Annual Quality Assurance Report (AQAR)
2015 - 16

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

Bharat Ratna Dr B R
Ambedkar University, Delhi

Part – A

1. Details of the Institution

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

1.2 Address   Lothian Road
                        Kashmere Gate
                        Delhi
                        PIN Code: 110 006

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

Name of the Head of the Institution: Professor Shyam B. Menon
Tel. No. with STD Code: 91 – 11 - 23865070
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Name of the IQAC Co-ordinator: Dr. Praveen Singh
Tel. No. with STD Code: 91 – 11 - 23863742
Mobile: 9971561804
IQAC e-mail address: iqac@aud.ac.in

1.3 **NAAC Track ID**: DLUNGN 11183

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

1.5 Website address: www.aud.ac.in

Web-link of the AQAR: http://aud.ac.in/events/iqac

1.6 Accreditation Details

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

1.7 Date of Establishment of IQAC: **10/02/2015**
(An interim IQAC was formed on 19/09/2014. The new IQAC was formed in the SMT Meeting of 10 February 2015)

1.8 AQAR for the year: **2015-16**

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*(for example AQAR 2010-11submitted to NAAC on 12-10-2011)*
AQAR 2014-15 submitted to NAAC on 28 January 2016

1.10 Institutional Status

University   State ✓ Central ☐   Deemed ☐   Private ☐

Affiliated College   Yes ☐   No ✓

Constituent College   Yes ☐   No ✓

Autonomous college of UGC   Yes ☐   No ✓

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

Type of Institution   Co-education ✓ Men ☐ Women ☐

                  Urban ✓ Rural ☐ Tribal ☐

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

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

1.11 Type of Faculty/Programme

Arts ✓   Science ☐   Commerce ☐   Law ☐

PEI (Phys Edu) ☐   TEI (Edu) ✓   Engineering ☐   Health Science ☐

Management ✓

Others (Specify)   .   Design, Performance Studies, Film Studies

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

1.13 Special status conferred by Central / State Government -- UGC/CSIR/DST/DBT/ICMR:
No
Autonomy by State/Central Govt. / University: **Yes**
University with Potential for Excellence: **No**   UGC-CPE: **No**
DST Star Scheme: **No**   UGC-CE: **No**
UGC-Special Assistance Programme: **No**   DST-FIST: **No**
UGC-Innovative PG programmes: **No**   UGC-COP Programmes: **No**
Any other (*Specify*): **GIAN***
*AUD is one of the 27 State Universities to be selected under the GIAN Programme.

2. IQAC Composition and Activities

2.1 No. of Teachers: **9**

2.2 No. of Administrative/Technical staff: **11**

2.3 No. of students: **2**

2.4 No. of Management representatives: **1**

2.5 No. of Alumni: **2**

2.6 No. of any other stakeholder and community representatives: **Nil**

2.7 No. of Employers / Industrialists: **1**

2.8 No. of other External Experts: **Nil**

2.9 Total No. of members: **26**

2.10 No. of IQAC meetings held: **1***

*However, the several sub-committees of IQAC met regularly through the year.

2.11 No. of meetings with various stakeholders:

        Faculty: 17

        Non-Teaching Staff: 8

        Students: 2

        Alumni: 0

        Others: 0

2.12 Has IQAC received any funding from UGC during the year? **No**

If yes, mention the amount

2.13 Seminars and Conferences (only quality related): **None**

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total		International		National	1	State		Institution	

(ii) Themes	Governance in Institutes of Higher Education

2.14   Significant Activities and contributions made by IQAC

The following activities were conducted in accordance with the Perspective / Strategic Plan:

- Equal Opportunity Cell (EOC): Starting the base work for the creation of an Equal Opportunity Cell at AUD is one of the initiatives taken up by the Internal Quality Assurance Cell this year. Towards this, a series of meetings were held with various faculty members and staff of the university. The broad aim of EOC will be to coordinate with various cells, committees and schemes of the university that work towards enhancing equity and equal opportunity for members of the university - whether as students or staff - for various marginalized groups in India. These are conceptualized along gender (women and other non-conforming genders), class, caste, religion, disability and sexuality. The Cell will be responsible for coordinating and reviewing structures and functions of the various initiatives while also setting up of those that do not yet exist.
    - The EOC will disseminate information on and implement various policies and schemes of the government and of AUD that addresses issues of marginalization,

discrimination and equity, inclusions whether these be for women, sexual minorities, marginalized castes, people with disabilities, religious minorities or the economically disadvantaged.

o Ensure and track the implementation of the reservation policy of the government with regard to SC/ST categories and disability in student admissions, faculty and staff appointment.

o Ensure a barrier free admission process for those from disadvantaged backgrounds. Assistance may also be provided in terms of training classes to prepare students from disadvantaged backgrounds for entrance exams of the university.

o Set up structures and systems that promote equity of student and staff life in the university such as disability measures, language assistance, fee waivers and other economic assistance, remedial courses for students who need it, and other measures that ensure full participation of all and every university member in the academic, administrative, social and political life of the university.

o Conduct sensitization and awareness generation of the various ways in which marginalization and discrimination occurs in full participation in university life and partaking of its resources - whether these be in academic life or in the social life of the university.

o Set up systems for grievance redressal among various marginalized communities such as gender, sexuality, disability, religion and caste based discrimination. It is recommended that following the model of Committee for Prevention of Sexual Harassment, these be constituted with appropriate representation of members belonging to particular marginalized communities.

- The IQAC also initiated a disability audit, and suitable changes to the physical infrastructure were made, such as ramps and accessible toilets. Tactile guiding path, software for disability assistance, wheel chair, and computers are also being procured. The disability measures undertaken/planned by the University was advertised on the website as also in the BOI/ programme brochures. A survey of disabled students in various programmes is planned for every new batch admitted; this is to ascertain ways in which the University can be made more disability friendly. Efforts towards sensitization of the university community have been initiated.

- Staff Training: The IQAC along with the HR Department of AUD organised a 2 Day National Workshop for University Officers on University Governance. The main objective of the workshop was to focus on different aspects of the University Governance and disseminate the emerging ideas, practices and policies of Government of India and its instrumentalities pertaining to Institutions of Higher Learning in India. About 40 Officers from nine Universities including 15 participants from AUD attended the workshop.

- The IQAC team prepared a blue print for induction and orientation of new faculty members. It was proposed that new faculty members should be given a comprehensive understanding of AUD as an institution and that a programme to this effect should be organised in the next calendar year.

- There were numerous brainstorming sessions on creating innovative in-house faculty development programmes for the AUD faculty. These programmes will be developed and run on a pilot basis. The idea is to develop a process through which these programmes can be developed and approved through the statutory bodies, which can then decide to recognize these as part of the AUD Career Advancement Scheme. This is keeping in mind the slightly different disciplinary orientation of the schools and programmes at AUD. Secondly, most Schools have lean faculty strength making it difficult for several faculty members to go out of campus to participate in refresher / orientation programmes spanning over few weeks.

- The IQAC team discussed a plan for tracking student progression, focusing particularly on students from government schools and marginalised sections of Delhi NCR. The plan was to use admission database to understand the demographic profile of students applying to AUD, and those who finally get admitted, and their progress in the programmes. It was also intended to triangulate this with students receiving financial assistance under various schemes of the University, as well as those receiving English Language Support. This will be twinned with in depth interviews with various stakeholders including current students and the alumni. Not only will the results be used for making improvements in the social welfare schemes at AUD, feedback from this exercise could also to be used for improving database management systems at AUD.

- The IQAC is also in the process of initiating a formal Academic Programme Evaluation project, to review and evaluate academic programmes at AUD, assess and improve curricular design and delivery, and make specific recommendations to make them more relevant, efficient and effective in promoting student learning and achievement.

