

**REPORT  
OF THE  
 MID-TERM  
REVIEW  
COMMITTEE**

**AMBEDKAR UNIVERSITY DELHI**

**31 JANUARY 2013**

## **Executive Summary**

### **Introduction**

The Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya (Ambedkar University, Delhi or AUD for short) was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007 and became operational on 1 August 2008. The Board of Management (BoM) of AUD, in its ninth meeting held on 15 March 2011, decided to institute a review of the University's broad direction of progress and development since the time of its establishment.

The Committee noted that this is probably the first time in India that a university has voluntarily decided to get itself reviewed by a team consisting of external scholars and some internal faculty. There was no statutory requirement for AUD to get this review done. Yet, it decided to pursue this exercise diligently, to assess its progress and seek advice for mid-course corrections, wherever necessary, keeping in view its mandate, vision, and mission.

The Review Committee formally began work in April 2012 and completed its report by the end of January 2013.

### **Achievements (2008-2012)**

Drawing inspiration from Dr Ambedkar's life and work to define its institutional philosophy, AUD's vision statement commits the University 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.

The Committee is delighted to observe the remarkable evolution of AUD over the short span of four years. The evolution is characterised by the establishment of nine Schools which focus on emerging areas of knowledge creation and professional specialisation, as also by the ingenuity in the creation of many innovative interdisciplinary programmes. Its undergraduate programmes hold the promise of becoming pace-setting exemplars which benefit from a seamless sharing between Schools, postgraduate and research programmes. This has been made possible by institutionalising the practice of broad consultation with scholars in the country and abroad before launching any School or programme.

Mandated to be non-affiliating, designed to be compact and conceived to be different in its administrative and management structures from older universities, AUD has evolved not merely swiftly but in a unique manner. The Committee feels that it has thus created a very commendable precedent for new universities being set up in the country to follow.

### **Issues, Challenges and Recommendations**

A novel, progressive, and far-sighted academic enterprise such as AUD is bound to encounter issues and challenges in the process of fulfilling its objectives and mission. The Committee focussed on these issues and concerns which it considered as the most critical in the medium term, and has made recommendations for the consideration of the Board of Management of AUD.

## **Expansion and Consolidation**

In its present phase of evolution, the issue is not that of expansion *vs* consolidation but rather of expansion *with* consolidation. If the University continues to expand at the present rate, there is a fear that it might get consolidated at the lowest level. On the other hand, expansion is necessary for sustaining the momentum already generated. The issue is about striking a balance between the two.

AUD must keep in mind the institutional space available to it at any given time while planning expansion. But this constraint should not become a deterrent to its development. Government needs to secure and make available additional space and land to the University in order for it to evolve and expand meaningfully.

Initiation of new programmes may be restricted, for the time being, to only those that have already been identified by AUD in its internal planning and preference should be given to those programmes that are close to the core of AUD's philosophy and mandate.

The existing MA programmes offered by different schools need to be reviewed and more attention needs to be paid to consolidation to make them more relevant, efficient and effective. This would entail a comprehensive review of curricular and pedagogical issues within each programme, with specific focus on basic issues like the level of courses, interdisciplinarity, and linkages with other programmes. It appears that this has not been addressed adequately in the first phase of curricular planning.

Given the space constraints, AUD may like to keep the number of undergraduate programmes at the current level, but increase the student intake gradually under each programme to about 50 per programme. At the postgraduate level, all existing schools may expand by offering MPhil and PhD programmes that are relevant to their mandate or focus area, subject to the availability of faculty time and without jeopardising the quality of programmes already on offer.

## **Students**

### *Outreach and Catchment Area of Students*

AUD must make a conscious effort to reach out to potential students, particularly from government schools, while enlarging its catchment area for admissions. The 15 per cent quota for students from outside Delhi should be filled proactively by attracting the best students from these areas by promoting strategic publicity.

### *Language Support*

AUD should attempt to bridge the gap that exists between those who have access to social and economic opportunities in the world of work through access to the English language and those who lose out on these opportunities by virtue of not having such competence. Training students in the use of English as they pursue academic studies at AUD could be this university's biggest contribution towards bridging this gap.

### *Programme and Course Evaluation by Students*

The Committee recommends that the system of course and programme evaluation by students be institutionalised immediately. The feedback thus received must serve as a critical input to the formal review of the individual courses delivered as well as the overall quality of the programmes.

## **School of Undergraduate Studies (SUS)**

### *Organisational Structure of the School*

The present organisational arrangement in the School of Undergraduate Studies is not sustainable. AUD needs to put in place an institutional mechanism to allocate teaching responsibilities by creating subject groups and introducing a statutory norm applicable to each faculty for time spent on teaching at the undergraduate and postgraduate level. In addition, the University should introduce a system of a rotating core faculty for the School for management and decision making.

### *Curricula*

The undergraduate curricula need careful examination and it would be advisable for the University to pursue an internal review of their relevance, content, and level. This internal review should also cover the organisation and functioning of the Foundation Courses.

Given the innovative themes in several of the courses, it is recommended that each course team should endeavour to develop a properly annotated reading list as well as anthologies for their respective courses, which can then be updated every academic year, based on inputs and feedback from students. These anthologies can then be considered for publication.

## **Interdisciplinarity**

In the social sciences, knowledge often develops at the interstices of disciplines. This must be acknowledged explicitly as the Schools review their focus and define their epistemic contours. Further, teaching which is discipline based, must be conducive to and allow for interdisciplinary pursuits. This must not only exist in principle but must also be put in practice. This could be done, at one level, by mandating the choice of electives across programmes and Schools. This could also be realised through the selection, at the time of appointment, of faculty that have interdisciplinary orientations and research interests.

The Committee has noted the apparent dilution of interdisciplinary focus within the programmes offered by the School of Liberal Studies (SLS). The Committee feels strongly that AUD while attempting to keep intact its focus on interdisciplinarity should institute an internal review, and perhaps, a reorganisation of the School of Liberal Studies, while assessing the relevance and strength of its programmes at the postgraduate level.

The Committee considers it important for Schools like SLS to spend concerted time and attention towards articulating their vision, and think extensively about their collective identity. SLS should be more than just an administrative house for different subject groups, which is how it appeared to be to the Committee. This is important, particularly as Schools, according to AUD's Act, are by definition indivisible entities and are to be organised on an interdisciplinary basis. Apart from reviewing the strength of its MA programmes in

disciplinary areas, SLS may think of creating and offering programmes in interdisciplinary areas like Comparative Literature, Translation Studies, Urban Studies, Public Health, etc.

## **Faculty**

### *Concurrent Appointments*

There is a need for reformulating the letters of appointment to AUD faculty, to stay true to the original philosophy of concurrence. The appointment letter should state firmly and unambiguously that appointments are to the University and although the initial association may be to a particular School, it will in practice be to more than one School.

AUD must make a restatement of the requirement that every faculty member needs to teach in more than one School. This should be pursued proactively before disciplinary entrenchments become resistant to change and structurally inhibit flexibility. Parallel to this must be the administrative restatement and articulation of rules and guidelines facilitating concurrence.

### *Workload*

Although the average teaching load of the faculty is not inordinate, there is unequal distribution across faculty members. Also, it is widely dispersed. It is recommended that in order to reduce the heavy workload (teaching and non-teaching together) borne by a few members of the faculty, AUD should consider redistribution of non-teaching responsibilities by giving some relief from teaching for those with major institutional responsibilities and by the introduction of Teaching Assistantship for senior students (mainly from MPhil and PhD programmes) to take care of tutorial and related activities. Further, the number of electives on offer within a School may be restricted in proportion to the faculty size and the scope of enabling students to choose elective courses across different programmes should be increased.

### *Performance Appraisal*

The Committee is of the view that faculty appraisal is essential and should be put in place by the academic year 2013-14. The Committee recommends that AUD should design and institutionalise the process of annual teacher appraisal. Such appraisal should be transparent and also provide a mentoring space for the faculty. The appraisal system should give due weight to not just research output but also to teaching, curriculum development and institutional engagement. Assessment of faculty by students should be institutionalised and should form an important component of their annual appraisal.

### *Research*

The Committee observed that the current level of research publication by the faculty in reputed peer reviewed journals is rather low. This may be due to an extent, to the substantial engagement of faculty in development of innovative curricula, many of which are being designed for the first time. However, unless a very proactive effort is made by AUD to stimulate quality research, there is a real danger that this will soon become an irretrievable norm. AUD cannot expect to sustain the quality of its teaching without the complement of high quality research. There is an immediate need for engendering a milieu and culture that

values research and is conducive to research pursuits in the University. This need should be addressed at the earliest by the University. AUD must encourage this by institutionalising the process of every School articulating its research programme. Faculty members should be motivated to write research proposals and apply for grants. In addition, each School should encourage faculty members to share the early ideas of their research as well as research in progress with their peer group. AUD should also institutionalise the fortnightly *Faculty research-in-progress* seminars.

The present phase of AUD also provides new interesting opportunities for initiating different kinds of research. For instance, curriculum development for some of the innovative undergraduate and postgraduate courses could evolve into a project for writing good, well researched textbooks that are peer reviewed, or anthologies of case studies could be prepared. The documentation of institutional practices and experiences unique to AUD could also be undertaken. These can, in turn, feed into improving the teaching-learning process at AUD.

### **Campus and Building Infrastructure**

AUD must persuade the government of the urgent necessity of securing additional classrooms and faculty space on the Kashmere Gate campus commensurate with the needs for accommodating Schools and Centres which are currently located in its Dwarka campus, by impressing on them that existing programmes cannot function without the additional space.

The Government of Delhi must also take note of the University's predicament in pursuing its academic expansion in the face of the severe infrastructural constraints, and actively support the University in its quest for acquiring substantive space and infrastructure for its present and future functioning.

### **Personnel Policy**

The University has already initiated an internal process to examine the current state of deployment of staff and its future requirements. This process must be expedited and immediate steps taken to fill existing vacancies, especially vacancies in administrative positions. In order to facilitate recruitment on deputation or on contract, an appropriate, innovative and legally compliant policy for recruitment of administrative staff on fixed-term (say 3 years) contracts must be implemented urgently. The terms and conditions must be such as would attract good talents to apply for these positions. Further, a policy for orientation and training of staff and continuing professional development of administrative should be formulated and implemented keeping in view the vision and mission of the University and its requirements.

### **Relationship with the Government**

The University has been created by an Act of Legislature and by definition is an autonomous and self-governing body. AUD has enjoyed consistent and sustained support from the State Government. The University also needs the support of the Government in realising its autonomy even while it functions within the due processes laid down by authority.

AUD's annual financial expenditures have grown exponentially since year 2008 and it is in its rapid growth phase. Financial expenditure is going to increase substantially in the coming years. The rate of increase in expenditure will of course slow down progressively, but it will stabilise only when the University reaches its optimum size with about 5,000 students in its first phase of expansion. With the current increase in its programmes and activities (many of which are already on the anvil), and the campus development activities that will take off in the near future, the current rate of growth in expenditure should not be seen as out of ordinary as it is the norm for all new universities.

It should therefore not be treated as a department of the Government with all the financial restrictions that are imposed on them. The University has in place structures meant to analyse and decide how Government grants, received after approval by the legislature, are to be used. It needs to be freed from an automatic application of the constraints that government imposes on its departments' financial operations.

Once funds are allocated to the University through appropriation by the Legislature, it is up to the statutory bodies of the University, also created through legislation and with representatives of the Government on them, to take charge of the funds and utilise them in compliance with statutory requirements.

### **Planning for Transition**

Though a provision exists for interim arrangements after the completion of the term of office of the Vice Chancellor, the Committee is of the opinion that this should not be invoked in the context of a new and an innovative University like AUD. It is not desirable to have a situation where there is an acting Vice Chancellor for an interim period of some months before the next Vice Chancellor is appointed as this will work against the critical momentum generated by the University over the past few years and will undermine its institutional ethos and morale.

The Committee recommends strongly that the appointment of the next Vice Chancellor should be announced at least a month in advance of the present Vice Chancellor's term getting over to enable a smooth transition. The person appointed can be informed and initiated into the philosophy and the work culture of AUD by the present Vice Chancellor.

Further, Statute 6(1) states that the Pro Vice Chancellor should be appointed by the Board of Management on the recommendation of a search committee consisting of the Vice Chancellor, a nominee of the UGC, and the Secretary (Higher Education) to the Government. The Committee is strongly of the view that the present provision is inappropriate and must be changed. Once selected, a Vice Chancellor must enjoy complete trust, and in the interest of good governance, must have the freedom to appoint a Pro Vice Chancellor of choice subject of course to the approval of the Board of Management.

## **List of Abbreviations**

AUD	Bharat Ratna Dr B R Ambedkar University
BoM	Board of Management
CCK	Centre for Community Knowledge
CECED	Centre for Early Childhood Education and Development
CSSRM	Centre for Social Science Research Methods
ERP system	Enterprise Resource Planning system
FC	Foundation Courses
IT	Information Technology
MTR	Mid Term Review
pa	per annum
PG	Postgraduate
PRADAN	Professional Assistance for Development Action
SBPPSE	School of Business, Public Policy and Social Entrepreneurship
SCCE	School for Culture and Creative Expressions
SD	School of Design
SDS	School of Development Studies
SES	School of Educational Studies
SHE	School of Human Ecology
SHS	School of Human Studies
SLGC	School of Law, Governance and Citizenship
SLS	School of Liberal Studies
SUS	School of Undergraduate Studies
ToR	Terms of Reference
UG	Undergraduate



## Contents

Executive Summary		i
List of Abbreviations		vii
Chapter 1	Preamble	1
Chapter 2	The University	5
Chapter 3	The Beginning (2008-12)	14
Chapter 4	Expansion and Consolidation	19
Chapter 5	Students	21
Chapter 6	Curriculum	25
Chapter 7	Undergraduate Studies	32
Chapter 8	Faculty	35
Chapter 9	Research	39
Chapter 10	Campus & Building Infrastructure	42
Chapter 11	Management & Governance	43
Chapter 12	Future Directions	48
Annexure A	Relevant Decisions of the Board of Management	50
Annexure B	Schedule of Meetings of the MTR	55
Annexure C	Fees, Scholarships and Fee Waivers	57
Annexure D	Admissions and Dropouts	58
Annexure E	Language Survey	63
Annexure F	Faculty Workload	66
Annexure G	Faculty Research	68
Annexure H	Research Grants and Utilisation	73
Annexure I	Student Evaluation of Courses	75

## **Chapter 1**

### **Preamble**

#### **The Bharat Ratna Dr B.R. Ambedkar University**

The Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya (Ambedkar University, Delhi or AUD for short) was established by the Government of the National Capital Territory of Delhi through an Act of Legislature in 2007 and became operational on 1 August 2008.

AUD has been conceived as a unitary university focusing largely on research and higher learning in areas of knowledge broadly under the domain of the social sciences, humanities and the liberal arts. The Bharat Ratna Dr B.R. Ambedkar Vishwavidyalaya Act, 2007 defines the mandate of the University to be:

“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, the University considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. AUD is committed to creating and sustaining an institutional culture characterised by humanism, non-hierarchical and collegial functioning, team work and creativity.

The first four years of AUD’s life have seen exponential growth, exploration of new areas of knowledge, particularly in the interdisciplinary spaces, new models of curriculum, instruction and assessment, concurrent appointments of faculty and new mechanisms of student support. There have been several accomplishments, particularly in attracting competent faculty and in putting together bold new programmes. There are, however, several areas in which work remains unfinished and possibilities that have not yet fully unfolded.

#### **Context of the Mid-Term Review**

The Board of Management (BoM) of Ambedkar University, Delhi, in its ninth meeting held on 15 March 2011, decided to institute a review of the University’s programmes and the broad directions of its developments, after completion of three years of its existence, if need be, by inviting external expert(s). The review, it was suggested, could consider academic, administrative, and financial performance. Subsequently the Terms of Reference (ToR) for the Review were drawn up and presented for approval by the BoM in its eleventh meeting held on 14 November 2011. The Board authorised the Vice Chancellor to finalise the ToR of the Review in consultation with the different stakeholders and initiate the Mid-Term Review (MTR) Process (see Annexure A for the relevant sections of the minutes of the meetings of the ninth and eleventh BoM).

## **The Mid-Term Review Committee and the Objectives**

The Review was instituted when AUD had completed three years and seven months of its existence. The Review Committee, constituted in April 2012, comprised the following members:

1. Professor Deepak Nayyar, Chairperson
2. Dr Kiran Datar
3. Professor K. Ramachandran
4. Professor N. Jayaram
5. Professor Yogendra Yadav
6. Professor Vijaya Varma
7. Professor Chandan Mukherjee
8. Ms. Manasi Thapliyal Navani, Member Secretary

The Review Committee was supported by the following student volunteers:

1. Ms Anindita Chatterjee (from 1 April 2012 to 31 July 2012)
2. Mr Vikas Dalal (from 1 August 2012).

The overall objectives of the MTR were to:

- assess the progress towards the achievement of the stated objectives of AUD
- provide recommendations for mid-course correction and adjustment and alignment of academic programmes and other programmatic/ administrative initiatives keeping in view the lessons learnt.

The specific objectives of the MTR were to:

- assess the significant programmatic achievements in terms of key outcomes of the academic and other initiatives undertaken by AUD
- assess the relevance and appropriateness of the broad academic provisions, academic programmes/ activities as well as of the governance processes, organisational structures, planning processes, infrastructure development, operational and management processes (including financial management), faculty development, student support, research, and outreach in the context of their effectiveness in achieving the stated objectives of AUD
- identify major constraints to the effective implementation of the academic programmes/ activities and other programmatic and administrative initiatives, including specific problem areas resulting from unanticipated circumstances, and suggest strategies/ measures to facilitate effective implementation of the programmes and the achievement of the stated objectives of AUD
- derive major lessons learnt during the implementation of the academic programmes/ activities and other programmatic and administrative initiatives undertaken so far and examine how the experiences gained and lessons learnt can be used to improve programme planning and management during the coming years

- identify the strengths and weaknesses of the systems and processes adopted, identify challenges and provide recommendations for mid-course corrections and adjustment and alignment of the academic programmes and other administrative initiatives to be undertaken during the next five years keeping in view the stated objectives of AUD and the constraints identified and the lessons learnt so far.

These objectives were kept as the guiding principles and defined the scope of the Review. The scope was thus confined to the following aspects: the University's structures, institutional arrangements, the broad-contours of its programmes, its faculty profile, and its plans for expansion, diversification and consolidation.

The ToR acknowledged the fact that it was, "... too short a time to evaluate the accomplishments of the University and their impact in the larger society." The MTR was, therefore, instituted as a "purposive and participatory exercise ... as a review of the University and its practices against the backdrop of AUD's broad goals, its initial vision and its stated mission." The ToR of the Review also articulated the issues that the MTR was *not* expected to address:

- a critical overview of the broad goals, vision and mission of the University
- a detailed technical evaluation of the programmes (curriculum design, course structures, course content, etc.)
- a review of the typology and vision based on which the Schools and Centres of the University have been established.

### **Mid-Term Review Process**

The Review Committee commenced its work formally on 19 April 2012, and subsequently met for deliberations and consultations in the AUD Kashmere Gate Campus on thirteen days spread over nine months: 19 April 2012, 7 & 8 May 2012, 12 June 2012, 30 July 2012, 21 August 2012, 25 & 26 September 2012, 6 November 2012, 7 December 2102, 19 December 2102, 4 January 2013 and 21 January 2013. The Review was conducted as a participatory and consultative exercise of engagement with the University community. The aim was to assess the extent of AUD's progress and help AUD in articulating the obstacles affecting its progress. The MTR was thus not visualised as an evaluative exercise, but a process of mentoring, intended to support AUD in resolving some of its challenges and dilemmas.

