, reflection, and recalibration. In its short period of existence, AUD has engaged in periodic self-reviews, assessments, and evaluations. The Mid-Term Review (MTR) of 2013, the NAAC self-study report of 2014, and the Annual Quality Assurance Reports of 2015 and 2016, are some examples of this. Apart from these formal reviews, the University has endeavoured to create several forums and platforms for deliberations on various matters concerning academic life.

In the same spirit, the Proto-Planning Board of AUD, in its first meeting held on 26 September 2017, welcomed the proposal of the Vice Chancellor to institute a comprehensive review of the University and its various units. The Board noted that the MTR was more focussed on the undergraduate programmes and that a more comprehensive review of the University is especially needed as it has entered its 10th year and is set to undergo several kinds of transitions. There will soon be a transition in the University leadership. The University has expanded into multiple campuses; this may have a bearing on its demographics and the nature of its constituents. The scale and the catchment of the

University are also set for expansion. The Proto-Planning Board thus decided to recommend the initiation of a University-wide review that would help the University prepare for the next phase of development.

Following this, the Planning Division convened a brainstorming meeting for discussing the nature and purpose of Decennial Review on 18 January 2018. Subsequently, the Vice Chancellor constituted the Decennial Review Committee (DRC) with the following members:

- Professor N Jayaram, National Law School of India University, Bengaluru, Chairperson

- Professor Chiranjib Sen, Azim Premji Univerisity, Bengaluru, Member

- Professor Gopal Guru, Jawaharlal Nehru University, New Delhi, Member

- Dr Mathew Varghese, St Stephen's Hospital, Delhi (Former Member, Academic Council AUD), Member

- Professor Pankaj Chandra, Vice Chancellor, Ahmedabad University, Member

- Professor Chandan Mukherjee, AUD, Member

- Professor Praveen Singh, Dean Planning, AUD, Member

- Dr Gunjan Sharma, AUD, Faculty Secretary

Intent and Scope

The landscape of higher education is changing in the country. There is an enormous rise in the social aspirations and simultaneous pressures that the global knowledge economy is exerting on the systems of education. These are reflected in the changing connotations of education (and of knowledge) that is being increasingly seen as a commodity. There are also changes in the relationships underlying the

processes of education and knowledge generation in the institutions of higher learning where one sees concepts, such as that of client and service provider, seeping into the vocabulary of education. Shifts in the policy perspective towards 'skill' and 'outcome' oriented education, externally funded and implications focussed research, and underlining technological solutions to social problems are also being seen. These changes are accompanied with restructuring in the public funding of education and a move towards a largely competitive and performance-based system. At the same time, we witness the growing realisation that several contemporary problems and policy interventions cannot be understood within the frameworks of science and technology alone. This has a bearing on the ethos and place of the social sciences in higher education in contemporary times.

AUD, as a public funded social science University, was established in this transitory context. As a new institution, AUD recognised these currents and imagined creative ways of engaging with this scenario. The path that it charted has been unique and continues to unfold in the same way. It has set its own standards and evolved its own processes given its innovative trajectory. At this juncture, when AUD is completing the first decade of its existence, as a forward-looking institution, it instituted a review of its development with the intention to direct its future.

The Decennial Review of AUD has not been conceptualised as a fault-finding exercise; rather it has a future-oriented reflective perspective. The intent of the review 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 both inside (like new campuses, units, and programmes) and outside (like changing policies and landscape of higher education) of the University that have created a context for the DRC to revisit the early vision and mission and the activities of the University. The DRC has 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.

This review is not a detailed technical evaluation of the programmes (curriculum design, course structures, course content, etc.). For more detailed and specific reviews of programmes, the University has initiated the parallel processes of Undergraduate Review (review of the School of Undergraduate Studies), and Programme Review (review of individual programmes which have been in existence for five years or more). There are separate review committees for these exercises and it is expected that the University will make an attempt to map the convergences between their reports and that of the DRC.

The overall objectives of the Decennial Review are:
- to review the progress towards achievement of the stated objectives of AUD, and implementation of the recommendations of previous such exercises including the Mid-Term Review and NAAC self-study;

- to review the development of the University with regard to its core activities and functioning (academic governance; teaching–learning, and research; administrative systems); and

- to provide directions to formulate a long-term vision and strategic plan for the University.

The specific objectives of the Decennial Review are:
- to review the relevance and appropriateness of the broad academic directions, as well as of the governance, leadership and management processes; student life-cycle and support services particularly with reference to the implications on their intellectual well-being; alumni profile and feedback; faculty management and development;

research, consultancy and extension; and infrastructure and learning resources in the context of their effectiveness in achieving the stated AUD objectives;

- to identify major constraints to the effective implementation of the academic aims and administrative initiatives, including specific problem areas, and suggest strategies / measures required to facilitate effective implementation of the stated objectives of AUD;

- to review the multi-campus context of the University and its implication on academic governance;

- to assess the manner in which courses and programmes are developed and revised through the Programme Committees, School-level Boards of Studies, Standing Committees of the Academic Council, and the Academic Council itself;

- to take stock of the significant programmatic achievements (as emanating from programme reviews) in terms of key outputs / outcomes of the academic and other programmatic initiatives undertaken by AUD so far;

- to derive the major lessons learnt during the implementation of the academic objectives of the University, outline ways for continuous organisational renewal and suggest strategies to capitalise on the University's strengths in the coming ten years; and

- to contextualise the recommendations for the University in the larger ecosystem of higher education and provide a broad direction of further expansion in new areas.

Decennial Review Process

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, Vice Chancellor, the statutory officers, 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 meetings of the DRC were conducted as follows:

The first series of meetings were held from 18 to 21 February 2018 at the Kashmere Gate campus. In this series of meetings, the Committee interacted with AUD's alumni and outgoing student representatives from the various programmes, the Core Management Team and Senior Management Team, the Divisions (Planning Division; Student Services Division; Assessment, Evaluation and Student Progression Division), the Directors of the Centres, the members of the Mid-Term Review Committee and those members of AUD who were in the leadership/administrative positions and have retired recently.

The second series of meetings were held from 6 to 8 March 2018. In this series of meetings, the Committee members visited the Karampura and Lodhi Road campuses of AUD and interacted with the faculty members in the Schools across the three campuses, and with the office bearers of the AUD Faculty Association.

The third series of meetings were organised from 9 to 11 April 2018 at the Kashmere Gate campus. In this series of meetings, the Committee members interacted with the Advisory Committee on Research and Project Management, Advisory Committee for International Partnerships, IT Services, the Library faculty and Library Committee,

Officers on Special Duty of the three campuses, Estate and Campus Divisions, officer-level staff (Deputy Registrars and Assistant Registrars), and the Administrative and Multi-Tasking Staff of Schools and Centres. The Committee members also interacted with the Vice Chancellor, and the representatives (the Education and the Finance Secretaries) of the Government of Delhi.

The fourth series of meetings were organised on 29–30 April 2018 to deliberate on the major lessons drawn from the review process and the recommendations of the Committee.

The fifth series of the meetings held on 30–31 May 2018 discussed the working draft of the DRC report and finalised the recommendations. In this round of meetings, the DRC also met with the Undergraduate Review Committee to discuss the shared observations and the recommendations.

At the final meeting held on 13–14 June 2018 the DRC finalised the draft Report.

This Report presents the analysis of the Committee based on its discussions with the various constituents of the University. The concerns and apprehensions of the constituents with the evolving context of the University and their aspirations and ambitions for the future have been considered carefully to arrive at recommendations that are expected to aid the process of consolidation of its achievements till now and planning for the future expansion and progress. The DRC has also corroborated the review findings with an analysis of relevant data available with the University. The Committee has attempted to achieve its objectives by revisiting the challenges faced and strategies adopted to overcome these by AUD and reviewing the current status of structures and processes.

The schedule of the meetings of the DRC is given in Annexure 1.

Acknowledgements

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The Chairperson and Members of the Committee would like to place on record their unreserved appreciation for the contribution that Dr Gunjan Sharma has made to the Decennial Review as Faculty Secretary. Particularly noteworthy are her meticulous note-keeping, painstaking sourcing of data, skilful drafting of the report, and her equanimity in the face of daunting deadlines.

Chapter 2

The University

Vision and Mission

The University is named after Dr B.R. Ambedkar, the visionary reformer. Taking inspiration from his life and work, AUD's vision statement commits itself to equity and social justice as the bedrock of its philosophy and values. As a public institution, AUD sees itself as an instrument of social transformation, focusing on social action at the interface of civil society and the State. AUD is committed to ensuring not only access to but also success in higher education and establishing an institutional culture of cooperative and creative functioning.

AUD is making an attempt, through its programmes, not merely to respond to the demands of the market, but also to create leadership in critical areas of society and for public systems. The imagination to develop professional capacities in its students for social transformation through constitutional means drives AUD's pursuits.

AUD aspires to 'mould its students into informed and sensitive professionals who will engage with their social responsibilities and will react to the needs of the marginalised sections of our society'. The structure of the University and its programmes highlight these aspects, and they find reflection in its policy of having optimally sized class cohorts, of deploying at least 25 per cent of curricular time on group work, fieldwork, and project work, and requiring engagement with the community outside the University.

The University Act defines the Objects of the University as:

a. to evolve and impart comprehensive higher education with focus on liberal arts, humanities, and social sciences … at all levels to achieve excellence

b. to organise advanced studies and promote researches in higher education with focus on liberal arts, humanities and social sciences

c. to disseminate knowledge and processes and their role in national development by organising lectures, seminars, symposia, workshops and conferences

d. to promote cultural and ethical values with a view to promote and foster objectives of liberal arts, humanities and social sciences

e. to liaise with institutions of higher learning and research in India and abroad

f. to publish periodicals, treatises, studies, books, reports, journals, and other literature on all subjects relating to liberal arts, humanities and social sciences

The DRC has engaged with the vision and mission of AUD in the process of interaction with the various constituents of the University. While this is discussed in some detail in Chapter 4 of the Report, here it is pertinent to state that AUD has been successful in keeping its vision intact.

Structure of the University: Governance and Organisation

Academic Structure: Schools, Programmes and Centres

Unlike some other universities in Delhi, AUD has a unitary, non-affiliating, and decentralised structure with Schools and Centres as the foci for all academic activity.

Schools and Programmes

The Schools in AUD are composite and indivisible academic spaces with their respective epistemic focus and engagements. The distinct nomenclature of the Schools reflects the focus on those areas of

knowledge and professional specialisations which, though relevant to contemporary times, have not been given enough emphasis in higher education institutions in the region. The University has at present twelve Schools that offer undergraduate, postgraduate, and research programmes in the social sciences, arts, humanities, mathematical sciences, and liberal studies. (These have been listed in Chapter 5 and the brief notes about the Schools are provided in Annexure 2.) Each School has one or more programmes of study including undergraduate, postgraduate, and MPhil/PhD programmes. The Schools have a larger core faculty and longer-term commitment to the programmes of study that they offer. The University has a policy of appointing faculty members on a concurrent basis; this is incorporated in the Statutes governing the structure of the Schools. In this system, each faculty member, based on her/his research interest and expertise, is expected to teach across Schools and programmes. Additionally, each faculty member is concurrently appointed to the School of Undergraduate Studies. This system of concurrence reinforces the interdisciplinary character of the Schools and programmes.

As stated in the Preamble to this Report, the envisioning of AUD's Schools facilitated imagining programmes that are essentially along interdisciplinary lines. The Schools exercise considerable autonomy in developing the curriculum of the programmes they offer. This has enabled the Schools to innovatively structure their programmes. The DRC appreciates that several of the AUD programmes are first of their kind in the country. This distinctiveness has been recognised and appreciated both in academic circles and in the field of practice. The programme contents are designed keeping in mind AUD's vision, which foregrounds equity, social justice, and excellence. This has itself meant a departure and a reinterpretation of conventional knowledge systems and structures. Most of the programmes have field and practicum components to enable the students to explore linkages and gaps between theory and practice.

The structure and contents of the academic programmes are developed through an intense and protracted process involving extensive consultation with academics, leading scholars, and practitioners in the respective areas besides a three-tier – School's Board of Studies, Standing Committee, and the Academic Council – approval process. At present, all the forty-seven academic programmes (see Chapter 6) offered by AUD are full-time and based on the face-to-face mode of instruction.

Centres

The Centres at AUD are identified as distinct spaces for project-based research, policy advocacy, capacity-building, and networking with the community. The Centres focus on areas of social importance in contemporary times. They have relatively flexible structure, comprising faculty members drawn from the Schools, professionals, and scholars working more or less in project mode. Unlike the Schools, which are fully supported financially by the University, the Centres are expected to be financially self-reliant. At present, there are nine Centres; these have been listed in Chapter 5 and described in some detail in Annexure 2.

University Bodies

The University has several regulatory bodies responsible for its functioning. These include the University Court, the Board of Management, the Academic Council, the Finance Committee, and the Proto-Planning Board.

University Court

The University Court is the top-most authority of the University and meets once in a year on a date fixed by the Board of Management to consider a report on the working of the University during the previous year together with a statement of receipts and expenditure, the balance sheet as audited, and the financial estimates. It has powers to review

the broad policies and programmes of the University and suggest measures for the improvement and development of the University.

Board of Management

The Board of Management is the principal executive body of the University and is vested with the general management and administration of the University. The Board of Management has also set up the Advisory Committee Research and Project Management and the Advisory Committee International Partnerships to facilitate and support research and international partnerships respectively, along with a Standing Committee to recommend fee policy for the University.

Academic Council

The Academic Council is the principal academic body of the University. It is responsible for managing the academic affairs of the University as well as for the maintenance of standards of instruction and evaluation in the University. It works largely through the Standing Committees that it has constituted: Standing Committee Academic Programmes, Standing Committee Professional, Vocational, Continuing Education Programmes, Standing Committee Research, and Standing Committee Student Affairs. These Committees, depending on their mandate, deliberate on the matters pertaining to programme/course approval or on student related matters, and present the agenda to the Academic Council for its consideration.

Board of Studies and Advisory Committees

Each School has a Board of Studies constituted with members from both inside and outside the University. The Board of Studies acts as the first level of the three-tier statutory approval process (followed by Standing Committee and AC at the progressive levels) that academic proposals of a School have to go through. For the research programmes, this role is played by the Research Studies Committees; whereas each of the Centres has an Advisory Committee that performs similar functions.

Finance Committee

The Finance Committee is a statutory body that scrutinises the annual budget of the University. It considers all proposals for new expenditure, makes recommendations to the Board of Management on financial matters, considers the periodical statement of accounts, reviews the financial health of the University, and considers re-appropriation statements and audit reports.

Planning Board

AUD is yet to institute a Planning Board. The Proto-Planning Board is instituted to consider and review the University's short-term and long-term strategic plans. It is expected that the University institutes a full-fledged Planning Board in the near future.

All the above bodies work at various levels to ensure that decisions taken on substantive aspects of the University are deliberated upon and are duly approved. The constitution and the relationship between these bodies is presented in Annexure 4.

Governance and Administration

In addition to the statutory bodies, the University has the conventional structures and positions of university management. Like most other public universities, at AUD the Vice Chancellor is the executive and academic head, and s/he provides strategic, academic, and managerial leadership to the University. The Vice Chancellor is the final authority in day-to-day decision-making and takes all the management decisions. S/he is also the Chairperson of the Board of Management and the Academic Council. The Vice Chancellor is supported by the Pro Vice Chancellor, who is the Chairperson of all the Standing Committees (except the Standing Committee on Student Affairs) of the Academic Council and provides support in quality enhancement of teaching and research programmes. Currently, there are two Pro Vice Chancellors; this is keeping in view the multi-campus context of AUD and the future expansion. Deans head the Schools of AUD and Directors head Centres.

The administrative structure of the University includes many Divisions that attend various matters of day-to-day functioning. At present there are twelve such Divisions: Student Services; Assessment, Evaluation and Student Progression; Academic Services; Human Resources; Library Services; Information Technology (IT) Services; Planning Division; Campus Development; Administration; Estates; Finance; and Governance (see Annexure 2). Each division is headed by a Dean/ Director. The head of Administration is the Registrar and head of Finance Division is the Controller of Finance.

The structure of governance and administration of the University is presented in Annexure 4 in the form of an organogram.

Given its multi-campus context, AUD has recently instituted a process of appointing one existing faculty member as Officer on Special Duty for each campus, who oversees the day-to-day functioning of the campus, particularly with respect to infrastructure and campus management. Eventually, this position may be converted to that of Campus Director.

Participatory Management and Governance

Participatory management is a key element of the institutional culture that AUD has consciously cultivated since its inception. The participative governance goes hand-in-hand with the principle of 'academic oversight'. In the DRC's view this is an extension of the idea of ensuring that the University community, particularly the faculty, should have a central role in envisioning and directing the core processes of the University. In pursuit of this, several different kinds of mechanisms and forums have been instituted over ten years. These mechanisms are not statutory; yet have facilitated the University immensely in these critical years. These mechanisms are as follows:

• The Senior Management Team comprising all Deans of Schools, Directors of Centres and Division Heads. It is a forum from which most policy ideas emanate. It meets once every two weeks to discuss such policy and other day-to-day governance matters.

- The Core Management Team mainly focusses on administrative matters. It comprises the Vice Chancellor, Pro Vice Chancellors, Registrar, Controller of Finance, and heads of Divisions (Planning, Student Services, Academic Services, and IT Services) and meets as and when required.

- The University has also constituted other committees and task groups to oversee existing rules, procedures, and norms as also propose new ones on important matters, such as committee for developing service rules, task group for developing academic governance calendar, and the like.

- AUD has initiated deputing faculty members as Deputy Deans and Officers on Special Duty of Divisions/Schools/other units keeping in view their needs and also with a view to nurture administrative skills among the faculty.

- In Schools with more than one programme, an Academic Coordination Committee is in place. Across all Schools, the Dean is assisted by one faculty member designated as Programme Coordinator for each programme.

- The Student–Faculty Committee is a programme-level committee comprising of two student representatives and a faculty member (see Section 2.3).

- There are other open forums like reflection sessions and retreats that are organised from time to time at the University, as also at other levels.

Teaching–Learning Approach, Student Mentoring and Student Well-Being

AUD has made concerted efforts to focus on a participative teaching–learning ethos, and on the well-being and mentoring of students beyond

the classroom. This has been pursued as one of the core elements of its institutional philosophy.

Teaching–Learning Approach

The teaching–learning approach that was consciously adopted from the initial years of AUD aims at facilitating the active involvement of students in classroom processes. AUD has consistently encouraged a climate where students can share and bring in their diverse experiences to engage with the course contents. The teaching–learning at AUD happens in a variety of modalities including group-work, presentations, discussions on documentary films and policy documents, and workshops on data-sets and other material. As mentioned earlier in the Chapter, students of almost all AUD programmes have hands-on practice-based experiences (such as workshops, studios, and field projects) which are integrated into the programmes. This approach is appreciated by the student community.

Student Mentoring and Well-Being

The University has put in place various structures and measures to support and assist the students in need of economic, academic, emotional and/or peer support. These measures are guided by the institutional mission of inclusion with excellence and keeping in view the socio-economic background of the student intake and the challenges that they may face at different stages during their studies at AUD. The following deserve special mention in this regard:

Fee Waivers: The University offers full waiver of tuition fees to all students belonging to SC (Scheduled Caste), ST (Scheduled Tribe), and PwD (People with Disability) categories subject to submission of relevant certificates. Students from other economically weaker backgrounds can avail tuition-fee concession subject to submission of income certificate issued by competent authorities. A student with an annual family income of less than Rs 6 Lakhs is eligible for full or partial fee waiver depending on pre-determined income slabs. A student with

an annual family income of Rs 3 Lakhs or below is eligible for full fee waiver (see Table 2.1).

Table 2.1: Fee Waiver Based on Family Income

Income Slab	Per cent of Tuition Fee Waiver	Gross Annual Family Income in Rupees
Slab 1	100 %	3 lakhs or below
Slab 2	75%	4 lakhs or below, but more than 3 lakhs
Slab 3	50%	5 lakhs or below, but more than 4 lakhs
Slab 4	25%	6 lakhs or below, but more than 5 lakhs

Student Welfare Fund: The University has created a Student Welfare Fund with the objective of making financial assistance available to students facing financial difficulties in their academic engagements. This Fund may be utilised for meeting emergency medical expenditure, purchase of books and study materials, and the like. An amount of Rs 500 per semester is collected from all students towards this Fund and the University contributes an equal amount.

Language Cell: English is the medium of instruction at AUD. The entrance exams, most classroom interactions, and course assessments are conducted in the English medium. This was a deliberate policy decision taken at the time of instituting AUD (see Annexure 5) and is based on an understanding of the existing disparities in terms of language and how these may get amplified by creating two separate and parallel streams for English and Hindi medium students. Since students from a diverse linguistic context are encouraged to apply and are enrolled in the various programmes of study at AUD, as a facilitative step towards implementing this policy, a Language Cell has been put in place to provide support to students from different linguistic backgrounds to improve their reading, writing, and comprehension skills in English.

Student Cell: The University has created a Student Cell, a peer support group, to assist fellow students, especially those who are facing economic, academic, social, or emotional difficulties. It is a non-statutory body comprising largely of students themselves meant to act as a liaison between Student Services Division and the students.

Student–Faculty Committee: The day-to-day interaction between teachers and students may raise issues and concerns that need to be addressed amicably and in time. The Student–Faculty Committee is a forum for students and teachers to interact and resolve day-to-day academic issues with regard to classroom proceedings, assessment, feedback, peer dynamics, etc. It includes elected representative from each cohort of every programme and a faculty representative who are expected to meet on a regular basis. The general body of the students at the programme level and the programme faculty are expected to meet at least once per semester.

The Psychotherapy and Counselling Clinic: The University has set up a Psychotherapy and Counselling Clinic, Ehsaas, to address the emotional needs of the students and other members of the University community. The services of this clinic are made available to those outside AUD, too at a nominal fee. Functional since 2011, the aim of Ehsaas is to make psychoanalytic psychotherapy accessible, keeping in mind that there is a need for social as well as emotional justice and that everyone deserves care and concern.

Career Cell: AUD Career Cell has been set up to facilitate interface between students and the world of work. This Cell identifies the organisations that are interested to offer internship/placements for students and liaise between students and such organisations. This Cell is also in the process of establishing a University-wide Alumni Association, though some of the Schools/programmes have initiated their own alumni association.

The above mechanisms for mentoring students have been referred to in other chapters of this Report. DRC's recommendations pertaining to some of these mechanisms have been included in Chapter 7.

Research

Research at AUD is primarily organised under the structure of the Centres. However, as a higher education institution, AUD also encourages research as a pan-university value. As the MTR had suggested, the University has recognised early on that its future will depend not only on its teaching programmes, but also on the research and publications of its faculty. To pursue this goal, AUD facilitates its faculty to undertake research through provisions such as start-up seed-grants and longer-term grants. For undergraduate and postgraduate students, it has a provision for learning enhancement funds for fieldwork support and for stipends. Research students who are not getting any scholarship from any external agency receive a monthly stipend from the university. AUD is one of the few State Universities to have extended such financial support. The research students also get financial support for undertaking fieldwork.

The culture of engaged scholarship, where research is closely aligned with practices in the field, has led to the enrichment of the teaching–learning experience at AUD for students as well as teachers. For instance, the MPhil programmes in Psychotherapy and Development Practice have built into them provision for intense practice-based experience. The dissertation and term papers that students write help them engage with such experience at a conceptual level.

Along with encouraging research culture, AUD has put in place formal structures to ensure the quality and rigour of research. Research Studies Committee at School level and Standing Committee Research of the Academic Council at the University level are put in place for examining matters related to research studies programmes (MPhil and PhD). The Advisory Committee on Research and Project Management has been

created with the mandate to examine issues related to research projects taken-up by the Centres and faculty members. Some of the trends and matters related to research at AUD will be elaborated in the Chapter 9.