2.15 Plan of Action by IQAC/Outcome

Plan of Action	Achievements / Outcomes
Conduct Orientation and Faculty Development Programmes for New and Existing Faculty, and for non-teaching staff.	This will help orient the new faculty inductees to understand the practices, norms, rules and ways of functioning of the University
To set up an Academic Teaching Development Cell which will act as a forum for reflection amongst faculty members on pedagogic experiences	It will help improve teaching and research quality
To promote research by faculty members by creating a more conducive environment and ensuring simplicity in grant administrative procedures.	This will help increase and improve research output and publications
To establish a system to monitor student admission and progression through the course of their degree. To establish a University calendar for	This will help align learning outcomes with assessments to help improve learnings, better performance of students, an objective method to track student progression

Assessment, Evaluation and Student Progression.	
Initiating a course review across programmes at the Post Graduate Level.	This will facilitate optimum use of faculty strength and to forge interdisciplinary links.
Given that AUD is expected to add newer campuses, IQAC will initiate discussions on re-examining the governance structures within a Unitary University.	This will help develop a facilitative and complementary relationship between various campuses
Constitution of the Equal Opportunity Cell in light of the discussions and deliberations held in the last academic year.	This will lead to accessible quality learning opportunities for students, ensure that there is no discrimination of any kind against anyone

2.15 Whether the AQAR was placed in statutory body:

The AQAR was placed in the 21st meeting of the Board of Management held on 13 February 2017.

Part – B
Criterion I: Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	**09**	-	-	-
PG	**17**	-	-	-
UG	**07**	-	-	-
PG Diploma	**02**	-	-	-
MPhil	**05**	-	-	-
Others	**-**	-	-	-
Total	**40**	-	-	-

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	**39**
Trimester	**01**
Annual	-

1.3 Feedback from stakeholders*

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

Mode of feedback: **Manual** and **Online**

During the last year, course wise feedback was taken from students by the School Office. The course and programme teams then discuss student feedback and make the necessary corrections. A formal process of collecting and analysing feedback is being initiated by the IQAC in consultation with programme teams.

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

There is regular revision / updation of syllabi by individual teachers. Any major changes are brought to the Board of Study of the School and from there to the Academic Council (and its Standing

Committees) for ratification. Some of the programmes have also undergone a complete restructuring, incorporating suggestions from experts from academia, alumni, students and employers. The IQAC is also in the process of initiating a formal Academic Programme Evaluation project, to review and evaluate academic programmes at AUD, assess and improve curricular design and delivery, and make specific recommendations to make them more relevant, efficient and effective in promoting student learning and achievement.

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

The following Centres and Schools have been established at AU D in the last one year:

1. *AUD Centre for Incubation, Innovation & Entrepreneurship (ACIIE)*
AUD Centre for Incubation, Innovation and Entrepreneurship' (ACIIE) has been set-up at Ambedkar University Delhi (AUD) as a not-for-profit section 8 company within the larger vision of the University with the primary objective of translating theoretical and conceptual learning into socially useful practice and to reach out to the less-privileged section of society at the bottom of the pyramid who may not otherwise have access to new knowledge and contemporary practices. The Centre's immediate endeavour is to build the requisite ecosystem of innovation and entrepreneurship and encourage interested members of the AUD's community to become wealth creators generating employment, while addressing the many social problems facing our country. 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 setting up the ACIIE. ACIIE will pursue activities that will help develop a vibrant culture of Social Entrepreneurship at AUD and provide support to aspiring members of its community to imagine and execute real-life entrepreneurial projects around the existing disciplines of study.

2. *Centre for Urban Ecology and Sustainability (CUES)*
The Centre for Urban Ecology and Sustainability (CUES) envisages to address urban ecological issues with a view to offer solutions, and to develop a skilled cohort of professionals who actively engage in and find solutions for urban ecological challenges. The Centre would serve as a focal point where scientists, locals, government agencies and private consultants converge and participate in the planning, implementation, and evaluation of sustainable environmental projects in cities. The Centre will collaborate with Schools and other Centres in AUD on areas of common interest, and will build linkages with academic programmes within the University to provide opportunities to students to foster engaged scholarship. It is expected that its programmes will host interactions and dialogues on common themes with other Universities, government and civil society organisations in the city.

3. *School of Vocational Studies (launched)*
AUD has launched a School of Vocational Studies (SVS). SVS will develop programmes and courses that equip students with knowledge and skills that would place them favourably for meaningful employment upon graduation. These programmes will be geared towards creating a cadre of entrepreneurs, who would create jobs for themselves and for many others. SVS will also develop a large bouquet of vocational studies programs akin to the social sciences and humanities with a special focus on soft skills. It will adopt a combination of approaches such as blended, split-

site, part-time etc. so that the programs become accessible to the wider populace of Delhi. It is expected that the first programme/s will be launched in 2017-18.

4. School of Law, Governance and Citizenship (launched)
AUD has launched the School of Law, Governance and Citizenship, and is expected to offer programmes that will approach the study of law as a social science/humanities discipline, and develop a deeper understanding of issues of law, governance and citizenship in their social, political and historical settings. Faculty appointments and consultative meetings for curriculum / programme development will be conducted in 2016-17. The first programme/s will be launched in 2017-18.

Criterion II: Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others*
144	84	36	20	4

   * Others include 4 Other Academic Staff (Library)

2.2 No. of permanent faculty with Ph.D.: **79**

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

Assistant Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
12	4	8	2	2	1	2	2	22	6

2.4 No. of (a) Guest Faculty: **0**   (b) Visiting faculty: **20** (c) Temporary faculty: **12**

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	11	14	1
Presented	8	17	5
Resource Persons	2	4	7

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

The teaching programmes in AUD has continued to practice and further mainstream the innovations in pedagogies that were adopted when they were introduced (the details of such practices can be found in our *SSR*, 2014 in section 2.3.11). In addition, the University has already decided to set-up the *Academic Teaching Development Programme* to help and assist the teachers to adopt innovative and relevant pedagogies, appropriate assessment practices, field practicum, and exposure to and acquiring new knowledge. We intend to set-up a cell staffed with appropriate experts and professionals. The idea is to help attain excellence and professionalism in teaching. It is also intended that over the next 2-3 years this cell will come with a framework and training material on the above issues. But to begin with a number of events like workshops, courses and training will be organised on some of these areas.

As large numbers of faculty members have been either recruited and are going to be recruited in the coming academic year, the cell is planning to organise an Induction Programme for the newly recruited faculties in the next academic year.

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

Monsoon Semester 2015: **84 days**
Winter Semester 2016: **83 days**
Total: **167 days**

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

The University has introduced an evaluation system based on continuous assessments. For each course being offered, a minimum of three assessment situations are presented to the student and any single assessment does not carry more than a 40% weightage. The assessment situations comprise a variety of modalities, including individual and group exercises, quizzes, simulations, viva-voce, audio-visual presentations, term papers and case discussions. Each assessment situation is thus meant to aid the process of teaching and learning. An assessment calendar is prepared keeping in mind the assessment situations, time and duration of the semester / trimester system, weightage attached to each assessment and the cohort size. The University has instituted a system of student feedback after each assessment in which the answers are discussed and the marking system shared. All examination-related activities are handled by the School faculty through an Assessment Committee. The IQAC was part of the discussions to finalise a standard operating procedures (SoP) for submission and finalisation of grades. It is hoped that this SoP would be accepted and put to practice from the next academic year.

A New office of Dean Assessment, Evaluation and Student Progression (AES) has been created. The new office is vested with several tasks, including tracking students after admission and until they receive their degrees during the convocation, systematise student feedback, facilitate central timetable coordination etc.