Initial consultations, in the form of a brainstorming workshop conducted intensively over two days in May 2012, were held with the Vice Chancellor, Registrar, Controller of Finance, the Library and IT teams, the Schools - their faculty members, a subset of students from the UG, PG, MPhil/ PhD programmes, and some alumni of AUD. This workshop provided the Committee the opportunity to interact closely with the University community. Reflections and sharing by (a) students regarding their experience while at AUD and prospects after graduation, (b) faculty members regarding academic programmes and innovative practices at AUD, and (c) Senior Management on the governance and development of the University, provided critical issues for the Committee to deliberate upon. Subsequently, meetings were also held with the Senior Management, the administrative staff, and members of the staff welfare collective. Some additional consultations took place with the undergraduate students

who had been recommended to take English language proficiency courses, along with the teachers teaching these courses. A survey of the language background of undergraduate students was conducted as part of the Review team's reflections on student issues. Details regarding all such meetings and interactions appear in Annexure B.

This Report presents an overview and analysis of some of the critical issues that in the opinion of the Mid-Term Review Committee confront AUD. It also contains the recommendations of the Committee as action points for mid-course corrections to be initiated by the University. The Committee would like to emphasise that its analysis of the current situation and the recommendations it is making should not be seen piecemeal but as an integral whole.

### **Acknowledgements**

The review process benefitted significantly from the articulation of concerns and issues by the faculty, staff and students from AUD – we would like to thank all of them. In particular, the Committee would like to thank the Vice Chancellor for extending all support for the conduct of the Review. We would also like to thank the Senior Management, all Deans, Directors of Centres, the Registrar, the Controller of Finance, the Library and the IT Teams.

The Committee is particularly grateful to Professor Vijaya Varma for finding the time and making the effort to help in the writing of the report. The Member-Secretary, Manasi Thapliyal Navani was most diligent and conscientious in the constant support she provided. The Committee would also like to thank Anindita Chatterjee and Vikas Dalal, for their valuable assistance in terms of research, documentation and organisational work.

## Chapter 2

### The University

#### I. Vision, Mission, Goals

The University is named after Dr B.R. Ambedkar, the visionary Indian reformer. Taking inspiration from his life and work to define its institutional philosophy, AUD's vision statement commits the University 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. The University is making an attempt through its programmes, not merely to respond to the demands of the market, but to create leadership for public systems, and develop professional capacities in its students for social transformation through constitutional means. AUD has, therefore, been concentrating on programmes that are of social and academic relevance in the present and future times, apart from offering discipline-based liberal arts programmes at the Bachelors and interdisciplinary programmes at the Masters levels.

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 the only university in the region to cater exclusively to the study of the humanities and social sciences. As articulated in its publications, AUD believes, "... the study of these streams...will not only play a pivotal role in improving understanding amongst cultures but also transform human experiences into lessons for the future." The University 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, field-work 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 University has pursued these objectives while striving for excellence in higher education in the social sciences and humanities.

## II. Structure of the University: Governance and Organisation

### *Academic Structure*

AUD has a unitary (non-affiliating) structure with undergraduate, postgraduate and MPhil/PhD programmes. The academic structure of AUD comprises Schools of study, Centres and Programmes. Schools are expected to have relatively well demarcated epistemic contours. The distinct typologies in the nomenclature of the Schools reflect the focus on areas of knowledge and professional specialisations, which although relevant to contemporary times, are not being given enough emphasis by other universities in the region. The Schools are expected to have relatively more stability, larger core faculty and flagship programmes for teaching and research.

There are at present nine functioning Schools of study:

- The School of Business, Public Policy and Social Entrepreneurship (SBPPSE) which offers an MBA programme (with additional emphasis in Public Policy and Social Entrepreneurship)
- The School of Culture and Creative Expressions (SCCE) which offers an MA programme with four specialisations: MA Cinematic Art (Film Studies), MA Literary Art (Creative Writing), MA Visual Art, and MA Performance Studies
- The School of Design (SD) which will offer an MA programme in Design
- The School of Development Studies (SDS) which offers MA and PhD programmes in Development Studies
- The School of Educational Studies (SES) which offers an MA programme in Education
- The School of Human Ecology (SHE) which offers an MA programme in Environment & Development and a PhD Programme in Human Ecology
- The School of Human Studies (SHS) which offers MA programmes in Psychology (Psychosocial Clinical Studies), and Gender Studies; three MPhil programmes – two of which are professional (Psychotherapy & Clinical Thinking, and Development Practice), and the third in Women's & Gender Studies; and one PhD programme
- The School of Liberal Studies (SLS) which offers MA programmes in English, History, Economics, Sociology; two MPhil programmes (Hindi and History); and PhD programmes in Hindi, History, and Sociology
- The School of Undergraduate Studies (SUS) which offers BA Honours programmes with possibilities of majoring in one of seven areas (Economics, Psychology, English, History, Sociology, Mathematics, and Social Sciences & Humanities).

The School of Law, Governance and Citizenship (SLGC) is slated to start functioning in the near future. By the end of the academic session 2013–14, AUD is thus expected to have 10 functioning Schools.

The Centres on the other hand have a relatively flexible structure and comprise a group of professionals and scholars put together, more or less in project mode, to undertake research, documentation, training and some teaching in lesser known or neglected areas of social and academic concerns. Structurally, the Centres, as conceptualised at AUD, are a novel idea and are identified as distinct locations for project-based research, policy advocacy, capacity building and networking with the community. Unlike the Schools of study that are completely supported by University finances, the Centres are expected to be financially self-

reliant, staffed by a Director, some core and project staff assigned to it. The Centres are visualised to have project staff appointed on part-time and contractual basis from time to time and can also be staffed by faculty from the various Schools of study concurrently for a finite time.

Currently there are three functioning Centres. These are:

- The Centre for Community Knowledge (CCK)
- The Centre for Early Childhood Education and Development (CECED)
- The Centre for Social Science Research Methods (CSSRM).

Some more Centres are on the anvil. These are the Centre for Development Practice, the Centre for English Language Teaching, the Centre for Equality and Social Justice, the Centre for Engaged Spiritualities & Peace Building, the Centre for Leadership & Change, the Centre for Publishing, and the Centre for Social Application of Mathematics.

The functioning of the Schools of study is overseen by their respective Deans. There is an office of the Dean, Student Services that oversees the induction of fresh students into AUD, and looks after the mentorship of students while they are at the University. It supervises the awards of Scholarships, Financial Assistance, Bursaries, Fee Waivers, Grants, Campus Jobs and Placements. There is also an office of the Dean, Academic Services, overseeing appointments of academic personnel and their service conditions. The University has a Planning Unit focusing on the planning and the development of the University.

### **University Bodies**

The University has a number of regulatory bodies responsible for its functioning. These include the University Court, the Board of Management, the Academic Council, and the Finance Committee.

#### *University Court*

The University Court is the supreme authority of the University and has to meet 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 in-charge of the general management and administration of the University.

#### *Academic Council*

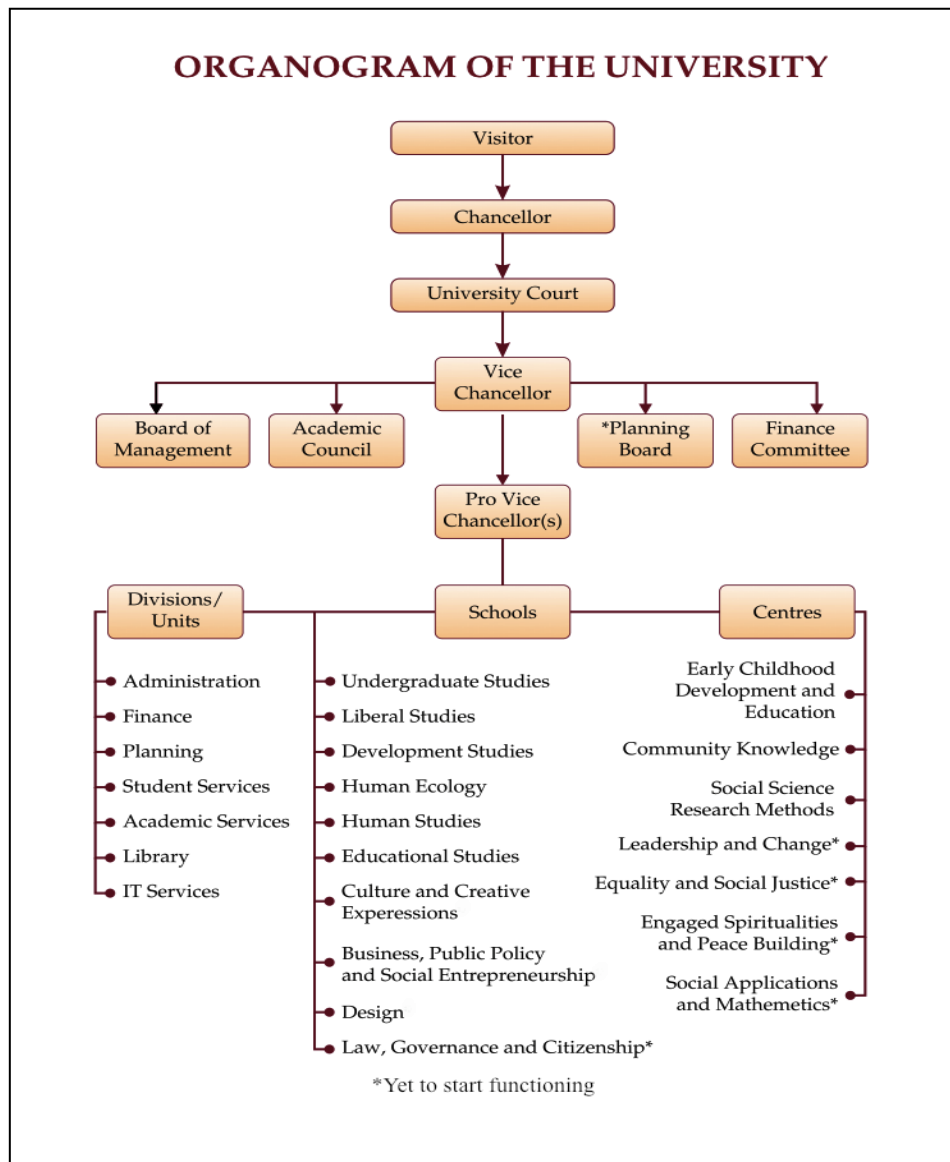
The Academic Council is the principal academic body of the University. It is responsible for managing the academic affairs and matters of the University as well as for the maintenance of standards of instruction, education and examination in the University.



*Finance Committee*

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

*AUD: An Organogram*



*Administrative Structure*

The administrative structure at AUD includes Administration and Finance and structures to manage administrative support to resources like the Library and IT Services. The actual administration is planned as a slim and flat structure operating with a combination of regular and contractual (fixed-term) appointments with provision for lateral movement. Currently,

AUD is in the midst of setting up a cloud-based ERP system which is expected to streamline administrative procedures and make them more efficient.

The total sanctioned administrative/ financial staff positions for AUD as of 2013-14 and the number of posts filled till December 2012 are indicated in Table 1 below:

Table 1

Title of the post	No. of posts sanctioned	No. of posts filled	Mode of appointment	Vacant posts
Registrar	1	1	on deputation	--
Controller of Finance	1	1	on deputation	--
Director (IT services)	1	1	on deputation	--
Deputy Registrar	5	1	on deputation	4
Deputy Librarian	1	-		1
Assistant Librarian	2	1	on contract	1
Assistant Registrar	14	9	6 on deputation, 1 on contract	5
Research/Planning Officer	2	--	--	2
Professional Assistant	3	2	2 on contract	1
Junior Executive	47	15	9 on deputation, 5 on contract	32
System Administrator(IT)	2	--	--	2
Assistant	35	22	3 on deputation, 19 on contract	13
Junior Executive	1	1	on contract	--
Junior System Administrator	1	1	on contract	--
Technical Assistant (IT)	3	3	One on deputation, 2 on contract	--
Security Supervisor	2	--	--	2
Office Attendant	20	19	19 on contract	1
Total	141	77		64

### III. Academic Programmes

#### *Disciplines and Interdisciplinarity*

One of the core principles underlying the programmes offered at AUD is that there should be disciplinary orientation to undergraduate studies while postgraduate programmes should be interdisciplinary in nature.

Programmes are housed in Schools, but have structures that allow for courses from other Schools and Centres as well. Every programme is expected to have a core module of three or four courses. These courses reflect the philosophy and the unique interdisciplinary perspective that the School represents. In addition there are elective courses which include courses from a branch of specialisation within the School.

At present, the School of Liberal Studies (SLS) is offering postgraduate programmes with disciplinary orientations in Sociology, History, Economics and English as against the interdisciplinary programmes offered at the MA level by SHE, SDS, SHS, SCCE, SES and SBPPSE.

#### *Growth of AUD*

AUD has grown in terms of the number of Schools, programmes, faculty and students starting from the academic year 2008-09. The total number of programmes increased from 1 postgraduate diploma in 2008-09 to 32 programmes (7 undergraduate, 14 postgraduate, 5 MPhil and 6 PhD programmes) in 2012-13 (see Figure 1). During this period, the number of faculty members increased from 6 to 95 (see Figure 2).

Figure 1

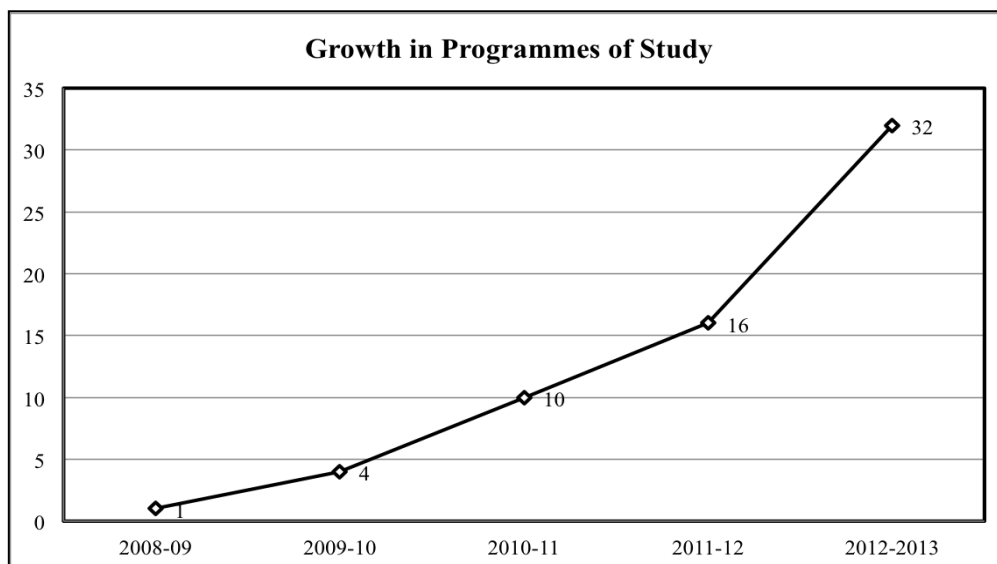
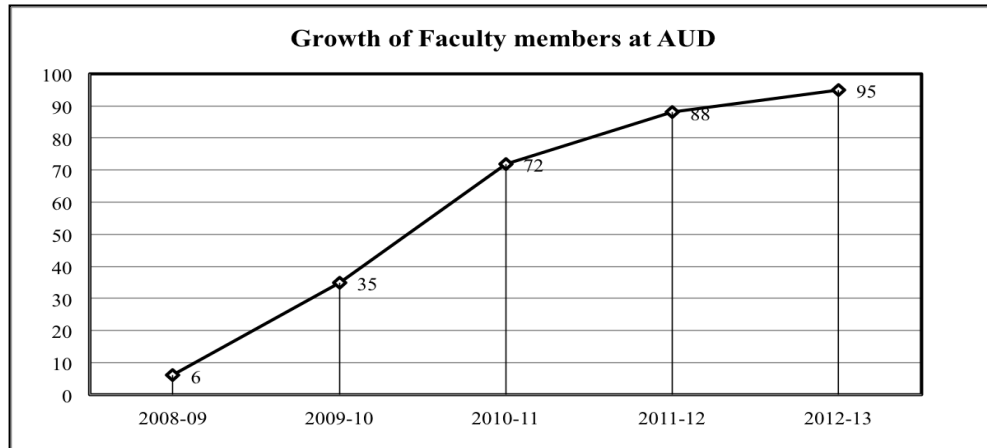
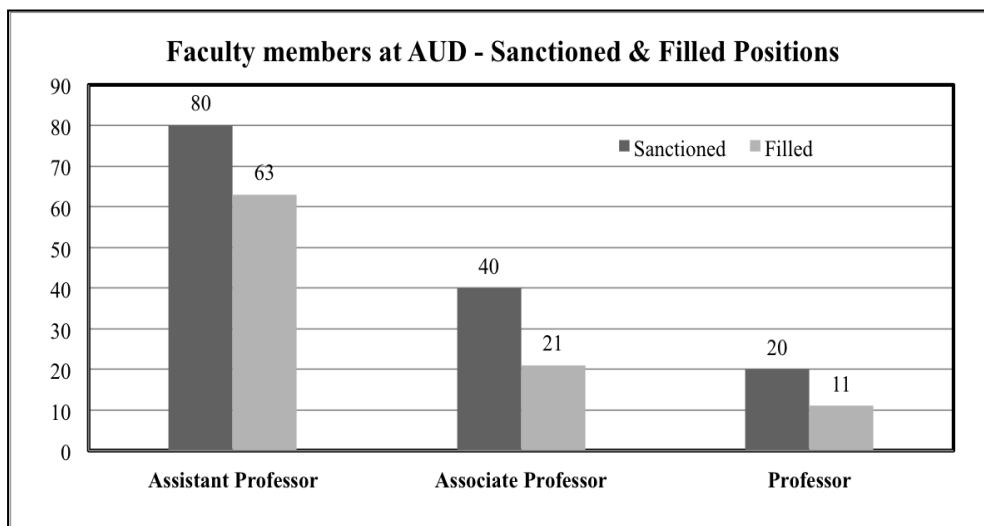


Figure 2



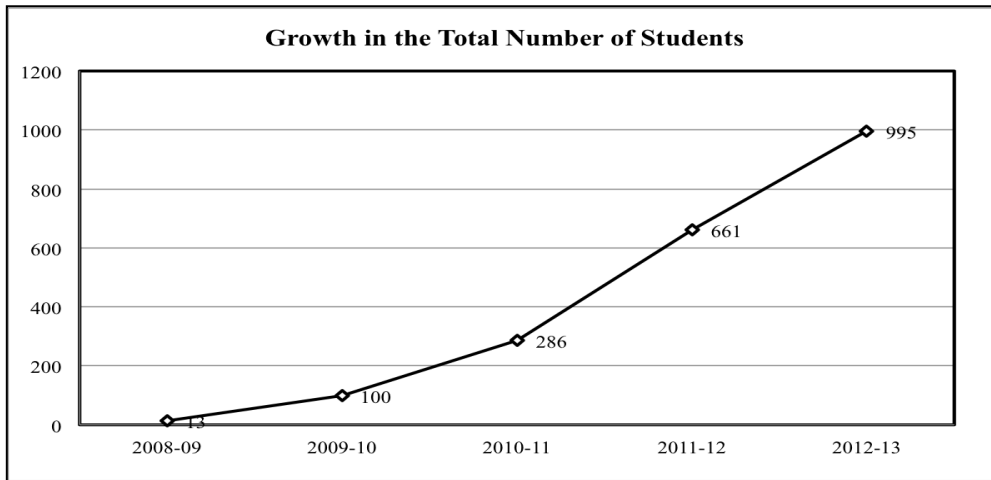
50 faculty positions (14 Professors, 16 Associate Professors, and 20 Assistant Professors) were created in the academic year 2008-2009 through a resolution of the BoM in its third meeting on 3 November 2008. Subsequently, the BoM in its seventh meeting on 31 May 2010 approved the creation of 90 additional faculty positions (6 Professors, 24 Associate Professors, and 60 Assistant Professors). The number of faculty positions filled at various levels against these sanctioned positions can be seen in Figure 3.