Collaborative Partnerships

AUD's emphasis on interdisciplinary and engaged scholarship has led to a wide variety of collaborations and promoted outreach into the community. These collaborations have contributed in significant ways in the evolution of AUD as an institution. More precisely, the University's collaborative activities with other organisations and agencies have contributed to funding, academic programme development and its delivery, and research.

At AUD, outreach is understood as developing global connections and international exchange of ideas, on the one hand, and intense local engagement, on the other. AUD collaborates in various ways with government and non-government organisations, research organisations, think tanks, schools, and the like. For example, the MPhil/PhD programme in Women's and Gender Studies is conducted in collaboration with the Centre for Women's Development Studies, Delhi. Similarly, several schools of AUD collaborate with organisations to offer opportunities for field immersion to the students. The Centres like Centre for Early Childhood Education and Development and Centre for Community Knowledge are also involved in collaborations with national organisations on various projects. AUD has started many initiatives with the active involvement of the community both within and outside the city of Delhi. It has signed (bilateral) memoranda of understanding with many foreign institutions (see Annexure 6) for faculty and student exchanges, research collaboration, and educational programme design. The partnerships of the University are discussed in Chapter 12.

AUD's provision to invite external resource persons as faculty, facilitates the exchange of ideas between institutions, scholars, and practitioners. Visiting faculty are invited on the basis of their eminence and expertise

from local, national, or international academic circles to be part of the faculty for durations ranging from a few days to more than a semester. Adjunct faculty comprises experts (mostly local) who enter into a contract with the University to offer a course. Guest faculty is invited to give one or more lectures or seminars within a programme.

Growth of AUD

There has been substantial growth in the number of programmes on offer at AUD during the last nine years (see Figure 6.1 in Chapter 6). At the time of MTR, there were thirty-two programmes (seven undergraduate, fourteen postgraduate, five MPhil, and six PhD). This number has increased substantively; now there are a total of forty-seven programmes (including ten undergraduate, seventeen postgraduate, seven MPhil and thirteen PhD programmes). It is evident that growth in the programmes has mainly been at the level of research degrees. The strengths and weaknesses of this trend have been discussed in Chapter 6.

The student population has also increased substantively from the time of MTR. In 2017–18, the total number of students is 2,465 as compared to 995 students in 2013–14. However, the composition of students has only changed marginally during this period. This trend is discussed in Chapters 6 and 7.

AUD has a faculty structure that allows for full-time (both regular and on contracts), adjunct, visiting, and emeritus faculty. The faculty also draws on research students working as Teaching Assistants. AUD's faculty size has also increased at a steep rate particularly in the past three years. AUD currently has 175 (regular and contract) faculty members, out of which it has recruited about seventy-three in the past three years. The growth in the number of faculty in the last nine years has been discussed in Chapter 8.

AUD's exponential growth is also reflected in its financial expenditure (see Figure 2.1). The rate of increase in expenditure is expected to slow down progressively once all the campuses are set up and the University reaches its optimum size of students.

AUD Financial Expenditure (in Rs. Crore)

Figure 2.1 AUD Financial Expenditure (in Rs Crore)
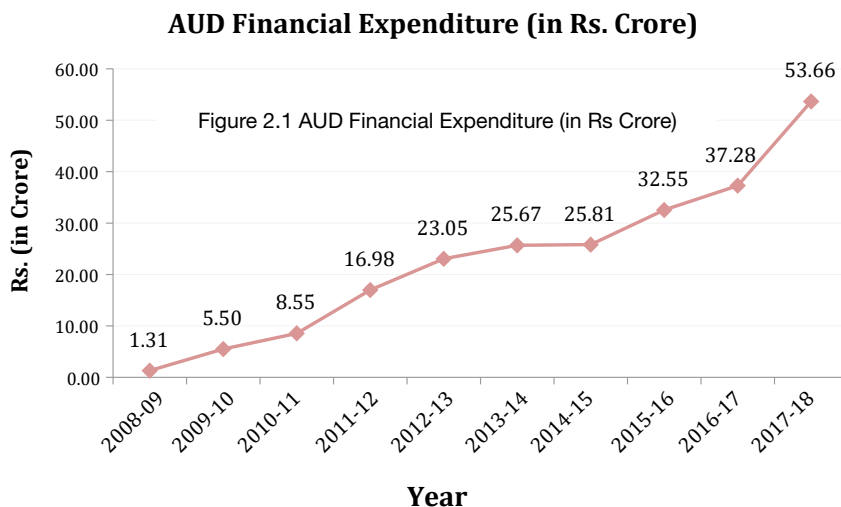
While there has been a short period of stagnation due to infrastructural constraints at the Kashmere Gate Campus, the growth rates have been sharper since the allocation of the Karampura and Lodhi Road campuses, which has brought with it the promise of expansion opportunities along with some challenges. AUD is also set for further expansion through its Dheerpur and Rohini campuses, and exploring possibilities of initiating more professional, vocational, and continuing education programme.

The DRC is of the view that AUD's contribution, particularly in providing quality higher education to the students of Delhi and its engagement and outreach with communities in Delhi, is tremendous. Looking at AUD's work, the Committee fully endorses the necessity of continued, sustained, and enhanced funding from the GNCTD for its activities.

The DRC recognises that the steep growth curve that AUD has followed is an outcome of the hard work and commitment of the University's leadership since its inception. This is remarkable considering the limitations of infrastructure under which the University has been functioning. The DRC also recognises that expansion brings with it challenges of different kind, and AUD has been doing exceedingly well in dealing with most of these.

Chapter 3

Achievements, Challenges, and Opportunities

AUD's Uniqueness

In the first ten years of its existence AUD has been successful in creating a unique identity for itself in higher education in the country. AUD's uniqueness vis-à-vis other universities lies in its distinctiveness as a University of the city of Delhi that hosts a range of areas of study – including discipline-based and interdisciplinary social sciences, humanities, specialised professional programmes in areas such as Management, Design, Education and Art and Performance as well as vocational education. It has a range of programmes from undergraduate to PhD levels, and plans to introduce for continuing education in the near future.

Given its status as a State university and the changing higher education scenario, AUD has strategically worked to create its distinct niche vis-à-vis the already well-established Central and State universities in Delhi. It has established a fresh interdisciplinary and intellectual environment which has the potential to engender cross-fertilisation of ideas across knowledge formations and structures while transcending the artificial divisions between disciplines and between academia and the world of practice. This character is embedded in its current structures, particularly in the areas in which it has anchored its academic programmes. AUD's programmes of study stand out in encouraging the students to reflect, rethink, and be sensitive to social and political realities; these programmes have been able to successfully carry forward the vision of working in non-conventional areas of study that are of critical importance today and in the times to come.

A decade is a short time in the life of a University. Yet, in this short time, the University has excelled in building and carrying forward its

spirit and commitment to its ideals as it has strived to redefine the role of a public university in the Indian context. The DRC commends the farsightedness and determination of AUD's leadership that has been able to realise this dream despite constraints and challenges facing the social sciences, higher education, and the University.

Achievements

AUD has been imagined collectively by its leadership, faculty, and the government. This collective spirit has been the driving force in achieving several milestones and excellence in its endeavours. In a short span of ten years, as a social science university, AUD has set benchmarks of possibilities for State government universities. The main source of AUD's achievements has been its conceptualisation as an intellectually stimulating space that encourages and incubates unique and innovative ideas. Several achievements of AUD stand out and need special mention:

1. Over the first ten years of its existence, the University has worked towards systematising innovative practices at three levels: institutional, programmatic, and pedagogical. The genesis of these innovative practices is the distinct envisioning of the Schools, Centres, and programmes. AUD has constantly worked in social science thematic areas that are socially significant (such as human ecology, development practice, psychotherapy, early childhood, and the like) yet neither well-explored nor instituted in conventional higher education institutions in the region. At the same time, AUD has engaged with the core social sciences (economics, history, and sociology) and humanities so as to enrich the interdisciplinary studies.

2. It is commendable how, by strategically focussing on creating a unique identity rather than competing with and replicating other higher education institutions in Delhi, AUD has been successful in addressing the issue of 'catchment area of students' that the MTR had identified: 'AUD is yet to explore innovative practices for broadening its base for

admissions, particularly to its undergraduate programmes. Located as it is in Delhi, AUD at present seems to be largely getting undergraduate students who do not manage admission in the colleges of the University of Delhi' (p. 16). This is no longer the case in several of the programmes. In fact, some programmes of AUD receive a high number of applications and are highly sought after by prospective students (see Annexure 8). This has been the most remarkable achievement of AUD that is well appreciated by various quarters within and outside AUD, including the GNCTD.

3. As mentioned in Chapter 2, AUD has instituted a unique system of concurrent appointments of faculty members across Schools and Centres. This facilitates an integrated comprehensive approach to university education from undergraduate to doctoral levels. That is, the faculty members who supervise dissertations at the doctoral level also participate in the teaching of undergraduate courses, enabling a seamless sharing of the range of expertise of faculty at all levels (NAAC Report, p. vii). The intention is to nurture undergraduate teaching, which has conventionally been neglected in higher education. This system of concurrence also strengthens interdisciplinary teaching–learning and research as the faculty members are encouraged to engage with more than one School and Centre. The University needs to strengthen the implementation of this practice to ensure that its constituents – programmes, Schools, and Centres – do not move towards the conventional disciplinary silos.

4. The University has developed some unique functional mechanisms of participatory management that have been described in Chapter 2. There is a hands-on involvement of the collective leadership in the management through regular meetings of the Core Management Team, Senior Management Team, and a variety of task groups and committees. These bodies are not statutory, but they have come into existence through conventions of practice giving sustainability to collective leadership and democratic governance – the principles

that are much needed for a young and growing institution. This is remarkable and a break from the culture of bureaucratic governance of institutions, especially in the public system of education in the country. The University should further deepen this culture through maintaining unencumbered communication and by engaging in deliberations on the lessons learned from and ways to retain this spirit of collective leadership.

5. AUD has been able to work collaboratively with the Government of NCTD and comes across as an excellent model of government–public university partnership. The support that the Government has extended to AUD by allocating space for new campuses, and the recent sanction of faculty and staff positions for the expansion of its activities is evidence of the mutual trust underlying this partnership. The immense confidence that successive governments have reposed in AUD, and the spirit of ownership the government has about the University and its policy of non-interference in the University matters came out clearly in the DRC's interaction with Government representatives. This relationship is rarely seen in the functioning of higher education institutions in the country. At the same time, the challenge for AUD is that while so far it has enjoyed relative autonomy in its functioning, how it would ensure carrying forward this intellectual freedom in the future given the political turmoil that public funded higher education in the country is faced with.

6. AUD's quest for excellence is reflected in its faculty recruitment. AUD has been successful in attracting highly qualified faculty from many top universities in India and abroad. This is mainly because of AUD's identity as an intellectually inspiring space and its culture of autonomy, critical thinking, non-hierarchical functioning, team-work, and creativity that it has been able to build with conscious dedicated efforts. The faculty excellence is utilised well through practices such as encouraging faculty initiative in conceptualising new programmes, favourable teacher–student ratio to ensure quality in teaching, and faculty involvement in imagining different aspects of the university

governance and life. In the context of its steep expansion, AUD needs to ensure that new faculty members go through an intensive induction/ acculturation process so that the core principles and vision continue to be followed and practised. The faculty members also need to be nurtured and their academic development facilitated. To keep the spirit of inquiry alive, the University should encourage and facilitate regular interactions and exchange between AUD faculty and scholars in India and abroad.

7. The nature of the programmes and quality of curricular engagement at AUD is appreciated by the students and alumni and is generally well regarded in the academia. AUD courses are designed to foster critical thinking and develop a climate of conceptual self-questioning so as to inculcate a spirit of inquiry among the students. In conversations with the DRC, the students and alumni expressed that the interdisciplinarity built in the programmes provided them opportunities to develop their own frameworks for navigating their respective fields. The alumni of initial cohorts of AUD noted that the opportunity to participate in the shaping of the programme provided them a unique experience.

8. As mentioned in Chapter 2, a variety of approaches for organising teaching–learning and emphasis on fieldwork and hands-on experiences across programmes have been built into most of the programmes at AUD. The University encourages the programmes to have field-based components. This has created the possibilities of instituting unique programmes such as the joint AUD-PRADAN (Professional Assistance for Development Action) MPhil Programme in Development Practice. The field-immersion process constitutes about two-thirds of the curricular engagement of this programme. The long period of field-stay and home-stay in remote and disadvantaged rural communities, supported by rigorous conceptual engagement in the campus, enable the students to critically engage with the concept and practice of 'development'.

9. As the MTR had observed, AUD's unique assessment system complements the creative classroom practices. Not having an 'examination branch' has facilitated the University in providing greater autonomy at the School and programme levels. The University created the Assessment, Evaluation, and Student Progression division to help coordinate and streamline the process of evaluation. All programmes follow the policy and system of continuous assessment with both formative and summative assessments. That is, assessment takes place throughout the course in different modalities (group projects, field-based assignments, case assessments, material design, documentary analysis, term papers, quizzes, and tests) and the students are continuously provided qualitative feedback on their performance. AUD's assessment practice continues to be its core pedagogical strength. While this is commendable, the University will have to continuously engage with its faculty members to ensure that the core principles and rationale behind continuous assessment is practised in letter and spirit. The Assessment, Evaluation, and Student Progression division and School administration will have to constantly oversee the process.

10. As mentioned in Chapter 2, the well-being of students is a core value to which all constituents of AUD are oriented. The systems instituted by the University are examples of this culture established from the early years of AUD. Some notable ones described in Chapter 2 include the Students Cell, Earn-While-You-Learn Scheme, The Ehsaas Clinic, student representation in various committees, and the close student–teacher interactions outside the classroom. While there is unevenness in the success of specific initiatives, the acceptance of the culture of close relationship with students is observed across AUD. The ethic of care for its students that AUD has been able to successfully establish is one of the core strengths of AUD.

11. Despite its relatively high fees as compared to other Central universities in Delhi, AUD has institutionalised financial support systems for the students. As a policy, no deserving applicant is denied

the opportunity of studying at AUD merely due to inability to pay the fees. As described in Chapter 2, to implement this, the University offers full and partial fee-waivers to students in need of support. The University has also created Student Welfare Fund. These mechanisms have been highlighted by students as critical in the completion of their higher studies and mark AUD's sensitive approach to achieve its vision of bridging the gap between social justice and excellence. These welfare measures could also be one of the possible factors leading to a significant increase in the intake of students from disadvantaged backgrounds (see Annexure 8)

12. AUD utilises its unique positioning as a University of the city and constantly engages with different aspects of life in Delhi by community outreach. In this direction, AUD has taken up unique projects and initiatives through its Schools and Centres. The following are some of the commendable ones in the regard:

• Through its Centre for Community Knowledge (described in Annexure 2), AUD is successfully collecting, documenting, and making visible the histories of ordinary people and places that constitute the city of Delhi. The Centre's Neighbourhood Museum series is a unique collaborative project involving students and faculty of several Schools of AUD. The Centre for Community Knowledge is also in the process of developing a University managed Delhi City Museum in collaboration with faculty and students of the School of Liberal Studies, School of Design, and School of Culture and Creative Expressions among others.

• Through the Centre for Urban Ecology and Sustainability (described in Annexure 2), AUD has initiated the much-needed intervention in the environment and ecology of Delhi. For instance, the Wetlands Programme of the Centre undertakes action research on Delhi's wetlands with a view to enhance their ecological character and ensure their long-term sustainability. The project aims to ecologically restore the 25.38 hectares of land earmarked for conservation of

wetlands at the Dheerpur campus over a period of five years, as per the Management Agreement between Delhi Development Authority and AUD. Once established, the Wetland Park would provide hydrological, regulatory, cultural, and aesthetic benefits to the local population. It is also envisaged that the Wetland Resource Centre of the Park would form a hub for nature education and outreach programmes that further the cause of conservation of wetlands and long-term urban sustainability. The project is a fine example of how AUD is intervening in areas that are of immense importance to quality of life in the City.

• The Ehsaas Clinic, described in Chapter 2, extends its services not only to AUD community, but also to the people around Kashmere Gate, especially to those who cannot afford quality mental health services. A crucial feature of Ehsaas is the provision of a sliding fee structure, which includes low-cost and free counselling and psychotherapy to people from socio-economically marginalised groups. Adults, adolescents, children, and families have come to the clinic seeking help and have obtained therapy. Out of the 200 plus persons who have accessed the clinic, 70 per cent have been young people in the age group of 18 to 24 years from AUD and other Universities in Delhi. Ehsaas also collaborates with Aman Biradari, an orphanage and shelter home in Delhi, and conducts workshops in government schools in Delhi on issues relating to life challenges, emotional development, learning difficulties, and adjustment of children. The Clinic is also a training opportunity for the MPhil Psychoanalytic Psychotherapy students.

• Given the recent policy and provisioning context of early childhood care and education in Delhi, Centre for Early Childhood Education and Development (described in Annexure 2) has collaborated with the GNCTD to initiate ten early childhood care and education Centres in Delhi for providing preschool education to children from the marginalised backgrounds. These centres will be housed in Basti Vikas Kendras managed by the Delhi Urban Shelter

Improvement Board. The focus of these preschools will be to provide developmentally and contextually appropriate play-based learning for 3–6-year-old children.

• AUD's Design Innovation Centre is a three-year project of the School of Design under the Hub and Spoke Scheme of the Ministry of Human Resource Development, Government of India. It has undertaken two projects: 'Last Mile Connectivity for Urban Commuters Integrating Para Transit Modes' and 'Creating Sustainable Social Ecology for Urban Farming'. The former is aimed at integrating cycle rickshaw and e-rickshaw to access public transport in Delhi and the latter involves working with slums in NOIDA Sector 9 to encourage integrated composting and farming and in urban households.

The University should sustain and carry forward the spirit underlying this work and initiate and fund more such initiatives.

13. The Committee has noted with appreciation AUD's new School of Vocational Studies which aims at providing the Delhi's students skill-focused education and training for meaningful employment once they graduate from the programme. The rationale for establishing this School is Delhi's changing demography and the resultant emergence of a large number of first-generation high school graduates who are keen to pursue skill-based tertiary education mainly for participating effectively in the growing economy. The School has started offering flexible programmes (namely, Bachelor of Vocation [BVoc] in Retail Management, Tourism and Hospitality, and Early Childhood Centre Management and Entrepreneurship) with multiple entry and exit options with certificate (after one year), diploma (after two years), and degree (after three years), and also opens the opportunity for recognition of prior learning. These endeavours are particularly appreciable keeping in mind different kinds of social aspirations of young people in and around Delhi.

14. AUD is also one of the few social science public universities that has set up an incubation centre in 2017 – AUD Centre for Incubation, Innovation and Entrepreneurship. This Centre is a not-for-profit company which endeavours to build an ecosystem of innovation and entrepreneurship by encouraging interested graduates of AUD and members of community to become entrepreneurs. Like most other initiatives of AUD, one of its core objectives is to reach out to the less-privileged sections of society who may not otherwise have access to new knowledge and contemporary practices. The Centre facilitates technical mentorship and helps to generate financial support from investors and venture capital funding to nurture potentially viable ideas to be set up as sustainable enterprises in the social sector. It is currently incubating six for-profit social start-ups in the areas of mental healthcare, rooftop farming, and affordable food, solar energy, and education. Each start-up is being provided a seed funding of Rs 10 lakhs against an equity share of 5 per cent held by the Centre. The Centre has been shortlisted for award of funds up to Rs 10 crores, under the Atal Incubation Centre scheme of NITI Aayog, Government of India. The DRC appreciates the excellent work that the Centre has done in such a short period.

15. As a forward-looking educational institution, AUD has invested in technological resources and other supporting facilities for its teachers and students. The University has provided individual workstations and desktops/laptops to all faculty members. All three Campuses have computer labs that can accommodate student workshops and Wi-Fi connectivity. The classrooms are equipped with projector and audio system. AUD provides for remote access to online journals and other resources to both faculty and students. Enterprise Resource Planning software is used in the University for student admissions, assessments, and various other administrative processes. As a present-day institution, AUD's recognition of the role and future of technology in teaching–learning is commendable. AUD has the potential to do more in this area so that it can expand its reach by providing education through blended,

online, and remote ways in several areas. Some of these technologies can also help provide seamless and personalised education in the existing programmes which are largely based on a face-to-face mode. Setting up a cell which proactively works towards integrating new technological innovations in existing programmes may be explored by AUD keeping in mind the new developments in higher education.

16. A learning and resilient organisation should maintain a good nervous system, a system which constantly provides feedback to the decision-making/governance bodies. It is in this spirit that AUD has created a mechanism for regular reviews and self-reflections since its inception. In addition to the previous reviews, the three distinct review exercises, namely, the Decennial Review (an overall review of the University); Undergraduate Review (review of the School of Undergraduate Studies), and Programme Review (review of individual programmes) are good examples of how these self-assessment and renewal mechanisms have been established at AUD. AUD has also instituted a longitudinal project to document the institutional memory of building the University, and collected rich data on its journey so far and on the various aspects of institutional development. The task ahead is to consolidate the project by converting it into an archive that allows researchers and other members of the institution to retrieve the data. Apart from these regular exercises, what really helped AUD in its early stage of development was the informal ways (town-hall meetings, retreats, etc.) of self-reflection and deliberations. As the University has grown, these informal channels of reflection and communication have either become redundant or non-functional. The University should explore other ways to continue its initial culture of debate and discussions that may also further enhance the collective ownership of the University among its core constituents.

There are many more aspects of AUD's achievements that need to be applauded. The DRC commends AUD as an example of success for public universities and as a role model for higher education institutions. At the same time, the University faces challenges and potential threats,

some of which are common to all higher education institutions and some are unique to AUD.

Challenges and Opportunities

Inertia and Life Cycle of Institutions

The DRC recognises that as AUD grows further it is bound to face challenges that are structural in nature and not unique to the University. These challenges are a part of an institution's life cycle and are also related to the larger higher education scenario in the country. On the one hand, it is inevitable that the initial euphoria of setting up an institution wanes with its growth and expansion. On the other hand, the constituents of an institution could assume the constructive role of maintaining and prolonging the initial enthusiasm.

One, as AUD has expanded, its faculty base has also become larger. The University has recruited a large number of faculty in the past three years (see Chapter 8); this may bring about a shift in the orientation of the University. In order to keep intact the vision and spirit of the institution, the University needs to develop a strategy to constantly orient and re-orient its expanding faculty base; otherwise a feeling of lack of excitement may creep in over a period of time in the institutional ethos.

Two, like any other institution, AUD is also faced with the conventional expectations from students to get employed immediately after completing their programme of study and it has to deal with the inertial trends and forces of the job market. On the one hand, AUD has already pre-empted this challenge and is working to address this (such as by setting up a Career Cell, and providing internship opportunities as a part of different programmes). On the other hand, in the long-run, with the expansion in the student base, this may pose a challenge to its innovative approach and the vision of working in the areas where there is a social need, but not the immediate demand from conventional

employers. A creative institution like AUD has the potential to turn this challenge into an opportunity and balance this demand innovatively while maintaining its identity.

Three, there are ample examples of how internal bureaucratic inertia has developed and hampered the progress and ethos of higher education institutions. While, in general, AUD is not dealing with such a problem currently, it must keep this in mind and make conscious attempts to avert such bureaucratic tendencies and maintain its current administrative ethos. A critical understanding of the role that AUD community is entrusted with, can itself be a stimulus to continually strive for excellence and for moving away from bureaucratic inertia.

The Multi-Campus Context

The multi-campus context is a new development that was not visualised by AUD, as it was envisioned as a unitary university. There are several positives of the expansion of AUD in the three campuses as it has provided the opportunity to imagine afresh and to cater to a larger number of students and launch new areas of engagement. However, there are several challenges of administration and governance, as well as of maintaining academic quality and a unique identity across campuses that come with the multi-campus context. The University is already in the direction of assessing and addressing these challenges. Each campus is being encouraged to think about its own unique programmes that represent its faculty expertise. Yet there is a need for a holistic planning keeping in mind the future expansion and multiple campuses in mind. AUD may explore investing in technological infrastructure and adopting technological solutions to some of the problems of administration and governance. The Task-Group constituted to deliberate on the concept of multi-campus university submitted its report in February 2017; the major recommendations of the report are presented in Annexure 11. The principle underlying its recommendations is that, in a multi-campus context, there is a need to create structures to maintain uniformity of the central values of the University while allowing for flexibility of

practice. The DRC fully endorses this principle and is of the opinion that implementation of the recommendations of the Task-Group will provide AUD the enabling environment to realise the full potential of the multi-campus context.