The office of the Dean AES is streamlining the process of Assessment and Evaluation. With this purpose, an AES academic calendar is prepared at the beginning of the semester. This will ensure timely execution of tasks like entry of attendance, assessment grades etc on the ERP system. Timetables as well as teaching requirements for forthcoming semester are planned under the aegis of the AES division. The preparation of a centralised Time Table has also been implemented which will make it easier for student to choose elective courses across Schools and programmes. All course details for forthcoming semesters are gathered by the AES division for dissemination to the students via the website. The ERP system is also being streamlined and being made user friendly. Automated transcript and degree printing with due diligence on security concerns is also being instituted by the AES division during this academic session.

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

All the members of the University's faculty are involved in curriculum development, revision and restructuring as the University believes in decentralised and non-hierarchical structures in its

academic administration. But while individual teachers and programmes have the autonomy to makes these changes, the University has also set in place appropriate mechanisms to maintain and monitor quality. New course outlines and significant changes in existing course outlines developed by faculty members are therefore passed by the Board of Studies of the relevant School and Academic Council and its Standing Committees before they are brought to the classroom.

2.10 Average percentage of attendance of students: **Not available** (this data is now being collected and will be made available from the next year)

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Category 1 A+	Category 2 (A- to A)	Category 3 (B+ to B)	Category 4 (B- to C+)	Pass (%)
BA	157	--	13	81	40	85.35
MA	382	--	57	241	25	84.55
PG Diploma	14	--	02	09	03	100
M Phil*	57	--	20	07	-	47.36*

* This is not a true reflection of the pass percentage as viva voce of a number of candidates has not yet been held due to various reasons.

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

The IQAC has representation from all the Schools of the University who bring to the discussions in IQAC the perspectives and feedback from all the teaching programmes, apart from acting as points persons for sharing the proceedings of the body to the larger teaching community. Apart from this, IQAC carries out regular surveys / feedback with teachers to gather information on the practices and also to carry out any need analysis. IQAC also holds meetings with students through SFCs and by meeting the outgoing batch of students. The IQAC also plans to start a comprehensive programme evaluation programme from the next academic year.

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	*Number of faculty Staff benefitted*
Refresher courses	7
UGC – Faculty Improvement Programme	
HRD programmes	
Orientation programmes	8
Faculty exchange programme	

Staff training conducted by the University	42*
Staff training conducted by other institutions	15
Summer / Winter schools, Workshops, etc.	

*Four training programs were organized by the HR Division to up-skill the staff. A Certificate Training Programmes, covering English Language, IT & Computers and Office Procedure, was conducted for 21 MTS of the AUD. A Two half days Capsule Course for 10 Junior Executives was conducted to refresh them on the topics of University Administration, Service Matters, Purchase Matters and Financial Management. Training on the finance & accounting software Tally was provided to 11 staff in the Finance Division.

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the year	Number of positions filled temporarily
Administrative Staff				
Group – 'A'	8	6	3	11
Group – 'B'	2	41	2	12
Group – 'C' & 'D'	1	22	1	56
Technical Staff				
Group – 'A'	–	1	0	2
Group – 'B'	–	6	0	3
Group – 'C' & 'D'	–	6	3	5

Criterion – III
3. Research, Consultancy and Extension

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

The IQAC began work on the plan that was outlined in the previous year's AQAR. These included: supporting the establishment and deepening of interdisciplinary centres of learning; increasing support for faculty to participate in conferences and workshops; launching new areas of learning; hosting visiting faculty and practitioners; and an overall upgradation of the infrastructure available for research.

The following steps have been initiated towards these objectives:

1. The Centre for Urban Ecology and Sustainability (CUES) was set up and a recurring grant of (approx) Rs. 30 Lakh a year was made available by the university. Additional personnel were recruited for the Centre for Development Practice (CDP) to strengthen their programme and research plan. The Centre for Community Knowledge (CCK) was extended about Rs. 20 Lakh for its extension activities linked to the city's history and vibrant culture.

2. The faculty is provided full support for participation in one national conference a year and an international conference every three years. The funds are earmarked out of the GIA, and have ensured a high degree of participation by AUD community at events nationally and globally. Participation in 20 national, and 14 international conferences was supported in 2015-2016. In addition, research by students is encouraged and the university supports their participation in conferences within and outside India.

3. Two new areas of learning are being developed. These are Vocational Education and Law, Governance and Citizenship. The former is a particularly unique project since it aims to work with the government school system and create opportunities for skill-oriented training of candidates.

4. In September 2015, AUD became a member of the Ministry of Human Resources Development's flagship programme entitled 'Global Initiative of Academic Networks'. A call for proposals was circulated in the university and the various schools encouraged to seek funds for short-term courses to be taught by reputed international faculty, which GIAN supports. One proposal was submitted and was approved by MHRD.

5. 22 new journals, 49336 books and e-books and 10 digital databases were added to the library's electronic resources to strengthen research at AUD. In addition, a total of thirteen projects were approved by the University to be supported through GIA funds. The process through which these funds are accessed was also streamlined with the work of the Advisory Committee on Research and Project Management.

6. The University has created the University Development Fund out of the corpus it has accumulated to support various research and extension activities like Student Travel and Exchange Programmes, Academic Chairs, and Research Endowments. These activities will generate considerable circulation of scholars and students between AUD and other institutions of repute.

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	10	25	--	--
Outlay in Rs. Lakhs	239.98	1066.84	--	--

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	3	1	--	--
Outlay in Rs. Lakhs	4.97	3	--	--

3.4   Details on research publications

	International	National	Others
Peer Review Journals	27	15	
Non-Peer Review Journals	1	6	
e-Journals	1	2	
Conference proceedings	1	3	
Others	2	22	
Books	20	27	

3.5 Details on Impact factor of publications:

Range **0.11-2.251**   Average **0.725**   h-index **26.24**   Nos. in SCOPUS **19**

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations (figure in last column should be for grant received during 2015-16)

Project	Duration	Funding Agency	Total Grant Sanctioned (INR Lakh)	Received (INR Lakh)
Major projects (Ongoing)				
Research (The State, Globalisation and Industrial Development in India: The Political Economy of Regulation and Deregulation)	3 years	Norwegian Institute of International Affairs (NUPI)	50000 USD	33.08
Curriculum Development for Undergraduate Teaching (Enhancing quality, access and governance of undergraduate education in India —E-QUAL))	3 years	British Council	Euro 162455	84.39
Oration/Memorial Lecture—Annually & Fellowships for MPhil students (Development Practice)	NA	Rohini Ghadiok Foundation		4.30
Building an oral history archive and Publication —Involves research, interviews, archiving, releasing a publication (Delhi Oralities Project)	2 years	ICSSR	12.00	9.60

Research (Mapping Socio-Ecological Vulnerability: Nature, Society and Markets)	NA	ICSSR	21.87	18.59
Curriculum Development (Institutionalising a MPhil programme in Development Practice)	4 years	Jamsetji Tata Trust	346.97	202.3
Research (Service Quality in Restaurant Industry: A Study of Selected States of North India)	1.5 Years	ICSSR	5.00	4.00
Research (Livelihood and Identity Among the Pulayas: A Case Study of Sarpam Thullal in Kerala)	2 years	ICSSR	15.00	10.50
Research (Socio Economic Status of Particularly Vulnerable Tribal Groups of Odisha)	3 years	ICSSR	12.00	4.80
Sponsored the stipend of MPhil Programme (2014–15 Batch).		NSDL E-Governance	29.60	27.01
Research (Migration, Urban Settlements and Livelihoods)	2 years	Indira Gnadhi Institute of Development Research	10.00	4.50
Research (Spport for research on non-timber forest produce markets to stengthem livelihoods of tribal communitiers in some of India's poorest marginalized regions)	3 years	Ford Foundation (USA)	USD 370000	81.48
Social Entrepreneurship Education and Incubation through Indo-UK collaboration	1 Years	British Council	Pounds 30000	7.00
Support for Transformation for Rural Development	1 Years	Jamsetji Tata Trust	4.59	4.59
Advancing Mutual understanding and cooperation for rural development	1 Years	Charles Sturt University, Pugsley Place, Australia	5.00	3.25
Incubating community-based Social Initiative— Kinare	1 Years	Price Waterhouse Coopers (PWC) India Foundation	4.00	4.00
Research (Culture and Ecology of Sacred Groves and Temples in Manipur)	1 year	ICSSR	4.00	1.80
Saving Brains: Changing Mindsets	2 Years	Mobile Creches	40.16	31.35
Supports exceptional social ectrepreneurs with powerful ideas, provides a platform for sharing innovation and highlights learning and knowledge that can influence public policy.	1 year	CSF(Central Square Foundation)	35.00	17.50
UNICEF	1 year	IECEI	84.00	16.61
UNICEF	1 year	ELDS	170.49	38.68
NIH-YALE	1 year	NIH-YALE	34.87	9.30
UGC	5 Years	UGC	700.00	420.00
Course and Designing Curriculum (Developing and launching of	2 years	SRTT (Sir Ratan Tata Trust)	70.00	50.00