Figure 3



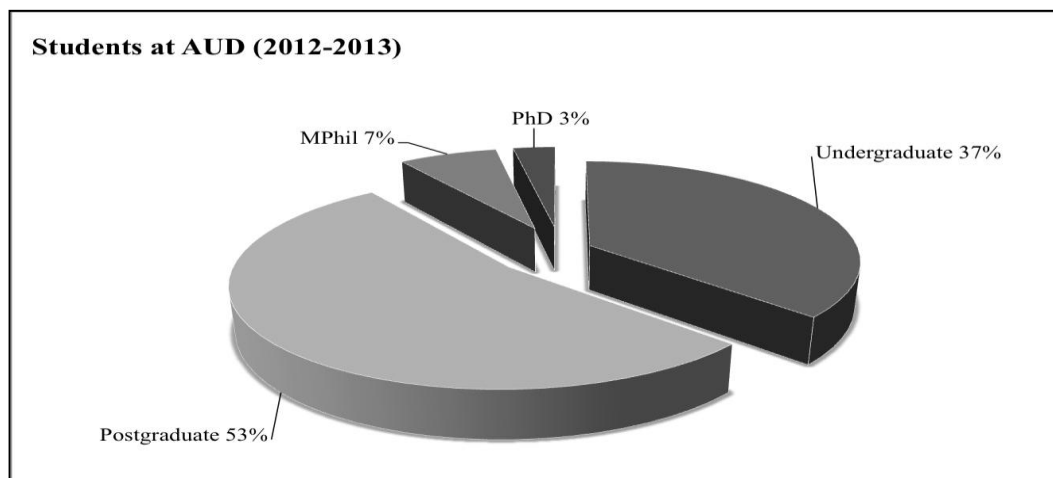
The total number of students at AUD during 2008-12 increased from 13 to 995 (Figure 4).

**Figure 4**



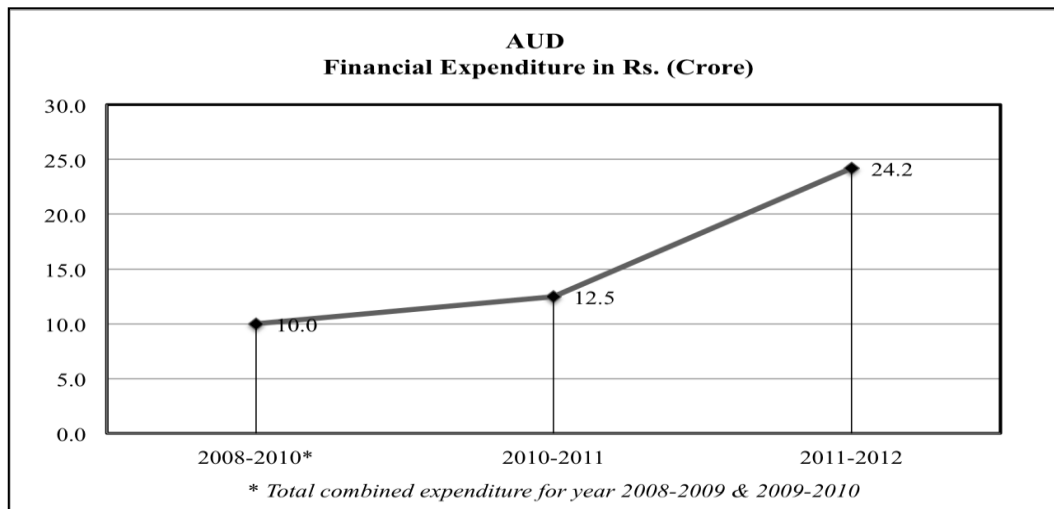
Currently there are 7 programmes offered at the undergraduate (UG) level in which a total number of 366 students are enrolled. At the postgraduate level, there are currently 14 programmes of two years duration, offered by different Schools. The total number of students currently enrolled in the postgraduate programmes is 534. At present, the distribution of students at various levels is 37% in undergraduate, 53% in postgraduate, 7% in MPhil and 3% in PhD (Figure 5). This composition will change substantially as the proportion of undergraduate student increases.

**Figure 5**



AUD's annual financial expenditures have grown exponentially since year 2008 (see Figure 6) and it is in its rapid growth phase. Financial expenditure is going to increase substantially in the coming years. The rate of increase in expenditure will of course slow down progressively, but it will stabilise only when the University reaches its optimum size with about 5,000 students in its first phase of expansion. With the current increase in its programmes and activities (many of which are already on the anvil), and the campus development activities that will take off in the near future, the current rate of growth in expenditure should not be seen as out of ordinary as it is the norm for all new universities.

**Figure 6**



## **Chapter 3**

### **The Beginning (2008-12)**

#### **I. AUD's Uniqueness**

AUD's uniqueness is marked by its underlying philosophy, its organisational and management structure and its academic programmes. AUD's growth can be characterised by collegial practices and the emergent diversity in its innovative programmes. AUD comes across very clearly as a university seeking to define its identity by giving itself the mandate to achieve excellence with equity.

The basic philosophy guiding AUD and the energy with which many elements of its vision have been put into practice by the founders of the university, has creatively redefined the role of a university in the Indian context.

The Committee has noted with appreciation the excellence that AUD is seeking and the effort it has put into not duplicating conventional Indian universities. AUD has thus provided a great precedent for new universities being set up in the country. There are challenges and constraints that the Committee has noticed, but despite these, AUD has been able to give value to its identity as a university for the social sciences and the humanities. AUD is already asking of itself the question of what roles it can play for community outreach despite all the visible constraints of human resources, lack of infrastructure, etc. These efforts are to be commended.

The Committee has not come across any university in the country which has voluntarily decided to get itself reviewed as in the present case. Universities are usually coerced to undergo review. There was no statutory obligation for AUD to get this review done, yet it pursued this exercise diligently looking for ideas for mid-course corrections.

#### **II. Success**

The success of AUD is evident when compared to the 18 Central Universities established around the same time, which are still struggling to find faculty or chart a development trajectory for themselves. This success has been made possible by dedicated leadership and an imaginative vision pursued by the Vice Chancellor and the Senior Management with the active support of the Government.

The Committee's observations on areas in which AUD has achieved success are:

1. AUD has moved, in the Committee's judgement, from conception to reality in a very short span of time. Designed by intent to be compact, non-affiliating and different in its administrative and management structures from older universities, it has evolved not merely swiftly but in a unique manner.
2. The University, in its functioning, has consciously avoided ad-hoc solutions and pursued all decisions through deliberative and consultative processes. All its developments have taken place in the face of constraints and without copying existing structures.

3. The University is constantly putting into place systems for institutionalising its growth.
4. It has been successful in developing innovative and creative curricula that promote learning. This has been made possible through wide-spread consultation with academics and leading scholars from different disciplines across the country and from abroad.
5. In fact, the highlight of the evolution of AUD over the past four years has been the remarkable ingenuity with which the creation of interdisciplinary courses as central to the identity of the University has been pursued. AUD's undergraduate programme holds the promise of becoming a pace-setting exemplar which benefits from seamless sharing between different Schools, postgraduate and research programmes as also the involvement in it of all the teachers of the University.
6. Adopting an assessment system and evaluation models that facilitate alternative teaching-learning processes and doing away altogether with an Examination Branch, and the office of the Controller of Examination, have been signal achievements. The flexibility inherent in the assessment system that has been adopted, after a series of consultations within the University, is facilitative of innovative curricular and teaching processes.
7. The University is now institutionalising its innovative programmes. This process has been supported by the appointment of talented faculty members over the past four years. Innovative processes in appointment, which included consultation with external experts to identify potential faculty members, has ensured that the University has been able to make good appointments to its faculty in this short span of time. Good appointments make good universities and AUD has consciously followed this maxim.
8. Quite unlike other new universities, AUD has been able to find faculty for its innovative and distinctive programmes and the credit for that has to go to the Vice Chancellor, who has intensively and creatively engaged with the process of faculty selection.
9. The organisational and management structure adopted by AUD is aimed at creating a responsive and efficient decision making process within the University. AUD's Board of Management, its premier executive authority, is lean in structure so that a small cohort of people (informed by deliberations of the university community) along with a few independent experts, participate in its decision making. The optimal functioning of this system is reflected in the consistency and diversity of initiatives and the expansion in the University's programmes of study.
10. The University has put in concerted effort to focus on the well-being and mentoring of its students which is pursued as one of the core elements of its institutional philosophy. Efforts aimed at evolving a mentoring process at the university level and intensive teacher-student engagement within programmes, may have met with uneven success, but they are nonetheless being actively pursued and redefined in the university context. This is a rare experience in the culture of institutions of higher learning that surround us.



11. The University has initiated a series of public lectures and events like the annual Ambedkar Memorial Lecture and Conversations with eminent academic and public figures. These have already become noteworthy events in the intellectual calendar of the city.

On the whole, perceptions about AUD in the community are good and the impression among young students and academics is very favourable. It is felt that AUD can be a role model and a pace setter for new universities to be set up in the future, who would do well to study the method and approach to creating a new institution that has been followed by AUD. The Committee has noted with pleasure AUD's success. However, in its report, the Committee while recognising these successes has chosen to address issues which if not addressed may adversely impact AUD in the future.

### **III. Issues and Constraints**

Some of the issues and concerns that require attention include the following:

#### *Expansion and Consolidation*

This is an issue with multiple dimensions and a matter of concern for all new universities. While the pace of the AUD's expansion is commendable, a note of caution needs to be sounded. There has been rapid growth in its programmes and personnel, but the supporting resources and infrastructure have not kept pace. Further, there has been uneven progress across Schools and programmes. Any further expansion of AUD is faced with both infrastructure and academic constraints that are programme related, even as the Committee recognises that AUD is about innovative academic programmes. More programmes, and different programmes, ask for a critical balance between academic growth and governance support and infrastructure. Moving too fast could undermine this balance. At the same time, certain critical areas and programmes (particularly those intimately connected with the core philosophy of AUD) will of necessity need to be initiated immediately. Institutional growth is always path-dependent and the future of AUD may get distorted without adequate emphasis on these areas at its present stage of development.

#### *Catchment Area of Students*

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. Although the Committee noted a deep commitment to the idea of equity among the University community, however it did not see concrete initiatives to reach out to the best students either from the outskirts of the National Capital Region of Delhi or from Government Schools in Delhi. What happens to students after they come to AUD is also an area which the University has not addressed sufficiently. A robust feedback mechanism, as a norm for students of all Schools, does not seem to be in place at present.

#### *Curriculum: Content and Level*

The level at which courses, particularly the undergraduate courses, are pitched is a matter of some concern. The reading lists for courses many times appear too ambitious in range and

appear to be pitched at too high a level. The Committee was concerned at the apparent dilution of an inter-disciplinary approach in some of the Masters programmes, particularly in the School of Liberal Studies. The Committee also observed with some concern that the University has not made substantive and concerted effort at creating adequate academic and curricular support structures, particularly towards language support, for students whose medium of instruction before coming to AUD was not English.

### *SUS Structure*

The organisation and the structure of the School of Undergraduate Studies has emerged as a major area of concern. It is the space which will host the majority of students at AUD. The proportion of undergraduates to the total number of students is and will continue to be large, but in its very conception this School does not have any core faculty that it can call its own. The teaching commitments of faculty to the School seem to be based on voluntarism. The Committee is concerned that the structures in place for the governance of SUS are not proving adequate to the task.

### *Faculty*

The Committee has already noted that AUD has met with much success in the appointment of talented faculty in times when other universities have struggled to do so. This faculty has also been placed in an innovative academic space. AUD now needs to think how to realise the full potential of its faculty in both teaching and research and actively explore an innovative professional development plan for its faculty. AUD also needs to correct the unevenness in the current distribution of faculty members across Schools, wherein a School like SLS has a disproportionately large deployment of faculty as compared to other Schools. AUD also needs to now think of synchronising the academic activity that it considers to be of priority with faculty appointments in the future. Greater clarity is also required on concurrent appointments and commitment of teachers to different Schools, particularly to SUS.

### *Research*

The future reputation of the University will depend not on teaching alone but also on research and publications. There is not enough evidence of faculty members undertaking research as evidenced by the records of research in AUD. This may be due to an extent, to the substantial engagement of faculty in development of innovative curricula, many of which are being designed for the first time. This is an area of concern and AUD has to explore ways of fostering a dynamic research culture and milieu in the University.

### *Infrastructure*

The University has so far functioned from two campuses but it has been asked to move out of one. This will result in a severe shortage of classrooms and space for faculty seating. There will be no Hostel for men students. The Committee is concerned that if additional space is not provided to AUD immediately on its Kashmere Gate Campus, its functioning and existing programmes will suffer immensely. Further, the land already allocated to the University is a critical minimum and absolutely essential for its future growth. The allotment to AUD is not just for here and now. It must be inclusive of what the University will need 10 to 20 years

from now. This is critical, as in a metropolitan city like Delhi, contiguous spaces do not become available easily and their absence will jeopardise the planned expansion and functioning of the University in the long run.

#### *Administrative Support*

AUD started out with the intention that in its administrative structure it will not replicate those in existing institutions. It has struggled in persisting with this conviction, as reflected in the concerns expressed to the Committee by faculty members, administrative staff and the Senior Management. However, difficulty in getting committed and good administration personnel on deputation has left AUD with a severe shortage of quality administrative staff.

These issues, the Committee feels, have to be taken up immediately for critical assessment and action by the University. AUD needs to be aware, even in its day to day functioning, that it is very easy to slip into conventional modes of operation. It needs to remind itself of the vision and the kind of thinking that went into the creation of its innovative structures. The Committee also feels that if the University does not introduce corrections here and now, these may prove much more difficult in the future.

## Chapter 4

### Expansion and Consolidation

For most new institutions finding a balance between expansion and consolidation is often a dilemma. AUD is no exception. Even though expansion and consolidation should not be seen as mutually exclusive, the Committee fears that AUD may choose to expand without consolidating the gains of past years.

#### Issues

The initial plan of AUD envisaged a total enrolment of about 5,000 students by the year 2018-19. Exceptional as the present growth of AUD has been, achieving this target would require even more substantial expansion in the number of programmes and student enrolment during the next five years. Many innovations have been attempted and pursued in governance, curriculum planning, faculty recruitment and internal mechanisms for creating a distinct institutional culture. This has been achieved amidst infrastructural hurdles, delays at various levels in getting adequate physical space, and sailing against the norms within which higher education is configured in the city and, in fact, the country.

It is time to reflect, review and to examine the issues bearing on curricular and pedagogic innovations and the mid-course corrections that may be required. One of the key issues relating to the future of AUD is the need for the consolidation of existing programmes to improve their quality and efficiency. It would seem that some postgraduate and undergraduate programmes at AUD need reorientation to improve their relevance and quality. Discussions with current and former postgraduate students of AUD suggest that some courses are too broad-based and not sufficiently in-depth. The opinion was also expressed that not all programmes or courses equipped students with the specialised knowledge and skills required for future employment in related professional fields.

Innovation and expansion have been pursued at AUD in a context in which many of the governance systems, indispensable for running a university, are still being institutionalised. This has been a challenge to AUD's functioning, and it could emerge as a critical determinant of the trajectory of its evolution with a possible change in leadership on the horizon. The University needs to consolidate now the strong foundation that will be required to make AUD the kind of institution of higher learning that it is envisaged to be.

The major factors that would determine the pace and timeframe for the expansion of AUD would depend upon the pace of construction and expansion of physical infrastructure on the new campuses and the recruitment of both academic and non-academic staff to support the proposed expansion.

#### Recommendations

1. Development must be sequential. Initiation of new programmes should be contingent on infrastructure, logistics, space, and recruitment of faculty. Given the difficulty that the University is experiencing in getting space to effectively run its existing programmes, it may find itself in a situation where increase in student intake may

have to be deferred for some time, unless it can persuade the government to give it additional space in the immediate short-term. These constraints should also not be allowed to become a deterrent to its long-term development. Government needs to secure and make available additional space and land to the University in order for it to evolve and expand meaningfully.

2. Given the current infrastructural constraints of the University, initiation of new programmes may be restricted, for the time being, to only those that have already been identified by AUD in its internal planning, i.e. those within the School of Business, Public Policy & Social Entrepreneurship, the School of Design, the School of Law, Governance & Citizenship; and to give preference to those programmes that are close to the core of AUD's philosophy and mandate.
3. The existing MA programmes offered by different schools may be expanded only marginally with more attention being paid to consolidation to make them more relevant, efficient and effective. This would entail a comprehensive review of curricular and pedagogical issues within each programme, with specific focus on basic issues like the level of the courses, interdisciplinarity, and linkages with other programmes. It would appear that this has not been addressed adequately in the first phase of curricular planning.
4. All postgraduate Schools may expand by offering MPhil and PhD programmes that are relevant to their mandate or focus area, depending on the availability of faculty time and without jeopardising the quality of programmes already on offer.
5. In an ideal world there should be as many programmes of study on offer as possible. Given the present constraints, AUD can decide to keep the number of undergraduate programmes at the current level, but increase the student intake gradually under each programme to about 50. A gradual increase in the number of programmes on offer in undergraduate studies can be envisaged over a five-year horizon. Some subjects, which need to be gradually introduced as possible electives in the undergraduate programme, could be philosophy and political science.
6. AUD must take note that in its present phase the issue is not expansion *versus* consolidation but rather expansion *with* consolidation. If the University continues to expand at the present rate without constantly reviewing the path it is traversing, there is a reason for concern that it might get consolidated at the lowest level.

## **Chapter 5**

### **Students**

AUD's mission has been not merely to provide access to quality higher education to students irrespective of their backgrounds, but also to ensure that all students once admitted traverse the path of higher education smoothly and successfully. AUD's mandate is to support all students in finding their moorings in the University's academic and social spaces and also to take cognizance of the needs of students from disadvantaged backgrounds.

#### **Issues**

From the Committee's interactions with students and faculty, a range of issues have emerged, highlighting the challenges confronting the University in meeting its stated objectives. These include the extent of outreach of the University to students from disadvantaged backgrounds as well as to students outside Delhi who may not have access to information about the different avenues available for good higher education in the social sciences. At present there is no robust support mechanism for handholding students and for creating a collegial environment for integrating students from diverse backgrounds into the academic and social life of the University.

AUD has adopted English as the medium of instruction at all levels and has a policy of not discriminating against admitting students to programmes on the basis of their lack of proficiency in the English language. This makes it imperative for the University to attend to the needs of disadvantaged students to improve their proficiency in the English language, at all levels – undergraduate, postgraduate and research. From the details provided to the Committee, it is evident that more than 50 per cent of the undergraduate students have to do the basic level English proficiency course although not more than 20 per cent of undergraduate students come from government schools. This challenges the myth that only students from government schools and disadvantaged backgrounds need language support in English. The language support structures that AUD creates and provides for its students could be a mark of its uniqueness and be critical for the fulfilment of its mission.

The Committee in its interaction with both undergraduate and postgraduate students found that they were often unclear of AUD's vision and that although they heard often that AUD was different from other universities, they were not sure in what ways it actually was. Students appreciated small class cohorts and engagement with faculty members but were not clear, for instance, about the nature or need for foundation courses at the undergraduate level, the interdisciplinary focus, and the flexibility of choosing courses across Schools at the postgraduate level. In some of the innovative postgraduate programmes like those offered by SDS, SHE, and SHS, students and graduates while sharing the exuberance of studying these courses also shared apprehensions about life and professional prospects after AUD.