Balancing Expansion with Consolidation

AUD has expanded at a very steep rate in the recent years, especially since it got two new campuses. While commending AUD's expansion in its formative years, the MTR had sounded a caution about further expansion: 'More programmes, and different programmes, ask for a critical balance between academic growth and governance support... Moving too fast could undermine this balance' (p. 16). With the new phase of expansion that AUD is embarking, the DRC reiterates the MTR's caution. The DRC is of the view that consolidation and expansion both should be visualised as complementary processes. There is a need for AUD to think through how the future expansion may shape the character of the University. One critical issue that AUD should consider as it plans for expansion is that of sustainability of its innovative approach to programmes of study. As said earlier in this Chapter, this approach to programme design is one of AUD's major strengths. At the same time, to maintain it, the University would need to have a strategy to find quality faculty in such innovative areas in adequate numbers. This is often a challenge. Also, along with the faculty resources, the financial and infrastructural resources to sustain the innovative programmes will have to be planned. This is particularly keeping in mind the larger shifts in the public funding of higher education that are currently taking place in the country. Thus, the directions for expansion in the programmes of study should emerge from such strategic planning. At the same time, consolidation should not come in the way of furthering such strengths that have been consciously developed. Nor should it result in standardised rules for expansion. AUD should maintain its flexible and innovative ways of working and create resilient institutional practices. In this context, the review exercises (undergraduate and programme

reviews) that AUD has embarked will enable it to engage in such planning and balancing of consolidation and expansion.

Centres at AUD and their Relationship with Schools

As stated earlier in this and the preceding chapters, the Centres at AUD have been envisioned uniquely and have been intervening in different areas in creative ways. The Centres were not envisioned as permanent units and the vision of this structure was restricted to the definition in the Statute 12B of the University (see Annexure 9). The Centres were expected to operate mainly by drawing on faculty resources from the Schools. In general, as AUD evolves, it may need to think through the interdependency between the Centres and Schools that has worked out immensely well in some cases and not-so-well in few instances (see Chapter 5). This is also because, over the years, some of the Centres have grown beyond the scope of their original template. There is a range of Centres at AUD, with diverse ways of working. As a result, the challenges that these Centres face are different. Some mechanisms for strengthening the Centre–School relationship would help avert the potential challenges of sustainability of the Centres and will also enrich the activities of Schools.

School of Undergraduate Studies (SUS)

The structure for the School of Undergraduate Studies, as imagined by AUD, is novel and illuminative. AUD has put in place a system where, through concurrent appointments, the faculty in the other Schools takes the responsibility of teaching in the School of Undergraduate Studies. However, this poses some structural challenges. Most of the teaching responsibility of this School is shared by three Schools – School of Liberal Studies, School of Human Studies, and School of Letters; this raises issues of coordinating the demand and supply for the School of Undergraduate Studies. In longer term, this may also lead to lack of stability in the nature of the programmes. To address

this issue, the School of Undergraduate Studies, which initially had no core faculty of its own, was in 2016 allocated a small faculty (employed on short-term contracts) that was recruited for the Karampura campus. However, the challenge of coordinating the demand and supply does not seem to have been resolved. (There are also issues with regards to the nature of these short-term contracts that are discussed in Chapter 8.) AUD needs to systematically consider a permanent solution that does not dismantle the novel idea of faculty seamlessly teaching across the programme levels at AUD. The DRC notes that AUD is already considering some creative solutions to this situation. The Undergraduate Review Committee instituted by the University will provide detailed recommendations on the structure of the School of Undergraduate Studies. The DRC's recommendations in this regard are presented in Chapter 5.

Administrative Structure

Designed by intent to be compact and different in its administrative and management structures from other universities, AUD has evolved in a unique manner (AUD SSR 2014, p. vii). As mentioned in Chapter 2, AUD has a policy of lean administrative structure and a narrow base of administrative staff (that will be discussed in Chapter 11). As an extension of this policy, the University follows the principle of 'academic oversight', whereby the faculty members also assume administrative roles. This policy was instrumental in the evolution of the University at a commendable pace; it steered clear of bureaucratic ethos, a major hurdle for innovative ideas and practices, so characteristic of conventional university system. However, over time, academic oversight with inadequate administrative support may put pressure on the time and skills of the faculty which they may find difficult to cope with. In the long-run, this may also adversely affect their scholarship and academic contribution. While this does not imply that academics should have no administrative responsibilities, there is a need to provide competent administrative support to keep these innovative practices viable and

sustainable, especially as AUD expands (see Chapter 11). As the institution enters a new era of life, it is natural for it to revisit the design and implementation of the ideas with which it started.

To sum up, there are several remarkable milestones that the University has achieved and has several successes to its credit. Now the University has new opportunities, especially with its new campuses. The task ahead is to consolidate the learnings from the past and plan for the path ahead. Encountering and dealing with the challenges on this path is a part of the institutional learning. Based on its review of the first ten years of AUD, the DRC is confident of its potential to sustain its achievements and continually innovate and renew itself. The Committee members are in consensus that AUD will continue to set precedents for other institutions in providing high quality higher education.

**Part II
Looking Ahead**

Chapter 4

The Idea of AUD as an Institution

The three chapters in the first part of the Report focussed on taking stock of the first ten years of AUD. They outlined the purpose of the instant review, highlighted the core structures, processes and principles of AUD, and identified its major achievements and potential challenges and opportunities ahead. From here onwards, the Report focusses on the specific aspects of the University, including its broader principles and constituents, identifying the key issues and suggesting recommendations as way ahead. In this context, this chapter engages with the implementation of AUD's vision, its governance, and its location in the larger scenario of higher education. It highlights the fundamentals that the DRC has borne in mind while making specific recommendations in the chapters that follow. This chapter thus sets a background for the recommendations of the Committee.

AUD's vision

One of the core ideas in AUD's vision is bridging equality and social justice with excellence. Second, AUD aims at creating programmes in areas in which the existing social need has not manifested in terms of demand. Third, AUD aspires to prepare graduates who generate employment and not just seek employment. And fourth, the credo of AUD is engaged scholarship. AUD has carried forward, with tremendous zeal and determination, the vision with which it was established. The activities and initiatives of AUD that the DRC has reviewed are driven by the core vision and values that the institution has established.

One aspect of its mission that AUD has to strengthen is the concern for inclusive education. As a new institution, AUD has successfully provided access to a considerable number of students from different socio-economic backgrounds. However, in the case of some reserved

categories the student enrolment is very low (see Annexure 8). As a commitment to its vision, AUD should engage with this inadequacy. In the Committee's opinion, keeping the future in mind, it will be worthwhile for the University to plan measures, beyond those that are already practiced, to bring in academically underprepared students in the fold of higher education and to prepare them to meaningfully access quality education. Specific recommendations of the Committee to facilitate this are made in Chapter 8.

The vision that an institution sets for itself evolves with its development. In many an institution, this vision, which guides the initial period of its development, gets diluted in the long run. The primary reason for this is lack of self-reflection on the part of the institution. As regards this, AUD has set an example for other institutions of higher learning as it has been evolving as a self-critical organisation. Simultaneously, it is important to synchronise the visions of the different constituents with that of the institution. While each School and Centre of AUD is likely to formulate and pursue its own direction, it would be important to ensure that they are in harmony with the overall vision of the University. Serious divergences from the overall institutional vision are not as yet apparent. However, as AUD expands, this harmony cannot be taken for granted. For instance, approaching the institutional ideal of inclusivity with excellence would not be possible without all constituents of the University being aligned with it. Similarly, expansion of the institution in a balanced and coherent way will also require similar alignment between the goals of the constituents and that of the University.

Governance

AUD has experienced a high rate of growth and expansion over the last ten years and is set for another phase of massive expansion in the next few years. As discussed in Chapter 2, the culture that AUD has built into this process is that of non-hierarchy, collegiality, and informality in matters of University governance. This has given the much-needed flexibility for expansion and consolidation. As AUD enters the next phase

of its life, there is a need to codify and institutionalise the processes and practices that have evolved over this period. AUD is already moving in this direction and has developed operating procedures for its various Divisions. For instance, it is streamlining the process of approval of programmes and courses by instituting a calendar of activities and codifying responsibilities and documentation. At the same time, AUD should retain the flexibility that it has shown in its initial period of development to allow incubation of novel and creative programmes.

In the DRC's view, these processes of codification need to be prioritised and put in place quickly. As a part of this process, AUD may also consider developing a long-term strategy in the context of governance, as it will continue to expand in the near future till its new campuses are being set up. In order to maintain quality as the University expands across campuses, it should outline the core processes based on its past experience. These core processes themselves may need to be revised based on the experience gained from this expansion.

The DRC recommends that all Divisions of the University should be periodically reviewed to identify areas where codification of policies, norms, and procedures are needed and develop strategies to remove hurdles and bottlenecks, if any.

AUD in the higher education context

As discussed in Chapter 3, AUD has developed a unique identity for itself and is known as a creative and intellectually stimulating space. As AUD expands, the mechanisms for preserving this uniqueness need to be envisioned as well. Along with external reviews, a mechanism for constant internal reflections on what makes AUD and its programmes different may be instituted. This mechanism could map, locate, and review emerging trends such that its graduates can do well in current times as well as in future. The areas in which the institution will expand should emerge from this process.

At present, AUD is engaging in the exercise of offering undergraduate programmes in frontier areas (such as, global studies, urban studies, science and technology studies, legal studies, teacher education, and public health). The expansion plans of the University also seem to focus on vocational and professional domains at the undergraduate level. In the Committee's view, these plans are moving in the right direction keeping in view the larger developments in higher education. At the same time, it is suggested that mapping of the employability aspects of the existing and future undergraduate programmes should be an essential part of the curriculum revision, development and programme restructuring and design processes.

Also, while AUD has made its mark as a city-based University, mainly aiming at providing quality higher education to students from Delhi, the DRC is of the view that in future the University should consider envisioning itself in a larger academic landscape. Given the way higher education is developing in the country and elsewhere in the world, the Committee would want to see AUD as being recognised for its academic excellence and scholarship outside Delhi as well gradually expanding the scope of its activities beyond Delhi. One way to approach this could be to work towards enlarging the student base by catering to a larger number of students from outside Delhi. This would further enrich the activities of AUD by bringing in greater diversity and talent. This could be done through various ways, like adding some supernumerary seats with higher fee-structure for non-NCT students and offering self-financing courses.

To conclude, it can be said that, in the case of universities that are named after important figures, there may be tensions between the values that are connected with the name of the figure and the values that underlie the actual work that the university does. It has clearly emerged from the review process that this is not the case with AUD. There are some aspects of the vision on which AUD may focus more as it proceeds ahead. Also, at a juncture where the University is constantly negotiating the balance between consolidation and expansion, it needs

to invest in orienting and reorienting its constituents in the vision and mission of the institution. Simultaneously, keeping intact its governance principles, the University would have to strengthen their codification. As a creative institution, it should preserve its unique identity and at the same time engage with how each of its constituents could have its distinctiveness. With this backdrop, the Committee has engaged with the different constituents of AUD – including Schools and Centres, programmes of study, students, faculty, and research. The Report presents the observations and recommendations on each of these in separate chapters.

Chapter 5

Schools and Centres

Schools and Centres at AUD are the main units around which the academic activities of AUD are structured. Chapter 2 had presented the concept of Schools and Centres. This chapter focusses on the Schools, Centres, and their relationship. It is organised in two sections. First, the chapter presents the Committee's observations and the issues that it has identified with regard to these constituents. It then outlines the recommendations of the Committee as a way forward on these issues. While the Schools and Centres are listed in this chapter, for the sake of coherence of the chapter, the details of each of them are included in Annexure 2.

AUD began in 2008 with the School of Development Studies and started other Schools at different points of time during the past ten years. At present there are twelve schools as follows:

- School of Business, Public Policy, and Social Entrepreneurship

- School of Culture and Creative Expressions

- School of Design

- School of Development Studies

- School of Education Studies

- School of Human Ecology

- School of Human Studies

- School of Law, Governance and Citizenship

- School of Letters

- School of Liberal Studies

- School of Undergraduate Studies

- School of Vocational Studies

These Schools offer undergraduate, masters, and/or research programmes in the social sciences, arts, humanities, mathematics, and liberal studies. The University is also starting the programmes in global studies, urban studies, public health, and public policy. The programmes will be located in appropriate Schools.

Like Schools, the Centres at AUD have been started at different points in time. While the Centre for Social Science Research Methods was the first to be conceptualised, Centre for Early Childhood Development and Education started functioning before all other Centres at AUD. Each Centre has its distinct template of activities. AUD Centre for Incubation, Innovation and Entrepreneurship (that is registered as a not-for-profit company) and Centre for English Language Education are the newest Centres of AUD. Some more Centres are on the anvil. At present, the following nine Centres are functioning at AUD:

- Centre for Community Knowledge

- Centre for Development Practice

- Centre for Early Childhood Education and Development

- Centre for English Language Education

- AUD Centre for Incubation, Innovation and Entrepreneurship

- Centre for Psychotherapy and Clinical Research

- Centre for Publishing

- Centre for Social Science Research Methods

- Centre for Urban Ecology and Sustainability

Observations and Issues

Schools

The DRC has interacted with all the Schools of AUD on matters pertaining to their vision, experience with current activities, and future plans. From these interactions, it has emerged that each School has been carefully imagined and strengthened with quality faculty and resources. At the same time, there is asymmetry in the range, scale, and scope of activities of each School. On the one hand, there are multi-programme Schools, such as School of Liberal Studies and School of Human Studies, which are also closely engaged concurrently with the School of Undergraduate Studies and Centres at AUD. On the other hand, there are Schools that only offer a single Masters programme along with research programmes. (This trend is discussed in Chapter 6.) While this asymmetry itself is not necessarily an issue, it seems that some of the Schools need to focus on planning for their future growth trajectory keeping their mandate in view, whereas others need to think about ways in which their activities can be consolidated. In general, it emerged from the discussions of the DRC with the Schools that the older Schools of AUD now need to move in the direction of having a clear focus that cuts across their activities, and envision how these activities could be directed to strongly position the School in the range of institutions in their respective fields.

There are issues specific to the School of Undergraduate Studies; these issues were stated briefly in Chapter 3 of the Report. As compared to other Schools, School of Undergraduate Studies is a special kind of an academic space. It was envisioned as the home for the undergraduate programmes but was not allocated any core faculty. As mentioned in Chapter 3, all faculty members of AUD are concurrently appointed in School of Undergraduate Studies. This is a novel conceptualisation to work around the traditional hierarchies between 'higher' and 'lower' levels of teaching and providing excellent teaching–learning experience across all levels of education in the University.

However, the implementation of this approach and the structure of the School of Undergraduate Studies are two issues that in DRC's opinion need to be revisited and addressed. This is particularly because the issues pertaining to the structure of the School of Undergraduate Studies have a bearing on the academic programmes, students, and faculty of the School. The main issue is that the substantive responsibility for teaching in the School of Undergraduate Studies is borne by three Schools – School of Liberal Studies, School of Human Studies and School of Letters; keeping this in view, additional faculty positions were provided to these Schools. There is relatively much less participation from the faculty from other Schools – partly because of the lack of a match between faculty specialisations and the current programme requirements of the School of Undergraduate Studies. To address this, four credits of preferably core teaching in the School of Undergraduate Studies per year has been made mandatory for all faculty members. However, the current structure of the programmes (with disciplinary core courses) may not accommodate the specialisations of the faculty, for instance, in the School of Design, School of Culture and Creative Expressions, and the like. Thus, this may not facilitate meaningful participation of all faculty members in the School of Undergraduate Studies. The DRC is of the opinion that this is largely a capacity issue and making teaching discipline-based core courses in the School of Undergraduate Studies mandatory may lead to the creation of courses that may not be integral to the vision of the programmes.

The multi-campus situation also has a bearing on teaching in the School of Undergraduate Studies as the undergraduate programmes are currently spread over Karampura and Kashmere Gate Campuses, whereas all postgraduate programmes (except three) are located in the Kashmere Gate Campus. How should the School of Undergraduate Studies be located in the University is one of the questions that needs to be considered as AUD expands. It may be a challenge for a singular School of Undergraduate Studies to manage and coordinate all variety of undergraduate education in different campuses.

With regards to School of Vocational Studies, which also currently offers programmes only at the undergraduate level, the DRC notes that its structure is distinct from that of the other Schools. The School has the provision for one professor, one associate professor, and four programme managers (contractual). Thus, the School draws on outside experts as guest faculty to teach courses. While the current plan to have only a minimal core internal faculty is based on the specific requirements of vocational education (close linkage and engagement with industry and professionals employed there), AUD should revisit this policy after gaining more experience and make adequate faculty arrangements for the School in due course.

Centres

The Centres at AUD were commended by the MTR as an innovative idea. These units of AUD provide space for materialising and incubating those activities that cannot be housed in the well-defined structures of Schools. As stated in Chapter 2, the Centres are home for project-based research, policy advocacy, capacity-building, and networking with the community in certain unique and underemphasised areas. As highlighted through specific instances in Chapter 3, most of the Centres have done remarkably well. However, in the DRC's interactions with the Centres, two issues shared across most Centres emerged.

The first issue relates to the 'stability' of the Centres. It mainly emanates from the idea of Centres as temporary or semi-permanent units with core faculty mostly drawn from the Schools and the rest of the staff hired through projects. The critical question that AUD is faced with is whether or not to populate the Centres with permanent faculty. There are also some initial propositions to resolve this issue by offering taught programmes through the Centres so that permanent faculty can be sanctioned for the Centres. This would require changing the statutes related to the Centres. The DRC is of the opinion that, while there is a need to carefully consider the concern of stability, deploying permanent faculty at and offering taught programmes through Centres will defeat the vision behind the Centres.

The second issue concerns funding and sustainability of the Centres. Some Centres at AUD draw largely from project funding (for instance Centre for Early Child Education and Development and Centre for Development Practice), whereas the majority depend on internal funding from AUD. This results in asymmetries in the range of activities and the autonomy of the Centres. This differential approach to funding needs to be systematically reviewed keeping the future in mind. As AUD Centres expand, the present policy may be difficult to sustain.

Centre–School Relationship

The Centres and Schools at AUD were expected to share academic resources. There are some good outcomes of this model. For instance, the MPhil programme in Development Practice, a collaborative endeavour of the School of Human Studies and the School of Development Studies, is largely anchored by the Centre for Development Practice, which was created after the launch of the programme. The MA Education (Early Childhood Care and Education) programme was incubated by the Centre for Early Childhood and Development and the School of Education Studies and is now in the latter's programme. The Ehsaas Clinic, managed by the Centre for Psychotherapy and Clinical Research, also provides opportunities for practice to students of the MPhil (Psychotherapy and Clinical Research) programme of the School of Human Studies. Similarly, there are other examples that show the cohesive relationship between Schools and Centres.

However, in general, the interrelationship between these two core units of AUD needs further strengthening to enable them to operate as imagined. The main issue identified by the DRC here is the sharing of faculty members between the Schools and Centres. Fructifying this interdependence will require building concrete connections between teaching, knowledge generation, action, and outreach. Also, the trajectories for faculty who are deputed and/or recruited in the Centres would have to be worked out. For instance, the University may work on a model for secondment of faculty to Centres for specified periods

of time. This may help in encouraging faculty members in different Schools to contribute to joint research and activities in the Centres. This was something that was envisioned to happen seamlessly, but the faculty initiative on this front is low.

Recommendations

1. The Schools should have in place a system of review of their activities as and when required but at least once every three to five years. These reviews may be undertaken keeping in view the location of the Schools in the context of their respective fields and in the light of their respective visions. There should also be bi-annual deliberations at the School level (with the Board of Studies of the School and/or other experts) on broader issues pertaining the directions of the School's activities. The expansion of the School's activities should be based on these discussions and reviews. The reports of these meetings should be considered and deliberated in the Planning Board and other governance bodies of the University.

2. Every School must have one flagship programme; additionally, it could diversify by offering other programmes. Schools should guard against developing programmes that are likely to become disciplinary silos.

i. With regards to the School of Undergraduate Studies, the present situation requires revamping the structure of the School along with rethinking its relationship with other Schools. Since the Undergraduate Review Committee is seized of the issue, the DRC is restricting itself to recommending three possible alternatives that AUD may wish to consider in this regard. The choice will, no doubt, depend on the needs of the undergraduate programmes. The issue could be addressed by taking an incremental approach. The existing programmes of the School of Undergraduate Studies remain as they are, but the new programmes will be offered through other Schools and in different campuses. The areas in which the majors

are offered in each campus may be designed keeping in view the faculty specialisations available in each campus. This seems to be the direction that some new programmes at AUD are taking.

ii. The responsibility for offering the current and new undergraduate programmes may be assigned to individual Schools based on their field of specialisation. The Schools may imagine new undergraduate programmes. This would mean dismantling the current structure of the School of Undergraduate Studies while ensuring the seamless teaching by faculty members across levels. At the same time, the University may like to develop some common structure and underlying principles for the undergraduate programmes, and some administrative and governance structure to ensure quality and student-centric undergraduate education.

iii. If an elaborate common core is imagined for the undergraduate programmes, then AUD could explore housing the teaching of the common core in the first year of the programme in one campus, and the honours components can be delivered at different campuses based on faculty specialisation. The students may choose the campus for honours component based on their interests. This assumes that each campus of the University will have a unique identity. For instance, the Karampura Campus will only house the first-year students of all BA programmes. The students will move to either Kashmere Gate, Lodhi Road, or other campuses (as they come-up) in the second year of their programme. If needed, additional faculty for teaching these core components can be appointed in one campus.

iv. Based on the Committee's interaction with the Undergraduate Review Committee, another option could be to house all undergraduate programmes in one campus. This will have implications on faculty allocation and recruitment for the School of Undergraduate Studies. On this matter, the Undergraduate Review Committee Report may be consulted.

3. Until AUD takes decision on the structure of the School of Undergraduate Studies, it is recommended that, instead of making teaching compulsory at the undergraduate level that encounters issues of mismatch with existing faculty specialisation, AUD could explore the option of encouraging the Schools not currently contributing significantly to undergraduate teaching to offer a basket of courses which could be offered as 'minor' to students majoring in other disciplines. This could take care of 50 per cent of the credit requirements for undergraduate students.

4. Whichever policy route AUD may choose to take, teaching in the School of Vocational Studies and School of Undergraduate Studies should be considered at par in terms of the faculty incentives available. This is essential to maintain parity between different kinds of undergraduate programmes at AUD. Considering that the BVoc programmes in the School of Vocational Studies have been in existence only for a year, it is too early to offer any specific suggestion on this. However, it is recommended that, based on the unique needs of the School of Vocational Studies, the University should provide the requisite infrastructural and human resource support to this new area, as vocational and continuing education have the potential for expanding its reach.

5. It is evident that some Centres are focused on research, while others are not. Some have an outreach focus and others are primarily collaborating with Schools to offer academic programmes. Thus, there is lack of an organising principle for the Centres. In most cases, the problems around the Centres that have been discussed in the observations and issues section of this chapter, emanates from a category or nomenclature confusion. The norms for naming a unit as a Centre should be clearly laid down. In future, the units that do not fulfil these norms should be named differently.

6. AUD should chart certain core principles for organising the Centres. For instance, what is the accountability structure of the Centres? If the

funding is external, are the Centres accountable to the funding agencies or to AUD? What should be the career path/trajectories for faculty in the Centres?

7. Each Centre should be encouraged to raise funds on its own. The University may like to provide the necessary facilitative environment and a suitable financial model so that the Centres can raise and manage their funds in order to sustain their core activities. All Centres should develop their strategic roadmaps with well thought-out plans for resource generation. In this context, it is recommended that the Centres may be allowed to create and manage their own endowment funds. These funds should be exclusively kept for the development of the Centres.