Academic programmers on ECCE)				
Major projects (Completed)				
Research (An Assessment of Dependence of Forest Fringe Villagers on Forest products and Marketing Issues in Kandhamal and Kalahandi districts of Orissa)	2 years	ICSSR	5.00	2.00
UNICEF	1 year	ELDS (UNICEF)	106.95	81.05
UNICEF	1 year	IECEI (UNICEF)	130.56	126.88
UNICEF	1 year	UNICEF, WB	13.47	6.27
KATHA	1 year	KATHA	3.52	3.52
Start Early: Read in Time Project	1 year	CARE India	7.63	7.63
UNICEF	1 year	UNICEF, CNNS	13.09	7.70
Early Childhood Development for the poor: Impacting at scale	1 year	NIH YALE	31.33	31.33
CARE	1 year	CARE India	5.50	4.95
Evaluation of PREM CBCD Center	1 year	BVLF	20.57	20.57
Minor Projects (Ongoing)				
Building an Archive—Involves research, digitization & archiving (Lotika Varadarajan Ethnogarphic Archive)	9 months	Vasant J Seth Memorial Foundation	3.00	3.00
Minor Projects (Completed)				
Aga Khan Foundation	1 Years	Aga Khan Foundation	1.69	1.69
Vikram Sara Bhai Foundation		Vikram Sara Bhai Foundation	0.30	0.30
Single Woman	6 months	Professional assistance for development action (PRADAN)	1.98	1.98
Research (Ecological Restoration of degraded landscapes in Bolani Iron Ore mines area of SAIL—a Model for Sustainable Development, Biodiversity conservation and Co-Mitigation Strategy)	3 years	Steel Authority of India Ltd.	74.97	74.97

AUD Sponsored Projects

Project	Duration	Total Grant Sanctioned (INR Lakh)
Restoration of Dheerpur Wetlands	6 months	12.86
New Urban Spaces and the Negotiations of Women's Subjectivity	8 months	2.00
Dar-e-Shikoh: Dara Shikoh Festival of Delhi	1 month	4.80
Interrogating Manuscripts: Seminar on Manuscript Cartography	1 month	0.97

Delhi Citizens Memory Project	NA	1.50
Cameras of the Past	NA	4.75
Social Science Research Archive	9 months	3.00
Institutional Memory Project	3 years	22.48
"Critical Agrarian Studies" for MA Course Agrarian Environment	11 months	2.40
Rights and Development: An Ethnography of Welfare Policy Implementation in South-West Madhya Pradesh and Delhi	18 months	1.76
Digitising and Catalouging of Text, Photo, Artefacts and Multimedia	6 months	3.00
Trade and Transformation – Language, Literature and Lived Practices along a Himalayan Trade Route	10 days	0.29
E-journal and research project on "Knowledge Exchange in Antiquity"	12 months	8.95

3.7 No. of books published
- i) With ISBN No.: **20**
- ii) Without ISBN No.: **Nil**
- iii) Chapters in Edited Books: **27**

3.8 No. of University Departments receiving funds from
UGC-SAP: **None**   CAS: **None**   DST-FIST: **None**   DPE **None**
DBT Scheme/funds: **None**   Others*: **15**

3.9 For colleges: **N/A**

3.10 Revenue generated through consultancy: **Nil**

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	4	2	1		
Sponsoring agencies	a. AUD b. National Museum c. European Union d. Pradan	a. AUD	a. AUD		

3.12 No. of faculty served as: (a) experts: **7**   (b) chairpersons: **2**   (c) resource persons: **10**

3.13 No. of collaborations: (a) International: **10**   (b) National: **5**   (c) Any other: **5**

3.14 No. of linkages created during this year: **14**

3.15 Total budget for research for current year in lakhs:
- (a) From Funding agency: **Rs. 713 Lakhs (including UGC)**
- (b) From Management of University: **Rs. 24 lakhs**
- (c) Total: **Rs. 737 Lakhs**

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

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

Total	International	National	State	University	District	College
10	6	**4**				

3.18 No. of faculty from the Institution who are:
        (a) Ph.D. Guides: **19**   (b) Students registered under them: **49**

3.19 No. of Ph.D. awarded by faculty from the Institution: **None**

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)
(a) JRF: **10** (b) SRF: **01** (c) Project Fellows: **Nil** (d) Any other (Stipend*): **68**
* AUD provides stipend @ Rs. 5000 p.m. to MPhil students, and Rs. 8000 p.m. to PhD students

3.21 No. of students Participated in NSS events: **None**
(a) University level   (b) State level   (c) National level
(d) International level

3.22 No. of students participated in NCC events: **None**
(a) University level   (b) State level   (c) National level
(d) International level

3.23 No. of Awards won in NSS: **None**
(a) University level   (b) State level   (c) National level
(d) International level

3.24 No. of Awards won in NCC: **None**
(a) University level   (b) State level   (c) National level
(d) International level

3.25 No. of Extension activities organized:
All the extension activities organised by the University (see details in 3.26) are ongoing and not event based. Hence, it will be difficult to give an exact number to such activities.
(a) University forum   (b) College forum   (c) NCC / NSS   (d) Any other

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

AUD Centre for Incubation, Innovation & Entrepreneurship (ACIIE)
'AUD Centre for Incubation, Innovation and Entrepreneurship' (ACIIE) has been set-up at Ambedkar University Delhi (AUD) as a not-for-profit section 8 company within the larger vision of the University with the primary objective of translating theoretical and conceptual learning into socially useful practice and to reach out to the less-privileged section of society at the bottom of the

pyramid who may not otherwise have access to new knowledge and contemporary practices. ACIIE will pursue activities that will help develop a vibrant culture of Social Entrepreneurship at AUD and provide support to aspiring members of its community to imagine and execute real-life entrepreneurial projects around the existing disciplines of study.

The Centre's immediate endeavour is to build the requisite ecosystem of innovation and entrepreneurship and encourage interested members of the AUD's community to become wealth creators generating employment, while addressing the many social problems facing our country. 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 setting up the ACIIE.

Project E-QUAL

AUD has been a founding partner of a multi-university four-year project to create and supplement learning practices through technology-enabled and blended modes. Each of the four Indian university partners—Jadavpur, Hyderabad, Shiv Nadar and AUD—has taken the lead in developing learning material in a particular theme area. AUD is the lead institution in the 'Human Ecology' component. With the help of multimedia and online resources, the project team at AUD is far along the process of creating an open-access interdisciplinary course in the field. The course material has already been successfully piloted as part of different courses at AUD. In addition, through the project a student conference entitled 'Learning from Learners' was organised in March 2016, wherein students from around the country and beyond presented papers on skills, pedagogies and technical strategies that resonate with them in the contemporary teaching-learning environment. These insights have been interactively woven into the original resources being prepared for the course. The wider objective of the project is to demonstrate the potential of innovative tools that articulate productively with time-tested pedagogies.