AUD comes across as a university committed to mentoring its students. It would appear that the mentoring programmes attempted have not been uniformly effective. There is urgent need to work on structures to augment support for students.

The Committee recognises that the fees in AUD are higher than older public universities. AUD fees have to be higher, because the older models are not sustainable. Compared to private universities and coaching institutions and also to the expenditure of the university, the fees being charged at AUD are not very high. The Committee in its discussions with students did not get a sense that fees were a constraint for seeking admission. As an AUD norm, 25% of the total fees collected during a semester is available for distribution as fee waivers and scholarships (15% for fee waivers and 10% for scholarships). From the figures provided by the University, it is evident that the norm is by and large being followed, though the total number of students seeking fee waivers in some years has not been high enough to completely utilise the 15% corpus kept aside for the purpose. The details are provided in Annexure C.

## **Recommendations**

### *Outreach and Catchment Area of Students*

AUD must make a conscious effort to reach out to potential students from marginalised communities while enlarging its catchment area for admissions. The 15% quota for students from outside Delhi should also be filled proactively by attracting the best students from such areas. AUD could attract students from these categories by pursuing the following options:

- A cell should be created under Student Services, staffed by AUD students, which should engage in outreach activities for attracting social science and humanities students from government schools in Delhi and from areas adjoining the NCT of Delhi. Such a Cell should also undertake handholding and supporting students from the margins.
- Organise and advertise widely, summer events, like a Basic English Proficiency Course for students graduating from class XII. This will create a niche for AUD and help it in reaching out to a more diverse set of students.
- Organise open house events to encourage potential students to read through AUD courses and orient them towards the different combinations of courses that are available. AUD faculty and students would have to conduct these events prior to the admission process for students as well as their parents.

### *Mentoring*

- AUD should design an Orientation programme to share the vision and mission of the University with students after they take admission. Students should have the opportunity to reflect on and engage with this vision.
- AUD should work concertedly to strengthen its mentoring programme, particularly for undergraduate students. The University could consider putting in place a scheme wherein a cohort being mentored could be a mix of students from different years of the academic programmes, attached to a teacher advisor. The objective would be not merely to improve academic performance but also to help students integrate within the social space of the University.

### *Fees*

Interactions with students highlighted the fact that the provisions of fee waivers and the processes involved in availing them were not very clear to new students.

- AUD needs to give prominence to the provisions of fee waivers and scholarships, while advertising for admissions, so that more students from financially disadvantaged backgrounds are encouraged to apply for study at AUD.
- Such information must be prominently displayed on the University Notice Boards, the AUD Website and highlighted adequately not only before admissions but also during the orientation programmes for new students.
- Fee waivers, to be effective, must be awarded before not after fees have been deposited.

### *Earn as you Learn*

- Given the load being experienced by the faculty in administrative work, AUD should work towards creating a *Earn while you Learn* scheme that gives financial compensation to students assisting faculty and Schools in select administrative tasks. Such tasks, depending on a student's abilities, could include teaching assistance, routine administration, library and IT related work, proof reading and copy editing of university materials, etc.

### *Placement*

- Since many of the programmes and courses that AUD offers are unorthodox and innovative, a Placement Cell is urgently required. There should also be an on-going engagement with prospective employers right from the design of programmes, through internships and finally in articulating and marketing the special competencies produced through the programmes.
- Students could be involved in this with university support. This Cell should be proactive in assisting students with placements as well as for transition to programmes of further studies. Such a Cell would maintain a data bank, which would also assist with finding placements for internships and project work.

### *Life outside classrooms*

- This requires urgent attention even though the current deficit in infrastructure is not within the control of the university. Better utilisation of existing infrastructure and greater effort on the part of the university is required to nurture this space. The University needs, for collegiality to emerge, spaces like an auditorium, an amphitheatre, common-room for students, and playgrounds.

### *Dropouts*

- This is a cause for concern, though it is too early to come to any firm conclusion. AUD needs to institute a survey through its student services division to ascertain the reasons for dropouts. It is recommended that Schools maintain records of the stage at which a student drops out or withdraws from a course. At present there is no attempt being made to find out at the School level or by Student Services, as to how many are



withdrawals<sup>1</sup> and how many are actual dropouts. From the data made available by the University (see Annexure D), the Committee finds a high attrition rate in some programmes like MA English (where it is 39%), and MA Sociology (35%). Attrition rates for some other Masters programmes like Environment and Development, and Development Studies has come down from past years, but the attrition rate for the Psychology programme has increased over the years (see Annexure D.1). While more substantive analysis of the existing data is required, AUD must systematically ascertain reasons for attrition and use inputs from this data for programme and course evaluation as well.

#### *Medical facility*

- Group insurance for students and availability of medical help on or near the campus should be organised by the university. AUD should tie up with schemes, hospitals, and agencies that train in first aid.

#### *Alumni Association*

- As the number of AUD graduates grows, it becomes more and more important to set up an Alumni Association which will track students through their career paths. It will not only allow the University to maintain contact with them in the future, but also be an important source of input into any attempt by the University to evaluate its own performance. The University should also maintain detailed statistics on admissions to different courses, on dropouts, scholarships, fee waivers and placements.
- The extensive work done in organising the first Convocation of AUD, particularly in trying to contact as many of its graduates as possible, should serve as a platform for building the AUD Alumni Association. This would not only help AUD get invaluable feedback on university processes but, at a future date, the Association could act as an advocacy group and, may be, even raise funds for the University.

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<sup>1</sup> Withdrawals are students who leave AUD after admission to join other courses and dropouts are those who choose not to complete their study at AUD leaving mid-course.

## Chapter 6

### Curriculum

This chapter outlines some issues related to the organisation of undergraduate curricula, the interdisciplinary focus at the postgraduate level, language support, and course evaluation by students at AUD.

#### **Undergraduate Curricula: Content and Level**

The Committee undertook a review of some specific undergraduate courses. This exercise was based on the feedback obtained during the consultative workshops with the undergraduate students of the University and faculty members teaching these programmes. This was an illustrative rather than an exhaustive exercise as the Terms of Reference of the Review did not require a comprehensive review of curricula by the Committee. The observations below may therefore not be applicable to courses that were not subject to such review.

#### *English*

The concept notes and the indicative reading lists for each course, reveal a structure that is fresh, relevant, comprehensive and interesting. Yet, erring on the side of caution, it needs to be stated that there is an urgent need to fix the number of units or texts in a course that will be taught each semester. Most of the indicated reading lists are vast, specifying only that “texts for the course will be selected from the following list” (e.g., Realism and Fiction). This is not only true of the Realism and Fiction course, but is pervasive. There is a danger then, of courses being considered either ‘light’ or ‘heavy’ by students, entirely on the basis of the ‘volume’ of texts prescribed in the papers making up the course. An exception is Course 6 (vii): *Political Speeches and Writings* which specifies the actual course work entailed as “... an in-depth analysis of any of the twelve speeches and writings...” out of a total list of twenty-three. This roughly works out to five hours of teaching per text, which appears reasonable.

Collection of feedback from students to gauge the efficacy of the present course structure is therefore recommended. All courses should specify the actual content. This will not interfere with the desired flexibility of the courses, as there is room for rotation of units or texts within a course. Moreover, the structure of assessment at AUD allows students to explore texts that are not taken up for actual classroom teaching and the suggested reading lists remain useful in giving direction to students who wish to undertake further projects in the area on their own. It is recommended that the reading lists should be properly annotated, specifying the essential and additional readings for the course.

Few students joining the university fresh from school come equipped with the capacity for abstract thought at the level that seems required for the literature courses. Such capacity is usually acquired by students during their course of study when texts are opened up in meaningful ways through detailed analysis. This takes time. Therefore, rather than race through a large number of texts, one would suggest keeping the number of texts to a minimum, particularly in the first and second semesters. It would be a pity if such excellently

designed courses (path-breaking in some instances) fail to be appreciated by students simply because of their intimidating breadth of scope.

### *Sociology*

Formulated after due process and extensive consultations with expert committees, the courses reflect the vision and mission of AUD especially in terms of social justice and innovation. However, most courses are overloaded in terms of the quantum of work required and often seem to be pitched at the postgraduate level. There is a content overload in most of the courses. The recommended reading lists assume not just familiarity but proficiency in English and seem to be pitched at a level higher than what BA students can manage. There is a need to explore alternative readings and rationalise the quantum of the readings that are prescribed as essential.

### *History*

The courses by and large follow traditional typologies of curricular organisation for History as happens in other universities. These are balanced by a set of thematic and innovative courses that are offered as electives. The expanse of some of the courses, for instance, *Ancient Societies* is vast and, while the bibliography appended to the course cites classics and full volumes, it is not made clear as to what is essential and what should be considered supplementary reading material. This observation is relevant across courses. The other core courses, like *Medieval India*, are also overloaded in content and look better positioned as year-long courses, rather than single semester ones. The content description of many of these courses is thought-provoking and exhaustive, but the courses are pitched at a level higher than is suitable for undergraduate students and do not appear to be suited to the semester mode of teaching.

## **Recommendations**

- A common concern that emerged from all the courses reviewed was that the courses are too vast to be taught in a single semester.
- Given the innovative themes in several of the courses, it is recommended that each course team should endeavour to develop reading anthologies for their respective courses, which can then be updated every academic year, based on inputs and feedback from students.
- Evaluation of each of these courses by students is recommended.
- The issue of undergraduate curricular organisation needs more careful examination than the Committee could undertake and it would be advisable for the University to pursue an internal review of the relevance, content, and level of the undergraduate curricula.

## **Foundation Courses**

Foundation Courses (FCs) as part of the undergraduate programme are a very desirable feature of the programme and AUD needs to be complimented for this innovation. FCs are intended to facilitate the acquisition of basic skills that will be useful to students in their academic and related pursuits. These include, among others, logical analysis, quantitative reasoning, and linguistic and communication skills. As pointed out in the University brochures the FCs “have been prepared with an eye to providing students from varied

backgrounds with a basic understanding of the social sciences, and also common insights into contemporary society”. Thus they are intended to serve a dual purpose:

- (a) to act as a foundation for other courses, and
- (b) to familiarise students with the broad-based concerns of the different disciplines.

Candidates enrolling for the BA (Honours) programme are expected to do a minimum of 16 credits of FCs (though a student can opt for as many as 24 credits worth). The minimum FC component constitutes one-sixth but it could be as high as one-fourth of the 96-credit requirement, to graduate with Honours. A maximum of 80 credits are linked to discipline-specific courses, of which 64 credits are to be earned in the discipline in which a student intends to major and 16 from other disciplines, some of which could be ‘special interest courses’.

Each FC is of 4 credits. Some FCs are compulsory, while others are optional. All FCs are offered in the first two semesters of the Bachelor’s programme. It is important that they are taught in the first two semesters to act as foundation for undergraduate studies and students promoted to the third semester should have cleared all the foundation courses.

While the idea of providing undergraduate students with some basic skill sets is apposite and sound, the Committee recommends an interim review of (a) the organisation and functioning of FCs and (b) the curriculum, pedagogy, and evaluation procedures for the different FCs on offer, to ascertain whether or not mid-course corrections are required. A small committee consisting of some teachers who have been engaged in teaching FCs (preferably the compulsory ones) and some experts who assisted AUD in designing the FCs could be constituted to carry out this review.

Based on discussions with teachers and students, as also from the consideration of the issues that emerged during discussions of the overall curriculum, the following questions could be the basis for such a review of the FCs:

1. Are the FCs serving their stated objectives? Do students attend the non-elective FCs *only* because they are a compulsory component of the programme or, do they also appreciate the objectives underlying the FCs on offer? Overall, is their learning from FCs – especially the analytic and communication skills – reflected in their learning process in subsequent years of the programme?
2. What is the interest level of the students (a) in each of the courses, (b) at different stages of a course, and (c) in terms of their diverse background and academic preparedness at the time of enrolment?
3. Is the level at which the FCs are pitched and the innovation (or lack of it) in their delivery, for example in the case of *Logic and Reasoning*, *Introduction to Social Sciences*, *Quantitative Methods*, and *Identity Through Popular Narratives* – suitable for students, given their level of academic preparedness at entry to the Bachelor’s programmes at AUD?
4. Is it necessary for all FCs to be of four credits, as courses tend to get loaded according to the number of credits allocated to them? Is the content considered necessary for providing

students with a foundational knowledge while at the same time maintaining their interest in the course?

5. Since FCs are common to all streams of majors at the undergraduate level, how will the logistics of organising them optimally in terms of infrastructure, pedagogy, and evaluation be addressed? The salience of this question lies in the fact that failure to address these issues will result in the FCs becoming nominal and perfunctory, defeating the very purpose for their introduction.

The proposed review is *necessary* to provide the FCs a firm grounding in the academic structure of AUD. A mid-term correction would hopefully fulfil the objective with which the foundation courses have been instituted.

### **Interdisciplinarity**

One of the basic principles underlying the structure of courses at AUD is to have disciplinary programmes at the undergraduate and interdisciplinary programmes at the postgraduate level. Programmes are housed in Schools, but the possibility exists for enabling participation of other Schools and Centres in teaching them. Each School can have one or more programme(s). A programme has ordinarily two, three or four modules of courses, either core or elective. The core courses reflect the philosophy and the unique interdisciplinary perspective that the School represents and can span all programmes within a School. The elective modules include courses from a select set of specialisations.

There seems to be an apparent shift towards disciplinary studies in some postgraduate programmes. At present, the School of Liberal Studies (SLS) is offering postgraduate programmes with disciplinary orientations such as Sociology, History, Economics and English. SLS thus has strong disciplinary groupings. This seems to run counter to the structure of other Schools as SLS would appear to offer only conventional disciplinary programmes. SLS's vision emphasises a strong commitment to the training of students in core disciplines as essential before any interdisciplinary pursuit may be undertaken. Their interdisciplinary endeavour is actualised by offering electives that can be taken from different programmes within and across Schools. To what extent this attempt is being realised in practice needs to be reviewed by the University. Interdisciplinarity as an approach can find reflection in the courses of study even within programmes such as MAs in Sociology, History, Economics and English and to an extent it is present in the course typologies and descriptions of some of the programmes offered by SLS. However, as a School, the Committee noted the absence of a core philosophy, vision or perspective that informs the School as a collective and as an integral whole. There are also, apart from electives, no core courses reflecting the School's philosophy, which all students of SLS have to take irrespective of their discipline of specialisation. The Committee noted that SLS is also structurally different from other Schools, having a disproportionately large deployment of faculty as compared to other Schools. Its organisation and governance systems may need to be reviewed and reconsidered by AUD.

## **Recommendations**

In the social sciences, knowledge often develops at the interstices of disciplines. This must be acknowledged explicitly as the Schools review their focus and define their epistemic contours.

Further, teaching which is discipline based, must be conducive to and allow for interdisciplinary pursuits. This must not only exist in principle but must also be put in practice. This could be done, at one level, by mandating as a norm the choice of electives across programmes and Schools. This could also be realised through the selection of faculty, which have inter-disciplinary orientations and research interests.

Even as the Committee notes apparent dilution of interdisciplinary focus within the programmes offered by SLS, it recognises that the pursuit of interdisciplinarity in academic programmes is also contingent on the life and employment prospects that students have outside AUD.

The Committee, however, strongly feels that AUD while attempting to keep intact its focus on interdisciplinarity should institute an internal review, and perhaps, a reorganisation of SLS, while assessing the relevance and strength of its programmes at the postgraduate level. It is important for Schools like SLS to spend concerted time and attention towards articulating their vision, and think extensively about their collective identity. SLS should be more than just an administrative house for different subject departments, which is how it appeared to be to the Committee. This is important, particularly as Schools, according to AUD's Act, are by definition indivisible entities and organised on an interdisciplinary basis. Apart from reviewing the strength of its MA programmes in disciplinary areas, SLS may think of creating and offering programmes in interdisciplinary areas like Comparative Literature, Translation Studies, Urban Studies, Public Health, etc.

## **Language Support**

AUD is a university using English as the medium of instruction at all levels. It is AUD policy not to discriminate against students at the time of admission to undergraduate programmes on the basis of their lack of proficiency in the English language. The University has attempted to attend to the need of students to improve their proficiency in English by offering a core foundation course – *English Language Proficiency Course 1 (ELPC1)* for those of its undergraduate students in the first semester as are recommended to take it on the basis of a diagnostic test at admission. It is apparent from the experience of the past two years that a substantial proportion of students need to take this course compulsorily. In the year 2011, of the 188 students enrolled, 78 were recommended to take the basic proficiency course, i.e. 42 per cent of the students needed support in the English language. In the year 2012, of the 198 students enrolled 98 were recommended to take ELPC1, making it almost 50 per cent of the students enrolled. The students recommended to take language support in English are not necessarily from a background of instruction in a non-English medium. Of the 138 students who responded to the Language Survey (from a total of 185 students admitted to AUD's undergraduate programme in 2012-13), a large proportion (77%) have had instruction in the English medium at school (Annexure E).

Some suggestions for the University's consideration for strengthening language support for its students are:

- The prospectus mentions that English is the medium of instruction. This could be supplemented by stating clearly that the University welcomes students whose language of instruction has been other than English and that AUD provides special support for them to make this transition. It seems that the proportion of Hindi medium students coming to AUD is disproportionately low compared to their ratio in Delhi schools (see Annexure E: Results of the language survey of SUS 2012-13).
- The admission proforma should record the background of students in terms of their medium of instruction along with the clarification that this information would not affect their prospects of admission.
- The English Proficiency Diagnostic test need not be held on the very first day that a student attends University. A few days may be allowed to let the student become familiar with the institution. The test is already being revised so as to capture different levels of proficiency. This process needs to be taken further.
- The current binary distinction between those who need ELPC1 and those who do not, should be replaced by a more differentiated system – those who need ELPC 0 (crash course to be held before the university opens); those who need ELPC 1 and then ELPC 2; those who can begin with ELPC 2 and go on to do a full writing course; and those who go straight to the writing course.
- The current compulsory ELPC course in English language proficiency focuses on academic writing skills. It might help to separate it into 2 different courses. This would mean increasing the weight of language courses in the overall curriculum for BA. This suggestion requires wider consultation.
- ELPC 3 level courses may be designed for Masters and Research students.
- Language proficiency need not be confined to the English language. Social scientists need to understand the language of the society they wish to study. Therefore, language proficiency courses could be organised in other Indian languages (Hindi to begin with but later Urdu and Punjabi as well) and students encouraged enrolling for them. This might reduce any stigma attached to being asked to join an English language proficiency course.
- Teaching of English needs to connect to our social reality and requires the creation of special teaching material suitable to our context. Greater attention and stress on language proficiency would require commitment of additional resources and appointment of specialised faculty equipped for teaching English as a second language. A formal structure for the language cell in the university needs to be instituted, with recruitment of faculty with specialisation in language teaching mandated to initiate an English Language Learning Support Programme. The Committee has noted that AUD's Academic Council has decided to establish a Centre for English Language Teaching. Its development must be given priority by AUD.

AUD should attempt to bridge the gap that exists between those who have access to social and economic opportunities in the world of work through access to the English language and those who lose out on these opportunities by virtue of not having such competence. Training

students in the use of English as they pursue academic studies at AUD could be this university's biggest contribution towards bridging this gap.

### **Programme and course evaluation by students**

Evaluation by students should form an important part of the appraisal of courses. It ensures transparency and accountability in respect of courses and how they are taught by faculty. It will help the University in improving the quality of the programmes on offer. At the same time, it provides a basis for the formal acknowledgment of the contribution of a faculty member in respect of teaching.