In sum, the Schools and Centres at AUD have evolved significantly over the last ten years and have enriched the University. In the case of older units, long-term planning will help strengthen them. For few units, some structural revamping will enable them to explore their full potential and new areas of engagement. In these plans and reforms, concrete overlaps in the works of these Schools and Centres may be addressed.

Chapter 6

Programmes of Study

The programmes of study are the links between the Schools, students, faculty members, and administration. These programmes shape the quality of education in a university and its identity in the outside world. Keeping this in mind, the DRC interacted with the programme teams of all the Schools in the University on matters concerning the experience of students, curriculum development and the mechanisms for its review, assessment policies, and academic administration. The DRC has only engaged with the programmes to get a better idea about the macro-level processes concerning the programmes and Schools. It is hoped that the Programme Reviews that have been initiated by the University would provide in-depth inputs on the nuances of the programme contents and other aspects. This chapter presents the observations and recommendations of the Committee on the programmes of study.

As stated in Chapters 2 and 3, most programmes of study at AUD are interdisciplinary in nature. The rationale driving this interdisciplinary outlook of the programmes is AUD's long-term vision to foster an intellectual environment that has the potential to engender cross-fertilisation of ideas across knowledge formations and structures while transcending the conventional divisions between disciplines, and between academia and the world of practice. Most AUD programmes aim at utilising this interdisciplinary ethos to encourage students to reflect and be sensitive to social and political realities, especially at the margins of society. This cross-cutting focus provides a strong foundation to facilitate exchange of ideas and engagements between Schools.

At the time of MTR, there were thirty-two programmes (seven undergraduate, fourteen postgraduate, five MPhil, and six PhD). At present, there are forty-seven programmes on offer at AUD (see Table 6.1 and Annexure 3).

Table 6.1 Programmes at AUD

BA Honours / BVoc (10)	Masters Programmes (17)	Research Programmes (20)
BA Honours / BVoc (10)	MA in Development Studies	MPhil in History
BA Honours with a Major in Economics	MA in Environment & Development	MPhil in Mathematics
BA Honours with a Major in English	MA in History	MPhil in Comparative Literature and Translation Studies
BA Honours with a Major in History	MA in Sociology	MPhil in Hindi
BA Honours with a Major in Mathematics	MA in Economics	MPhil in Women & Gender Studies
BA Honours with a Major in Psychology	MA in English	MPhil in Psychoanalytic Psychotherapy
BA Honours with a Major in Sociology	MA in Visual Art Practice	MPhil in Development Practice
BA Honours with a Major in Social Sciences and Humanities (SSH)	MA in Literary Art Creative Writing	PhD in Mathematics
BVoc in Early Childhood Centre Management and Entrepreneurship	MA in Performance Studies	PhD in History
BVoc in Retail Management	MA in Film Studies	PhD Sociology
BVoc in Tourism and Hospitality	Masters in Business Administration	PhD in English
	MA in Education	PhD in Hindi
	MA in Education (Early Childhood Care and Education)	PhD in Comparative Literature and Translation Studies
	MDes (Social Design)	PhD in Psychology
	MA in Law, Politics and Society	PhD in Women & Gender Studies
	MA in Psychology (Psychosocial Clinical Studies)	PhD in Film Studies
	MA in Gender Studies	PhD in Literary Art
		PhD in Visual Art
		PhD in Human Ecology
		PhD in Development Studies

As is evident, within a short span of about five years, this number has substantially increased (see Figure 6.1).

Figure 6.1 Growth in Number of Programmes of Study

Growth in Number of Programmes of Study

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total	1	3	8	22	32	34	39	39	37	47
■ Research (Mphil & PhD)	0	0	0	7	11	11	14	14	14	
■ PG	1	3	4	8	14	16	18	18	16	17
■ UG	0	0	4	7	7	7	7	7	7	10
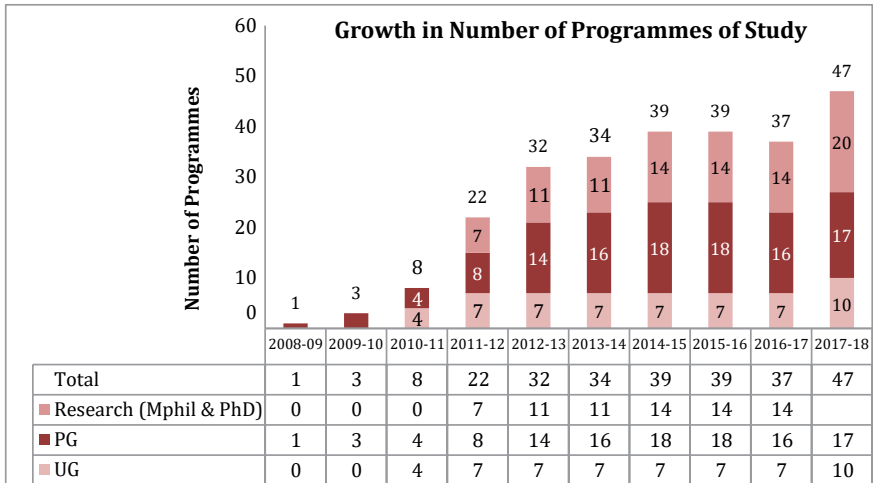
While the DRC appreciates the increase in the number of programmes of study, it notes certain issues pertaining to this trend.

Observations and Issues

Table 6.1 shows that the increase in the number of programmes after 2014–15 is skewed in favour of research programmes, that is, MPhil and PhD. There are only three new undergraduate (all BVoc) and one new postgraduate (MA Law, Politics, and Society) programmes that are an outcome of the launch of the School of Vocational Studies and School of Law, Governance and Citizenship. However, the increase in the number of students follows the opposite trend: the absolute number of students enrolled in the research programmes is very low, whereas 47 per cent of the AUD students are enrolled in the undergraduate programmes (see Chapter 7, Figure 7.2). This trend has a bearing on the faculty availability for teaching at the undergraduate level.

In the case of PhD programmes offered by some Schools, there appears to be specialisation in the subdisciplines. The PhD programmes in Film Studies, Visual Art, and Literary Studies offered by the School of Culture and Creative Expressions are a case in point. The DRC understands that there is an overlap in the contents of these PhD programmes and the faculty members teach across these programmes. Therefore, the Committee is of the opinion that there is need for consolidation of the existing research programmes in the University to improve their efficiency.

The DRC had discussions with the current and former students of AUD. This discussion suggests that there is a difference in how meaningful the students find the programme contents to be vis-à-vis the world of work and practice. In particular, it has come across that not all programmes have been found equally relevant by students in terms of the specialised knowledge and skills required for future employment in related professional fields or even in enhancing their overall understanding of the field. While the instrumental utility of the curriculum is not the only or the best parameter to assess the quality of a programme, it is an aspect that has a bearing on the success of the graduates of the programme. In this regard, as also indicated in the previous chapter in the context of Schools, there appears to be a need for longer-term envisioning of the contribution that the programmes intend to make to the world of work in their respective fields. Such thinking in each of these areas is important for the success of the graduates. This will facilitate concrete planning on positioning the programmes, particularly those that have been on offer from the early years of AUD, in the larger context of similar initiatives outside AUD.

The DR exercise has brought forth that interdisciplinarity within programmes is a work-in-progress and has not taken roots fully. At present, interdisciplinarity is being practised in somewhat sporadic ways. Generally speaking, cross-listing of courses in multiple programmes is the primary mode in which interdisciplinarity is operationalised in most

of the programmes. The notable exceptions are BA programmes where several faculty members are drawn from the School of Liberal Studies, School of Human Studies, and School of Letters. In the absence of dialogue between the Schools, on the one hand, and the programmes they offer, on the other, it is likely that in the long-run the conventional insular departmental culture would envelope the Schools. Since interdisciplinarity is a core value of AUD's programmes, the possibility of insularity may pose a serious threat to the character that AUD has evolved over the years.

Recommendations

1. Research programme in an area should only be approved if there is adequate disciplinary depth in the specialisation proposed. The DRC considers it important to review the nomenclatures and specialisations of some of the research programmes currently on offer. As a feedback to the Academic Council of AUD, the DRC submits that the Council take a considered view on the nomenclatures from the point of view of professional acceptability of the specialisations and the prospects for the graduates before approving the programmes. The Council may also want to institute specific criteria for approval and continuation of research degree programmes. Over a period of three to five years, if there are only a small number of takers for a programme, the decision on whether or not the programme should continue may be taken on the basis of such criteria.

2. The future expansion in programmes should be planned in a way that the number of programmes at the undergraduate and postgraduate levels grows in a calibrated fashion, particularly as there are a larger number of takers for these programmes.

3. The DRC recognises that the rigour with which a programme is initiated and launched is difficult to sustain and may even get diluted once the programme has run for a few years unless systems and mechanisms for maintaining and enhancing its quality are put in place.

As recommended in the previous chapter, along with the review of Schools, each programme should be reviewed at least once in three to five years to understand how well it is moving in the intended direction. Some considerations for such review are as follows:

i.   Based on the discussion with the programme teams, it can be said that there is a need to strengthen the link between the programmes and the world of practice, especially in the case of programmes that have been offered for several cycles now. The programmes must spell-out the expected attributes of their graduates and their learning outcomes from the programmes (see recommendations in Chapter 7). This idea should drive the programme reviews.

ii. In some areas, like human ecology, psychology, early childhood education, and the like, some technical inputs from the sciences are needed. There is a need to review how this scientific dimension could be built into the programme. In the absence of this input, the programmes may miss on concepts and skills that are expected from professionals in these areas. Since AUD is not likely to have taught programmes in sciences, it could explore inviting experts from outside the University to offer courses in such areas. Within the scope of its mandate to work in the social sciences, AUD should explore creative ways of integrating in its activities, critical areas of science and technology that enrich social sciences.

iii. Assessment of how effectively interdisciplinarity has been integrated and implemented should be a core component of the programme reviews.

4.   To promote interdisciplinarity the following measures are recommended:

i.   Creation of capstone or seminar projects with different disciplinary components woven in such a way that they necessitate students to take courses outside their disciplines. There may be annual meetings

or forums where these or other projects that are interdisciplinary in nature are presented and discussed.

ii. There could be creative initiatives from the faculty members as well. For instance, a group of faculty members could take the responsibility for developing an interdisciplinary thematic in which they have shared interest. To operationalise the development of the area, they could design co-taught courses and seminars for which the credit sharing arrangement between the faculty could be incentivised by the University.

In sum, this macro review of programmes brings forth that the original intent with which the older programmes were started needs strengthening, keeping in mind the interdisciplinary ethos which was promoted as a core value across the University. The DRC firmly believes that periodic programme reviews will help in keeping alive the vibrancy of the programme designs at AUD.

Chapter 7

Students

Students are the main reason for the existence of a university. They constitute the core constituent of a university. Therefore, their concerns have been central in this review exercise. The DRC has been particularly interested in understanding the intellectual connect/disconnect between teaching and learning through students' experience. Some questions that the DRC has examined with regard to the students of AUD are: Who are the students of AUD? What are their aspirations and how do these aspirations match with the vision and mission of AUD? How do students experience their life at AUD? What are the issues and challenges they face? The focus has been on understanding their intellectual well-being in the University. The DRC has interacted with student representatives from both the current cohorts and alumni of all programmes across AUD around these issues and reviewed the data pertaining to student life-cycle at AUD (see Annexure 8). This chapter presents the observations, issues, and recommendations emerging from this review.

As mentioned in Chapters 2 and 3, there has been a steady increase in the number of students enrolled at AUD. The number of applicants (see Annexure 8) has also grown and has been extremely encouraging in some instances. These trends testify the mark that AUD has been able to make in higher education in the region. In 2017–18, the total number of students was 2,465 (see Figure 7.1); of these, 1,162 were at the undergraduate level and 1088 at the postgraduate level. The number of students enrolled in MPhil and PhD programmes was 215.

There is a considerable increase in the number of applicants from the disadvantaged groups. In the case of most of the reserved categories, the numbers of applicants and the demand ratios have considerably increased. However, OBC (Other Backward Classes) and PwD (People with Disability) categories are exceptions to this trend. These trends can

be gauged from Tables A and D at the MA and BA levels respectively in Annexure 8. The gender skew in favour of women candidates is also seen in the student population. Tables B and E in Annexure 8 provide the gender-wise student data at the MA and BA levels respectively. This gender skew is not novel to AUD, but is a phenomenon observed in social sciences in general.

Figure 7.1: Growth in the Number of Students
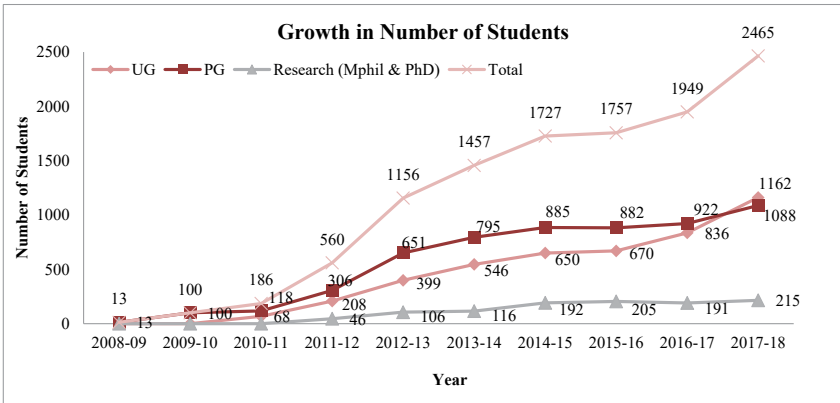
This trend needs to be looked at with respect to the composition of students that has only changed marginally from the time of MTR. At present, the composition of students at various levels is shown in Figure 7.2.

Figure 7.2: Composition of Students
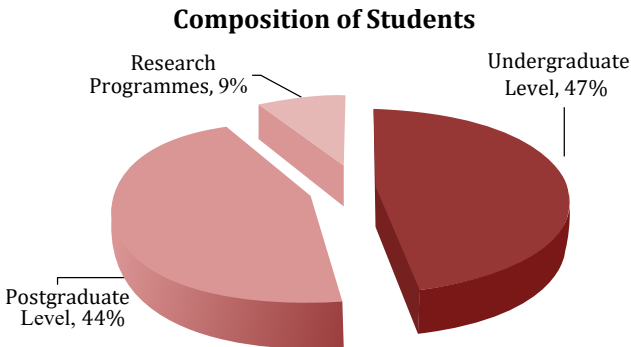
Observations and Issues

The student composition at AUD has become much more socially diverse since its inception. However, the issue of attracting students from certain specific categories still remains. While AUD has taken steps such as proactive publicity, special admission drive for vacant reserved seats, and fee waiver, a deeper engagement with the issues of access should also be pursued especially in the context of rapid expansion. There is also a need for a systematic programme-level reflection on whether or not students from different social locations feel included in the educational processes inside and outside the classroom and find the experience to be enabling and empowering. Some students have deeply appreciated the handholding they have received from all the constituents of AUD, while others have indicated that more proactive academic support will further enhance their ability to do better. This is an area where AUD has all the capabilities to excel and set precedents for other institutions catering to socially diverse student population.

In the DRC's interaction with the students, as also noted in Chapter 3, it has emerged that mechanisms such as the Student Welfare Fund and Fee Waiver have enabled the students in continuing their studies as also arresting the dropout rate in general. However, it has also been shared by the student representatives that there are delays in the disbursal of Student Welfare Fund; this creates difficulty for those who need immediate support during the semester.

It is well recognised that language is a major factor that impinges upon inclusive learning environment. As stated in Chapter 2, the medium of instruction at AUD is English. There has been a discussion on this policy since the MTR among the various constituencies of AUD, especially the students. In the opinion of the students and faculty, without adequate handholding the English medium instruction can potentially amplify the class difference within the student body. The DRC has greatly appreciated the language support mechanisms at AUD. However, there are areas where more work can be done keeping

a systemic reform in mind. The Committee is of the view that simple solutions such as equipping students with English language skills may not fully address the problem of language. Along with provisioning of a sustained language and writing support in English, AUD may also explore other ways of strengthening students' creative potential in English and scaffold the transition to English medium education. The Centre for English Language Education can play an important role in this.

It was mentioned in Chapter 3 that over the course of ten years AUD has successfully carved its unique identity by offering programmes of study in areas where the need is high but demand may be less. AUD has innovative curricula, different from what is on offer in state universities. However, this approach is facing a challenge from the conventional expectations of the students in terms of placements and employment prospects. The anxiety among the students about job opportunities after their graduation is real and understandable. One of the reasons stated by the students for this anxiety is that the innovative nature of AUD's programmes often leads to unconventional trajectories where finding jobs is not easy. The University is faced with the challenge of balancing the demands of the world of work and the need for creativity and innovativeness in higher education that are often not in consonance with each other. The balance between innovative curricula and the demands of the job market is a major area on which AUD needs to reflect and strategise creatively without diluting its core strength.

As discussed in Chapter 3, it has come across that some of the good pedagogic practices that AUD had instituted in its early years are under the potential threat of fading away gradually. These practices include appropriate levelling of the contents of the courses, small class-sizes, tutorials, and time-scheduling of classes from the students' learning perspective. These considerations are of utmost significance at the undergraduate level where the students are in a transitory phase

from school to higher education. The students body at large and the alumni have also expressed the need to revisit the curricular load and distribution of assessments. They feel that the assessment load during the semester is too high and that this sometimes comes in the way of assimilating the ideas transacted in the courses.

AUD has instituted a mechanism for student feedback from its early years. The concept of taking student feedback for each course is appreciated by the DRC as it has the potential to understand the student perspective and provide opportunities to faculty members to improve the course design and pedagogy. However, there is a perception among the students that the feedback collected from them is not utilised and taken seriously. In interactions with other constituents of the University, including faculty members, it came across that this perception of students is not unfounded. The outcomes from the feedback process are neither accessible nor does it appear that they are adequately considered. There may also be asymmetries among and within the different Schools and programmes in terms of how well the student feedback is utilised. Part of the problem is also that the feedback is usually collected at the end of the course, whereas it would be more useful if the student experience is discussed on a continuous basis during the course transaction. It also came across that the Student–Faculty Committees (explained in Chapter 2), where many programme–related concerns can be discussed, are not functional in many Schools.

Recommendations

Inclusion

In order to cater to a more socially diverse population of students and to reach out to the students from disadvantaged contexts, AUD needs to go beyond the measures that MTR recommended:

i.   Thinking through the balance between mainstream and innovative programmes is needed. AUD's School of Vocational Studies is an attempt in this direction. The School should engage with the

community and parents as well to build and sustain their confidence in the programmes. Some assurance of being placed in employment by the end of the programme is essential for maintaining this confidence.

ii. There is a need to institute targeted policies, particularly of faculty handholding, to integrate and prepare the students who need such support given their social contexts and educational backgrounds. This needs concentrated attention and hard work. The Committee reiterates that the creative potential of tutorial system to this and other ends should be explored and utilised by AUD.

iii. Creating provisions for remedial help for students in certain specific areas (for instance, how to write essay type assignments, how to present a project, etc.) through workshops and self-study courses may also be explored.

iv. The University should also make accessible some pedagogic courses for teachers to prepare them to work with diverse learning needs. Availability of such courses will provide opportunities to the interested teachers to improve their understanding of their classroom contexts.

v. The pedagogical strategies that the faculty implement in working with students who need additional support should be incorporated in faculty self-evaluation that is reviewed during the career advancement process or in other modalities such as regular workshops and retreats. This may also be a part of an annual performance review of faculty members that may be instituted (see Chapter 8).

vi. The success stories and strategies of inclusion that did not work, from the point of view of students as well as faculty members, should be systematically recorded and included in the University's institutional memory to support further review and research.

Language Support

There is no simple solution to address the issue of medium of instruction. The DRC recommends that each School identifies the successful practices that it has instituted for working in a diverse classroom with language issues. In addition to this, the DRC recommends the following:

i.   Equipping the faculty members to work in a linguistically diverse classroom is critical in ensuring inclusive classrooms. AUD should institute regular faculty development programmes addressing the common pedagogic challenges with language.

ii. AUD could also extend its English language proficiency related activities to students in government schools so as to initiate a systemic strategy to address the need and demand for English language proficiency.

iii. The institution of mechanisms for producing good social science writing in Hindi and vernaculars needs to be simultaneously explored.

iv. Through its Centre for English Language Education, AUD should consolidate thorough data-based understandings of the experience of AUD students and faculty members on the language issue and envision strategies to address issues so identified.

Student Welfare Fund

The Committee has not done in-depth review of the delays in the disbursal of the Student Welfare Fund. However, it is recommended that the concept of Student Welfare Fund, the process of the screening of applications at the School level, the disbursal of funds, and the staffing of the Student Services Division to facilitate timely processing of funds needs a careful consideration by the University administration. The DRC is of the opinion that, as AUD expands, the current mechanism

of Student Welfare Fund may become more difficult to manage. The operating procedures for Student Welfare Fund should be revisited by the Student Services Division from the point of view of projected number of students in the near future.

Assessment and Curricular Planning

The DRC is of the view that the issues expressed by the students and faculty on assessment load are largely related to the planning and spacing of assessments at the programme level, and closely tied with the transition of students from the conventional examination system to a continuous assessment environment. The Committee recommends the following:

i.   As a regular practice, the programme teams should plan the semester assessment calendar collectively and space the assessments such that the students are meaningfully occupied. The calendar should be made accessible to the students in the beginning of the semester so that they can plan their study accordingly. A mix of different ways of assessment can be adopted in each course and levelled and spaced in such a way that these make learning more interesting.

ii. At the undergraduate level, the transition from the school system to a university needs systematic consideration and planning. It is recommended that, soon after their admission, an in-depth orientation may be organised for the students to familiarise them with these transitions and the associated challenges. Presently, the orientation that new student entrants receive is general in nature and does not adequately facilitate this pedagogic transition.

iii. At the undergraduate level, two-hour classes seem to be too long, particularly keeping in mind the transition that the students are experiencing to a higher education environment. The University may want to consider shorter classes or introduction of breaks between the classes. If needed, the class time may be gradually built-up over time.

iv. Large class size adversely affects the quality of course transactions; ways of reducing class size at the undergraduate level need to be considered. This issue can also be addressed by creative use of tutorials as a pedagogic tool. Integration of new technologies in the planning and administration of curriculum could also be explored to address the issue.

Student Feedback

The practice of obtaining student feedback needs to be codified and standardised. However, student feedback should not be the sole basis of assessing either course transaction or the performance of teachers. The feedback mechanism should be designed with careful consideration and confidentiality to safeguard the interests for both students and teachers. The Committee recommends that:

i. The feedback from the students should be collected on individual courses, and on the programme and its administrative aspects. The relevant parts of the feedback should reach the relevant constituent (teachers, Dean, and administration) in a systematic way.

ii. A centralised feedback form be created and circulated among faculty members for suggestions before it is finalised. The feedback form should be administered and collected at the School level, reviewed by the Dean of the School, and discussed with individual faculty members. The Dean should also discuss with individual faculty members their experience of teaching courses, the response that they have on the student feedback, and record it as well. If there are issues of serious nature that require attention of the senior leadership, these should be reported by the Dean to the Vice Chancellor with due sensitivity and confidentiality.

iii. The practice of Student–Faculty Committee meetings and open-house sessions at individual programme level must be strengthened and should not be seen as optional.

iv. However, the above recommendation requires that the students are aware of the importance and purposes of student feedback so that they fill the forms more responsibly. This culture will have to be cultivated over a period of time through such measures as orientation to and publicising the purposes of student feedback.

v. The faculty members must report to the Dean the changes they have made in their courses based on the student feedback.