School of Vocational Studies (SVS)

Processes leading to the operation of SVS are currently underway. The School will develop programmes and courses that equip students with knowledge and skills that would place them favourably for meaningful employment upon graduation. These programmes will be geared towards creating a cadre of entrepreneurs, who would create jobs for themselves and for many others. SVS will also develop a large bouquet of vocational studies programs akin to the social sciences and humanities with a special focus on soft skills. It will adopt a combination of approaches such as blended, split-site, part-time etc. so that the programs become accessible to the wider populace of Delhi. SVS will work towards developing a strong relationship between the academic institutions providing the vocational programmes and the industries/ business houses for curricular development and internship/field based learning. The School will also study and consider several collaborative models available across in India for partnerships with the industries and business sectors being adopted by other institutions such as Tata Institute of Social Sciences, the Shiv Nadar University, etc.

Criterion IV: Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	23,560 sqm	-	GIA	23,560 sqm
Class rooms	40	-	GIA	40
Laboratories	4	-	GIA	4
Seminar Halls	3	-	GIA	3
No. of important equipments purchased (≥ 1 lakh) during the current year	6	21	GIA / Project / UGC	27
Value of the equipment purchased during the year (Rs. in Lakhs)	1,06,71,789	1,07,87,000	GIA / Project / UGC	2,14,58,789
Development of new Campuses of AUD	1,91,02,640/-	19,69,000/-	GIA	2,10,71,640

4.2 Computerization of administration and library

No additions were made in the computerization of the administration and library.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	29,364 +3,584 (Gratis)	6,09,20,888	3288 + 185 (Gratis)	1,34,01,624	32,652 + 3769 Gratis	7,43,22,512
Reference Books						
e-Books	161	7,53,308	45863	29,29,826	46,024	36,83,134
Journals	44	6,46,517	22	5,44,449	66	11,90,960
e-Journals		4,20,52,374		69,43,862		4,80,96,236
Digital Database	7	13,17,904	10	31,24,213	10	44,42,117
CD & Video	159	81,853	51	55,010	210	1,36,863
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart- ments	Others
Existing	471	5	100 + 20mbps	Hall 58	One	IT Services	IT Services	
Added								
Total	471	5	100 + 20mbps	Hall 58	One	IT Services	IT Services	

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

The IT Services Division, with the help of the HR Division, had developed a Certificate course on 'Introduction to Computers'. A Certificate Training Programme of 3 months duration on this course was conducted for the Attendants / Multi-Tasking Staff (MTS) of the University who are currently working under contractual arrangements.

4.6 Amount spent on maintenance in lakhs:
   i) ICT   : -

   ii) Campus Infrastructure and facilities: 57.10

   iii) Equipments (including ICT)   : 17.19

   iv) Others   : -

   Total: 74.29

Criterion V: Student Support and Progression

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

5.2 Efforts made by the institution for tracking the progression: The IQAC has initiated deliberations on tracking student progress

5.3 (a) Total Number of students

UG	PG	Ph. D.	M. Phil.
670	882	63	142

   (b) No. of students outside the state: **102**

   (c) No. of international students: **07**

   (d) Gender distribution of students:

Gender	Number	Percentage
Men	679	38.64
Women	1078	61.35

   (e)

Last Year (2014-15)						This Year (2015-16)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1154	175	130	262	06	1727	1144	198	135	276	04	1757

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

   BA = 40:1, MA = 12:1, MPhil =9:1, PhD = 3:1

   Dropout: No. of newly admitted students left / No. of students admitted x 100 **= 129/812 x 100 = 15.89%**

   BA (51:268) = 19% ; MA (72:487) = 14.78% ; M Phil (6:51) = 11.76% ; Ph D (0:6) = 0%

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

   No. of students beneficiaries: **None**

5.5 No. of students qualified in these examinations

| NET: **NA** | SET/SLET: **NA** | GATE: **NA** | CAT: **NA** |
| IAS/IPS: **NA** | State PSC: **NA** | UPSC: **NA** | Others: **NA** |

5.6 Details of student counselling and career guidance

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

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

Career Cell
AUDCC (AUD Career Cell) has been set up to facilitate interface between students and the world outside. AUDCC compiles the CV's of students with their major areas of interest, identifies organizations that are interested in offering internships to students and liaises between students and those organizations to facilitate student internships. It is strongly believed that these internships are of significant value when AUD graduates proceed to look for regular employment.

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

Ehsaas- The Psychotherapy and Counselling Clinic Unit of CPCR:

Since its conception in 2011, *ehsaas* clinic at AUD has been functioning as the training, teaching and practice site for psychoanalytic psychotherapy. *Ehsaas* provides low cost and free counseling and psychotherapy to cater to persons from all socio-economic backgrounds presenting diverse forms of psychological conditions. The team comprises of 4 full-time Psychotherapists. In the year 2015-16, approximately 100 patients have availed long-term and short-term psychotherapy at *ehsaas* and several others have come to the clinic for consultation and advice. Most of their work has been with students and teachers and non-teaching staff who belong to Ambedkar

26

University and other student populations nearby. In collaboration with Centre for Equity Studies, in 2015 *ehsaas* began working with the homeless population around the Yamuna Pushta area by providing psychiatric intervention and brief counseling to the homeless mentally ill persons residing in the shelter homes therein. The initiative involves working with the community workers who can then identify and suggest *ehsaas* to the homeless persons experiencing psychotic breakdown or mood disturbances. Some of the people from the homeless shelters have started to visit *ehsaas* clinic for psychiatric advice and brief counseling.

5.7 Details of campus placement

On campus			*Off Campus*
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
25	52	42	17

*The data in the table above relates only to two Schools – School of Education Studies & School of Business, Public Policy and Social Entrepreneurship – which organise campus placements for its students. The University is in the process of setting-up a Placement Cell. Other Schools of the University are in the process of setting up a mechanism to track student progression. Currently, no data is available for placements for these Schools.

5.8 Details of gender sensitization programmes

A Gender Sensitization Committee is already constituted and its task is mainly to hold campaigns and workshops. The new batch of students also gets a kit / handbook which include basic information about the do's / don'ts about sexual harassment. The process of setting up of the Committee for Prevention of Sexual Harassment (CPSH) is already on and the elections for constitution of the CPSH will be held in the next academic session.

5.9 *Students Activities*

5.9.1 *No. of students participated in Sports, Games and other events*

State/ University level: **NA**　　　National level: **NA**　　International level: **NA**

No. of students participated in cultural events

State/ University level: **NA**　　　National level: **NA**　　　International level: **NA**

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

Sports : State/ University level: **NA**　　　National level: **NA**　　　International level: **NA**

Cultural: State/ University level: **NA**　　　National level: **NA**　　　International level: **NA**

5.10 *Scholarships and Financial Support*

(*Monsoon Semester, July 2015 & Winter Semester, January, 2016*)	Number of Students	Amount in Rs.
Financial support from institution- *Fee Waiver-* *Learning Enhancement-* *Scholarship-* *Earn While Learn Scheme-* *Student Welfare Fund-* Total =	530 ** 452 72 336	72,01,500/- 18,12,161/- 53,04,344/- 4,86,700/- 24,27,674/- **1,72,32,379/-**
Financial support from government (AICTE)	--	*The information regarding Financial support by various state government directly to students as and when available*
Financial support from other sources Sir Dorabji Tata Trust (supporting MPhil in Development Practice) UGC (JRF/SRF)	 36 6	 25,83,500/- 15,76,230/-
Number of students who received International/ National recognitions	National Conference - 4 students International Conference - 3 students	15030 221390 **2,36,420**

** Full batch of students.

5.11 *Student organised / initiatives*

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

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

5.12 *No. of social initiatives undertaken by the students*: **None**

5.13 *Major grievances of students (if any) redressed*: Till date 66 queries resolved through Online Problem Redressal System for Students; 05 cases resolved by Proctorial Committee.