Anonymous evaluation of courses by students, have been introduced in almost all the programmes currently on offer (see Annexure I). However, the manner in which the feedback is utilised varies considerably across programmes. There are some good practices in place. For example, in a few Schools, consultation or counselling by the Dean with individual faculty members based on student feedback and sharing of the feedback among the faculty team in order to discuss necessary actions to modify, improve or restructure courses, is being done. This practice, however, is critically absent in SUS and for most subject groups in SLS. Wherever these have been pursued, they are very commendable endeavours, but on the other hand, there are instances of such feedback remaining with the respective teachers without any further action and such cases need to be looked into.

### **Recommendations**

Universities in India have been reluctant to undertake course evaluations. If AUD wants to be different it should have institutional mechanisms whereby feedback from students is used for adaptation and modification of courses.

The Committee recommends that the system of evaluation by students be immediately institutionalised in the following manner:

- Standardise the template for evaluation of each course. The template should leave scope for students to write their comments over and above their responses to the structured questions. Some variation in the templates should be allowed in order to accommodate specificities of different programmes.
- The Dean should discuss feedback from students with individual faculty members and forward an overall summary of the evaluations with comments (and the respective faculty member's responses) to the Dean, Academic Services, at the end of each semester. These records should form a part of the annual appraisal of each member of faculty.
- The Dean may encourage discussion of feedback from students during the periodic review of each programme by its faculty team.
- In the case of larger Schools this review process could be confined within programme groups, with the participation of peers drawn from other Schools where possible. Collective reflection on student feedback among the peer group could be institutionalised.



## Chapter 7

### Undergraduate Studies

#### Current Situation

AUD is a unitary university without a system of affiliated colleges. The undergraduate programmes of study, housed in the School of Undergraduate Studies, are central to AUD. These programmes provide the opportunity to equip students with specific disciplinary training within the broader canvas of the social sciences as a whole. SUS, with the largest enrollment of students within any School in AUD, is different from all other Schools in terms of its mandate, focus and organisation. Its organisational structure is characterised by a unique philosophy that allows for seamless sharing between different Schools, postgraduate and research programmes and the involvement of all the teachers of the University. Students have the flexibility to choose the main discipline(s) after the first year of study which consists of a common foundation module comprising skills in language, writing, communication, analytical reasoning, basic computing, along with an introduction to social sciences.

The undergraduate programmes are particularly significant as they are the foundation for every other programme in the university. The interdisciplinary Master's programmes at AUD should ideally, and largely, draw upon the products of its own undergraduate training. AUD's undergraduate students, it is expected, will be much better prepared for its programmes at the Master's level.

#### Issues and Concerns

The diversity and pluralism inherent in their organisational configuration offer the possibility of creating educational opportunities of high quality in the social sciences at the undergraduate level in the city.

The Committee, however, has some concerns regarding the structure of SUS, which it fears, may act as an obstacle in the attainment of the advantages that SUS has to offer. The undergraduate cohorts are large, but in its very conception this School does not have any core faculty that it can call its own. The teaching commitments of faculty to the School are based on voluntarism. The Committee is concerned that the structures in place for the governance of SUS are not proving adequate.

Based on discussions with the faculty and the Dean SUS, three layers of issues were identified, which need to be addressed to establish the undergraduate programmes on a firm footing and integrate them with programmes from the other Schools.

1. Lack of a well-specified institutional structure to draw upon faculty resources.
2. Lack of clarity on delegation of responsibilities within SUS for the academic administration of the programmes.
3. Lack of adequate administrative support.

Of these three concerns, the last one will be taken up separately.

In principle, the whole faculty of AUD constitutes the faculty of SUS. However, each faculty member is primarily located in one School or another (more than one school in the case of concurrent appointments). Currently, teaching gets organised within each School, completely independently to the exclusion of what is happening elsewhere. Thus allocation of faculty time to other Schools, particularly undergraduate studies, becomes residuary. In other words, the Dean of SUS is a ‘General without an army’ as all faculty members seem essentially to be accountable only to their respective Schools. This has created serious problems of organisation and co-ordination in SUS, particularly for the Dean, who consequently is not in total command of the faculty resources needed for the undergraduate programmes.

The Committee also feels that currently the ability of AUD to run its undergraduate programmes is largely attributable to a set of committed faculty members. A robust structure needs to be put in place immediately to remove the organisational hurdles to effective functioning of SUS programmes.

### **Recommendations**

AUD can consider the following:

- As an immediate measure, create the position of a Deputy Dean, with a tenure of three years (non-overlapping with the tenure of the Dean, SUS). This is essential to begin the process of creation of a coherent structure with distributed responsibilities of academic administration in SUS.
- Set in place an institutional mechanism to allocate teaching responsibilities within SUS. This would require doing away with the current informal practice of appointing coordinators for each programme and instead, appointing Directors for each SUS Programme who would also function as Convenors of their respective subject groups.
- The tenure of Directors of Programmes could be three years. Programme Directors in consultation with the Dean and the Deputy Dean would be responsible for the management and coordination of the programmes of SUS.
- The Directors of programmes, the Dean, the Deputy Dean along with a small group of faculty members could form the core faculty of SUS for three years. The specific recommendations in this regard are as follows:
  1. Introduce a teaching *norm* for faculty members to teach undergraduate courses. This could, for example, be 33% of the total teaching load (amounting to say 4 credits). Such a requirement may rise over time as the number of programmes or courses increase. The norm should therefore be reviewed periodically.
  2. To facilitate the process of creating the core faculty, AUD may consider formation of Subject Groups from the whole faculty with the Directors of SUS programmes as Chairpersons. Each Subject Group will recommend faculty members from different Schools (in the concerned discipline), to be deployed for three years in SUS, with a greater proportion of their teaching commitment being anchored in SUS, while being

concurrent to other Schools. This allocation, on rotation, can be changed at the end of the three year period.<sup>2</sup>

3. This arrangement could be part of a coexisting dual structure, where at one level decisions about workload allocation for SUS could be made through a consultative process between the Directors of Programmes and faculty members located within the subject or disciplinary group.
4. At the second level, the Directors of Programmes would report these decisions to a Committee chaired by the Dean, SUS and comprising all the other Deans and Directors of Programmes. This would facilitate allocation of teaching responsibilities in a democratic and transparent manner, addressing possibilities of conflicts and asymmetries in work distribution. This Committee would be responsible for all major decisions regarding the planning and allocation of faculty time to SUS at the end of every academic year. This process would also strengthen the stake of all other Schools in the functioning of SUS.

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<sup>2</sup> The Committee considered many models that are to be found in different institutions. This suggestion is crafted as a mix of practices found in institutions such as JNU, IIM, the New School for Social Research (New York), and the University of Sussex.

## Chapter 8

### Faculty

#### Appointments

Statute 12A (2) and (3) of the University state that every School of Study "... shall be organised on an interdisciplinary basis, and shall bring together knowledge, scholarship and other resources to offer programmes of study and research across a range of disciplines in the liberal arts, humanities and the social sciences. Each School shall have: teachers assigned to it; teachers assigned concurrently to two or more Schools and/or Centre(s); adjunct faculty; research, professional and other academic staff." Schools, thus, by their very definition, are constituted as much by the core teaching faculty as by the concurrent faculty, adjunct faculty and research and other academic staff.

The interdisciplinary character of AUD's programmes is one of the key attractive features of the University and this unique vision emphasises the need for inter- and cross-disciplinary approaches to the social sciences. It facilitates and demands a critical and continuous engagement of the academic programmes with interdisciplinary work that finds reflection in both teaching and research. It was hoped that this structural innovation would help create a kind of culture, an approach towards knowledge creation and dissemination, which would prevent creation of disciplinary silos; that it would strengthen creative tensions and pulls to facilitate a dialogue among different disciplinary perspectives, and thus increase the possibility of nurturing a transdisciplinary research culture in the University.

#### *Concurrent Appointments*

The proposal to institute a system of concurrent appointments was incorporated into the architecture of the University in the third meeting of the Board of Management held on 3 November 2008:

Teachers will be appointed to the University and not to a specific School or Centre, and a teacher thus appointed will ordinarily be attached to more than one School or Centre. 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. This arrangement also enables reconfiguring research-groups and programme-teams periodically, keeping in perspective the fluidity in the contours of knowledge.

Based on the discussions with teachers during the course of the MTR, it is apparent that there is an appreciation and receptivity towards the idea of concurrence. This makes for a live and vibrant experience for both teachers and students in AUD, but there are also some critical issues that have a bearing on the functioning of concurrence in the University. These are:

- The translation of this vision into the everyday requires thinking through processes, institutionalising them and putting them into effective practice.
- Questions are emerging about what the faculty is expected to do in the different Schools, in terms of administration, teaching and research, and how allocation of faculty to particular Schools or Centres is decided.

- So far, there have been only a few formal concurrent appointments. Even though AUD's Statutes mandate that academic appointments are to the University and not to a particular School, actual appointment letters to faculty specify appointments to particular Schools with the proviso of concurrence.
- Concurrence, by and large, is based on voluntarism, informal identification of interests and requests by programme teams from one School to get faculty members from a different School to teach in their programmes or offer electives. Consequently only a few teachers seem to be teaching across Schools and their workload then is proportionately higher than that of others. The amount of administrative responsibilities they are (un)able to take on in any of the Schools or Centres may therefore end up as a contentious issue.
- Logistic issues, like the distance between the two campuses, make faculty meetings across Schools difficult and therefore have a bearing on the extent to which concurrence can be realised.

While the basic principle of concurrence and permeability of movement across Schools and Centres of both teachers and students is to be reaffirmed, the University needs to address the emergent issues that are primarily structural. A formalisation of the process is required to make the system of concurrent appointment work efficiently.

### **Recommendations**

- There is a need for reformulating the letters of appointment to AUD faculty, to stay true to the original philosophy of concurrence. The nomenclature of primary or secondary appointment is a deviation from the idea of concurrence.
- The appointment letter has to state clearly and unambiguously that appointments are to the University and that although the initial association may be to a particular School, it will be to more than one School. Appointments made to the University, can be anchored in Schools, but also specified as disciplinary appointments to facilitate the formation of disciplinary groups for teaching in SUS.
- AUD must make a restatement of the requirement that every faculty member needs to teach in more than one School. This should be pursued proactively before disciplinary entrenchments become resistant to change and structurally inhibit flexibility. Parallel to this there must be an administrative restatement and articulation of rules and guidelines to facilitate concurrence.
- Transparency in the process of allocation of academic duties and other administrative responsibilities needs to be brought in.
- A possible mechanism for allocation of duties and responsibilities for SUS has been proposed earlier in the chapter on Undergraduate Studies. The mechanism for allocation of duties and responsibilities between different Schools also needs to be identified. One such mechanism could be the requirement of a periodic meeting of all Deans, to discuss and coordinate workload. The office of the Dean, Academic Services, could provide the administrative support required for, among other things, conduct of these meetings, compiling data on workload and maintaining records of these processes as well as the facilitation of sharing of information across Schools.

These are guidelines, and through its own internal processes, the University needs to address the issues concerning formalisation of concurrent appointments.

### *Recruitment and Mode*

The provision for allowing different kinds of academic appointments in the AUD Statutes was meant to bring flexibility into practices prevalent in conventional universities and should be seen in that perspective. As noted in Chapter 2, there has been significant growth in the number of faculty members, but a large number of positions at the level of Professors and Associate Professors remain vacant. AUD needs to add to its faculty size by implementing the existing provisions in its Statutes for part-time, adjunct, and visiting faculty. It should also explore activating fixed-term appointments and include in its extended faculty, senior postgraduate and research students. Parallel to this, and keeping in view School-wise faculty size and the academic and administrative duties which are identified for a School, AUD may like to review the faculty size for some subject groups, particularly SUS, and assess if it is adequate for enabling effective concurrency.

### **Recommendations**

AUD should make a distinction between those courses which are designed to be taught by core faculty and only by default get taught by outsiders and those that are from the planning stage itself conceptualised as being taught by adjunct faculty. The Committee feels that adjunct appointments cannot be ad-hoc and the adjunct faculty should preferably be part of the curriculum development and planning of courses. There should be substantive interaction between core and adjunct faculty, who are brought in to add more expertise into the taught courses. AUD Programme Teams could work towards anticipating use of adjunct faculty in their programmes. Consultative meetings for course planning could provide opportunities to identify and involve adjunct faculty.

The University should create a database of academics and people who have been involved in its consultations and explore creatively the possibilities of getting on board adjunct faculty or engaging visiting faculty in niche areas of study. There are many people with such expertise available in Delhi both from academics and also the world of practice.

The Committee feels AUD must invite on its faculty, talent in the form of young scholars who are making the transition from doctoral research to teaching, on non-renewable fixed-term appointments for three years. These should not be seen as ad-hoc appointments, but as post-doctoral fellowships.

The Committee was informed that by February 2013, the promotion policy for Academic Staff would be ready. It is advised that these promotions should not be visualised as making up for the existing vacancies at the level of Professors and Associate Professors. They should be seen as individual promotions independent of the sanctioned positions at each level.

## **Faculty Workload**

During various interactions, several faculty members mentioned difficulties due to excessive workload related to teaching and institutional responsibilities.

A limited survey on workload related to teaching reveals that on an average, teaching accounts for about 22 hours per week per faculty (see Annexure F). This was computed by taking account of the following (the norms used are given in the annexure):

- Time for lecture delivery, preparation, and Tutorial or Contact hours.
- Time needed for assessment.
- Time for administrative responsibilities related to teaching.

However, the distribution of teaching related workload (including tutorials and assessment) is skewed. There are a few members of faculty who carry a much larger share of the overall workload. There is unequal distribution of work across faculty members, and the faculty workload is widely dispersed.

Also, faculty members have other responsibilities such as working for various committees at the programme, School and University level. It has not been possible to estimate the time spent on these activities given the wide variation in the requirement of time across different categories. However, it is evident that a few faculty members carry a disproportionate share of the major responsibilities in this regard.

On the whole, therefore, it seems that heavy workload is experienced by only a few members of the faculty. The teaching load would appear not to be inordinate for most faculty members.

## **Recommendation**

In order to reduce the heavy workload borne by a few members of the faculty, the following may be considered:

- Redistribution of non-teaching responsibilities.
- Some relief from teaching for those with major institutional responsibilities.
- Introduction of Teaching Assistantship for senior students (mainly from MPhil and PhD programmes) to take care of tutorial and related activities.
- The number of electives on offer within a School may be restricted in proportion to the faculty size and the scope of enabling students to choose elective courses across different programmes should be increased.

## **Teacher Appraisal**

The Committee is of the view that faculty appraisal is essential and must become University practice by the academic year 2013-14. If not initiated now, there is a genuine concern that AUD may either slip into business as usual or become complacent about its functioning or the faculty may find itself subjected to mechanistic assessment norms introduced by external regulatory bodies like the University Grants Commission (UGC). Both are undesirable. The Committee recommends that AUD should design and institutionalise the process of annual teacher appraisal. Such appraisal should be transparent and also provide a mentoring space for faculty. It needs to be multi-dimensional and take into account faculty research publications, course development, student appraisal of teachers as well as other institutional

work in a standard proforma. The appraisal should include a component of self-assessment by teachers with comments from the Dean and also formally include a component of student feedback on teaching and courses.

Every academic year, Deans should review the key assignments and previous academic assessments of faculty members. In the case of larger Schools, like SLS, this review process could be confined within subject groups, with subject peers drawn from other Schools if possible. Collective reflection on student feedback among the peer group should be institutionalised. This peer group interaction can provide checks and balances to prevent the system being misused.



## **Chapter 9**

### **Research**

#### **Current Situation**

The Committee observed that the current level of research publications by AUD faculty in reputed peer reviewed journals is rather low. To an extent this is understandable in view of the substantial engagement of faculty in institutional development. There have been demands on their time for the creation of new academic programmes, many of which were designed for the first time, and for introducing an innovative assessment process. AUD as an institution is also endeavouring to create very strong student support and mentoring systems, which require faculty to work closely with students. Teaching innovative and inter-disciplinary courses requires faculty, in the initial years, to spend considerable time and attention on the teaching-learning process. However, unless a concerted and proactive effort is made by AUD to stimulate quality research, there is a real danger that the current situation will become an irretrievable norm.

#### **Issues**

There are two dimensions to academic excellence – the quality of teaching and the quality of research. AUD cannot expect to sustain the quality of its teaching without the complement of high quality research – a dynamic and responsive teaching environment is difficult to sustain in the absence of research feeding into teaching.

The University Act mandates AUD to “... organise advanced studies and promote research in higher education with focus on liberal arts, humanities and social sciences”. In the first few years of a new university, it may be a tall order to expect a copious research output, but the Committee is concerned as in its interactions and engagement with AUD faculty, it found few indications of the beginnings of faculty research programmes.

The Committee wishes to reiterate that the future of AUD will depend not only on its teaching programmes, but also on the research and publications of its faculty in peer reviewed journals. There is not enough evidence of this happening on the basis of the research records of AUD (see Annexure G). The Committee recognises that the growth of a culture of research at a university cannot be at the cost of its other responsibilities, like teaching and institutional work, but would nevertheless want to recommend strongly that these should not be allowed to interfere with research.

The University has enabling provisions for the promotion of research with funding available to every member of the faculty. These funds, however, remain largely under-utilised (Annexure H). AUD, apart from making available research and travel grants, will have to proactively work on strengthening its research culture and as an institution emphasise the significance of research in the teacher appraisal system that is to be instituted.

## **Recommendations**

There is a need for engendering a milieu and culture that values research and is conducive to research pursuits in the University. AUD must encourage this by institutionalising the process of every School articulating its research programme. Creating close linkages between Schools and research being pursued in the Centres may provide some of the starting points for such provisions.

Faculty members should be motivated to write research proposals and apply for grants. In addition, each School should encourage faculty members to share the early ideas of their research as well as research in progress, with their peer group. AUD should also institutionalise the fortnightly *Faculty research-in-progress* seminars.

The present phase of AUD also provides new interesting opportunities for initiating different kinds of research. For instance, curriculum development for some of the innovative undergraduate and postgraduate courses could evolve into a project for writing good, well researched textbooks that are peer reviewed, or anthologies of case studies could be prepared. The documentation of institutional practices and experiences unique to AUD could also be undertaken. These can, in turn, feed into improving the teaching-learning process at AUD.

## Chapter 10

### Campus and Building Infrastructure

#### Current Situation

AUD is currently operating from two temporary campuses, one at Dwarka and the other at Kashmere Gate. AUD is being allotted 17 acres of institutional land in Sector 3, Rohini and also 50 acres in Dheerpur (plus a contiguous plot of 62 acres which AUD will not own but will help maintain as a wetlands park). If the necessary permissions for constructing buildings are obtained without delay, AUD may be able to move into semi-permanent structures in its campus at Rohini by 2014-15. The first phase of the permanent campus at Dheerpur is not expected to be ready before 2017-18. In the long run the main campus of the AUD is proposed to be located at Dheerpur with the Rohini campus housing the University's community outreach programmes, training programmes, incubation and entrepreneurship cells, some Centres as well as students' hostels and faculty and staff housing.

#### Issues

AUD has been asked to vacate its Dwarka campus by 31 March 2013, although earlier it had been given to understand that it could continue in Dwarka till its permanent campus was ready. This brings into focus the urgency of finding additional space for accommodating the Schools and Centres currently located in its campus at Dwarka.

Further, the land allocated to the University for its Campuses, in the Committee's judgement, is a critical minimum and absolutely essential if AUD has to expand meaningfully into a full-fledged University. The space projections for AUD should not just be for its immediate requirements, but should also take account of the spaces that the University would need 10 or 20 years from today. This is critical, as contiguous spaces do not become available in metropolitan cities like Delhi and their absence can have a constraining impact on the vision and the future growth of the University.