Campus Placement Mechanism

The lack of a robust placement mechanism came across as the most pressing anxiety of the students in most programmes. AUD has already put in place a Career Cell (referred to in Chapter 2) to facilitate interface between students and the world of opportunities. However, the Cell is in its formative stages. The Committee recommends that the Career Cell be equipped adequately with skilled staff members to be able to carry out the following recommendations in a meaningful manner:

i. AUD's publicity in the world of work should be its core strategy to enhance the visibility of its graduates in their respective fields. This strategy needs to be conceptualised at the central level with adequate technical inputs.

ii. AUD should actively engage with like-minded organisations in industry and the world of work and make strategic partnerships that may materialise in meaningful internships and placements.

iii. Along with campus placements, AUD may consider mechanisms for general career advisement for students, particularly in the context of its innovative curricula. The level at which this advisement should be offered (whether centrally, at school level, or at programme level) be determined by the University.

iv. The inclusion of soft-skills (particularly IT skills and training in the use

of software) in the programme contents and/or as separate credited workshops open to all students may also be considered.

v. The Career Cell could also perform the function of providing feedback to the programmes on the areas that recruiters of the programme graduates are interested in. This feedback could be integrated in the programme review and renewal.

vi. The Programme Coordinators and student representatives from individual programmes could be a part of the extended committee of the Career Cell that meets intermittently for programme specific agenda.

vii. The Schools and the Career Cell should develop a mechanism for tracking the graduates of each programme so as to understand the alignment between the career trajectories and the programme contents. This could provide feedback for the programme reviews.

Holistic Education

With an expanding student base, the University should also pay adequate attention to integrating co-curricular activities with classroom teaching. As the University plans its new campuses, the vision for a holistic education – especially for its undergraduate students – should guide it. There should be adequate recreational spaces and facilities for students. Sports, creative expressions, and arts and aesthetics should be an integral part of life at the University. The DRC strongly recommends proper planning with resource and infrastructural allocation for enabling the conditions for holistic education for students as well as staff members.

In sum, the Committee appreciates the thinking that has gone into making AUD an engaging and exciting place for students. At the same time, in the Committee's view, all constituents of the University need to continuously review and build on these initial foundations with an aspiration to fully establish the ideal of a student-centric institution of higher learning.

Chapter 8

Faculty

The success of a higher education institution in a large measure depends on its faculty members. Thus, the faculty members comprised a significant constituency for the Decennial Review. The Committee considered the following aspects relating to the faculty: faculty appointment (the systems of contract and concurrent appointments), the provisions for faculty development and career advancement, and workload. This chapter presents the observations and recommendations of the DRC with regards to AUD's faculty.

AUD started out with fifty faculty positions (fourteen Professors, sixteen Associate Professors, and twenty Assistant Professors) in the academic year 2008–09. Since then the University has grown and so has its cadre of faculty. At present, including the visiting faculty, there are 193 faculty members at AUD (see Appendix 8). Of these, 71 per cent are permanent, 20 per cent are temporary, and 9 per cent include visiting faculty. There are also adjunct and guest faculty members who are recruited as per needs. Their numbers vary from semester to semester and have not been included in the data. It is also worth noting that AUD has filled almost all of its sanctioned faculty positions.

Observations and Issues

The Committee has noted that the success of AUD in its initial years was mainly due to the enthusiasm and spirit with which faculty members joined the University and participated in building its strong foundation. However, as also stated in Chapter 3, this enthusiasm is difficult to sustain with the institutional expansion. As the overall composition and profile of the faculty base changes, it is hardly surprising that faculty perceptions about the nature and quantum of work undergo change. Given this context, a self-critical expanding institution like AUD should

also think of strategies to maintain the enthusiasm of faculty members.

AUD has instituted some innovative practices with regard to faculty role and faculty utilisation, such as the system of academic oversight and concurrence that were discussed in Chapters 2 and 3. Interactions with the faculty have revealed the response to these practices to be mixed. Some faculty members have found these practices to be meaningful and see them as opportunities, whereas others are sceptical. The engagement with this scenario is pertinent to keep some of the core values of AUD alive.

As noted in Chapters 3 and 6, issues of structural nature, in how the School of Undergraduate Studies has been organised, have a bearing on the demands from the faculty as well. Primary reliance on the system of concurrent teaching and contractual faculty for undergraduate teaching may lead to a situation where the stability of programmes and courses may be adversely affected in the long run. Also, in the interaction with the faculty members appointed in the School of Undergraduate Studies it emerged that they have aspirations to teach at the postgraduate level and they perceive the lack of this opportunity as a constraint. The DRC does not endorse the view that teaching at the postgraduate level is superior to teaching at undergraduate level. Yet the opportunity to teach across the levels that is available to all AUD faculty should also be extended to the faculty in the School of Undergraduate Studies. Also, some of the faculty members of this School have been appointed under a system of 1+1+1-year contract. This means that faculty members are appointed for 3 years with an annual review. This system can become a potential source of anxiety about job security among the faculty members. There is a need to revisit this arrangement.

There are other issues that the DRC identified as needing attention as they shape faculty members' ability to contribute to the development of the University. As a young institution, AUD still has to develop a strategy for faculty development. The University's investment in its faculty development will determine its location in the emerging trends in higher

education. The faculty base at AUD has become more heterogeneous as it has expanded. This heterogeneity may have a bearing upon the classroom experiences of both teachers and students, and this may in turn impact faculty motivation in the long run. (Some suggestions on this have been made in Chapter 7.) The second issue is that AUD is yet to institutionalise the Service Rules (especially leave rules) for the employees. This is particularly important for an institution that has a large number of young faculty members who need to pursue academic requirements for career advancement. The third issue concerns the faculty perception that there is no proper mechanism for communication of the decisions made centrally. Given the participative management practised at AUD, these communication mechanisms are critical for functioning of various systems of the University.

Recommendations

Faculty Orientation and Development

The Committee emphasises the need for adequate provisions for faculty orientation and development. In addition to the suggestions for faculty development made in Chapter 7, the DRC recommends the following:

1. As stated in Chapter 3, AUD has recruited a considerably large number of faculty members (about seventy-three) in a short period of three years. This expansion in the faculty base has also changed the profile of faculty members. Such expansion is likely to continue and may take place is spurts. In the DRC's assessment, along with recruiting faculty members, the University should invest in orienting the faculty to the idea of AUD as an institution. While the Planning Division organises orientation for the newly appointed faculty members, in-depth orientation of them should be planned on matters such as AUD's vision, mission and ethos; the importance that AUD places on undergraduate education; the system of concurrent appointments and its purposes; teaching–learning and assessment systems at AUD; and student

feedback. This orientation should ideally be organised at the School level and must be the responsibility of the respective Deans. However, till this practice is instituted, it is recommended that arrangements for the same be made centrally. The Committee recommends such orientation for the faculty hired during the past three years.

2. Along with the above, AUD should also develop a faculty development strategy whereby a framework for faculty growth can be imagined. This should lead to capacity building programmes and workshops for the faculty members factoring-in the needs identified by them as well. The University should enable faculty to envision their research through workshops and other such exercises.

Contract and Concurrent Appointments in the School of Undergraduate Studies

After due deliberations on the issue of concurrent and contract appointments of faculty members in the School of Undergraduate Studies, it is recommended that till the decision on the structure of this School (see Chapter 6) is taken, the following steps may be initiated:

1. The responsibility of providing faculty members to the School of Undergraduate Studies should be shared between this and other Schools. This implies that the Dean, School of Undergraduate Studies must be supported with a committee comprising of the Deans of Schools that share the primary responsibility of teaching at the postgraduate level. The committee's responsibility should also be to ensure that the integrity of the undergraduate and postgraduate programmes is not affected by the process of negotiating teaching responsibilities.

2. AUD should revisit the system of contracts of 1+1+1-year. These contracts should be called three-year contracts with annual reviews to represent the practice in an appropriate manner. It should be made clear that these are contractual positions and thus it is not binding on either the faculty or the University to renew the contract after the term of the contract is over.

Work Distribution and Perception of Workload

1. From interactions with the faculty and the administration it comes across that there is unevenness in the workload of faculty members in the University; this does not have a clear explanation. A thorough fact-finding on the quantum and distribution of work (teaching, research, and administration) among the faculty should be taken up by the University.

2. There is a need for developing standardised norms for work distribution among the faculty. There should be some aspirational outlook through which workload can be deployed. In order for this to happen, Schools must articulate their vision and long-term plans. The University should undertake the exercise of defining the various components of workload (teaching, research, and administration) followed by prioritising them. Based on this the range of minimum and maximum workload for each component may be determined.

3. At the same time, the student entitlement in terms of faculty time needs to be clearly spelled out by the University. This should be communicated to the faculty members as well as the students.

4. The expansion of faculty base should also factor in some redundancy. This will allow the University to facilitate granting of sabbaticals and other kinds of leaves of absence.

5. Ten years is a long period that the University has taken to institute the service rules for its employees. The DRC recommends that these are drafted and formalised on priority.

Democratic Governance

1. While considering the faculty's demand for democratic governance, the DRC recommends that there be open lines of communication between the Senior Management Team and the faculty members. The decisions taken by the Senior Management Team must be communicated by the Deans to the faculty members in their respective Schools.

2. School-wise all-faculty meetings to discuss the larger matters pertaining to the School and decisions of the Senior Management Team should take place at least twice a semester and minutes of these meetings should be submitted by the Dean to an appropriate Division in the central administration for record keeping. Regular meetings should be organised to ensure feedback and communication of information and policy decisions.

3. AUD constituted a Committee to recommend amending existing Statutes and/or creating new ones for ensuring greater participation of the University community in statutory bodies of the University. The DRC endorses the recommendations of the Report of this Committee.

The Committee expresses its deep appreciation for the enthusiasm and zeal with which the AUD faculty and leadership have collectively worked towards building the foundation of the University in its early years. It suggests that, in keeping with the same spirit, the various issues be deliberated upon collectively in preparation for the new phase that the University is embarking upon.

Chapter 9

Research

AUD is mandated to promote and engage with academic research, particularly in the areas of the social sciences and humanities. The University not only encourages but also enables research through its Centres by funding faculty-led research projects and by engaging students in research projects as part of their programmes of study. In this chapter, the DRC presents its observations and recommendations for fostering research at AUD.

Currently, about Rupees 25.6 lakhs are being spent on research by AUD from the Grant-in-Aid (see Figure 9.2). In addition to the internal funding, many research projects at the University are funded by various funding agencies, industries, and other organisations. Some external agencies which have funded research or other projects in the last academic year include the Norwegian Institute of International Affairs, British Council, Rohini Ghadiok Foundation, Jamshetji Tata Trust, Sir Ratan Tata Trust, Indian Council of Social Science Research, Ford Foundation, PWC (Pricewaterhouse Coopers) India Foundation, UNICEF, PRADAN (Professional Assistance for Development Action), University Grants Commission and Steel Authority of India Limited among others.

As mentioned in Chapter 2, AUD has taken initiatives to encourage faculty research, such as provision for grants for faculty research. It has also put in place an Academic Committee on Research and Project Management (discussed in Chapter 2) to deliberate and examine matters related to research projects taken-up by faculty members. Imagining its role more broadly, the Advisory Committee on Research and Project Management has recently initiated some proactive measures to encourage faculty research. The seminar series where faculty members are invited to share their research is a case in point. It is also planning to link the outputs of faculty research with the Centre for Publishing to facilitate their publication.

Another appreciable initiative to encourage research is the institution of the Seed Money Grant for Faculty Research Scheme. This is a one-time grant of up to Rupees 1 lakh for short-term projects (that is, up to a year). All AUD faculty members are eligible to apply for this grant. Accessing and utilising these grants involves minimal administrative hurdles. Apart from this Scheme, the University has created a University Development Fund by setting aside the unutilised portion from the amount collected as fee from the students. Part of this fund is meant for funding faculty (and student) research by creating research endowments and by creating a central pool of funds for various activities to enhance quality and effectiveness of research activities of the University. There are also other long- and medium-term project grants that the faculty members can apply for. While, overall, AUD has been consciously thinking of enhancing its research output, there are some issues that need consideration.

Observations and Issues

The MTR had noted with concern the low research output of the University faculty (see Appendix 10). The status of research done by faculty has, no doubt, improved considerably from the time of MTR (see Figure 9.1). However, this seems to be mainly because of the expansion in the faculty base.

Figure 9.1 Faculty Publications
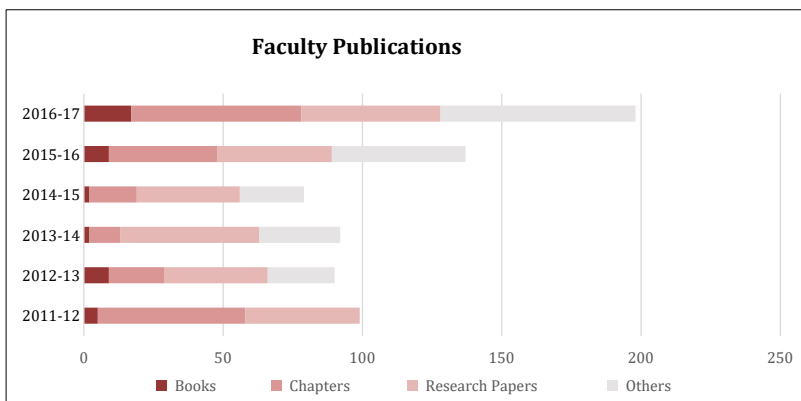
While AUD has provisions of in-house and other research grants, the utilisation of funds has been very low over the years (see Figure 9.2).

Figure 9.2 Utilisation of Research Grants

Utilisation of Research Grants

Rs. (in Lakh)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Budgeted Research Grants at AUD (Rs. In Lakh)	60	30	30	10	27	40	35	35
Utilisation	0.0	2.5	8.3	0.8	1.8	24.1	29.5	25.6
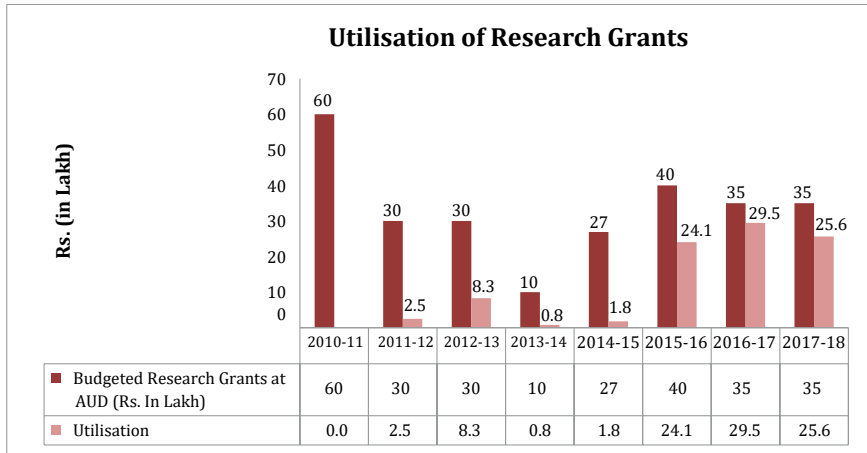
It is evident that the provision of research grants has not generated the demand for the same. It appears that financial resources for research are not the main hurdle in the way of faculty research at AUD.

In the interaction with the DRC, some faculty members and the Advisory Committee on Research and Project Management have explained this trend as being mainly linked to the perception that there is low prioritisation of research as compared with other faculty roles at AUD. These issues, perceived or real, are not unique to AUD and may not be easy to address. In the DRC's assessment, AUD should think of ways to establish that it considers research to be as important as teaching, emphasising that they are mutually complementary.

In DRC's opinion, given their administrative engagement, some faculty members, particularly those who joined AUD in its early years, may not have been able to find adequate time to allocate to research and publishing over the years. This is one area where AUD should actively envision a policy.

The Committee wishes to reiterate the observation of the MTR that 'the future of AUD will depend not only on its teaching programmes, but also on the research and publications of its faculty research' (p. 42). In its endeavour to achieve excellence, the University will have to find ways to incentivise faculty research; this is particularly important considering it has a high number of entry level faculty.

Recommendations

1. General measures, such as faculty seminar series anchored by the Advisory Committee on Research and Project Management, might not be useful in encouraging faculty research, given that faculty members at AUD come from diverse fields. The demand for research can mainly be created by networking with scholars who think in the same way. In this context, the University should:

i. Explore publishing on AUD website the abstracts/reports of research being done by the faculty. This may encourage outsiders in the same areas to link with the faculty members and may also create an audience outside the University.

ii. Encourage activities that connect research and teaching and facilitate creation of working groups in different areas. For instance, AUD could encourage faculty to organise credited seminar courses taught/co-taught by faculty members in the areas of their research specialisation. Students and faculty members from inside and outside AUD may take these seminar courses. This may help create a small audience and working group in the area. The University should also make a distinction between collaborative research and individual research and put in place a policy for encouraging both. In DRC's opinion, keeping in mind the way the academia is shaping up, in the near future collaborative research will be one core strategy for improving publication profile. AUD could explore research collaborations with other institutions as a way of encouraging co-operative research. For encouraging individual research, AUD should institute the system of sabbatical and study leaves.

2. As AUD is growing and expanding with a larger number of faculty, research programmes (MPhil and PhD) and Centres doing research, it is important to institute a research ethics committee, along the lines of Institutional Review Boards in other countries, to oversee and address the ethical considerations relating to the conduct of research.

3. The outcomes expected from PhD and MPhil research should be clearly spelled out in terms of publishable research papers and mechanisms should be put in place in the research programmes to facilitate the research scholars in approaching these outcomes.

4. AUD should also identify some areas where research is needed both inside and outside the University. For instance, AUD could plan some major long-term impact studies in collaboration with other institutions on changes in certain socially relevant areas.

5. The low utilisation of available research funding should not be seen as a reason for its rationalisation. It is evident that with the growing faculty base the utilisation of research funds has improved. With further encouragement the fund utilisation would increase further. Thus, keeping the future in mind, AUD should also aim to enhance this funding for research.

In sum, the Committee is of the view that AUD Centres, faculty, and students have tremendous potential for quality research output. Given the current scenario, the University should plan a strategy to empower faculty members to develop in areas of critical importance to the University. The absence of a well-defined strategy and funds for implementing it may create a challenge for the University in maintaining a research standing in the years to come.

Part III
Infrastructure and Administration

Chapter 10

Infrastructure and Facilities

As discussed in Chapter 3, it is remarkable that AUD has been able to creatively work despite infrastructural constraints. The two additional campuses have, no doubt, expanded the scope of the University's activities and provided new opportunities. Yet there are infrastructural challenges that the University should plan for as it embarks on further expansion. In this chapter, some of these issues and recommendations to address them have been presented.

Observations and Issues

AUD currently operates from three campuses: Kashmere Gate, Karampura, and Lodhi Road. All three campuses are well located in the City and accessible by public transport. The infrastructure at Kashmere Gate campus has reached its full capacity. Further expansion may be possible primarily by offering evening programmes. The Karampura and Lodhi Road campuses have immense potential for expansion in terms of both programmes and student intake. However, the infrastructure in these two campuses needs re-development and improvement. This situation, it is hoped, will improve soon as the government has delegated some decision-making powers regarding the utilisation of infrastructure development fund to the Vice Chancellor. However, most of the basic infrastructure related issues will only be addressed when AUD has its permanent campuses. In the meantime, the expansion of the University needs to be based on a realistic assessment of the capacity of the present three campuses.

As the University expands, it is important to provide adequate autonomy to the campuses, ensuring at the same time they all share the larger vision of the University. As discussed in Chapter 2, AUD is in the

process of putting in place an administrative structure to this end. As an interim measure, it has instituted a system of designating one faculty member as Officer on Special Duty for each campus for coordinating, facilitating, and overseeing infrastructural development and campus maintenance. However, there is ambiguity about the role, responsibility, and authority of these Officers in matters where decisions have to be made. The DRC has noted that this leads to delays in routine matters.

The infrastructure, particularly in the Kashmere Gate campus, has accessibility issues. Students with special needs find it difficult to access some parts of the campus, including classrooms in some buildings. This is a major constraint that the University needs to systematically address in its endeavour to provide inclusive educational environment. Also, the Kashmere Gate Campus does not appear to have adequate space in the library and for laboratories and other academic activities. In planning for the development/re-development of the Karampura and Lodhi Road campuses, some of these issues may be considered and solutions worked out.

As discussed in Chapter 3, AUD has done well in providing IT resources, such as updated laptops, printers, telephone, etc.) to all its units. All the same, the current IT infrastructure needs upgradation. This is particularly the case with the Enterprise Resource Planning system that does not seem to function as a learning-management system. AUD also needs to streamline the IT processes (for instance, with regard to the online admission and the line of communication) factoring in the time needed for implementation of these processes. Also, the existing infrastructure is not utilised optimally (for instance, there are several unutilised Enterprise Resource Planning modules). The stated reason is the lack of preparedness, particularly in the administrative staff towards automation of routine processes. While the IT budget provisions are good, these are not spent fully. This is one major area where AUD should plan and invest, given the context of operating in multiple campuses and lean administrative structure.

With regards to the AUD library, it has come across in the discussions that there are issues in coordination and resource sharing/circulation among the libraries in the three campuses that have separate resource collections. The main library is at the Kashmere Gate campus. The library committee needs to consider the limitations of having a central library in a multi-campus context keeping in view that resource sharing may be a challenge when the University expands further. The library also needs to outline a policy for resource allocation, and the procurement and discarding of books. In the discussion with the Library Committee it came across that there is lack of clarity on the principles of allocation of resources to Schools; the question that the library committee negotiates is whether to allocate resources on the demand basis or to equally distribute the available resources. Also, keeping the future in mind, a strategy for procuring books as gifts and donations may need to be thought through.

Recommendations

1. The role and functions of the Officers on Special Duty and the line of hierarchy between them and the administration needs to be clarified. Whether the role of an Officer on Special Duty is only or largely about the upkeep of the campus or whether it entails a more proactive participation in the conceptualisation of all aspects of a campus ought to be laid out in unambiguous terms.

2. Given the current constraints of infrastructure, while it is not possible to have more programmes on the Kashmere Gate Campus, using the existing infrastructure for executive programmes for working mid-career professionals could be explored depending on the faculty specialisations available on the Campus. These programmes can also be a source of funds for AUD as these do not need to be subsidised.

3. Since AUD will continue to operate in a multi-campus environment, the University community has to accept and implement virtual reality as a concept. AUD should plan on investing in a robust inter-campus

communication system that provides efficient communication and conferencing facilities, hosts virtual classrooms, and facilitates movement of administrative files.

4. In the near future the University divisions should aim to become paperless offices. All the campuses must progressively ensure that they have the lowest possible carbon footprint. Developing this culture collectively with the students, faculty and staff members will enrich the quality of campus life.

5. AUD should also progress towards automation of routine administrative tasks and processes. This will help address some of the workload and administrative staff shortage issues.

6. With regard to the issues in implementation and utilisation of current IT infrastructure, the DRC is of the view that the move towards an IT-based environment should not just be an option. Training the end-users may be required to facilitate them in moving towards better use of the IT resources. Along with training the end-users, the IT Services should institute a formal system of complaint management that will help in organizing the routine Enterprise Resource Planning-related problems.

7. There is a need for long-term planning for the IT division that will enable better budget utilisation keeping the multiple campuses in view. The IT services will have to be equipped to take a lead in and facilitate the movement to an IT-based environment. This requires better leadership, staffing, and regular training for the IT staff for updating their skills. The University should make provision for the same.

8. The AUD library should engage in an envisioning and planning exercise keeping the future multiple campuses in view. This envisioning should be based on the study of successful library systems. To cater to the needs of the expanding student and faculty base across the campuses, an increased investment in the online resources and an

updated virtual library interface should be planned. The library should also simultaneously work on a policy for allocation of resources, along with designing a proactive approach to procuring resources.

9. The library should also provide assistance to individual faculty members in putting together course materials for students. There may be several online resources other than texts (such as documentaries) that faculty may not be aware of. The library should provide the service of identifying these resources.

In the Committee's view adequate utilisation of its campuses, clarification on autonomy in governance of campuses, reimagining the IT infrastructure, and preparing to cater to the multi-campus context through the library services will be essential steps in setting the base for further expansion of AUD.