At Ambedkar University Delhi (AUD) different kinds of students' grievances are addressed through several mechanisms:

- ➤ **Student Faculty Council (SFC)** - The SFC is a forum for students and teachers to interact and record to resolve all academic related issues/concerns including classroom teaching, assessment, attendance, conduct of exams, feedback, etc. It aims to bring students' concerns regarding the teaching-learning process to a common platform while providing adequate safeguards to the students from the persecution by any teacher. SFC is a 2-tier structure consisting of the Programme Level SFC Executive and SFC General Body for students and faculty respectively who are elected/nominated representatives for 2 semesters/one year.

- ➤ **Student Cell** - Understanding the need for a student support structure, AUD has created a Student Cell – a peer support group that would hand-hold and assist fellow students, especially those who are facing economic, academic, social or emotional difficulties, and identify and engage with such difficult experiences of the students. Its initiative rests vitally on the student's sense of responsibility towards themselves and on their sense of identification with the University. Such an effort is to help in the creation of an institutional culture that would be marked by a sense of community and ownership, aimed at addressing the alienation that is often felt in such large spaces. The Student Cell would primarily act as a buffer between the students and the administration. It is a quasi-official body comprising largely of students themselves meant to act as a liaison between Student Services and the students. The Student Cell is the first space for the students to approach in case of need.

- ➤ **Ehsaas –The Psychotherapy & Counselling Clinic –** At AUD we value all aspects of the students life. Therefore, the University has a provision to attend to the emotional needs of its students. The Clinic is committed to working with mental illness and training of socially sensitive mental health professionals. At the clinic along with the sliding fee structure we provide low cost and free counseling and psychotherapy to cater to a variety of socio-economic realities of people. The clinic comprises of an Adult, Child and Family Clinic and it provides psycho-diagnostic psychological testing, along with a referral service.

- ➤ **Online Problem Redressal System for Students (OPRSS) –**
  To maintain a computerized record of the problems or difficulties faced by the students, monitor progress towards resolution of the same. The data thus recorded is analysed for management decisions. There are two parts in the system – one for the students and the other for the administration. The students' part has two facilities – to submit a problem and check the status of the submission. The admin part has facilities for (a) acknowledging a submission; (b) updating actions taken or difficulties faced towards resolution up to the point of final resolution; (c) reviewing status of various submissions by categories of problems. (Website link - http://thinkingwithdata.com/audss/)

- ➤ **COMMITTEE FOR PREVENTION OF SEXUAL HARASSMENT (CPSH)** - to redress complaints of sexual harassment and to take initiatives towards creating a culture of sensitivity and awareness on campus to prevent sexual harassment. The CPSH is an eleven member committee representing all constituents in the following numbers who will be directly elected:

Students (including 1 research scholar and 1 hostel resident): 4
Academic teaching staff: 3
Non-teaching staff: 2
Members from a pool of outside experts with known contribution to gender issues: 2

➢ An **Anti-Ragging Committee** is in place to look into the matters of Planning Action for Building and Preserving a Culture of Ragging Free Environment in the University Campus. The Anti Ragging Squad has also been constituted to work under the Supervision of Anti Ragging Committee and to engage in the work of checking places like Hostels, Canteens, Classrooms and other places of student congregation, for any incidences of Ragging, and shall educate the students at large in the University about Menace of Ragging and related Punishment Provisions.

➢ **Proctorial Committee –** to look after complaints/ grievances relating to discipline among AUD students.

➢ In AUD, a system of **Mentorship and Counseling** has been set up to provide assistance to students.

➢ In addition to the above, the students can approach the **Student Services Division** for any kind of support or redressal.

Criterion VI: Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

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

6.2 Does the Institution has a Management Information System

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

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

The development of curricula has been through extensive consultation with academics, leading scholars and practitioners from different disciplines across the country and abroad. The University also has formal mechanisms to obtain feedback from students for curriculum evaluation. Any change or modification in curricula has to go through a 3-tier deliberative process comprising the Programme or School Committee, Board of Studies and the Academic Council.

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

The University has worked towards and will continue to strengthen newly emergent areas of knowledge reflected in its courses, by supporting faculty research as well as building the related infrastructure.
The IQAC is also in the process of initiating a formal Academic Programme Evaluation project, to review and evaluate academic programmes at AUD, assess and improve curricular design and

delivery, and make specific recommendations to make them more relevant, efficient and effective in promoting student learning and achievement.

6.3.2 Teaching and Learning

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

6.3.3 Examination and Evaluation

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

A New office of Dean Assessment, Evaluation and Student Progression (AES) has been created. The new office is vested with several tasks, including tracking students after admission and until they receive their degrees during the convocation, systematise student feedback, facilitate central timetable coordination etc. The office of the Dean AES is streamlining the process of Assessment and Evaluation. With this purpose an AES academic calendar is prepared at the beginning of the semester. This will ensure timely execution of tasks like entry of attendance, assessment grades etc on the ERP system. Timetables as well as teaching requirements for forthcoming semester are planned under the aegis of the AES division. The preparation of a centralised Time Table has also been implemented which will make it easier for student to choose elective courses. All course details for forthcoming semesters are gathered by the AES division for dissemination to the students via the website. The ERP system is also being streamlined and being made user friendly. Automated transcript and degree printing with due diligence on security concerns is also being instituted by the AES division during this academic session.

6.3.4 Research and Development

The University has taken several concrete initiatives to promote research activities, including the following: financial support to faculty for conducting research work, support to faculty, staff and students to communicate research work at various fora through travel grants; setting up academic

chairs to facilitate the circulation of expertise through AUD; and the provision of study leave for increasing number of faculty members to complete their doctoral and post-doctoral work.

6.3.5 Library, ICT and physical infrastructure / instrumentation

A total amount of over Rs. 2.6 crore was spent during 2015-16 of the addition of new resources, including text books and reference books, e-books, journals, e-journals and digital databases. With this expenditure, the total value of the library's resources has crossed Rs. 13.3 crore. A new library block was opened, which increased the space available for books and for reading.

6.3.6 Human Resource Management

The human resource functions at AUD are under the purview of the Academic Services division. The division maintains all records and is the nodal agency for recruitment and hiring. During the IQAC deliberations, it was realised that the division could not function as the community would like, on account of limitations in terms of its own human resources. To this end, an additional appointment was made at the level of Deputy Registrar. The division also facilitated support for faculty and staff towards upgradation of skills through participation in orientation and refresher courses, conferences and workshops as well as training modules.

6.3.7 Faculty and Staff recruitment

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

6.3.8 Industry Interaction / Collaboration

At AUD, forward linkages are created at various levels with organisations where our students eventually get absorbed. These include the development sector, NGOs, academic institutions, government / semi-government organisations, and the corporate sector, including entrepreneurs / start-ups. Interaction with Industry is promoted in the following ways:

- The students are exposed to real market scenarios by making it an integral part of the academic curricula. Through intensive workshops, guest lectures and seminars, eminent industrialists and business *gurus* share their experiences, observations and intuitions on past and future business trends. Corporate presence in classrooms gives the students an unparalleled outlook of the real business world. Such initiatives also help in acquainting the industry with our Schools and programmes, so that they may become potential recruiters. We have also invited professionals as adjunct faculty to engage in teaching for an entire semester.

- Experts from the industry have also been involved in consultative processes for programme / course designing, as members of advisory boards of Schools and Board of Studies. This helps us mould our courses to the needs of the Industry.