#### Recommendations

- AUD must persuade the government of the urgent necessity of securing additional classrooms and faculty offices on the Kashmere Gate campus commensurate with the needs for accommodating the Schools and Centres currently located in the Dwarka campus, impressing on them that existing programmes just cannot function without these additional spaces. Space also needs to be provided for activities that are on the anvil and necessary for the natural development of the University.
- Government must also take note of the University's predicament in pursuing academic expansion in the face of the severe infrastructural constraints. It should proactively help the University in acquiring adequate space and infrastructure for its proper functioning and upcoming campus development activities. The Committee would urge the Government to take note of AUD's predicament and not let infrastructure and land issues fetter its development and growth.

- The medium-term plan for AUD infrastructure should include space and buildings for accommodating about 15 interdisciplinary Schools and Centres, a community of about 5,000 students, and office space for faculty and administrative staff. The campus spaces should also have well-designed residential areas, with social and recreational spaces. The campus should be ecologically sustainable, energy frugal (in all operations including climate control and internal transportation), and self-sufficient in terms of water and energy usage. All structures should be designed to be friendly to the differently-abled. It is also essential to provide for an efficient integration of, and networking between, the two campuses of the University.

### **Hostel facilities**

There is at present a lack of hostel facilities, particularly for male students. The AUD Dwarka hostel is home to 36 girls and boys. In the coming academic session the Kashmere Gate Campus is getting a hostel for girls with a capacity of about 40. However, once AUD moves out of Dwarka there would be no hostel facility available for its male students. Given the on-going campus development activities, it may be beneficial for the university to assign priority to building accommodation for students and faculty housing in the course of construction of its campus. In the interim it is recommended that AUD should consider the possibility of taking a building on hire for hostel purposes or identifying paying guest accommodation in the neighbourhood of its campus for its students.

## Chapter 11

### Management and Governance

#### Personnel Policy

The Vice Chancellor, Ambedkar University had set up a Committee on 10 December 2009, to recommend an appropriate and innovative organisational and administrative structure for the University. The guiding principles highlighted in the Report of this Committee, which has been approved by the Board of Management, include the following:

- The staff structure and staffing patterns of the University will be performance oriented and driven by results rather than by hierarchies and layers of reporting lines.
- The organisation will be lean, and its structure flat.
- Most of the personnel engaged by the university would be expected to be trained in multi-tasking who should be able to move both vertically and horizontally.
- The University should attempt to provide opportunities for its staff to improve their career prospects through regular and well organised training and personal development programmes.
- The University shall endeavour to make most of its senior appointments on fixed tenures. A proportion of two-thirds on contract or deputation and at least one-third as regular appointments at all levels is recommended.
- For specific functions, the University will involve students through campus jobs.
- The structure would be reviewed every three years, but at the initial stage could be reviewed after two years.

The total sanctioned strength for administration and finance for AUD till the year 2013-14 and the number of posts filled till December 2012 are shown in Table 1 of Chapter 2 of this Report.

#### Issues

While there has been good progress in terms of the recruitment of academic staff, the recruitment of administrative staff has not kept pace with the growth of the University in terms of programmes and the increase in enrolment of students. This has resulted in a heavy workload for administrative staff. It has also resulted in uneven workload among some of the academic staff. The problems arising from an inadequate number of administrative staff were further compounded by the exigencies of coping with the lack of a full-time Registrar for an extended period as well as functioning from two separated campuses.

One reason for AUD not being able to recruit an adequate number of administrative staff on deputation or on contract is the absence of an appropriate legally compliant policy for fixed-term appointment and for recruitment of staff on contract.

#### Recommendations

- The University has already initiated an internal process to examine the current state of deployment of staff and its future requirements. This process must be expedited and immediate steps taken to fill existing vacancies, especially vacancies in administrative positions.

- In order to facilitate recruitment on deputation or on contract, an appropriate, innovative and legally compliant policy for recruitment of administrative staff on fixed-term (say 3 years) contracts must be implemented urgently. The terms and conditions must be such as would attract good talent to apply for these positions.
- A policy for orientation and training of and continuing professional development of the administrative staff should be formulated and implemented keeping in view the vision and mission of the University and its requirements.

## **Management of Finances**

### **Background**

AUD is funded almost entirely by the Government of NCT of Delhi. AUD has been recognized by the UGC in July 2012 under section 12B of the UGC Act and is now eligible to receive development grants from the Government of India. There are plans for raising a corpus for AUD to complement the grant-in-aid from the government of the NCT of Delhi. An independent body, *Friends of AUD* is in the process of establishing a charitable trust overseas to enable student bursaries, research fellowships, research grants for teachers, visits by international faculty, as also exchange programmes for faculty and students among other things. AUD is also considering the possibility of establishing a Foundation as a not-for-profit corporate entity whose activities could include setting up of an agency for consultancy in social science research and also a publishing house.

Although the University is dependent mainly on the government of the NCT of Delhi for its capital and maintenance grant, AUD obtains research funding from various agencies like the Government of India, the World Bank, UNICEF, UNESCO, SERP, and PLAN International. AUD has received support from the Sir Dorabji Tata Trust for its MPhil programme in Development Practice (about Rs 36 million) as well as funding for the Centre for Social Science Research Methods from SAGE and ICSSR. The University is expecting to receive funds from Ms Sara Miller McCune for its proposed Centre for Publishing to the extent of Rs 32 million. A proposal has also been submitted to the Government of India for corpus funding for a Centre for Development Practice.

The percentage of cost recovery through fees is currently 9.7%. The fee structure at AUD is based on partial cost recovery and is expected to reach a level of 20% in a phased manner. Currently fees range from Rs 1,000 to Rs 2,000 per credit and a semester typically consists of 16 credits. AUD endeavours to have in place a differential fee structure based on the per-capita operational cost of a programme and the expected level of employment after graduation. There are provisions for full and partial fee waivers depending upon the economic and social background of the student.

These practices and initiatives are rare in the context of Indian universities and the Committee whole-heartedly supports all such efforts by AUD.

### **Recommendations**

- The tasks relating to in-house preparation of Annual Accounts may be expedited and in-house preparation of Annual Accounts should be put in place from the financial year 2013-14 onwards.

- Codifying of account heads may be taken up as a priority as it would facilitate easy bifurcation of expenditures as well as combination of expenditures.
- Fund based accounting may be institutionalised as it would be convenient to control and monitor expenditure in the case of funds received from various sources.
- The process relating to expenditure planning for the next three to five years taking into account the expected expenditure on campus development, construction of buildings, infrastructure and the expansion of enrollment to about 5,000 students should be expedited.
- Appropriate Financial Regulations should be framed as early as possible to facilitate effective and efficient management of finance.

## **Relationship with the Government**

### **Issues**

The University has been created by an Act of Legislature and by definition is an autonomous and self-governing body. AUD has enjoyed consistent and sustained support from the state government. The Committee was informed of concerns that are elaborated below regarding functioning of the University and the management of its finances. These add to the infrastructural constraints experienced by the University and introduce additional difficulties in fulfilling its obligations to students, faculty and staff. The University needs the support of the government in realising its autonomy even while it functions within due processes laid down by authority. It should not be treated as department of the government with all the restrictions imposed on them. The University has in place structures meant to analyse and decide how government grants received after approval by the legislature are to be used. It needs to be freed from an automatic application of the constraints that government imposes on its departments.

### **Recommendations**

- Once funds are allocated to the University through appropriation by the Legislature, the statutory bodies of the University, also created through legislation and with representatives of the government, should take charge of the funds and utilise them in compliance with statutory requirements.
- In addition to the efforts of well-wishers of AUD to establish corpuses for AUD to finance some of its programmes and activities, the Committee would like to see surplus from research funds and money generated through consultancy to be transferred to an internal corpus within AUD.

### **Planning for Transition**

AUD's Statutes provide for a system and structure for governance which include the appointment of the Vice Chancellor and a clear policy for transition. The Committee has noted that the present Vice Chancellor's term is ending soon. The existing Statute 4 of the University states:

“If the office of the Vice Chancellor becomes vacant due to death, resignation or otherwise, or if the Vice Chancellor is unable to perform his duties due to ill

health or any other reason, the senior-most Pro Vice Chancellor shall perform the duties of the Vice Chancellor, and if there is no Pro Vice Chancellor, the senior-most Dean shall perform the functions of the Vice Chancellor until the new Vice Chancellor assumes office or until the existing Vice Chancellor resumes the duties of his office, as the case may be.”

If the appointment of a Vice Chancellor is not made in advance of the completion of the term of the present Vice Chancellor, it may lead to a situation where a fallow period exists between the demitting of office by the present and the appointment of the next Vice Chancellor. Though a provision exists for interim arrangements after the completion of the term of office of the Vice Chancellor, the Committee is of the opinion that this should not be invoked in the context of a new and innovative university like AUD. It is not desirable to have a situation where there is an acting Vice Chancellor for an interim period of some months before the next Vice Chancellor is appointed as this will work against the critical momentum generated by the University over the past few years and will undermine its institutional ethos and morale.

The Committee recommends that the appointment of the next Vice Chancellor should be announced at least a month in advance of the present Vice Chancellor’s term getting over to enable a smooth transition. The person appointed can be informed and initiated into the philosophy and the work culture of AUD by the present Vice Chancellor.

Further, Statute 6(1) states that the Pro Vice Chancellor should be appointed by the BoM on the recommendation of a search committee consisting of the Vice Chancellor, a nominee of the UGC, and the Secretary (Higher Education) to the Government. The Committee would like to state strongly that the present provision is inappropriate and must be changed. Once selected, full trust and confidence must be reposed in the office of the Vice Chancellor, and in the interest of good governance, the Vice Chancellor must have the freedom to appoint a Pro Vice Chancellor subject to approval by the Board of Management.



## **Chapter 12**

### **Future Directions**

#### **The growth and expansion of the University**

AUD in five years from now should have acquired the critical mass necessary for it to function as a compact full-fledged university in terms of the number of students and faculty members and the number of teaching and research programmes it offers. For this University to come completely into its own it would need at least 5,000 students with concomitant faculty and administrative staff. AUD should work concertedly to get the associated infrastructure and land issues resolved by seeking the active support of the government. In the meanwhile it should gradually expand its academic programmes, giving priority to the critical focus areas that are integral to its core philosophy and vision.

#### **Engagement with the Community**

Even though most of the Centres at AUD are at a nascent stage, the Centre for Early Childhood Education and Development (CECED) and the Centre for Community Knowledge (CCK) have made forceful beginnings towards bridging the divide between theory and practice and impacting social policy through their research.

In particular, CECED in the past four years has emerged as the most important research and policy advocacy agency in the area of Early Childhood Care and Education. The Centre's activities are community based, research mediated and oriented towards policy advocacy. The research projects and community outreach activities they are undertaking are to be commended. It should enjoy unfettered University support and academic collaborations with the different Schools within AUD.

The major goal of the Centre for Community Knowledge is the collection, digitisation and, in the long run, the validation of community knowledge. The Centre should be encouraged to explore the epistemology of community knowledge – after all much as some academics may want to downplay its validity, very often such knowledge is based on an empirical validation process sometimes extending over centuries.

In keeping with its mandate, CCK is also trying to collect the oral history of the city of Delhi by recording the memories of its citizens in different localities. This should ultimately feed into the Delhi City museum project. There is opportunity here to explore collaborative ventures that could include courses in curating and museology run jointly with the School of Culture and Creative Expressions. AUD should take proactive steps in supporting CCK's initiatives and help create a repository for the social sciences and work towards creating the best digitised social science library in the city and the country.

The joint AUD-PRADAN MPhil programme in Development Practice uses field-immersion processes (75% of the curricular engagement is field-based) to carry out studies and interventions. This programme should be viewed as a prototype for future programmes of cooperation with other NGOs in the field of health, education and environmental studies. There is already a proposal for establishing a Centre for Development Practice.

There is intense community engagement also through the MPhil programme in Psychotherapy and Clinical Thinking and the Clinics that AUD operates as a laboratory for trainee clinicians. The School of Human Ecology also has a strong community linked component. The School of Educational Studies is also planning its programmes along the same direction. Similarly, the School of Business Public Policy and Social Entrepreneurship emphasises social entrepreneurship in its MBA programme.

AUD is proposing to set up a satellite campus, on the land allocated to it in Rohini, as a location for outreach and community extension programmes. In the long run it will house an innovation centre and an incubation cell for promoting local entrepreneurship and a Centre for Publishing. The possibility of establishing an institution on the lines of a Community College on this campus should also be explored.

Programmes like these will help establish AUD as an institution that is dedicated to engaging with the community that it is embedded in and serve as a model for building bridges between academia and the locale within which it is located.

### **University Publications**

Every university of some standing has its own Press and a vibrant programme of publication. The possibility of AUD collaborating with a reputed social science publication house, rather than establishing its own press, is recommended. It would be important to put in place transparent and rigorous academic peer review practices so that only good quality material is submitted for publication. Through such collaboration AUD could bring out quality publications to encourage scholarship in the social sciences, humanities and the arts in the country. These publications could be in the form of occasional papers, monographs, research publications and in due course, the Centre for Publishing could bring out a quality research journal.

### **Think Tank for Policy**

There is need to establish a Centre for Future Studies at AUD which would act like a futures think tank and carry out policy oriented research studies which would engage with the task of predicting and anticipating future trends. These studies should become articulations of alternative visions, independent of the official establishment view, which could nonetheless become a point of reference in the formulation of government policies.

## Annexure A

### Relevant Decisions of the Board of Management

**A.1** An excerpt from the 'Minutes of Meeting - 9<sup>th</sup> Board of Management Meeting, 15 March 2011'.

#### **Any other item with the permission of the Chair:**

University may like to institute a review of its programmes and the broad directions of its development after completion of three years of its existence, if need be by inviting external expert(s). The terms of reference for this review may be formulated in consultation with academic and administrative staff. This review may consider academic, administrative and financial performance.



**A.2** An excerpt from the ‘Minutes of Meeting - 11<sup>th</sup> Board of Management Meeting, 14 November 2011’.

Any other item:

25. The Board noted that in pursuance of the deliberations in the 9<sup>th</sup> Meeting of the Board of Management, the Terms of Reference for a Mid-Term Review have been drawn up (***Annexure-IX***). The Board authorized the Vice Chancellor to finalize the Terms of Reference in consultation with the various stake-holders and pursue the Mid-Term Review making the necessary arrangements for administrative and financial support.

AUD: BOM-11/14.11.2011

A handwritten signature in black ink, appearing to be 'R. Smith', is located in the lower right quadrant of the page.

### A.3

## Ambedkar University Delhi

### Mid-Term Review 2011

#### Terms of Reference

#### **Preamble**

Ambedkar University Delhi (AUD) was established by the Government of NCT of Delhi through an Act of Legislature in 2007. AUD became operational on 1 August 2008. AUD Act defines the focus of the University as the social sciences and humanities. The Act provides no provision for affiliation of institutions.

#### *Goals, Mission, Vision*

AUD has shaped itself as a unitary university focusing largely on research and higher learning in areas of knowledge broadly under the domain of the social sciences, humanities and liberal studies. Following the broad guidelines of the University Act and drawing inspiration from the life and ideas of Dr BR Ambedkar, the University has taken up the mission to bridge a. concerns for excellence with those for equity and social justice, and b. focus on social change with that on economic growth. AUD's institutional mission includes creating sustainable and effective linkages between access to and success in higher education. AUD is committed to creating and sustaining an institutional culture characterized by humanism, non-hierarchical and collegial functioning, team work and creativity. It has been AUD's attempt through its programmes not merely to respond to the demands of the market, but to work for creating leadership for public systems, to work for social transformation through constitutional means and to develop professional capacities in the interface of the civil society and the state.

The first three years of AUD's life has been one of exponential growth, exploration of new areas of knowledge particularly in the interdisciplinary spaces, new models of curriculum, instruction and assessment, concurrent appointments of faculty and new ways of student support. There have been several accomplishments, particularly in attracting competent faculty and in putting together bold new programmes. There are however several areas in which work remains unfinished and possibilities not fully unfolded yet.

#### *Introspection, Reflection, Envisioning*

It has been an attempt right from the beginning to design the various structures and programmes of the University through collective reflections and consultations. All the programmes were designed through a series of consultative meetings. Once the core faculty has been in place, periodic sessions of collective reflections and sharing of experience have been conducted. There has always been a shared conviction in the AUD community that envisioning the institution's desired future is an evolving and participative process and is never going to be a finished enterprise. AUD is evolving to be a self-aware institution. It is hoped that the institution will sustain a culture of collective introspection, reflection, self-assessment and readiness to make mid-course corrections for greater fidelity to the institutional goals and mission.

## **Mid-Term Review**

AUD has just completed three years and seven months. It is considered too short a time to evaluate the accomplishments of the University and their impact in the larger society. However, now is as good a point in time as any for a purposive and participative exercise at a Mid-Term Review of the University, against the backdrop of its broad goals, its initial vision and its stated mission.

### *What the Mid-Term Review can do*

To focus particularly on the following aspects: the University's structures, institutional arrangements, broad contours of its programmes, its faculty profile, and its plans for expansion, diversification and consolidation. It is hoped that the Mid-Term Review would provide the strategic directions to the University for the next five years.

### *What the Mid-Term Review cannot do*

After merely three years of the University coming into existence, such a review clearly cannot be expected to address fully the following aspects: 1. Commenting on the broad goals, vision and mission of the University; 2. A detailed technical evaluation of the programmes (curriculum designs, course structures, course content, etc.) and 3. A major review of the typology based on which the Schools and Centres have been established.

## **Objectives**

The overall objectives of the Mid-Term Review are:

- to assess the progress towards achievement of the stated objectives of AUD;
- to provide recommendations for mid-course corrections and adjustment and alignment of the academic programmes and other programmatic / administrative initiatives keeping in view the lessons learned.

The specific objectives of the Mid-Term Review are as follows:

- Assess the significant programmatic achievements in terms of key outputs / outcomes of the academic and other programmatic initiatives undertaken by AUD so far;
- Assess the relevance and appropriateness of the broad academic provisions, academic programmes / activities as well as of the governance processes, organizational structure, planning processes, infrastructure development, operational and management processes (including financial management), faculty development, student support, research, outreach in the context of their effectiveness in achieving the stated AUD objectives;
- Identify major constraints to the effective implementation of the academic programmes / activities and other programmatic and administrative initiatives, including specific problem areas resulting from unanticipated circumstances, and suggest strategies / measures required to facilitate effective implementation of the programmes and the achievement of the stated objectives of AUD;
- Derive major lessons learnt during the implementation of the academic programmes / activities and other programmatic and administrative initiatives so far and examine how the experiences gained and lessons learned can be used to improve programme planning and management during the next two years;

- To identify strengths and weaknesses of the systems and processes adopted, identify challenges and provide recommendations for mid-course corrections and adjustment and alignment of the academic programmes and other administrative initiatives to be undertaken during the next five years keeping in view the stated objectives of AUD and the constraints identified and lessons learnt so far.

### **Methodology**

Introduction, overview and planning details of the review (2 days); Study of Documents (3 days); Interviewing a sample of members of the university community and students (including current students, graduates and drop-outs) and the major stake holders, Workshops, Discussions (10 days); Writing the various sections and annexures of the report (6 days); Compiling the report, presentation of the draft to the university community, finalizing the report (3 days).

### **Review Team**

Chairperson and non-AUD member of the Court: Professor Deepak Nayyar

Members:

Non-AUD member of the BOM: Dr Kiran Datar

Non-AUD member of the AC : Professor K. Ramachandran

Members from outside AUD: Professor Yogendra Yadav, CSDS, Professor N. Jayaram, TISS

Internal Members: Professor Vijaya Varma, Professor Chandan Mukherjee, Ms. Manasi Thapliyal

Total 8 members

A Full Time or a Part Time Research Associate will provide technical assistance to the Review Team: Ms Anindita Chatterjee

The Planning Division will be the location of the Secretariat. AR (Planning) will assist and facilitate the activities of the Review Team.

### **Time Frame**

March- August 2012.