Chapter 11

Administrative Support

Administration facilitates the teaching–learning activities in a university. It also has a role in quality assurance. AUD has a system where faculty members also participate in the administration of the University. The DRC has assessed this practice, reviewed the processes of academic governance, and general management of varied other aspects of the university life at AUD. In this chapter the outcome of deliberations of the Committee on these matters is presented.

As discussed in Chapter 3, AUD has a lean administrative structure and follows a policy of appointing only one-third of the administrative staff as permanent. Presently, in all, there are 141 academic staff members in place. As seen in Figure 11.1, the number of staff members has increased steadily over the last ten years.

Figure 11.1 Administrative Staff Growth
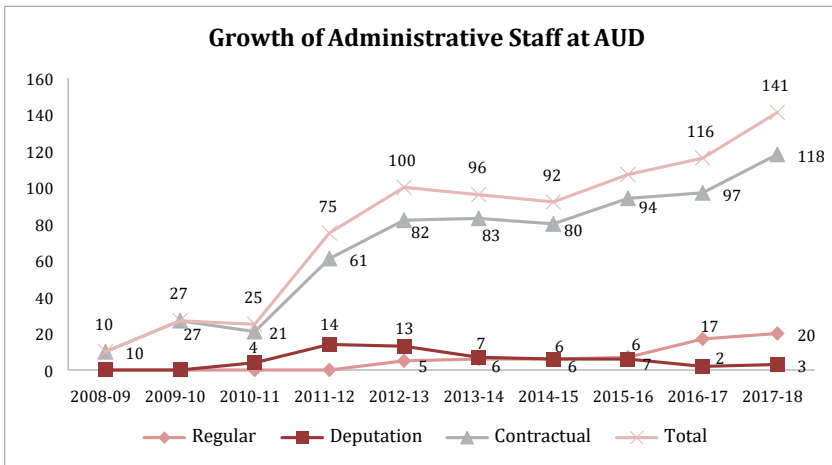
However, this rate of growth is low as compared to the rate of growth of faculty and students. This means that the proportion of administrative staff to faculty and students is low. Moreover, all the sanctioned staff positions have not yet been filled.

Chapters 2 and 3 also discussed the principles of academic oversight and participative governance followed at AUD whereby the faculty members assume the responsibility of and participate in administrative processes. These principles are generally appreciated by the DRC. However, there are some issues that need to be addressed.

Observations and Issues

AUD faculty members emphasised the need for additional support in the administrative functions they perform. The need is not only of additional support, but also of enhancing the range of administrative competencies available at AUD. The DRC is of the view that, in order to keep the principles of academic oversight and democratic governance alive, increasing the strength of the administrative staff is essential.

More than two-thirds of the non-teaching staff members at AUD are temporary. Several of these staff members joined the University at the time of its inception and have crossed the minimum eligible age for entering public service. The University is faced with demands from staff members to get recognition for their work experience at AUD, in the form of some system of preference, in the selection to permanent positions.

Some of the staff members, particularly the Multi-Tasking Staff, have been recruited through third-party – a government empanelled agency. These staff members receive salaries late and their health cards are also not active. AUD may consider supporting the staff members in addressing their problems.

Recommendations

1. Given the asymmetries in the workload of faculty members, there is a need to do an empirical stock-taking of the administrative workload to understand the situation and take necessary steps to address the problem.

2. As discussed in Chapter 3, the University's lean administrative structure and academic oversight have been helpful in its initial years. However, now there is need to re-examine the current administrative staff strength with a futuristic outlook. The DRC endorses the value of academic oversight of university administration. However, academic oversight will be more effective if the academics assuming administrative roles are provided with adequate and skilled support. In view of this, the University should clearly articulate the role expectations for faculty and administration and then determine the need.

3. As an interim measure, to address the issue of administrative load of faculty members, AUD may explore appointing Teaching Assistants to manage the administrative aspects of course delivery.

4. The ratio of one-third permanent administrative staff needs to be revisited as this seems to be too low keeping in mind the scale at which AUD has expanded and is envisioning to expand. Till the time this is done, the University should speed up the process of recruitment of administrative staff against the vacant posts. However, the provision of contractual appointments should not be done away with altogether. There may be temporary phases when more staff is needed for which contractual staff may be hired. In order to gauge these needs, a system of regularly revisiting the contractual administrative staff requirement should be instituted.

5. In future, when contract appointments are made, the appointments should not be extended beyond the time mentioned in the contract.

6. Keeping in view the concerns expressed by the administrative staff recruited through government empanelled agency, it is strongly recommended that AUD liaisons with the government to address these concerns. In general, staff welfare is an area where AUD needs to take proactive measures.

In sum, the Committee is of the view that in order to support the principle of academic oversight and the current ethos of participative governance in the University, more administrative staff may be hired to provide additional support. At the same time, AUD should also make attempts to provide a range of administrative skills to its faculty members.

Part IV
University vis-à-vis the Government and Society

Chapter 12

Society, the Government, Fund Raising, and Partnerships

A university does not operate in isolation; it engages with a host of other actors that contribute to its progress and success. Its relationships with the government, civil society, donors, other organisations with which it partners is critical in the ecosystem within which it is set to function. This chapter is devoted to an examination of AUD's relationship with its significant others.

As discussed in Chapter 2, over the years, AUD has explored different avenues for fund raising. Given that it is a young University, the external funding that it has attracted is encouraging. It has attracted external funding for research as well as other activities for which public funding (or Grant-in-Aid) may not be easily available. For instance, the MPhil Development Practice and the MA Education (Early Childhood Care and Education) programmes were started largely with the help of external funding from the Tata Trusts. Figures 12.1 and 12.2 show the various sources of revenue and the current share of each of the source in the total revenue of the University in absolute figures and as percentages respectively.

Figure 12.1 Sources of Revenue (in Absolute Terms)

Revenue Sources: 2008-09 to 2017-18 (INR Crores)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total	1.26	5.71	9.23	19.02	27.21	31.02	37.21	41.42	53.89	74.05
External Funding			0.01	0.31	1.13	1.77	6.16	5.41	8.23	6.91
Tuition Fee		0.28	0.67	1.73	3.03	4.43	5.24	6.23	7.36	11.14
Grant-in-Aid	1.26	5.43	8.55	16.98	23.05	24.82	25.81	29.78	38.30	56.00
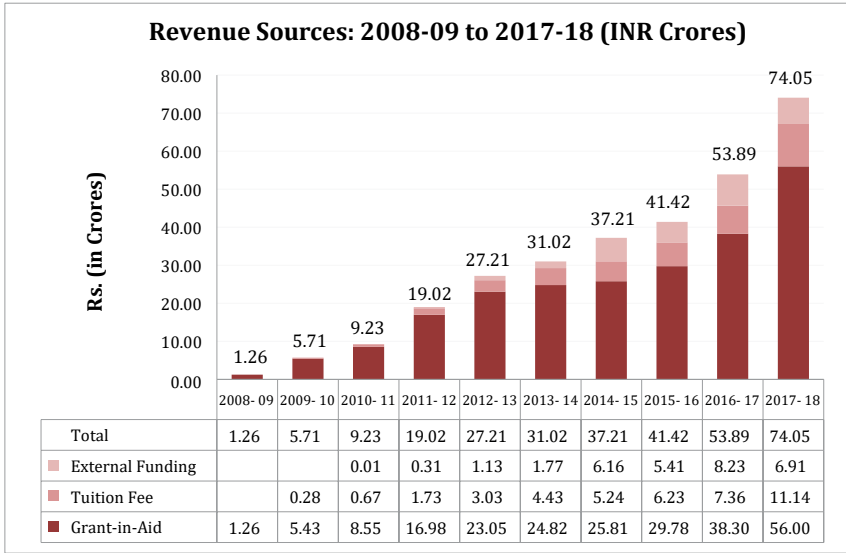
(Note: External Funding includes funding from all external sources)

Figure 12.2 Sources of Revenue (as Percentage)

Revenue Sources: 2008-09 to 2017-18 (percent)

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
External Funding	0%	0%	0%	2%	4%	6%	17%	13%	15%	9%
Tuition Fee	0%	5%	7%	9%	11%	14%	14%	15%	14%	15%
Grant-in-Aid	100%	95%	93%	89%	85%	80%	69%	72%	71%	76%
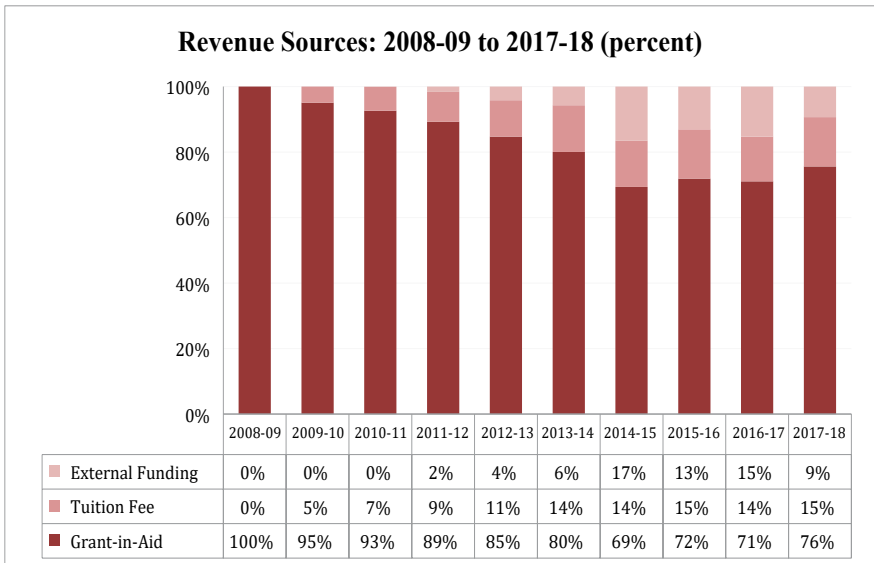
(Note: External Funding includes funding from all external sources)

AUD has collaborated with external organisations in the design, development, and delivery of its programmes of study. Much of the field-based project work across the undergraduate and postgraduate programmes of AUD is carried out in collaboration with external agencies/institutions in the development sector, non-governmental organisations, industry, community-based organisations, and State bodies. The Centres at AUD are also continuously involved in collaborations with several organisations for research related activities. AUD also has several on-going international partnerships as well. Some of these are presented in Annexure 6.

The relationship with the civil society is pertinent in the vision and mission of AUD. In terms of its positioning as a State University of Delhi, AUD has been engaging with the city and its people. As discussed in Chapter 3, the Centre for Community Knowledge, Ehsaas Clinic, and Centre for Urban Ecology and Sustainability have been particularly involved in various aspects related to the community and the environment of Delhi. Some other Schools and Centres, such as School of Education Studies and Centre for Early Childhood Education and Development, have also been involved with the public system in Delhi.

Observations and Issues

AUD is a public institution and depends primarily on the government for its funding. The relationship of the University with the government has implications for its autonomy and possibilities. Based on the interactions with the representatives of the GNCTD (the Finance and Education Secretaries), it is clear that AUD is well regarded for the work it has done in its first ten years, especially in terms of its vision and mission. It is seen as being on the right path towards providing the students of Delhi with quality education in the social sciences and liberal arts that is interdisciplinary in nature. However, from this interaction it is clear that the model of subsidising capital and operational expenditure of AUD will need to be re-visited. Over a period of time, AUD will be expected to majorly generate its operational costs from non-government

sources. While AUD has maintained a good working relationship with the government, this is an area where it cannot influence the larger policy environment.

With regards to other partnerships, it is evident that AUD's policies and procedures are still evolving. For instance, the Advisory Committee for International Partnerships is the only structure at AUD to consider matters relating to international collaborations. This Committee's mandate is only focused on proposals for Memorandum of Understanding between AUD and other international partners. It is not meant to perform other roles, such as encouraging internationalisation, and is also not presently equipped to do so. However, AUD has entered into several international collaborations. These collaborations have not been planned as a part of an international strategy and most of these are outcomes of external proposals to which AUD has responded. The University has hosted international students; but the corresponding number of AUD students going abroad is very low (mainly because of the high cost of living and studying abroad). These are matters where policy decisions have to be made with technical inputs.

While AUD has been successful in forging substantial partnerships and collaborations with external organisations, the government, and the community, largely these activities appear to be independent of each other. There is a need for a holistic and systematic vision and approach where these activities come together and add value to each other.

Recommendations

1. While the government will be the major source of funding for AUD, it should simultaneously explore other sources. This will enable AUD in becoming more autonomous in politically uncertain times and in normal times as well. It is recommended that:

i. The University should collect an overhead on the funds that are generated through external sources.

ii. The University should network with philanthropists and boards with interest in social-sciences to explore funding. This requires a planned strategy and sustained work.

iii. The University may consider seeking CSR (Corporate Social Responsibility) projects that can support meritorious students and provide scholarships and create Chairs in some areas of study in the University.

iv. As suggested in Chapter 10, programmes for executive education for mid-career professionals can also be a good source of fund generation, as these do not have to be subsidised. AUD should encourage its Schools to explore these possibilities.

v. As AUD expands, it should consider instituting a dedicated position for developing fund-raising strategy and engaging in fund-raising activities.

2. There is a need to plan a strategy for international partnerships. In the absence of a well-thought-out approach, AUD may end up only serving international partners. It is recommended that:

i. Strategically, having a few mutually beneficial and meaningful partnerships organised around well-defined set of activities on some focal areas or themes will be better.

ii. Structures such as summer schools/workshops should be created to utilise some of the existing opportunities for hosting international scholars, such as Fulbright visiting scholars and Shastri Indo-Canadian fellows.

iii. Collaborations within the global south may be more beneficial and meaningful given the similarities in the context, issues, and parity in costs of studies for students.

iv. The funding sources for students' study abroad may be mobilised by utilisation of 'Friends of AUD' fund by creating fellowships for students, exchange fellowships that are sponsored by AUD's alumni, and exchange programmes sponsored under Corporate Social Responsibility.

v. It would be advisable to create a separate international affairs office for dealing with the international visits of students and faculty. Presently, some of these functions are being performed by the Advisory Committee for International Partnerships. This work requires expertise for which dedicated personnel are needed.

vi. With regard to engaging with civil society and the city of Delhi, AUD should map the current activities across the units and see how these may dialogue with and add value to each other.

3. As has been suggested (in the context of student placements) in Chapter 7, AUD should identify the programmes of study that require working closely with the industry partners and develop a strategy to network with them not only for placements but also for mapping the expectations that they have from the graduates of AUD. This could provide useful inputs for Schools when they review the programme contents.

With AUD's imminent expansion, it is important that a more concerted effort is made to collaborate with the outside world. The emerging trends in the academia can be understood and kept pace with better with a collaborative approach. Strategically and actively pursuing global, national, and local partnerships of different kinds will not only contribute to the visibility of AUD, but also keep the University updated and well networked.

Future Directions

AUD has done tremendously well in its initial phase of growth and is now embarking on its next phase of expansion. Its priorities have been clearly laid out in terms of assuring excellence with access, offering innovative curricula, engaging with the larger issues in the city of Delhi, and providing a participatory work environment for all its constituencies. As AUD completes its tenth year, it should now aspire to consolidate its achievements and utilise these achievements to scale new peaks in higher education. Through strategically and collectively planning for its future on aspects such as its collective goals, finances, student experience, location in higher education landscape, multi-campus context, and collaborations, the University can strengthen its ability to sustain and move forward successfully in the wake of several challenges facing higher education today.

Taking Forward the Collective Spirit of Institutional Building

The faculty members of AUD, particularly those who have been with the institution since its initial years, have done exceedingly well not only in designing and transacting curricula, but also in envisioning and administration of this institution. AUD is following a model of governance where leadership emerges from among its faculty members. This would not have been possible without the shared commitment to institutional building among the faculty members. As a growing institution, AUD needs to systematically work towards keeping this spirit vibrant in the future. This will also be essential in maintaining the excellent model of collaborative institutional governance that needs to be strengthened with adequate administrative support.

Strategic Planning of Resources

As a public funded University, a large part of AUD's financial resources come from the government. The DRC is confident that, with continued support from the government, AUD will be able to provide excellent

quality education to the people of Delhi and also engage with varied other facets of life in the city as it has been doing through several of its Centres. At the same time, given the larger politico-economic changes in public-funded education, AUD should engage in strategic financial planning while studying the implications of different models of fund generation. This will also provide AUD the kind of autonomy that is needed for its innovative practices, as also some degree of insulation from political changes and turmoil. It can be anticipated that sustaining access and excellence will continue to be a challenge for public-funded institutions in the country and globally, particularly as the demand for and diversity in higher education will continue to increase and the costs of maintaining standards in teaching and research will continue to escalate. To meet these challenges, instead of heavily relying on one funding source, a multi-pronged strategy would be much advisable.

Re-imagining the Undergraduate Experience and Strengthening the Future Trajectories of Graduate Programmes

AUD is a teaching-focused University and one of its important academic commitments is to provide high quality education, especially at the undergraduate level where the demand is highest in Delhi. From the Decennial Review it comes across that AUD needs to holistically reimagine the future of its undergraduate education. AUD has already initiated an Undergraduate Review exercise that is looking at the structural aspects of the School of Undergraduate Studies. However, even in terms of programmatic and pedagogical aspects, AUD should envision the differences that it wants to bring in the landscape of undergraduate education in the city. This will be one critical area that will shape the future and success of AUD. At the same time, AUD's masters programmes should also engage in mapping the roles that the graduates of these programmes are likely to assume in future. This would require envisioning specialisation trajectories that emerge from the graduate programmes.

Imagining the New Campuses

The new campuses of AUD have opened-up opportunities for expansion. At the same time, this has underlined the need for imagining how these campuses will be planned and developed and the resulting implications for the University governance. The identities and autonomy of the individual campuses will need to be carefully worked out and finely balanced with the identity and idea of AUD as an institution. In multi-campus situations, a trend towards centralisation and standardisation is usually observed, that gradually leads to hierarchy among campuses and the distinction between the 'main' and the 'satellite' campuses. As a forward-looking institution, AUD should initiate planning structures and mechanisms that present a fresh approach to a multi-campus university. Utilising technological advances with video conferencing, learning management systems, online approvals, instant messaging, and the like would play an important role in this.

Expansion and Consolidation for Future

AUD is currently engaged in deliberating on and striving to find a balance between expansion and consolidation. There are different kinds of factors that the University is negotiating with. As AUD plans further on this critical aspect, there are certain issues that the University needs to address in this context. The relationship between different units of the University — particularly between Schools, on the one hand, and the Schools and Centres, on the other — is likely to change with further expansion. Thinking of its future in a multi-campus reality, AUD must also conceptualise sustainable mechanisms to ensure strengthening of these relationships at multiple levels (resource, strategic, and programmatic) as well as in terms of values and vision. At the same time, the relationships between different constituents of AUD (faculty–faculty, student–faculty, faculty–administration, leadership–constituents, and the like) will also need to be deliberated upon such that a humane and collegial ethos of AUD can be maintained and enhanced. One factor that will be pertinent in this regard would be building in some redundancy in

faculty appointments so that faculty development is facilitated. Given that AUD will continue to recruit new faculty members, there is also a need to conceptualise systems for peer mentoring.

Directions for Programme Expansion

There are multiple ways in which a higher education institution may expand. For instance, replicating the existing programmes, offering new programmes of the same type, and conceptualising new typology of programmes. AUD has attempted and is attempting all of these ways. However, it may be equally important to think of expansion in terms of student footfall — enhancing the number of students who transit through the University over the years and not only thinking in terms of student population at a given point in time. This idea has been discussed at AUD but has not been implemented yet. Given the creative potential of AUD, foraying in professional and continuing education is an excellent opportunity that can be explored. Most of the Schools at AUD have the potential to offer programmes for professional and continuing education for practitioners in various fields, such as management, education, design, development, ecology, languages, creative expressions, and even in liberal arts such as philosophy, sociology, and politics. These programmes could also be seen as good opportunities for fund generation as student professionals would be able to pay for quality professional development opportunities. These courses and programmes could be offered in face-to-face as well as online/blended modes, and throughout the year, including during weekends, summer and winter breaks, or during the evenings. This will help optimum utilisation of the existing infrastructural facilities. The DRC is aware that some thinking around this has already begun at AUD.

Academic Governance

AUD has a three-tier system of programme and course approvals that has worked well. It has evolved over a period of ten years and has become well defined. While it is too early to revisit these processes, keeping in mind the expansion plans of AUD, it is imperative that these

mechanisms are also thought through again. There are different kinds of interdisciplinary interfaces and inter-School and/or School–Centre collaborations that are being imagined at AUD. To facilitate sharing of resources between the collaborating units some new mechanisms — such as thematic curricular groups for ideation of programmes and academic coordination committees for management and quality assurance of collaborative programmes — need to be visualised. Also, AUD should have a plan for funding these programmes in their initial stages. The financial needs of programmes in their early years is much higher as the programme design process goes hand-in-hand with the costs of running the programmes. To ensure good quality programme designs in the new areas, funds for consultation and other kinds of design aspects of programmes need to be factored in by AUD.

Strengthening Collaborations and Ties

AUD has successfully made several collaborations and strong ties with various kinds of institutions. These collaborations have made an immense contribution to AUD's growth and activities. AUD should also now develop a strategic approach to partnerships both national and international. Planning for partnerships keeping the future in mind will enable AUD in expanding its name, experience, and activities beyond Delhi. These collaborations are increasingly becoming significant given the global flow of ideas.

Based on its review the DRC is confident of AUD's potential to sustain its achievements and continually innovate and renew itself despite constraints and challenges. The DRC members are in consensus that the project called AUD is a great success and opens new vistas for excellent quality higher education as it strives towards its vision and goals.

Annexures

Annexures

Annexure 1
Schedule of DRC Meetings

First Series of Meetings of the DRC, 18–21 February 2018

Day 1:

- Initial interaction among the DRC members on the scope and objectives of the review

- Interaction with the AUD alumni

Day 2:

- Internal discussion on the Terms of Reference for the DRC

- Meeting with AUD's Core Management Team on their expectations from the review

- Meeting with DRC Secretariat, Planning Division, on the data requirements for the Decennial Review

- Meeting with the Student Services Division, and the Assessment, Evaluation and Student Progression Division

Day 3:

- Meeting with the Centres

- Meeting with the Senior Management Team

- Meeting with the members of the Mid-Term Review Committee and

those members of AUD who were in the leadership/administrative positions and have retired recently

Day 4:

• Meeting with the Centres (continued)

• Interaction with the outgoing student representatives from the various programmes

Second Series of Meetings, 6–8 March 2018

Day 1:

• Initial interaction among the DRC members

• Interaction with the Schools at Kashmere Gate Campus:

  o School of Human Ecology
  o School Development Studies
  o School of Design
  o School of Culture and Creative Expressions

Day 2:

• Visit to the Karampura and Lodhi Road Campuses

• Interaction with the Schools at Karampura and Lodhi Road Campuses:

  o School of Law, Governance and Citizenship
  o School of Vocational Studies
  o School of Undergraduate Studies
  o School of Education Studies

• Interaction with Office Bearers of AUD Faculty Association

Day 3:

• Interaction with the Schools and Centres at Kashmere Gate Campus:

  o School of Liberal Studies

o School of Letters and Centre for English Language Education

o School of Human Studies

• Planning for the next series of DRC meetings

Third Series of Meetings, 9–11 April 2018

Day 1:

• Interaction with the School of Business, Public Policy and Social Entrepreneurship

• Meeting with Advisory Committee on Research and Project Management

• Meeting with Advisory Committee for International Partnerships

• Meeting with Administrative and Multi-Tasking Staff of Schools and Centres

Day 2:

• Meeting with office bearers/representatives, Government of Delhi

• Meeting with the Vice Chancellor

Day 3:

• Meeting with the IT Services

• Meeting with the Library faculty and Library Committee

• Meeting with the Officers on Special Duty of the three Campuses, Estate and Campus Divisions

• Meeting with the officer level staff (Assistant and Deputy Registrars)

• Internal meeting of the DRC for planning ahead

Fourth Series of Meetings, 29–30 April 2018

Day 1:

• Discussion on AUD's Vision and Mission

• Recommendations related to Students

• Recommendations related to Faculty Members

• Recommendations related to Programmes of Study

• Recommendations related to Administration

• Recommendations related to School–Centre Relationship

• Recommendations related to Resource Mobilisation

Day 2:

• Focal Message of the DRC Report

• Title and Structure of the DRC Report

Fifth (30–31 May 2018) and Sixth (13–14 May 2018) series of DRC meetings were focused on review of the drafts prepared by the DRC secretariat.