- AUD has tie-ups with industry to offer programmes, and partner with them in establishment of Centres. Going forward, these linkages are likely to strengthen with the School of Vocational Studies offering various programmes.

- Internships and short-term projects: Most masters' level programmes at AUD have a compulsory internship component. Further, all programmes lay emphasis on field immersion which gives students hands-on experience, and enables them to apply the concepts learnt in the classroom to the workplace. In the past, few of our students have obtained final job offers from the organisations where they have done their internships.
- Several programmes have a placement cell of their own, which interface between students and potential recruiters. The placement cells invite various organisations to the campus to recruit our graduating students, and also provide career counselling and placement preparation (guidance on preparing CVs, interview preparation) services to our students. Efforts are being made to put in place a career cell at the University level, preliminary work for which has already begun.

6.3.9 Admission of Students

The Central Admission Committee, headed by the Dean Student Services, conducts all admission related activities. Over time, the University has made a space for itself in Delhi's higher education landscape. Among others, this can be surmised from the fact that the number of applications in 2016-17 admission season was substantially higher than previous years. Over 34,000 applications were received this year for a total of 925 seats. A multi-pronged strategy of publicity, which included placing advertisements inside the Delhi Metro, was undertaken this year. In addition, the IQAC was closely involved in the admission process, especially with regards to preparing plans to recruit students from marginalised communities and to make the process smoother for applicants.

6.4 Welfare schemes for

Teachers & Staff
- *Group Insurance*
  A group insurance scheme for faculty and staff has been put in place through the Life Insurance Corporation of India for all regular and contractual employees of the university. AUD will bear the cost of the annual premium for the employees.
- *Medical benefits*
  While the existing medical policy already provides partial funds as medical reimbursements, the University has made significant progress on providing a more comprehensive medical benefit package. A committee comprising of faculty and staff members worked through the year to create a framework for the same, in consultation with medical professionals and have been in negotiation with Delhi's hospitals and clinics to empanel a list of facilities with the goal of offering cashless treatment.

Students
- AUD has a student welfare fund to which each student contributes Rs. 500 per semester, and an equal amount is contributed by the University. This fund is utilised to help needy students with financial assistance for hostel fees and hostel mess fees, photocopying, travel to and from the university, and in some cases also rent for students who have not been able to secure admission to the hostel.
  Beginning from the 2016-17, the scope of financial support granted to students has been significantly expanded. All students from SC, ST and PWD categories have been given full

fee waiver. Furthermore, the slabs for need-based waivers have been made liberal, so that no deserving student is kept from higher education due to financial concerns. Students with a combined annual family income of less than Rs. 6 lakh are eligible for partial to full waivers.

6.5 Total corpus fund generated: Total corpus fund generated by setting aside the unutilized portion from the amount collected as fee from the students is Rs 18,75,34,195/- as on 31 March 2016.

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

6.7 Whether Academic and Administrative Audit (AAA) has been done? **No**

Audit Type	External		Internal (upto 2014-15)	
	Yes/No	Agency	Yes/No	Authority
Academic				
Administrative				

6.8 Does the University declare results within 30 days?
　　　　For UG Programmes **Yes**
　　　　For PG Programmes **Yes**

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

A New office of Dean Assessment, Evaluation and Student Progression (AES) has been created. Dean AES is streamlining the process of Assessment and Evaluation. With this purpose an AES academic calendar is prepared at the beginning of the semester. This will ensure timely execution of tasks like entry of attendance, assessment grades etc on the ERP system. The ERP system is also being streamlined and being made user friendly. Automated transcript and degree printing with due diligence on security concerns is also being instituted by the AES division during this academic session.

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

6.11 Activities and support from the Alumni Association

Some schools have established an Alumni Association, and efforts are underway for a University level alumni association. The School level alumni associations have been supporting the current students to find suitable internship and job opportunities. Some alumni networking events have taken place at the School level to facilitate a closer interaction between graduating students and the alumni. The alumni is also seen as a key stakeholder in providing feedback on the programme structure and the course curriculum at the time of programme assessment and evaluation.

6.12 Activities and support from the Parent – Teacher Association

We have not yet formed a Parent – Teacher Association.

6.13 Development programmes for support staff

The non-teaching staff are constantly sent for training programmes whenever opportunities come. They are not only given leave but the entire cost is borne by the University. The University has also initiated internal training programmes for the MTS category of staff who are working on contract. Some of the courses being offered to them are on Basic English language and mathematical skill, and Computer Literacy. Special retreats are organised for non-teaching staff.

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

The following steps have been taken at AUD to make the campus eco friendly:

- Students at AUD run TERRA-Eco Club organised several events, including a recycling drive, and a plantation drive.
- The idea to make AUD a bottled water-free zone has been taken up through the Environment Management Committee. To this end, the community is being encouraged to keep non-plastic bottles at hand and fill up at the various water coolers on campus. The water quality at these coolers is being constantly monitored by the environmental laboratory of the School of Human Ecology.

Criterion VII: Innovations and Best Practices

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

1. AUD Press/Centre for Publishing

Goal/Context

Through its publishing activities (in the name of AUD Press), Centre for Publishing engages in a planned activity of acquisitions and dissemination of scholarly and creative information and knowledge delivered by the best, adhering to the best practices and ethical values. This would facilitate and assist AUD in publishing academic literature, including occasional papers, conference proceedings, monographs, edited volumes, course readings and reference books.

The AUD press is meant to provide a platform for dissemination of ideas in Social Sciences and Humanities to scholars, practitioners as well as to general public.

As a step toward this, it is proposed to publish:

- Contributions emanating from the research of the AUD faculty, particularly in what are identified as thrust areas by AUD.
- AUD's contribution to new areas of knowledge through its curricular practices and innovations in pedagogy.
- Academic pieces emanating from the research projects undertaken by AUD faculty.
- Edited volumes based on seminars/conferences/workshops organized by AUD.
- Research output by AUD students structured around a common theme, as part of their MA, Mphil/PhD dissertations in the form of Occasional papers, Monographs, edited volumes, Course readings and Reference books.

Practices and Successes

The first publication will be a joint venture between AUD Press and Sage Publications and will be a mathematics textbook for undergraduate students. The textbook is the outcome of a university-funded research project by an AUD faculty member. We are planning to start an Occasional and Working Paper Series to encourage the faculty members to publish the initial findings of their ongoing research as well as documentation of existing practices / experiences in teaching-learning processes.

2. Selection Procedure for positions of Associate Professors and Professors

The University has introduced a practice where all interviews for the post of Associate Professor and Professor are preceded by a presentation made by each candidate on their academic and research work. This has not only helped in ensuring that each candidate is given equal amount of time and opportunity to present their work, and also helped the selection committee in getting a better idea about the candidate's research interests and potential.

It gives the candidate an opportunity to share their work in a comprehensive manner and a personally meaningful manner. It helps assist the committee in making a more comprehensive assessment. In the landscape of practices in higher education institutions, this is an innovation which furthers and reflects the commitment on the part of AUD to quality.