Total Person Days:  $24 \times 8 = 192$  staggered over six months.

## **Annexure B**

### **Schedule of the Meetings of the MTR**

#### **B.1 Consultative Workshop of the Mid-Term Review Committee**

The Mid-Term Review Committee held consultative workshops during 7-8 May 2012.

On 7 May 2012, the Committee held meetings and discussions with the following:

- Faculty members from the School of Development Studies
- Faculty members from the School of Human Ecology
- A group of Postgraduate, MPhil and PhD students from the School of Development Studies, the School of Human Ecology, the School of Human Studies and the School of Liberal Studies
- Faculty members from the School of Human Studies
- Representatives from the Library and IT Services
- The Registrar and the Controller of Finance
- A group of faculty members from the School of Liberal Studies representing all disciplines in the School
- A group of graduates from the School of Development Studies, the School of Human Ecology and the School of Human Studies.

On the second day of the workshop i.e. 8 May 2012, the Committee met the following:

- The School of Undergraduate Studies (Dean, Programme coordinators and faculty members teaching at SUS)
- A group of students from all the seven undergraduate programmes offered by the School of Undergraduate Studies
- Directors and faculty members of Centres at AUD (the Centre for Community Knowledge, the Centre for Early Childhood Education and Development, the Centre for Social Science Research Methods)
- Faculty members from the School of Educational Studies, the School of Business, Public Policy and Social Entrepreneurship & the School of Culture and Creative Expression.



## **B.2 Mid-Term Review Committee meetings with faculty & staff**

Meeting of the Mid-Term Review Committee, 12 June 2012. Venue: CR 3, AUD, Kashmere Gate

The Committee met the following:

- AUD Senior Management
- Senior members of the non-teaching staff
- The Vice Chancellor

Meeting of the Mid-Term Review Committee, 30 July 2012. Venue: CR 3, AUD, Kashmere Gate

The Committee met the following:

- The Controller of Finance
- The Staff Welfare Collective – A forum of faculty members from AUD
- The Vice Chancellor
- The Dean, School of Undergraduate Studies

## Annexure C

### Fees, Scholarships and Fee Waivers

AUD has established a Fee Waiver Committee to consider applications for waivers from students of the University. The Committee decides the eligibility of a student for fee waiver on the basis of the Income Certificate submitted by the student. Continuation of fee waiver in subsequent Semesters is contingent on the student's attendance and work record. The following is a summary of the Total Fees collected and the amount disbursed as scholarship or fee waiver:

Year	Total Fees Collected (TFC) in Rs.	Amount (% of TFC) disbursed as Scholarships or Fee-waivers
2009-2010	28,34,565	2,36,000 (8.3%)
2010-2011	67,28,785	7,11,500 (10.5%)
2011-2012	1,72,62,315	11,54,300 (6.6%)
<b>Total</b>	<b>2,68,25,665</b>	<b>21,01,800 (7.8%)</b>

- (a) Percentage of cost recovery through fees - **9.7%**  
(b) Percentage of fee collected that is used for disbursement of fee waivers, scholarships and other bursaries as the case may be - **7.8%**

Number of students awarded fee waivers per semester in different schools and programmes so far for years 2010-11, 2011-12, and monsoon semester of 2012-13:

Year	Fee Waivers Awarded
2010-11	28
2011-12	115
2012-13	86 <sup>3</sup>

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<sup>3</sup> In the year 2012-13, a total of 94 students had applied, among them 1 applicant did not appear for interview; 1 student did not qualify for admission; 2 were found to be very short on attendance; 1 applicant's stated income was above the norm; and 3 were found to be drawing either JRF or were working professionals (all PhD Scholars). In the monsoon semester of this academic session, 32 students from SUS and 56 students from the postgraduate study programmes were granted fee waivers. While most of the students received a 100% fee waiver, 11 students received 50% and 2 students received 25% fee waiver. This differential was contingent on the regularity in their attendance and course work in the previous semester.

## Annexure D

### Admissions and Dropouts

#### D.1. Data on Dropouts

	2009-10			2010-11			2011-12		
<b>Programmes</b>	Total enrolled		% Withdrawn	Total enrolled		% Withdrawn	Total enrolled		% Withdrawn
DS	33	4	<b>12</b>	40	14	<b>35</b>	41	8	<b>20</b>
ED	24	11	<b>46</b>	25	8	<b>32</b>	32	13	<b>41</b>
P	43	3	<b>7</b>	41	9	<b>22</b>	56	19	<b>34</b>
GS	-	-	-	12	3	<b>25</b>	19	7	<b>37</b>

DS- Development Studies

ED- Environment and Development

P- Psychology

GS- Gender Studies

**D.2. Dropouts in undergraduate and postgraduate programmes in the Monsoon Semester 2012-13**

<b>Programmes</b>	<b>Total Admitted</b>	<b>Presently Enrolled</b>	<b>Withdrawals</b>	<b>Rate of Withdrawal (%)</b>
BA Economics	34	29	5	14
BA English	48	35	13	27
BA History	29	24	5	17
BA Sociology	35	28	7	20
BA Psychology	33	25	8	24
BA S.S. & H	28	24	4	14
BA Maths	25	20	5	20
MA Dev Studies	40	29	11	28
MA Env & Dev	38	30	8	21
MA Psychology	45	35	10	22
MA Gender Studies	31	21	10	32
MA English	57	35	22	39
MA Economics	56	40	16	29
MA History	48	39	9	19
MA Sociology	48	29	17	35
MA Education	19	16	3	16
M.B.A SPPSE	35	28	7	20
MA School of CCE	22	17	5	23
MPhil and PhD	45	45	0	0
<b>Total</b>	<b>766</b>	<b>549</b>	<b>165</b>	<b>22</b>

### D.3. Dropouts in undergraduate and postgraduate programmes 2011-2012

<b>Programmes</b>	<b>Total enrolled</b>	<b>Currently enrolled</b>	<b>Withdrawn</b>	<b>Rate of withdrawal (%)</b>
BA Economics	51	44	7	<b>14</b>
BA English	43	35	8	<b>19</b>
BA History	16	10	6	<b>38</b>
BA Sociology	14	11	3	<b>21</b>
BA Psychology	21	20	1	<b>5</b>
BA S.S. & H	29	24	5	<b>17</b>
BA Maths	12	10	2	<b>17</b>
MA English	50	29	21	<b>42</b>
MA Economics	45	42	3	<b>7</b>
MA History	23	18	5	<b>22</b>
MA Sociology	40	30	10	<b>25</b>
<b>Total</b>	<b>344</b>	<b>273</b>	<b>71</b>	<b>21</b>

#### D.4. Admissions and Dropouts: 2012-2013

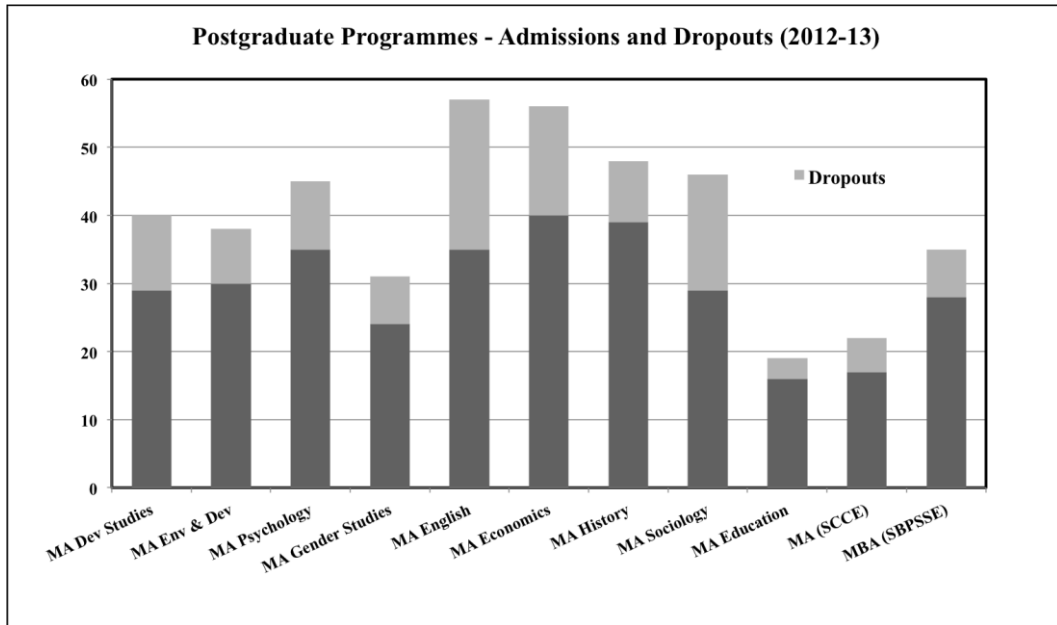


Figure 2

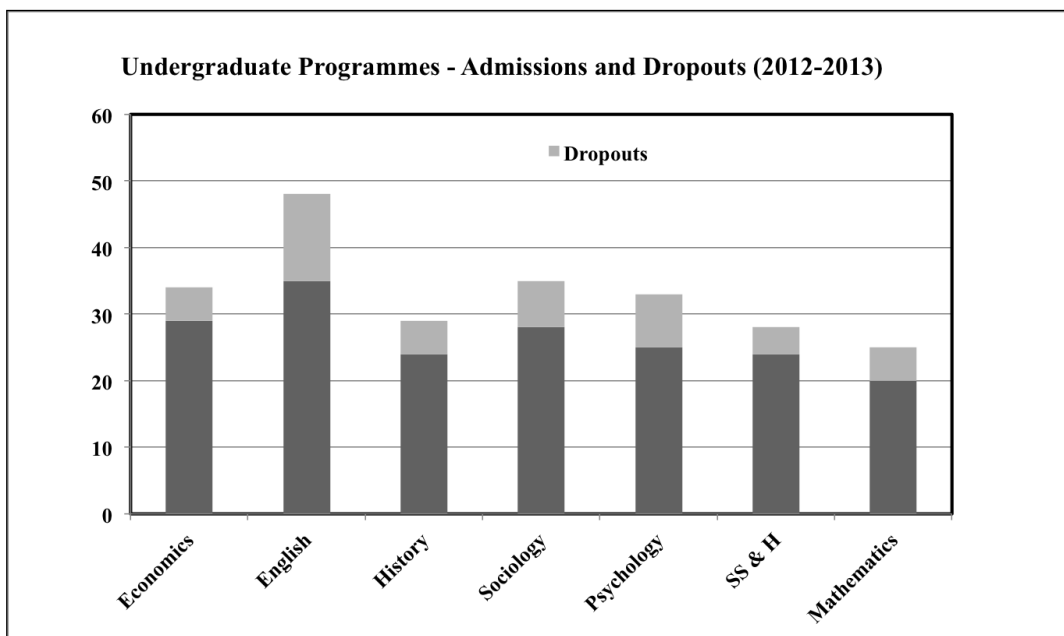
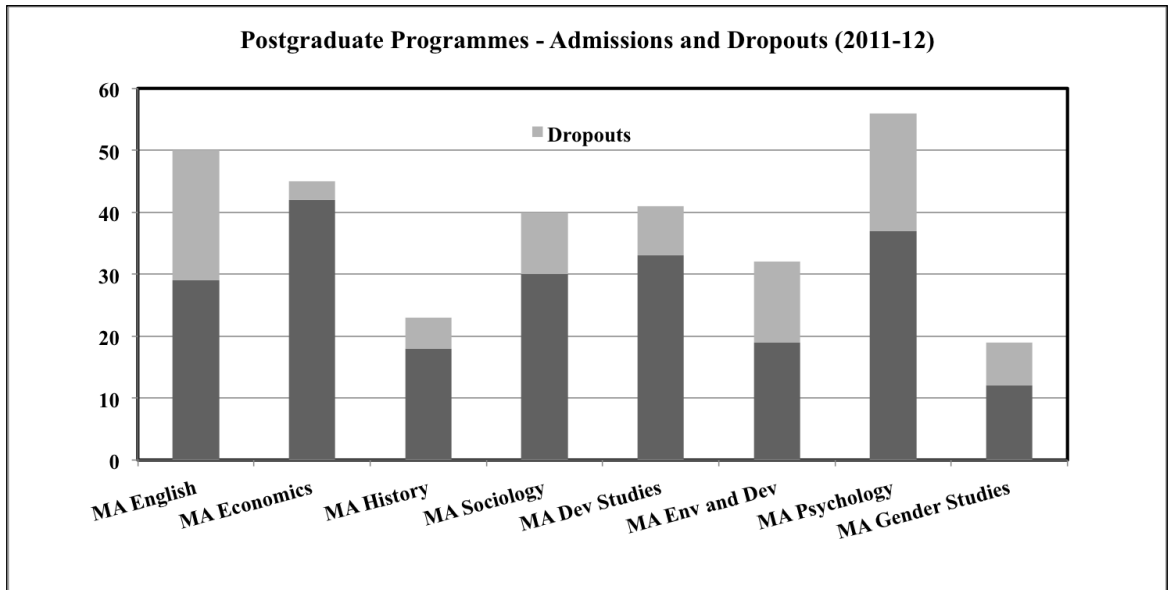
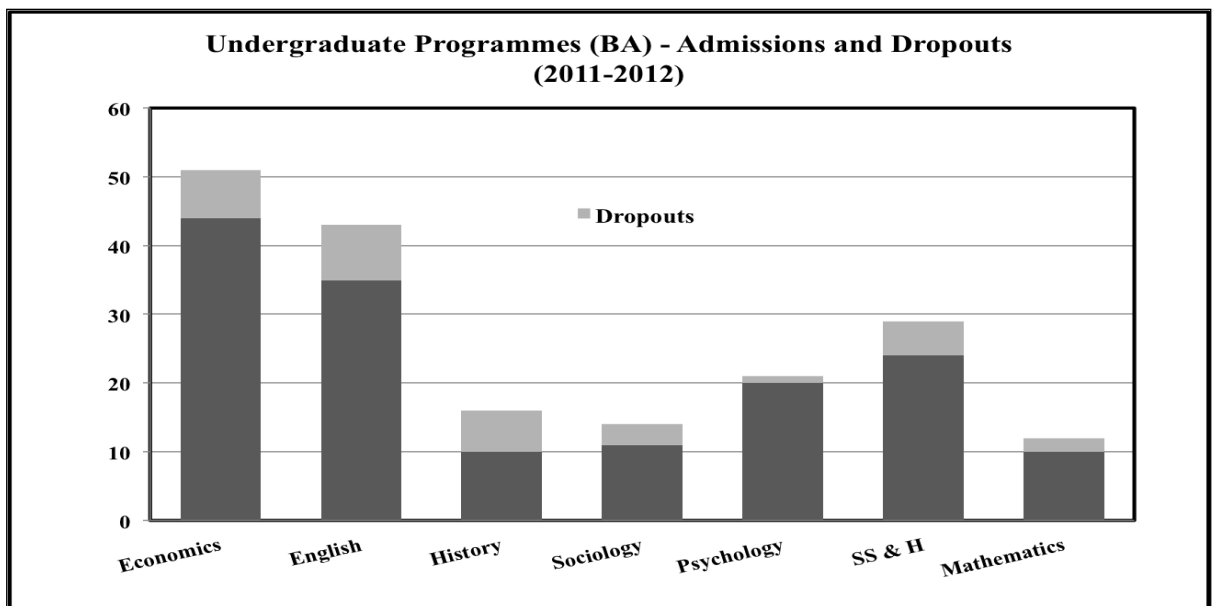


Figure 3

**D.5. Admissions and Dropouts: 2011-12**



**Figure 4**



**Figure 5**

## Annexure E

### Language Survey

#### E.1 Survey Proforma

##### Language Survey for students (SUS, AUD)

Name: \_\_\_\_\_ Phone : \_\_\_\_\_

Course : \_\_\_\_\_ Email : \_\_\_\_\_

Major: \_\_\_\_\_ Semester : \_\_\_\_\_

Mother Tongue: \_\_\_\_\_ Language normally spoken at home:  
\_\_\_\_\_

Name of school last attended: \_\_\_\_\_ School Board: \_\_\_\_\_  
\_\_\_\_\_

How do you use English at Home? (Please mark the appropriate box )

A)  Yes, English mixed with Hindi. With whom do you normally talk in English at home? \_\_\_\_\_

B)  Yes, Largely English. With whom do you normally talk in English at home?  
\_\_\_\_\_

C)  No , the language I use at home is \_\_\_\_\_  
Medium of Instruction: Primary level: \_\_\_\_\_ Middle: \_\_\_\_\_  
(10+2): \_\_\_\_\_

Proficiency in other languages (specify the language, for the other columns use )

Language	Reading	Writing	Speaking

Do you read in Hindi?  Yes  No

Which was the last text (e.g. books, novels etc.) you read in Hindi, and when?

\_\_\_\_\_

\_\_\_\_ Thank you!



## E.2 Language Survey Findings:

The above questionnaire was circulated among the Ist semester students of SUS admitted in (2012-13) to find out the linguistic diversity among the students of AUD in its undergraduate programmes. Information collated from the responses is presented below:

Total number of students covered in the survey: 138 out of 185 admitted to BA programmes

Male = 60, Female = 78

### School Profile of students

From Government schools	37
From Private schools	101

### School Board

Board	Number of students
CBSE	119
State	12
Others (NIOS, etc)	6
Foreign student	1

### Mother Tongue

Mother Tongue	Number of students
Hindi	115
Punjabi	4
Bangla	6
Kannada	1
Sindhi	1
Malayalam	5
Tamil	2
Bhojpuri	1
Kuki, Kashmiri, Bodo	1 each

### Medium of Instruction (Primary/Middle/Secondary and Senior Secondary)

EEE (English at all three levels of schooling)	HHH (Hindi at all three levels of schooling)	EHH, HHE, EEH, EHE combinations	English only in high school	Total
106	15	14	3	138

### Self-Stated Proficiency of Students in Different Languages

Hindi (Reading, writing and speaking)	English (Reading, writing and speaking)	Can speak Hindi only	Can read and speak Hindi but can't write	Punjabi (Speaking only)	Punjabi (Reading/Writing/ Speaking)
109	117	8	4	5	2

**Reading Preferences of Students:** Students who state that they read in Hindi: 75, Students who do not read anything in Hindi: 46, Students who have read only their school Hindi language subject textbooks in Hindi: 98, Students who read Hindi in other forms (except textbooks) = 22<sup>4</sup>, Students who use some English at home: 104

**Of the 138 students, those who use English at home, converse in English with:**

Siblings	44
Parents	32
Parents and siblings/friends	28

**Language that students from non-English speaking families use**

Hindi	24
Other	6
Total from Non English speaking households	30

---

<sup>4</sup> Largely books by Munshi Premchand, in particular Godan was mentioned; Some among these 22 referred to reading Hindi Newspaper, comics and Sparsh

## Annexure F

### Faculty Workload: A preliminary investigation (30 July 2012)

Sample: Faculty of the Schools of Development Studies, Human Ecology, and the faculty team for MA & BA in Economics (in the School of Liberal Studies.)