Schools, Centres, and Divisions at AUD

Schools at AUD
(with year of their establishment in parentheses)

1. School of Business, Public Policy, and Social Entrepreneurship (2011)

This School focuses on education and research in business and management, public policy, and social entrepreneurship. It offers an MBA programme.

2. School of Culture and Creative Expressions (2011)

This School fosters a new vision of art pedagogy and practice in the areas of Visual Art, Literary Art, Performance Art, and Cinematic Art. It offers Masters programmes in Visual Art Practice, Literary Art Creative Writing, Performance Studies and Film Studies along with PhD programmes in Film Studies, Literary Art, and Visual Art.

3. School of Design (2013)

This School pursues practice and research-based design education at the undergraduate and postgraduate levels. It proposes to offer design education that is institutionally embedded in and closely connected with the humanities and social sciences. The School offers a Master's programme in Social Design.

3. School of Development Studies (2009)

This School addresses the critical issue of development from wide-ranging interdisciplinary perspective. It is structured around a learning of development theory, an understanding of growth and development, and broad debates on the structures of economic and political

arrangements epitomised by states, markets, and society. The School offers MA, MPhil, and PhD programmes in Development Studies.

4. School of Education Studies (2011)

This School is envisioned to evolve as a community of professionals and scholars endeavouring to understand education in its historical and contemporary contexts through engaged scholarship and practice. The School aims to bridge the gap between the theory and practice of education in its multiple locations by attempting to foster greater convergence between the study of education as a social phenomenon and the preparation of professional educators. It offers MA programmes in Education and Early Childhood Care and Education and has teacher education programmes on the anvil.

5. School of Human Ecology (2009)

The primary goal of this School is to develop a deep and multifaceted understanding of environmental concerns that includes perspectives from both the social and the natural sciences. It offers MA in Environment and Development and PhD in Human Ecology.

6. School of Human Studies (2009)

This School brings together an interdisciplinary group of psychologists, social anthropologists, sociologists, political scientists, feminist scholars, and philosophers to address, through teaching, issues related to the individual, family, community, changing lifestyles, relationships, sexuality, the changing character of workplaces, the stages of life (particularly old age), etc. It offers MA Psychology (Psychosocial Clinical Studies), MPhil Psychotherapy and Clinical Thinking, MA Gender Studies, MPhil/PhD Women's and Gender Studies, PhD Psychology and MPhil Development Practice. In addition, this School works closely with the Centre for Development Practice, Centre of Psychotherapy and Clinical Research, and Ehsaas, a psychotherapy and counselling clinic.

7. School of Law, Governance, and Citizenship (2017)

This School aims to offer an interdisciplinary perspective on the interactions of law, culture, politics, and social structure. The School offers MA in Law, Politics, and Society.

8. School of Letters (2017)

This School is an open space where a continuous dialogue with society and its discontents becomes possible. It hopes to ground the reading of literature within its social contexts and encourage scepticism and a free environment in which discussion and debate can be kept alive. The School offers MA and research programmes in the literary humanities.

9. School of Liberal Studies (2010)

This School, the largest in AUD offers MA programmes in History, Sociology, and Economics along with MPhil and PhD in Mathematics. These programmes are offered with the goal of supporting, encouraging and redefining liberal arts education through innovative interdisciplinary courses, interactive pedagogy and learning that goes beyond classroom spaces.

10. School of Undergraduate Studies (2010)

This School is home to seven honours programmes – Economics, English, History, Mathematics, Psychology, Sociology, and Social Sciences and Humanities. The three-year Honours programmes seek to equip students with foundational skills and disciplinary and interdisciplinary knowledge through a variety courses.

11. School of Vocational Studies (2017)

This School, through its various academic programmes, aims to bridge the gap between the skill-profiles of the graduates and those that are required by the job market. It currently offers three vocational programmes with multiple entry and exit options leading to Certificate, Diploma, Advanced Diploma, and Bachelor of Vocation (BVoc)

degree. These programmes are: BVoc in Tourism and Hospitality, Retail Management, and Early Childhood Centre Management and Entrepreneurship.

Centres at AUD
(with year of their establishment in parentheses)

1. Centre for Community Knowledge (2011)

This is an interdisciplinary centre with a focus on studying different communities and their cultural knowledge heritage. It collaborates with academic and local partners in implementing field programs. The areas of study range from oral history to studies of place, governance practices, folklore and crafts, ecological and technical knowledge to innovative and unique aspects of traditional knowledge.

2. Centre for Development Practice (2013)

This Centre has a two-fold focus – the creation of a cadre of action researchers to engender transformative social action and to create a platform for collaborative research between academics and practitioners. Its overarching objective is to critically engage with and reflect on existing developmental discourse and practice, usher in psychological-psychoanalytic sensitivity in our work with communities and thereby rethink and rework the associated practices in the developmental sector.

3. Centre for Early Childhood Education and Development (2009)

This Centre is envisaged as an institution that brings together research, policy, and practice in the area of early childhood education and development. Its vision is to promote systemic understanding of developmentally and contextually appropriate and inclusive early childhood education. Its mission is to contribute to the national goals of social justice and equity by advocating and promoting every child's right to a solid foundation for life through early childhood education.

4. Centre for English Language Education (2017)

This Centre is visualised to serve two main purposes: one, support students of the University with their English language needs; and two, provide for and nurture English language teaching needs of professionals through pre-service and in-service programmes. In order to fulfil the above-mentioned purposes, the Centre aims at (a) offering credit-based courses to undergraduate students and non-credit courses to postgraduate/research scholars; ongoing curriculum renewal/research to feed into work at the Centre; (b) offering English language training courses to pre-service and in-service teachers at Diploma, undergraduate, postgraduate, and PhD levels; (c) providing consultancy services to organisations that require English language teaching expertise; (d) undertaking projects in the area of English language teaching such as outreach programmes to fulfil English language needs of relevant target groups.

5. AUD Centre for Incubation, Innovation and Entrepreneurship (2017)

This Centre, set up as a not-for-profit company, endeavours to build an ecosystem of innovation and entrepreneurship and encourage interested members of the community to become entrepreneurs. The interdisciplinary space of AUD, especially in applied fields such as business, design, development practice, education, ecology, mental health, etc., is seen as an appropriate location for the Centre. Incubating innovative ideas as possible business ventures, supporting pilot and start-up phase enterprise development, and providing technical support are some of the initiatives undertaken by the Centre.

6. Centre for Psychotherapy and Clinical Research (2013)

This Centre's guiding vision is premised on psychoanalytic clinical orientation which believes in the unconscious, in an experiential lens, a value for caring relationships, and an ethic of cultivating compassion. The Centre aims to provide quality psychological services to all in

need, train psychoanalytic psychotherapists, work in community contexts, create platforms for networking and research, and publish and disseminate knowledge.

7. Centre for Publishing (2013)

This Centre has a two-fold objective: (i) to engage in publication activities and (ii) to offer academic programmes in publishing. Through its publishing activities (as AUD Press), the Centre hopes to engage in dissemination of knowledge, generate a body of work that would be of value not only to scholars and researchers but to society at large, and to open up a range of important career avenues for students.

8. Centre for Social Science Research Methods (2010)

This Centred was 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. On the basis of requests made by Deans and faculty members from Schools, the Centre has begun its contribution in teaching research methods and dissertation assessment.

9. Centre for Urban Ecology and Sustainability (2015)

This was set up with a view to work towards the creation of sustainable cities and enhancing the quality of urban life with learnings from experiences gained by engaging with the city of Delhi. The Centre collaborates with Schools and other Centres in AUD on areas of common interest and builds linkages with academic programmes within the University to provide opportunities to students to foster engaged scholarship.

Administrative Divisions at AUD

1. Student Services

This is the main administrative division in the University that looks after the student affairs. The Division is in-charge of the admission and procedures for enrolling students in various programmes; fee collection and fee waiver; providing advice and guidance to admission seekers; inducting newly admitted students; organisation and maintenance of a student information system; hostel admission; administration of scholarships, fellowships, and other financial assistance to students; administration of Earn While You Learn Scheme; alumni and placement related matters; organisation of student related events (festivals, alumni meets, etc.); student discipline related matters; issuing of identity cards; advising the Student Cell, etc.

2. Assessment, Evaluation and Student Progression

Until 2016 no separate division to manage assessments was planned. However, with the expansion in the number of programmes and courses, and student and faculty strength, the need to standardise and codify certain policies and procedures was recognised. As a result, this Division was created, whose activities maintaining and monitoring data on student assessment and progression; generating transcripts; planning and ensuring compliance with assessment calendars; monitoring the due approval of courses; course registration through Enterprise Resource Planning system; monitoring submission of attendance records, grade sheets and completion of the assessment process through the ERP, and planning and executing the AUD annual convocation.

3. Library Services

At present, more than 2,000 students, faculty members, scholars, administrative staff, and visiting faculty use the library services. The

Library provides reference, issue/return book services, Internet services, tutorial, OPAC, online and print journals, and e-books access facilities, etc. to its users. Most of the operations of the Library have been automated The Library also provides inter-library loan facility to its members. The library has a collection of 36,000 books, 23,423 e-journals and 53 print journals, 25 databases, 120 e-books, and 120 CDs.

4. Information Technology (IT) Services

This Division serves as the backbone of all IT-related activities in the University. The services provided include Internet access, email, IT security, WiFi connectivity, centralised backup storage, Intranet, Moodle Server, Virtual Private Network access and Library services, Job Portal, maintenance of University Website, and Enterprise Resource Planning (at present for Student Life Cycle, HR, Finance, Purchase/ Procurement, Store Register).

5. Academic Services

The activities of this Division include the University's academic governance and regulatory framework, implementing faculty recruitment and career advancement policies, and managing matters related to external invitees and guest faculty. All the service matters of faculty including appointments, leave, appraisals, career advancement, training etc. are handled by the Division.

6. Human Resources

This Division supports the Schools, Centres, and Campuses of the University by providing human resource services. It takes care of all service-related matters, recruitment and staffing, training and development, and initiatives for welfare of administrative employees of the University. It also assists the Registrar in the performance of statutory duties, including developing and implementing appropriate personnel policies and procedures, providing appropriate support and

information to concerned stakeholders, and maintaining staff records and staff-based statistics.

7. Planning

This Division performs a wide range of functions towards the overall development of the University. These include formulating development programmes of the University in consultation with its Schools, preparing five-year plans with budgetary allocations, organising and planning publications on information related to the University, planning and supervising the infrastructural development of the University, preparing and submitting plans for all major funding initiatives and following up on these proposals with the funding bodies like GNCTD and UGC. In addition, it supervises the preparation and printing of the Annual Reports and other information bulletins of the University.

8. Campus Development

This Division is involved in the conception, design, and development of the new campuses of AUD. The imagination of the new campuses as green and eco-friendly, adhering to optimal use of natural resources like light, water, and energy, as well as locales where these resources are preserved and regenerated will provide an opportunity to experiment with ideas of conservation, development, and sustainability. The new campus will also redesign campus spaces so that they are integrated and sensitive to the needs of the differently-abled members of the University.

9. Administration

This Division provides administrative and logistic assistance to the operations of the University. It procures goods and services for the Schools, Centres, and Divisions and is responsible for formulating and implementing the annual procurement plans. It also carries out inventory management, which includes receipt, issue, and accounting of the assets.

10. Estates

This Division is responsible for the infrastructure of the University. The maintenance of all physical facilities including the buildings, roads, lawns, electrical equipment, water supply, telephones, etc. is carried out by this Division. It also manages security, cleaning, sanitation, canteen services, transportation, etc., through external agencies.

11. Finance

This Division functions under the directions of the Finance Committee chaired by the Vice Chancellor and adheres to the mandate given under the Ambedkar University Delhi Act, 2007. It manages funds. It performs the statutory function of finalisation of annual accounts and coordinates with the Statutory Audit Teams from both State and Union Governments in ensuring proper conduct of audits. It ensures timely disbursement of all dues and scholarships to students.

12. Governance

This Division deals with matters related to the authority bodies of the University, namely, the Court, the Board of Management, the Academic Council, the Planning Board (now the Proto-Planning Board is in place), the Schools of Studies, and the Finance Committee. It is also expected to deal with matters of such other bodies as may be declared by the Statutes to be the authorities of the University. It is mandated to convene the statutory meetings of these authority bodies, prepare agenda for their meetings, prepare the minutes of the meetings and circulate them among the members, issue notifications of decisions taken by the authorities, and monitor the implementation of the decisions.

Annexure 3

List of Programmes Offered by Schools and Centres

Total Programmes on Offer: 47

Bachelors Programmes: 10 (7 BA + 3 BVoc)

Masters Programmes: 17

MPhil Programmes: 7

PhD Programmes: 13

No.	Programme	Year of Launch	Campus
School of Development Studies			
1	MA in Development Studies	2009	Kashmere Gate
2	PhD in Development Studies	2011	Kashmere Gate
School of Human Ecology			
3	MA in Environment and Development	2009	Kashmere Gate
4	PhD in Human Ecology	2011	Kashmere Gate
School of Liberal Studies			
5	MA in History	2011	Kashmere Gate
6	MA in Sociology	2011	Kashmere Gate
7	MA in Economics	2011	Kashmere Gate
8	MPhil in History	2011	Kashmere Gate

9	MPhil in Mathematics	2017	Kashmere Gate
10	PhD in Mathematics	2017	Kashmere Gate
11	PhD in History	2011	Kashmere Gate
12	PhD Sociology	2017	Kashmere Gate
School of Letters			
13	MA in English	2011	Kashmere Gate
14	MPhil in Comparative Literature and Translation Studies	2017	Kashmere Gate
15	MPhil in Hindi	2011	Kashmere Gate
16	PhD in English	2017	Kashmere Gate
17	PhD in Hindi	2011	Kashmere Gate
18	PhD in Comparative Literature and Translation Studies	2017	Kashmere Gate
School of Human Studies			
19	MA in Psychology (Psychosocial Clinical Studies)	2009	Kashmere Gate
20	MA in Gender Studies	2009	Kashmere Gate
21	MPhil in Women and Gender Studies	2012	Kashmere Gate
22	PhD in Psychology	2012	Kashmere Gate
23	PhD in Women and Gender Studies	2012	Kashmere Gate
In collaboration with the Centre for Psychotherapy and Clinical Research			
24	MPhil in Psychoanalytic Psychotherapy	2011	Kashmere Gate
In collaboration with the Centre for Development Practice			
25	MPhil in Development Practice	2012	Kashmere Gate

School of Culture and Creative Expressions			
26	MA in Visual Art Practice	2012	Kashmere Gate
27	MA in Literary Art Creative Writing	2012	Kashmere Gate
28	MA in Performance Studies	2012	Kashmere Gate
29	MA in Film Studies	2012	Kashmere Gate
30	PhD in Film Studies	2014	Kashmere Gate
31	PhD in Literary Art	2014	Kashmere Gate
32	PhD in Visual Art	2014	Kashmere Gate
School of Business, Public Policy and Social Entrepreneurship			
33	Master's in Business Administration	2012	Kashmere Gate
School of Education Studies			
34	MA in Education	2012	Lodhi Road
35	MA in Education (Early Childhood Care and Education)	2014	Lodhi Road
School of Design			
36	MDes (Social Design)	2013	Kashmere Gate
School of Law, Governance and Citizenship			
37	MA in Law, Politics, and Society	2017	Karampura
School of Vocational Studies			
38	BVoc in Early Childhood Centre Management and Entrepreneurship	2017	Karampura
39	BVoc in Retail Management	2017	Karampura
40	BVoc in Tourism and Hospitality	2017	Karampura

School of Undergraduate Studies			
41	BA Honours with a Major in Economics	2010	Kashmere Gate and Karampura
42	BA Honours with a Major in English	2011	Kashmere Gate and Karampura
43	BA Honours with a Major in History	2010	Kashmere Gate
44	BA Honours with a Major in Mathematics	2011	Kashmere Gate
45	BA Honours with a Major in Psychology	2010	Kashmere Gate and Karampura
46	BA Honours with a Major in Sociology	2011	Kashmere Gate
47	BA Honours with a Major in Social Sciences and Humanities (SSH)	2010	Kashmere Gate and Karampura

Annexure 4

University Bodies and Governance

A. Organogram of University Authorities/Bodies
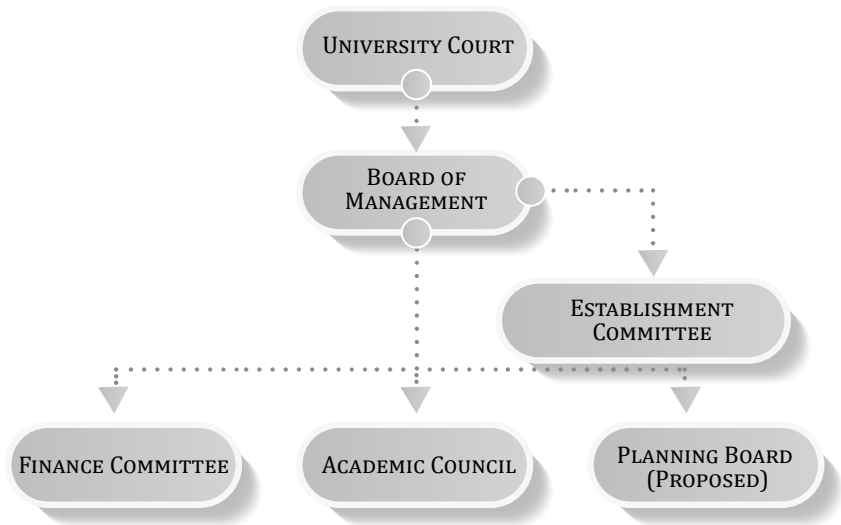
The University Court

- Chancellor (Chair) Vice Chancellor
- Nominees of GNCTD
- Principal Secretary, Finance, GNCTD
- Secretary, Higher Education, GNCTD
- Secretary, Art and Culture, GNCTD
- Representative of the University Grants Commission
- Registrar, Guru Gobind Singh Indraprastha University
- Registrar of AUD (Secretary)

The Board of Management

- Vice Chancellor (Chair)
- Three Nominees of GNCTD
- Three Nominees of the Chancellor,
- Principal Secretary, Finance, GNCTD
- Secretary, Higher Education, GNCTD
- Registrar of AUD (Secretary)

The Academic Council

- Vice Chancellor (Chair)
- Three Nominees of GNCTD Professor
- Nominee of the University Grants Commission
- Pro Vice Chancellor(s)
- Dean / Heads of Schools
- Nominees of the Vice Chancellor
- Faculty representatives
- Registrar of AUD (Secretary)

The Finance Committee

- Vice Chancellor (Chair) Secretary
- Department of Higher Education, GNCTD
- Principal Secretary, Department of Finance, GNCTD
- Nominees of the Board of Management
- Controller of Finance (Secretary)

The Establishment Committee

- Vice Chancellor (Chair)
- Nominee of the Board of Management
- Two Nominees of the Vice Chancellor
- Registrar (Member Secretary)

B. Organogram of University Officials

VISITOR — CHANCELLOR — VICE CHANCELLOR — PRO VICE CHANCELLOR

PRO VICE CHANCELLOR branches into:

REGISTRAR
- GOVERNANCE
- HUMAN RESOURCES
- ADMINISTRATION & ESTATE

CONTROLLER OF FINANCE
- FINANCE

DIRECTORS OF CENTRES
- EARLY CHILDHOOD EDUCATION AND DEVELOPMENT
- COMMUNITY KNOWLEDGE
- INCUBATION, INNOVATION AND ENTREPRENEURSHIP
- SOCIAL SCIENCE RESEARCH METHODS
- URBAN ECOLOGY AND SUSTAINABILITY
- PUBLISHING
- DEVELOPMENT PRACTICE
- PSYCHOTHERAPY AND CLINICAL RESEARCH
- ENGLISH LANGUAGE EDUCATION
- ENGAGED SPIRITUALITIES AND PEACE BUILDING*

DIRECTOR IT
- IT DIVISION

DEANS OF SCHOOLS
- LIBERAL STUDIES
- VOCATIONAL STUDIES
- DEVELOPMENT STUDIES
- LETTERS
- HUMAN ECOLOGY
- DESIGN
- HUMAN STUDIES
- LAW, GOVERNANCE AND CITIZENSHIP
- EDUCATION STUDIES
- UNDERGRADUATE STUDIES
- CULTURE AND CREATIVE EXPRESSIONS
- BUSINESS, PUBLIC POLICY AND SOCIAL ENTREPRENEURSHIP

LIBRARIAN
- LIBRARY

DEANS OF DIVISIONS
- PLANNING
- ACADEMIC SERVICES
- STUDENT SERVICES
- ASSESSMENT, EVALUATION AND STUDENT PROGRESSION

DIRECTOR (CAMPUS DEVELOPMENT)
- CAMPUS DEVELOPMENT (DHEERPUR & ROHINI)

Annexure 5

Note on Language in the Teaching of Social Sciences

The group agreed on the need for a language policy in the University that does not discriminate on the basis of language, recognises the existing disparities on language (between Hindi students and English students) and tries to create room for adjusting these disparities of language.

It was felt that creating two separate and parallel streams for English and Hindi students only superficially addresses the problem and ends up being doubly unjust (unjust twice over) to Hindi students. It is important to recognise that the language of social sciences and of modern knowledge is English. Most of our leading social scientists not just write in English, they also (and above all) think in English. There are many new concepts in social sciences (diaspora, to take just one example) that do not have any equivalent in Hindi. The social science works that exist in Hindi are mainly translations from English. The quality of these translations is uneven and varies from being good to third rate. Under the circumstances, a Hindi student is clearly at a disadvantage compared to his/her English counterpart. Creating a notional parity between the two does not help because it cannot compensate for the disadvantages of pursuing social sciences in Hindi. These disadvantages would persist till adequate knowledge structures in social sciences are created in Hindi. This can happen not through translations but by acquiring a community of social scientists that thinks, articulates and writes in Hindi. It would be a very long haul to achieve that. Till that happens, it is necessary to recognise the extent and the depth of the existing disparity. This disparity would not disappear by simply allowing the learner the option of pursuing the social sciences in Hindi as well. Instead of superficially making the social sciences compatible to Hindi students, it might be a better idea to try and make the Hindi student compatible with the sense and essence of the social sciences.

Therefore, it is essential to enable and encourage the Hindi students to make an effective transition to English so that they may become more cognizant and familiar with the world of social sciences. Instead of persisting with Hindi, it would be more meaningful to expose the Hindi students to bridge courses/reading courses in English so that they may acquire proficiency in English. Instead of letting them persist with Hindi, they need to be gradually pushed towards making a cognitive transition towards English.

Hindi students must be enrolled in the university. On no account should language be made a criterion for granting (or denying) admission. But once they come into the University, they should be encouraged to gradually make the transition

Ongoing International Partnerships (up to 2017)

Partner University/ Organisation & Objective

Member of Urban Knowledge Network Asia (UKNA) consortium.

Inter-university collaborative exchange: sharing of research through short-term faculty exchanges among member institutions.

San Francisco State University, USA.

Collaboration on (1) research projects of mutual interest, (2) Sharing of expertise on curricula and pedagogy, (3) Organizing of symposia, seminars, conferences for joint projects, (4) Mutual exchange of resources to further joint collaborative projects, (5) Exchange of undergraduate and graduate students, (6) Exchange of faculty, (7) Development of joint education programmes, and (8) Development of other activities.

The American India Foundation Trust, New Delhi, India.