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

Plan of Action	Achievements
Collectively develop a methodology to carry out evaluation of its programmes, Schools, Centres and Divisions.	Preliminary discussions have been held.
Initiate evaluation of programmes, beginning with those which were introduced in the first two years of the University.	Not yet accomplished.
Conduct 1-2 week workshops during the Winter and Summer break on themes such as pedagogy, enhancing knowledge in specific domains, interdisciplinarity, assessments, etc.	Discussions are underway to hold the first workshop on teaching pedagogy either during the winter break of 2016 or during the Winter Semester 2017.
Develop an orientation package for newly appointed staff in the University to acclimatize them to the AUD way.	The package has been put together, and the first Induction Programme will be held in Aug-Sept 2016
Organize summer and winter school for school students who are aspirants for admissions in to higher education, especially those belonging to marginalized backgrounds.	Not yet accomplished, but a survey with government school students was conducted during the summer of 2016. We are awaiting results of the survey before we embark on any workshop for high school students
Assist the Student Services division of the University in establishing an *Equal Opportunity Cell*. The purpose of this cell would be to make Education accessible to socially marginalised groups, economically disadvantaged sections and persons with disabilities.	A series of meetings were held with various faculty members and staff of the university to deliberate on the structure and mandate of the cell
Assist the Academic Services division of the University in establishing an *Academic Teaching Development Programme* which is meant to help and assist the teachers to adopt innovative and relevant pedagogies, appropriate assessment practices, field practicum, and exposure to and acquiring new knowledge. The idea is to help attain excellence and professionalism in teaching.	The IQAC organised several deliberations on issues related to pedagogy and English language related issues. The IQAC will anchor the first few events, and in the process also deliberate upon the appropriate institutional anchor for such events.
Conduct surveys with applicants for the various programmes of the University to understand their social and economic backgrounds, their aspirations, and their	A sub-group of IQAC has already started discussions on these issues. It has also looked at the raw data on students available with the University. Plans are also afoot to create an

training needs. Also, conduct surveys with the alumni of the University	alumni network.
Help the IT division and the ERP cell to improve the MIS of the University.	Ongoing. Several meetings have been held with various divisions of the University (AES and Finance) and Service provider of ERP. Some of the new functions have already been put in place, while others are under considerations.

7.3 Give two Best Practices of the institution

A. *Admission Test to Masters Programmes*

The goal of innovating on the test is not merely to filter applicants but make the experience of sitting for the exam reveal something for the applicants about the field of study they have applied for; in other words, to make the test itself a learning experience.

An entrance test is necessitated by the high number of applications received for restricted number of seats. In many an institutional context this is designed to eliminate candidates deemed "unfit" by setting exam papers that demand a skill set or acquired information. These often make candidates from less privileged sections of the society excluded. In many masters programs in AUD the test is designed in such a way that the students feel enabled to think on feet and respond without having to feel inferiorized.

The exams are designed in ways that would call for spontaneous response rather than testing memory or stockpiling of information. Questions that give audio visual clues, ask them involve in exercises of exploration, provide texts that students read and respond are the ways in which the testing process is converted into a learning experience.

For instance, in the Psychology programme, the admission process is geared to tap the subjective-reflective tilt in each student through the use of 'semi-projective' questions in a multiple-choice format. These questions do not have right-wrong responses, instead the items invite associations that draw from each student's personal history and location. It is the capacity to reflect on the nuances and complexity of experience that is valued here, thus allowing students from different disciplinary backgrounds an equal opportunity of entry into the program. In the admission tests to the Social Design programme, small field-based assignments are set which give applicants a glimpse of the programme and its ways of teaching and learning. Thus, in the process of gauging the applicant's aptitude for the programme, applicants are also in a position to make an informed choice of study. For example, one test assignment required students to observe the spots on the road outside the university where public urination is taking place to analyse the reasons why particular

spots are chosen for this purpose. This was followed by an ideation segment where students were asked to think of ways to mitigate this practice. So the assignment involved field visits, analysis and design ideation which gives faculty a chance to gauge aptitude and applicants to savour the textures and flavours of the programme. In Film Studies program, film clippings of 30 seconds length from wide variety of films are shown and the candidates write a free and critical response to the clipping which becomes an exercise in sampling various kinds of film images and ways of composing visuals.

Candidates express their happiness about being able to experience a different process of exploring their field of interest, be it Design, Psychology, Film Studies, Development Studies or Visual Art. Even if they are not selected in the particular year they feel encouraged to apply again since the examination does not make them feel eliminated.

B. CECED

The Centre for Early Childhood Education and Development (CECED) is envisaged as an institution that brings together research, policy and practice in the area of Early Childhood Education and Development (ECED) within a coherent and holistic conceptual frame. CECED was established in 2009 as part of Ambedkar University Delhi with the vision to promote the landscape of indigenous research in this area, advocate for age and developmentally appropriate Early Childhood Education and strengthen institutional and individual capacities through technical support to states and a Master's and PG Diploma in Early Childhood Care and Education. The centre is a one-stop-window for technical resource in the area of ECCE.

The centre's vision is to promote systemic understanding of developmentally and contextually appropriate and inclusive ECED with a focus on early learning. The 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 ECED.

CECED has been actively involved in research, evaluation and capacity building in the field of ECED. The centre has continued working with National and International partners and has maintained a self-sustaining status for itself. The funding for the research projects comes from various funding partners and agencies. Some of the major research and academic projects undertaken by the Centre in the past 5 years include the longitudinal research i.e. India Early Childhood Education Impact study; Developing and Launching of Academic Programme MA (ECCE), funded by Sir Ratan Tata Trust; Feasibility Study of roll out of National Policy on Early Childhood Care and Education (2013) in two states; and Development of Early Learning and Development Standards for children from birth to eight years, funded by UNICEF. CECED has also provided technical support to Yale University in adaptation of currriculum for a randomised control trial of a caregiver intervention programme for children's development in Odisa. In addition, CECED has carried out several evaluations of programmmes /interventions in ECCE on request, including those by Akshara Foundation,(Bengaluru), PREM (Odisa) , Katha (Delhi) and Mobile Creches (Delhi) among others.

7.4 Contribution to environmental awareness / protection
The following concrete steps have been taken at AUD towards awareness and protection of the environment:

- A course, Environmental Issues and Challenges (EIC), is being taught to all undergraduates at AUD.
- A second level course entitled 'Introduction to Human Ecology' was developed and taught this year to final year undergraduate students. The course involved field visits and practical project work.
- Students at AUD run TERRA-Eco Club organised bird-watching events in and outside AUD.
- A Centre for Urban Ecology and Sustainability made progress towards the restoration of the Dheerpur wetlands, with the creation of a restoration plan, and initial steps towards its implementation.
- An Environment Management Committee has been formed to manage and oversee all operations related to environmental management, including those for horticultural activities at the existing and proposed campuses of the University. This involves proposing policies and annual plans and budget for the various activities. The committee will also encourage active involvement of the faculty members, students and staff in activities related to environmental management.

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

7.6 Any other relevant information the institution wishes to add. **No**

8. Plans of institution for next year

AUD, through its IQAC, would like to initiate the following activities/ processes in 2016-17:

- A concrete plan for programme evaluation would be developed, and at least three programmes will be reviewed through the identified methodology this year. The IQAC will also try to initiate a second Mid-Term Review (the first such review was done in 2011-12)
- An Equal Opportunity Cell will be created to proactively work towards creating a cordial working environment at the university. It will also be the agency to address concerns as and when they emerge from the different constituencies.
- Workshops and retreats will be undertaken for faculty development, especially in the area of research methodology and writing, which would filter down to strengthening student writing and research. Methodology workshop will also be conducted for research students of the University.
- To create forums for reflection amongst faculty members on pedagogic experiences. Workshops will be planned to share, deliberate and document varied teaching and assessment practices across different programmes. These will be held through 2016-17.
- To promote research by faculty members by creating a more conducive environment and ensuring simplicity in grant administrative procedures. Consultations / Town hall meetings will be organised to record and deliberate upon how better research environment can be created.
- A thorough review of student progression and experiences at AUD is planned. A rigorous methodology, including data analysis, questionnaire and focus groups, would be deployed to understand who applies to AUD and why? Who chooses the university and why? How do they

progress through their respective programme, what is the nature of challenges they face, and how do they navigate these concerns at the university and outside?

- Initiate a course review across programmes at the Post Graduate Level. This is to facilitate optimum use of faculty strength and to forge interdisciplinary links.
- Given that AUD is expected to add newer campuses, IQAC will initiate discussions on re-examining the governance structures within a Unitary University.

Dr. Praveen Singh
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