Respondents: 14 (4 + 5 + 5)

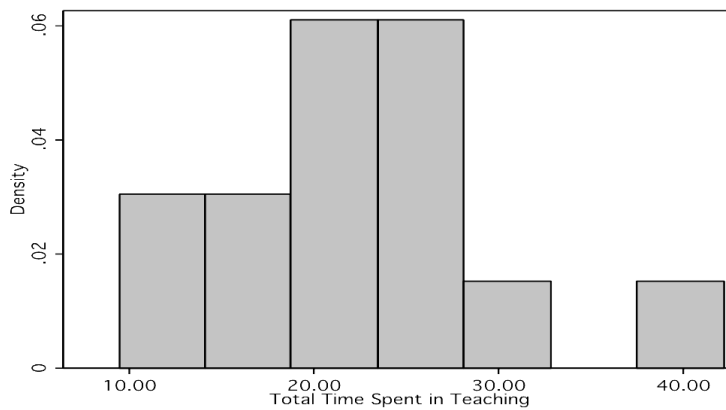
Norms used: Preparation: 2hr per 1 hr lecture

Grading: 0.5hrs per assessment

Course administration: 2 hrs per week

Note: The following were not included: a) Coordination and supervision of Internships, Course related field studies, b) Contact hours and assessment time for Dissertation, c) Committee work at the Programme, School and University levels

**Figure 1: Bar chart showing distribution of faculty workload (hours)**



<b>Statistics (hours)</b>	<b>Teaching</b>	<b>Assessment &amp; Administration</b>	<b>Total</b>
Minimum	4.0	5.0	9.4
Lower Quartile	6.4	10.0	15.5
Median	7.3	15.6	22.2
Mean	7.7	15.0	22.6
Upper Quartile	8.8	17.7	25.8
Maximum	14.3	27.8	42.2

## Faculty Workload Survey

Name	entries	teach	assess	total	pct	sct	uct	totalavg	teachavg	assesavg
Assistant Prof SLS/SUS	2	108	248	356	2	4	0	22.3	6.8	15.5
Assistant Prof SDS	4	108	278	386	5	0	0	24.1	6.8	17.4
Associate Prof SHE/SDS/SLS/SUS	7	125	203	328	2	3	4	20.5	7.8	12.7
Associate Prof SLS/SUS	4	230	445	675	na	na	na	42.2	14.3	27.8
Associate Prof SHE	3	72	79	151	3	3	0	9.4	4.5	4.9
Assistant Prof SHE/SUS	4	72	159	231	1	1	2	14.4	4.5	9.9
Assistant Prof SUS/SDS	6	127	283	410	0	3	2	25.6	7.9	17.7
Assistant Prof SLS/SUS	3	108	233	341	0	0	0	21.3	6.8	14.6
Assistant Prof SLS/SUS/SDS/SHE	3	144	268	412	6	7	6	25.8	9.0	16.8
Associate Prof SLS/SUS	1	63	150	213	0	0	0	13.3	3.9	9.4
Assistant Prof SHE/SUS	5	141	107	248	0	4	7	15.5	8.9	6.7
Associate Prof SDS	4	140	305	445	0	0	0	27.8	8.8	19.1
Associate Prof SDS/SUS/SLS	2	102	252	354	na	na	na	22.1	6.4	15.8
Associate Prof SLS/SUS	4	175	330	505	2	2	3	31.6	10.9	20.6

### Abbreviations used

entries	Number of courses considered
teach	Total Teaching hours including Tutorial/Contact hours
assess	Total Time spent on preparation, assessment, course administration based on norms
total	Total of above two items
pct	Participation in Programme level committees
sct	Participation in School level committees
uct	Participation in University level committees
totalavg	Average per week (total/16)
teachavg	Average per week (total/16)
assesavg	Average per week (total/16)

## Annexure G

### Faculty Research

#### G.1 Summary of Data on Research Output of Faculty Members

**Table 1- School-wise rates of publication**

<b>School</b>	<b>No. of faculty members</b>	<b>Current rate of publication (per person / year)</b>	<b>Rate of publication per person per year in 3 year prior to joining AUD</b>
SDS	8	0.14	0.54
SHE	7	0.53	1.14
SHS	19	0.2	0.43
SLS	40	0.48	0.82

*Current rate of publication obtained by dividing the total number of publications by total number of person years as different faculty members joined AUD at different points in time*

**G.2 Table 2- School wise sites of publication**

School	Site of publication	
	Journal	Book/Book Chapter
SDS	<ul style="list-style-type: none"> <li>Journal of Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Routledge</li> </ul>
SHE	<ul style="list-style-type: none"> <li>Biological Conservation</li> <li>Philosophical Transactions of the Royal Society B</li> <li>EPW</li> <li>African Studies Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>Permanent Black</li> <li>Palgrave Macmillan</li> <li>OUP, New Delhi</li> </ul>
SHS	<ul style="list-style-type: none"> <li>Rethinking Marxism- A journal of Economics, Culture and Society</li> </ul>	<ul style="list-style-type: none"> <li>Karnac Books</li> <li>Indian Council of Philosophical Research</li> <li>Worldview Press, New Delhi</li> <li>Routledge</li> </ul>
SLS	<ul style="list-style-type: none"> <li>Samsamyik Srijan Journal</li> <li>Vangya Yatra</li> </ul>	<ul style="list-style-type: none"> <li>Pearson</li> <li>Popular Prakashan</li> <li>National Publishing House, Jaipur</li> <li>Manak Publication, New Delhi</li> <li>Jacana Press Johannesburg</li> <li>Zubaan, New Delhi</li> <li>Haranand Publication</li> <li>University of Ottawa Press</li> </ul>

**G.3 Table 3 - Complete list of publications post AUD**

School	Publication
<b>SDS</b>	Dhar, Ivy (2011). "Assam through the prism of reorganisation experience" in Sudha Pai and Asha Sarangi (ed) <i>Interrogating States reorganization: Culture, Identity and Politics in Contemporary India</i> . New Delhi: Routledge
	Sengupta, Anirban (2011). "Network strategy and access to business finance: Indian entrepreneurs in ICT industry". <i>Journal of Entrepreneurship</i> 20 (1):103-126
<b>SHE</b>	Shahabuddin, Ghazala (2010). <i>Conservation at the crossroads: Science, Society and the Future of India's Wildlife</i> . Delhi: Permanent Black
	Shahabuddin, Ghazala (2010). "How good are managed forests at conserving native woodpecker communities? A study in sub-Himalayan Dipterocarp forests of northwest India". <i>Biological Conservation</i> 144(6): 1876-1884
	Shahabuddin, Ghazala (2010). "Do community-conserved areas effectively conserve biodiversity? Global insights and the Indian context". <i>Biological Conservation</i> 143: 2926-2936
	Babu, Suresh (co-authored) (2012) "Discovery of a new family of amphibians from Northeast India with ancient links to Africa". <i>Philosophical Transactions of the Royal Society B</i> . DOI: 10.1098/rspb.2012.0150
	Negi, Rohit (2011). "Understanding Somali piracy: Globalisation, Sovereignty and Justice". <i>Economic and Political Weekly</i> June 18-24: 35-37.
	Negi, Rohit (2011). "Mining Boom, Capital and Chiefs in the 'New Copperbelt'" in A Fraser and M Larmer (ed) <i>Zambia, mining and neoliberalism: boom and bust on the globalized copperbelt</i> . New York: Palgrave-McMillan
	Negi, Rohit (2011). "The micropolitics of mining and development in Zambia: Insights from the Northwestern Province". <i>African Studies Quarterly</i> 12 (2): 27-44.
	Singh, Praveen (2011): "Flood control in North Bihar: An environmental history from the 'Ground-Level' (1850-1954)" in Deepak Kumar, V Damodaran & Rohan D'Souza (eds.) <i>The British Empire and the Natural World: Environmental Encounters in South Asia</i> . New Delhi: OUP
	<b>SHS</b>
Oberoi, Honey (2012). "From wild grasslands to nurtured gardens: The inward journey in Buddhism, Psychoanalysis and Engaged Social Activism". <i>Culture and Psychoanalysis</i> . Indian Council of Philosophical Research	
Dhar, Anup (co-authored) (2012). <i>World of the Third and Global Capitalism</i> . New Delhi: Worldview Press	
Dhar, Anup (2012). "The Educated Subject" in Ranabir Samaddar and Suhit. K. Sen (ed) <i>New Subjects and New Governance in India</i> . London, New York and New Delhi: Routledge, 329-375.	
Dhar, Anup (2012). "Gravel in the Shoe: Nationalism and World of the Third". <i>Rethinking Marxism: A Journal of Economics, Culture and Society</i> , 24(1), New York and London: Routledge	

SLS	Misra, Salil (2011) “Emergence of Communalism in Modern India” in K.N.Panikkar (ed.) <i>Perspectives on Modern Indian History</i> . Mumbai: Popular Prakashan
	Misra, Salil (co-authored) (2011) “Teaching of Social Sciences: History, Context, Challenges” in Vandana Saxena (ed.) <i>Contemporary Trends in Education: A Handbook for Educator</i> . New Delhi: Pearson
	Leighton, Denys (2012)“ ‘Comparativism’ and Modern Indian Philosophy: Explaining the Career of Sarvepalli Radhakrishnan” in Will Sweet (ed.), <i>Migrating Texts and Traditions</i> . Ottawa: University of Ottawa Press
	Pradhan, Gopalji (2011). <i>Lokpriya Sanskriti ka Dwandwatmak Samajshastra</i> (of book translated from English). Sanskritik Sankul
	Sankrit, Satyaketu(2011). “Rag Darbari: Shaikchik Parishar Ka Sunami” in Prem Janmejai (ed) <i>Shrilal Shukla - vichar, vishleshan evam jivan</i> . Jaipur: National Publishing House (53-60)
	Sankrit, Satyaketu (2012). “Aaj Ka Yuva Kavi”. <i>Samsamyik Srijan Journal</i> . New Delhi, Jan-Mar
	Sankrit, Satyaketu (2012). “Harishankar Parsai Ka Sach”. <i>Vangya Yatra</i> . New Delhi, Jan-Mar
	Mir, Urfat Anjem (co-authored) (2012) “Dealing with dilemma: Role of ethics and subjectivity in doing fieldwork on violence in one’s own culture” in U Kalpagam (Ed.) <i>Ethics, Health and Medicine: Anthropological Perspectives</i> . New Delhi: Manak Publications (152-172)
	Nite, Dhiraj (co-ed) (2012) <i>Mining Faces: An Oral History of Work on the Gold and Coal Mines in South Africa, 1951-2011</i> . Johannesburg: Jacana Press
	Sen, Rukmini (2012). “‘Neutral’ Laws or ‘Moral’ Codes: Controlling and Recreating Sexualities/Intimacies” in Pilot, Sara and Prabhu, Lora (ed.) <i>The Fear That Stalks: Gender Based Violence in Public Spaces</i> . New Delhi : Zubaan Publications
Sen, Rukmini (2012). “Democracy and Gender: Contradiction between the Liberal and the Submissive Image of Women” in Basu, Partha Pratim et al (ed.) <i>Democracy and Democratization in the 21<sup>st</sup> Century</i> . New Delhi: Har Anand Publications Private Limited (109-131 )	



**G.4 Table 4 – Publications from SDS, SHE, SHS**

	No. of faculty	No. in 3 yrs. prior to AUD				Rate (pa/person)	No. since joining AUD				Rate (pa/person)
		Journal Art	Book Chap	Book	Total		Journal Art	Bk Chap	Book	Total	
<b>SDS</b>											
Professor	1	2		0	2	0.67	0	0	0	0	0
Asso Prof	2	2	4	0	6	1	0	0	0	0	0
Asst Prof	4	2	2	1	5	0.41	1	1	0	2	0.25
AF/RA	1	0	0	0	0	0	0	0	0	0	0
<b>Total SDS</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>13</b>	<b>0.54</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>0.14</b>
<b>SHE</b>											
Asso Prof	2	2	1	0	3	0.5	2	0	1	3	0.6
Asst Prof	4	8	12	1	21	1.75	3	2	0	5	0.55
AF/RA	1	0	0	0	0	0	0	0	0	0	0
<b>Total SHE</b>	<b>7</b>	<b>10</b>	<b>13</b>	<b>1</b>	<b>24</b>	<b>1.14</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>0.53</b>

<b>SHS</b>											
Professor	2	2	2	1	5	0.83	0	2	0	2	0.4
Asso Prof	2	7	4	2	13	2.16	3	1	1	5	2.5
Asst Prof	12	4	2	1	7	0.19	0	0	0	0	0
AF/RA	3	0	0	0	0	0	0	0	0	0	0
<b>Total SHS</b>	<b>19</b>	<b>13</b>	<b>8</b>	<b>4</b>	<b>25</b>	<b>0.43</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>7</b>	<b>0.2</b>

## Annexure H

### Research Grants and Utilisation

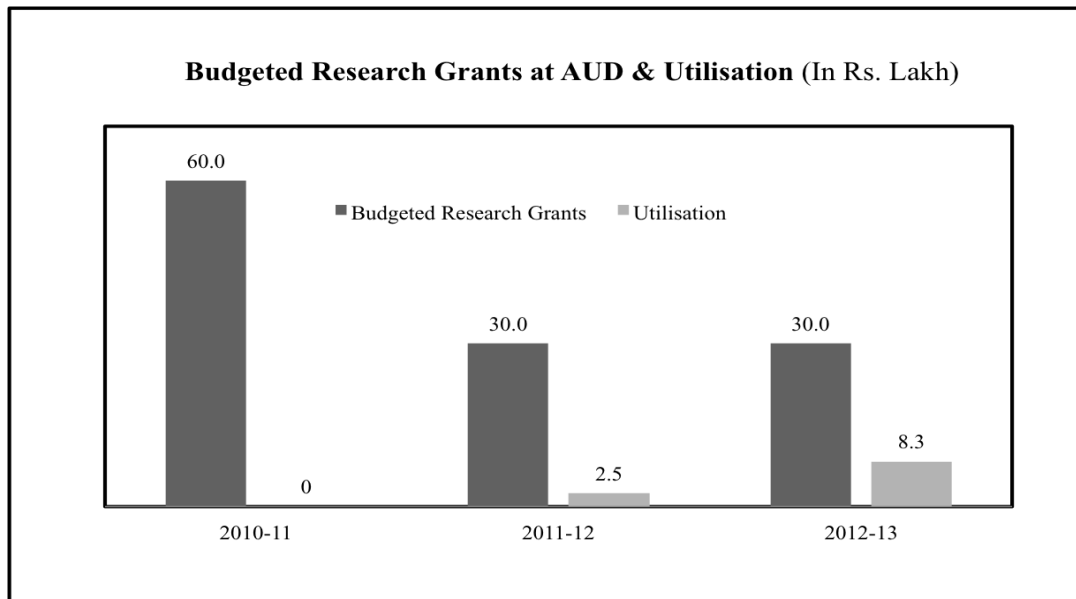
#### H.1. Research grants utilisation at AUD

RESEARCH GRANTS  
(AS ON 15.06.2012) *Academic Services: Annexure-I*

S. No.	Name of Faculty Member / Principal Investigator	Title of Project	Amount Sanctioned	Date of Commencement/ Duration of Project	Funded by	Status
1.	Prof. Geetha Venkataraman SUS	<i>Creating a manuscript related to Mathematics for Liberal Arts students</i>	2,49,800/-	15-04-2011/ 15 months	AUD	In progress
2.	Dr. Asmita Kabra Associate Professor, SHE	<i>Evolution of post-resettlement livelihood strategies among a community affected by conservation-induced displacement: A study of the Sahariya of Madhya Pradesh</i>	1,97,000/-	01-03-2012/ 18 months	AUD	In progress
3.	Dr. Radhika Govinda Assistant Professor, SHS	<i>Gender and Identity Politics in Urban Renewal in Delhi: Changing Dynamics of Life and Livelihood Lal Dora Villages</i>	2,38,650/-	01-03-2012/ 08 months	AUD	In progress
4.	Dr. Ghazala Shahbuddin Associate Professor, SHE	<i>When People Work for Forests: Re-examining Community Forestry with a Biological Lens in the Central Himalyas, India</i>	1,34,800/-	06 months	AUD	Proposal in process
5.	Dr. K. Valentina, Dr. T. Mukherjee & Dr. A. Gupta  (Assistant Professors, SBPPSE)	<i>Entrepreneurial Ventures: Interface with Local Communities</i>	2,60,000/-	07 months	AUD	Proposal approved

*Shalini*  
15/6/12

## H.2. Budgeted Research Grants and Utilisation (As on 15 June 2012)



## Annexure I

### Student Evaluation of Courses

#### Template 1

(Used by the Schools of Development Studies and Human Ecology with some variation)

#### Anonymous Evaluation by Students

**Batch (tick appropriate batch): 2009-10/2010-11**

**Semester (tick appropriate semester): Second/Fourth**

**Course:**

**Scale: Please rank in the following order: 1-Worst to 5-Best**

#### Feedback on the Course

	1	2	3	4	5
How well were the course objectives and course contents explained?					
How well was the assessment method explained?					
How would you rank the content & coverage, given the course objectives?					
Rank the course readings based on the following criteria:					
a) Recommended List of readings					
b) Distributed study material					
How well did the course balance between theory & application?					
Rank the course on the basis of learning achieved:					
a) Understanding of relevant concepts & theories					
b) How to do critical thinking					
c) How to apply theory					
d) Professional development					
Assessment Process:					
a) How relevant were the assessments to the course objectives?					

b) Did the timing of the assessments leave you with enough time to learn and absorb?					
General:					
a) Coherence between modules/components of the course					
b) Organization in respect of distribution of material, time table, announcements					
c) Overall quality of the course					
Infrastructure:					
a) To what extent were library resources available for the course?					
b) To what extent was the computer lab available/useful?					
c) To what extent was the classroom well equipped for the course (space, facilities, comfort)?					

### Feedback on Instructors

#### Instructor 1:

Preparedness for lectures					
Clarity in presentation					
Teaching method					
Classroom discussion					
Recommended readings					
Study Material					
Availability for consultation					
Coherence between classes, readings and assignments					
Overall quality					

*Please submit detailed comments that you may have*

#### **Template 2**

(Used by the Schools of Undergraduate Studies and Liberal Studies with some variation)

**Course Title/Code:**

\_\_\_\_\_

**Course Instructor(s):** \_\_\_\_\_

---

**Date of evaluation:** \_\_\_\_\_

**Clearly mark by checking (  $\checkmark$  ) appropriate boxes below.**

(1) How well were the *objectives or purposes* of the course explained?

Very well.                       Moderately well.                       Not very well.

(2) Were *student responsibilities* (e.g., assignments, due dates) for the course made clear?

Yes.                                       No.

(3) How well were *teaching modules and course material* organized?

Very well.                       Moderately well.                       Not very well.

(4) Teacher(s) was/were generally . . .

well prepared.     adequately prepared.                       not well prepared.

(5) How were readings, study materials and assignments *related* to course lectures and other learning situations? They were . . .

closely related.                       somewhat related.                       not closely related.

(6) Did the teachers make themselves accessible and available to students?

Yes.                                       No.

(7) How would you rate—overall—the quality of this *course*?

Excellent.                       Good.                       Fair.                       Poor.

(8) How would you rate—overall—the quality of *teaching and guidance* in this course? (With reference to a team-taught course, observations about *individual* teachers, modules, topics etc. can be given in items 12 + 13 below.)

Excellent.                       Good.                       Fair.                       Poor

(9) Estimate *your actual class attendance and participation level in required learning activities* of this course.

90 – 100%                       70 – 90%                       40 – 70%  
 <40%                                       Don't know; can't say!

(10) How many hours did you spend *outside of scheduled class time* (or supervised lab time, etc.) preparing for and doing the work of this course?

Average 0-2 hours per week.                       Average 3-4 hours per week.

\_\_\_Av. 5-6 hours per week.      \_\_\_Av. 7-8 hours per week.      \_\_\_Av. >9 hours per week.

(11) Do you feel that the *grades you have received* on assignments and assessment exercises reflect your effort and understanding of what was taught?

\_\_\_ Yes: my grades in the course *accurately reflect* my efforts.

\_\_\_ My grades in the course *reflect to some extent* my own efforts.

\_\_\_ No: I see *no relationship between* my grades and my efforts.

(12) Which aspects of the course did you find especially interesting, useful or valuable?  
(Please identify specific readings/study materials, presentations/lectures, assessment exercises, course activities, etc.)

(13) What would you do to *improve* this course? (Be specific and offer constructive criticism and suggestions that course instructors can act upon.)