Implementing a Knowledge Partnership pilot project

The University of Hawaìˋl Manoa Study Abroad Center, USA.

Enhance educational processes at respective institutions for faculty to develop courses, teach and conduct research and UHM SAC to offer University-based study abroad partnership program.

University of Northampton, UK.

To promote (1) Academic exchanges and faculty collaboration in teaching/research in social enterprise, (2) Student exchanges, and (3) Design and implementation of academic programme (MBA Social Enterprise).

Bank Street College of Education, New York, USA.

Collaboration on research projects of mutual interest and benefit; sharing of expertise on curricula and pedagogy, organising symposia, seminars, conferences, and joint projects; mutual exchange of resource for joint collaborative projects; exchange of students and faculty, development of joint educational programmes.

The International Institute of Social Studies at Erasmus University Rotterdam (The Netherlands).

Foster academic and educational cooperation by (1) Dual degree programs: AUD–ISS master's program and special certificate course; (2) Exchange of faculty and/or research fellows; and (3) Collaborative research, lectures, symposia and workshops

Norwegian Institute of International Affairs (NUPI).

Implementation of the R&D project 'The state, Globalisation and Industrial Development in India: The Political Economy of Regulation and Deregulation'.

Yale University, USA.

CECED—"Early Childhood Development for the Poor: Impacting at Scale (NIH Study)"

(1) To investigate alternative service provision modes, their scalability and effectiveness relative to previous smaller-scale interventions; and (2) To identify mechanisms that determines impact of Early Childhood Development interventions on child development.

European Union (2013-2017: DCI-ASfE/2012/5 (Partnering institutions: King's College, London and University of Bologna, Italy).

Enhancing quality, access and governance of undergraduate education in India (E-QUAL)

British Academy, UK.

British Academy International Partnership and Mobility Scheme 2014—2017.

By design: sustaining cultures in local environments. Learning from the Indian handicrafts sector.

Babes-Bolyai University, Cluj, Romania.

Exchange of staff and students under the Erasmus+ programme

The Trustees of Indiana University (Indiana University), USA.

Implement a series of cooperative academic activities and exchange:

I year: Joint research symposium (2016/17)

II year: Short term faculty exchange programme (2017/2018)

III year: Short term graduate student research exchange programme (2018/2019)

IV year: Undergraduate student exchange programme (2019/2020)

Member of Asia Pacific Higher Education Research Partnership (APHERP), East-West Centre, University of Hawaii, USA.

To explore effective research on issues of innovation, policy, govt and quality in higher education throughout the Asia Pacific Region

Member of Shastri Indo-Canadian Institute, New Delhi, India.

Doctoral/Post-doctoral/Student fellowship

International Students at AUD

Foreign Students Enrolment			
Year	Male	Female	Total
2009-10	1	1	2
2010-11	0	2	2
2011-12	1	4	5
2012-13	3	2	5
2013-14	0	2	2
2014-15	0	3	3
2015-16	2	3	5
2016-17	0	2	2
2017-18	0	3	3
Total	7	22	29

Country of Origin	No. of Students
Afghanistan	1
China	1
Uganda	2
Germany	1
USA	8
Canada	2
Congo Republic	1
Nepal	3
Tanzania	1
France	2
Bangladesh	1
Zimbabwe	1
South Korea	1
Nigeria	3
Taiwan	1
Total	29

Annexure 8

Student-Related Data

PG Programmes

Table A: Applications, Seats and Admissions by Category

Category		YEARS					
		2012	2013	2014	2015	2016	2017
All	Applied	3490	4714	4430	5643	7847	7568
	Seats	456	486	574	530	530	574
	Admitted	226	336	322	370	350	518
OBC Delhi	Applied	320	386	458	571	744	472
	Seats	91	96	114	105	105	114
	Admitted	30	43	49	48	50	74
PWD	Applied	17	12	18	25	22	20
	Seats	22	24	28	26	26	28
	Admitted	1	1	1	2	2	3
SC	Applied	379	322	275	540	1046	906
	Seats	64	68	80	74	74	80
	Admitted	10	28	14	39	55	75
ST	Applied	209	300	312	500	575	776
	Seats	48	54	62	58	58	62
	Admitted	17	35	45	48	34	63
Unreserved	Applied	2565	3694	3367	4007	5450	5394
	Seats	231	244	290	267	267	290
	Admitted	168	229	213	233	217	303

Table B: Seats, Applications and Admission by Gender

Gender						
	Female		Male		Other	
Year	Applied	Admitted	Applied	Admitted	Applied	Admitted
2012	2381	180	1109	46	0	0
2013	3591	265	1123	71	0	0
2014	3372	245	1058	77	0	0
2015	4230	270	1410	100	3	0
2016	5786	248	2079	110	2	0
2017	5514	366	2055	152	2	0

Table C: Demand and Filled Ratios

YEARS							
Category		2012	2013	2014	2015	2016	2017
All	Demand ratio	7.65	9.70	7.72	10.65	14.65	14.79
	Percent filled	49.6	69.1	56.1	69.8	67.5	90.2
OBC Delhi	Demand ratio	3.52	4.02	4.02	5.44	1.09	4.72
	Percent filled	33.0	44.8	43.0	45.7	47.6	64.9
PWD	Demand ratio	0.77	0.50	0.64	0.96	0.85	0.71
	Percent filled	4.5	4.2	3.6	7.7	7.7	10.7
SC	Demand ratio	5.92	4.74	3.44	7.30	14.14	11.32
	Percent filled	15.6	41.2	17.5	52.7	74.3	93.8

ST	Demand ratio	4.35	5.56	5.03	8.62	9.91	12.52
	Percent filled	35.4	64.8	72.6	82.8	58.6	101.6
Unreserved	Demand ratio	11.10	15.14	11.61	15.01	20.41	18.60
	Percent filled	72.7	93.9	73.4	87.3	81.3	104.5

Demand and Filled Ratios. Demand Ration= Applied/Seats, Parcent Filled = (Admitted/Seats)x100

Cohort	Graduated	Dropout
2009-11	99%	1%
2010-12	98%	2%
2011-13	77%	23%
2012-14	96%	4%
2013-15	79%	21%
2014-16	93%	7%
2015-17	85%	15%

UG Programmes

Table D: Applications, Seats and Admissions by Category

YEARS							
Category		2012	2013	2014	2015	2016	2017
All	Applied	1204	2639	2587	3968	6409	7300
	Seats	252	252	252	252	452	452
	Admitted	151	207	171	213	364	421
OBC Delhi	Applied	96	277	346	530	696	686
	Seats	56	56	56	56	100	100
	Admitted	15	44	28	44	94	97

PwD	Applied	2	11	4	10	30	25
	Seats	7	7	7	7	7	7
	Admitted	2	0	1	0	1	1
SC	Applied	94	207	200	346	816	795
	Seats	42	42	42	42	70	70
	Admitted	18	23	22	37	65	60
ST	Applied	36	45	61	65	173	206
	Seats	21	21	21	21	37	37
	Admitted	3	1	1	5	18	32
Unreserved	Applied	976	2099	1976	3017	4694	5588
	Seats	126	126	126	126	238	238
	Admitted	113	139	119	127	186	231

Table E: Seats, Applications and Admission by Gender

Gender						
	Female		Male		Other	
Year	Applied	Admitted	Applied	Admitted	Applied	Admitted
2012	685	80	516	71	0	0
2013	1495	82	1144	125	0	0
2014	1523	90	1064	81	0	0
2015	2418	113	1548	100	2	0
2016	3910	201	2498	163	1	0
2017	4643	248	2651	173	6	0

Table F: Demand and Filled Ratios

YEARS							
Category		2012	2013	2014	2015	2016	2017
All	Demand ratio	4.78	10.47	10.27	15.75	14.18	16.15
	Percent filled	59.9	82.1	67.9	84.5	80.5	93.1

OBC Delhi	Demand ratio	1.71	4.95	6.18	9.46	9.96	6.86
	Percent filled	26.8	78.6	50.0	78.6	94.0	97.0
PWD	Demand ratio	0.29	1.57	0.57	1.43	4.29	3.57
	Percent filled	28.6	0.0	14.3	0.0	14.3	14.3
SC	Demand ratio	2.24	4.93	4.76	8.24	11.66	11.36
	Percent filled	42.9	54.8	52.4	88.1		92.9
ST	Demand ratio	1.71	2.14	2.90	3.10	4.68	5.57
	Percent filled	14.3	4.8	4.8	23.8	48.6	865
Unreserved	Demand ratio	7.75	16.66	15.68	23.94	19.72	23.48
	Percent filled	89.7	110.3	94.4	100.8	78.2	97.1

Demand and Filled Ratio. Demand Ratio = Applied/Seats, Percent Filled = (Admitted/Seats)x100.

Cohort	Graduated	Dropout
2010-13	96%	4%
2011-14	91%	9%
2012-15	93%	7%
2013-16	86%	14%
2014-17	70%	30%
2014-16	93%	7%
2015-17	85%	15%

Annexure 9

Statute 12 B: Centres for Studies and Research

1. In this Statute, the term Centre for Studies and Research means a unit of academic organization created for undertaking specified tasks and responsibilities that will contribute to the fulfilment of the objectives of the University;

2. The Board of Management may set up Centres for Studies and Research in specialized areas of study that fall within the broad spectrum of the University's focal areas of study, namely, liberal arts, humanities and social sciences;

3. The names of these centres, their areas of work and other details will be decided by the Board of Management from time to time on the recommendations of the Academic Council;

4. The Centres shall perform the following functions:

a. Every Centre shall focus on research, documentation, training and development on the themes assigned to it and to develop and prepare the content and materials that can be used in various programmes of study offered by the University;

b. The Centres may undertake specialised research and teaching on specific themes within their areas of competence for deepening the current knowledge of, and undertaking in, such areas;

c. The Centres shall, in the preparation of syllabi, readings and materials for courses and programmes, follow the principles and guidelines laid down by the Academic Council and the Boards of Studies;

d. The Centres shall consider and recommend measures for the documentation and dissemination of the outcomes of their work.

e. The Centres may take up field application/action in their chosen area of work.

5. Every Centre shall have a core faculty consisting of teachers assigned to it, or drawn from the relevant Schools of Studies, and may include such other persons appointed on part-time and/or contractual basis from time to time.

6. Every Centre shall have an Advisory Committee constituted by the Board of Management taking into consideration the suggestions forwarded by the Centre, to advise on and supervise its activities subject to the overall supervision of the Academic Council and the Board of Management.

Annexure 10
Faculty-Related Data

Typology of Faculty Positions

Permanent Faculty: Permanent faculty are those who are appointed on regular positions as per the University norms against the sanctioned positions in each of the Schools.

Visiting Faculty: Visiting faculty are invited on the basis of their eminence and expertise, from local, national or international academic circles. They are invited to be part of the faculty for various time periods ranging from a few days to more than a semester.

Temporary Faculty: Regular faculty positions that fall vacant from time to time because of attrition are filled through the regular faculty recruitment process. When the regular faculty recruitment process is not on, such vacancies are filled through temporary recruitment done every year.

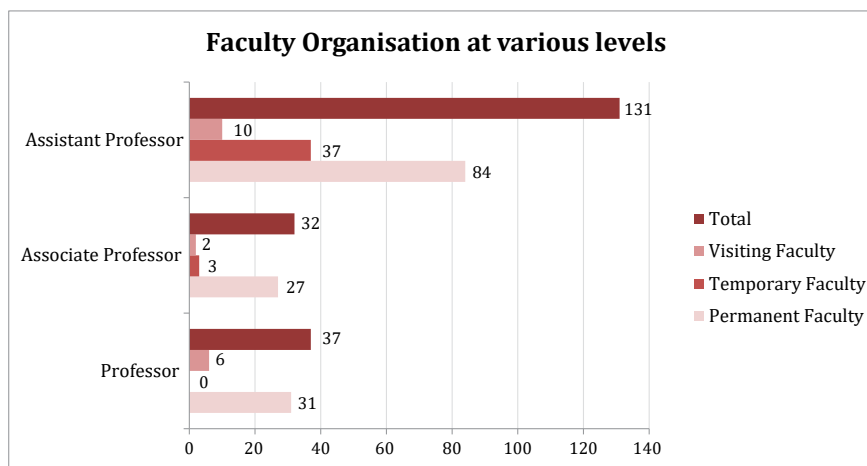Adjunct Faculty: Adjunct faculty comprises experts (mostly local) each of whom would enter into a contract with the University to offer one elective course, ordinarily for a minimum period of three years so that the course he/she offers is part of the standard pool of courses on offer at AUD.
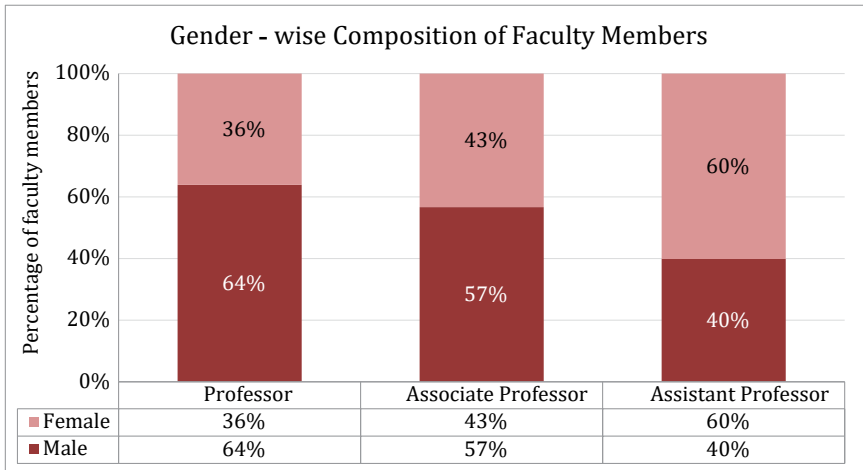
Guest Faculty: Guest faculty are those who are invited to give one or more lectures or seminars within a programme.

Master Table for AUD							
Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
Year	Male	Female	Male	Female	Male	Female	
Permanent Faculty							
DSc /DLitt							
PhD	18	11	13	11	23	38	114
MPhil			1	1	6	2	10
PG	2		1		5	10	18
Rank-Gender Wise Section Total	20	11	15	12	34	50	142
Rank-Gender-Wise Section %	14.08	7.74	10.56	8.45	23.94	35.21	
Rank Wise Section %	21.82		19.01		59.15		
Permanent Faculty of Total %	71%						
Temporary Faculty							
DSc /DLitt							
PhD			1		7	14	24
MPhil			1		1	4	6
PG			1		6	5	10
Rank-Gender Wise Section Total	0	0	3	0	14	23	40
Rank-Gender-Wise Section %	0	0	7.50	0	35	57.50	
Rank Wise Section%	0		7.50		92.50		
Temporary Faculty of Total %	20%						

Visiting Faculty							
DSc /DLitt							
PhD	2	2		1	1	3	9
MPhil							
PG	1			1	4	2	8
Others/ Unspecified	1						1
Rank-Gender Wise Section Total	4	2	0	2	5	5	18
Rank-Gender-Wise Section %	22.22	11.11	0	11.11	27.78	27.78	
Rank Wise Section%	33.33		11.11		55.55		
Visiting Faculty of Total (%)	9%						
Total	23	13	17	13	47	71	200
Rank-Gender Wise % of Total	12	6.50	9	7	26.50	39	
Rank Wise % of Total	18.50		16		65.50		

Note: Adjunct and guest faculty data is not included here.

Faculty Organisation at various levels

Assistant Professor: Total 131, Visiting Faculty 10, Temporary Faculty 37, Permanent Faculty 84

Associate Professor: Total 32, Visiting Faculty 2, Temporary Faculty 3, Permanent Faculty 27

Professor: Total 37, Visiting Faculty 6, Temporary Faculty 0, Permanent Faculty 31

Gender - wise Composition of Faculty Members

	Professor	Associate Professor	Assistant Professor
Female	36%	43%	60%
Male	64%	57%	40%

Annexure 11

Recommendations of the Task Group Constituted to Deliberate on the Concept of Multi-Campus University

The Task Group set forth its view that in a multi-campus based unitary university system such as AUD it is important to create structures to maintain uniformity of the central values of the University while allowing each of its campuses to develop uniqueness by providing flexibility of practice.

a. Governance Structures, Administrative Procedures and Organisational Design

Major policy making and larger vision building may be centralised around the office of the Vice Chancellor and his team, while the interpretation of the larger vision and implementation of the University policies through research and academic programmes may be executed at the level of Schools/Centres, which will have presence in multiple campuses.

All the central decision-making bodies, such as Board of Management, Academic Council, Senior Management Team should be single. However, care may be taken to have adequate representative participation of faculty engaged in different programmes and campuses, to the extent possible, in all the important central decision-making bodies of the University.

b. Finance and Budgeting

In order to maintain uniformity and parity in financial matters, it is proposed that AUD should operate under a single budget at the level of the University with a single Controller of Finance.

However, within AUD, budgeting may be decentralised to Schools, Centres and Campuses. The school budget in turn should further decentralise to take care of requirements spread across campuses.

c. Undergraduate Studies

All Campuses should have the presence of the School of Undergraduate Studies offering Social Science and Humanities programme along with variations of more popular UG honours programmes, even if they are replicated, as the case may be. The special focus of the Social Science and Humanities programme offered in a given campus may be in tune with the undergraduate programmes offered in that campus.

All schools should offer a basket of courses (leading to a minor in a particular area/subject) at the undergraduate level.

Given the unique positioning and importance of the School of Undergraduate Studies, the university may consider re-visiting the structure of this School.

d. Faculty Appointment and Deployment

Faculty may be posted to any of the AUD campuses for a semester or more, as and when required. This will support the interdisciplinary character of programmes and Schools and will also ensure that the very same teachers who undertake postgraduate teaching and research will also teach undergraduate students.

Parallel to this, it also recommended administrative restatement and articulation of rules and guidelines facilitating concurrence and bringing transparency in the process of allocation of academic duties and other administrative responsibilities.

It is recommended that faculty may be appointed to AUD with primary association with one programme/School and secondary affiliation to one or more programmes encouraging faculty mobility across campuses.

e. Student Services, Facilities and Mobility

• Admission process must be decentralised to the School level

• Student Mobility: A provision could be made for mobility of students across campuses, especially in the last year of the programme. While coordination of timetable across campuses will be a challenge, creation of virtual classrooms may help students across campuses to benefit from courses offered in different campuses.

• Students may be admitted to specific campuses (to programmes located there) following the norms of reservation policy.

• Library and IT Services: Each Campus should have its own library catering adequately to all the programmes, which are offered in that campus. While all e- resources of AUD will be available in all campuses, there should be provision for inter-library lending and borrowing of books.

• Representatives of all grievance redressal bodies should be present in all campuses.

• There should be one Student Council for the entire University with representation from all campuses. However, there could be units of campus-based Student Council.

f. Campus Development

• Steering Committee for Campus Development may be constituted with representation from the Board of Management, persons with adequate qualification and experience in the field of architecture and engineering, and adequate representation from AUD (academic and administration), including Pro-Vice Chancellor, Dean Planning, Registrar, and the Controller of Finance.

• Steering Committee may be entrusted with sufficient financial powers to enable speedy and smooth operation of the campus building process. The steering committee should be entrusted with the responsibility of overseeing all activities relating to campus development and should report to the Board of Management the progress of work at regular intervals of three months.

g. Campus Maintenance

• A technical unit may be set up as Campus Maintenance under the supervision of the Registrar, which will be entrusted with the responsibility of routine maintenance. This unit may be headed by an Executive Engineer at the University level and staffed with suitable personnel who will be available at all campuses to ensure uninterrupted supply of all essential services, including water, electricity and IT support.

h. Academic Planning Board

• A Planning Board (Academic) should be constituted as an advisory body for developing long-term perspectives and vision of the university, which could be translated into academic planning and other developmental activities.

Annexure 12

Books Published by AUD Faculty After Joining AUD

School & Publication

School of Business, Public Policy, and Social Entrepreneurship

Gupta, A. and Dave, K. (eds.). (2016). *Retail marketing in India: Trends and future insights.* New Delhi: Emerald Publishing.

School of Development Studies

Dadmodaran, S. (co-authored). (2013). *Gauging and engaging deviance: 1600-2000*. Delhi: Tulika Books.

Nayak, N. (co-authored). (2014). *Strengthening social justice to address intersecting inequalities post-2015.* London and New York: Overseas Development Institute and United Nations.

Chakravarty, D. & Chakravarty, I. (2016). *Women, labour and the economy: From migrant male servants to uprooted girl children maids*. London and New York: Routledge.

Damodaran, S. (2017). *The radical impulse: Music in the tradition of the Indian people's theatre association*. New Delhi: Tulika Books.

Sengupta, A. (2016). *Entrepreneurship and social capital: Relationships and start-ups in Indian ICT industry*. Jaipur: Rawat Publications

School of Design

Balasubrahmanyan, S. and Gupta, A. (co-authored). (2016). *Atoot dor/ Unbroken thread: Banarasi brocade saris at home and in the world*. New Delhi: National Museum.

School of Culture and Creative Expressions

Panikkar, S. K and Achar. D. (2012). New Delhi: Tulika Books.

Krishnan, R. (2015). *Kathanayaganin maranam (Death of the hero - Essays on Tamil cinema: History, aesthetics and contemporary trends),* (2nd revised ed). Chennai: Kayal Kavin Publications.

Cherian, A. (ed.) (2017). *Tilt pause shift: Dance ecologies in India.* New Delhi: Tulika Books.

Santhosh, S. (co-authored) (2017). Counter-history of the (Indian) national-modern: The life and works of Ramkinkar Baij. *The progressive cultural movement: A critical history*. New Delhi: SAHMAT.

School of Human Ecology

Shahabuddin, G. (2010). *Conservation at the crossroads: Science, society and the future of India's wildlife.* Delhi: Permanent Black.

Chakravarty, S. & Negi, R. (eds). (2016). *Space, planning and everyday contestations in Delhi.* New Delhi: Springer.

School of Human Studies

Dhar, A. (co-authored) (2012). *World of the Third and Global Capitalism.* New Delhi: Worldview Press

Dhar, A. (co-authored) (2015). *The Indian Economy in Transition: Globalization, Capitalism and Development.* Delhi: Cambridge University Press

Atluri, T. (2016). *Azadi: Sexual politics in postcolonial worlds*. Toronto: Demeter Press.

Kamei, G. (2017). *Entrepreneurship in cultural materials: From traditional to commercial us.* Delhi: Shree Kala Prakashan.

Menon, K. (2016). *Resisting violence: An annotated bibliography.* New Delhi: WISCOMP.

School of Liberal Studies

Pradhan, G. (2011). *Lokpriya Sanskriti ka Dwandwatmak Samajshastra* (translated from English). Sanskritik Sankul.

Bhalla, A. (2012). *Stories About the Partition of India* (new and enlarged edition in 4 Volumes). New Delhi: Manohar.

Bhalla, A. (2013). *Tongue-Twisting Tales Told by the Alphabets Living in Tungestuntown: An Ailenation, an Agony in Twenty-Six Movements* (with illustrations by Manjula Padmanabhan). Chennai: Tulika Books.

Snakrit, S. (2013). *Hindi Katha Sahitya: Ek Drishti.* Delhi: Radhakrishan Prakashan.

Chakravarty, R. (2015). *Shades of Difference: Selected Writings of Rabindranath Tagore.* New Delhi: Social Science Press.

Kothiyal, T. (2016). *Nomadic Narratives: A History of Mobility and Identity in the Great India Desert.* New Delhi: Cambridge University Press

Kundu, R. P. (co-ed) (2015). *Themes in Economic Analysis: Theory, Policy and Measurement.* New Delhi: Routledge.

Kothiyal, T. (2016). *Nomadic narratives: A history of mobility and identity in the great Indian desert.* New Delhi: Cambridge University Press.

Sinha, D. (2016). *Women, health and public services in India: Why are states different?* New Delhi: Routledge.

School of Undergraduate Studies

Vaibhav. (2016). *Bharat ek aatmasangharsha*. Panchkula: Aadhar Publication.

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