

Annual Quality Assurance Report (AQAR)

2014 - 15

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



Bharat Ratna Dr B R
Ambedkar University, Delhi

Part – A

1. Details of the Institution

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

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

Institution e-mail address: info@aud.ac.in

Contact Nos. : 91 – 11 – 23863720 / 40 / 42 / 43

Name of the Head of the Institution: Professor Shyam B. Menon

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Name of the IQAC Co-ordinator: Dr. Praveen Singh

Tel. No. with STD Code: 91 – 11 - 23863742

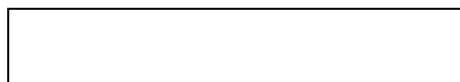
Mobile: 9971561804

IQAC e-mail address: iqac@aud.ac.in

1.3 NAAC Track ID: DLUNGN 11183

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

1.5 Website address: www.aud.ac.in



Web-link of the AQAR:

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

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

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

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

1.8 AQAR for the year: **2014-15**

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

This is our first AQAR

1.10 Institutional Status

University State Central Deemed Private

Affiliated College Yes No

Constituent College Yes No

Autonomous college of UGC Yes No

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status: Grant-in-aid UGC 2(f) UGC 12B
Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

Arts Science Commerce Law PEI (Phys Edu)
TEI (Edu) Engineering Health Science
Management
Others (Specify)

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

1.13 Special status conferred by Central / State Government -- UGC/CSIR/DST/DBT/ICMR:
No

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

University with Potential for Excellence: **No**

UGC-CPE: **No**

DST Star Scheme: **No**

UGC-CE: **No**

UGC-Special Assistance Programme: **No**

DST-FIST: **No**

UGC-Innovative PG programmes: **No**

Any other (*Specify*): **No**

UGC-COP Programmes: **No**

2. IQAC Composition and Activities

2.1 No. of Teachers: **9**

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

2.3 No. of students: **2**

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

2.5 No. of Alumni: **2**

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

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

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

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

2.10 No. of IQAC meetings held:

2.11 No. of meetings with various stakeholders:

Faculty: **12** (programme / school wise meetings)

Non-Teaching Staff: **One**

Students: **12** (programme / school wise meetings with graduating batches) +
1 (all SFC members)

Alumni: **Nil**

Others: **Nil**

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

If yes, mention the amount

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

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

Total Nos. International National State Institution

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

a. The main task accomplished by the IQAC in the current year was the preparation of the *Perspective / Strategic Plan* for the University with a *Plan of Action* for the next five years. In the process of doing this the following activities were conducted:

- Organised a review meeting to discuss the NAAC Peer Team Report

A meeting with the members of the senior management team (SMT) was organised to discuss and review the process of NAAC accreditation and also the NAAC Peer Team Report. In this meeting critical parameters requiring urgent / corrective action were identified. The meeting also suggested that the newly constituted IQAC should prepare a perspective / strategic plan for the University along with a plan of action (PoA) which could be operationalised from the new academic session.

Subsequently, the IQAC conducted another SWOT analysis in the beginning of 2015.

- Organising consultations / feedback across all primary stakeholders of the University

A sub-group of the IQAC organised feedback sessions with teachers, administrative staff and students to understand their perspective on the functioning of the University and how it could be improved. The teachers were specifically asked about how they wanted to strengthen the existing BA and MA programmes, syllabus restructuring, classroom transactions, employability of graduates, and their own specific training needs. The non-teaching staff were asked about their training needs. The outgoing students were encouraged to freely talk about their academic and other experiences in the University. Feedback was also taken from the staff of various Divisions.

- Institutional Development / Strategic Plan

Based on the SWOT and the consultations / feedback, an Institutional Development Plan was prepared in which three broad areas have been identified: Access and Equity, Excellence in Higher Education, and Deepening the Relationship with the City. A Plan of Action (PoA) for the next five years was also prepared.

- b. Apart from the above, IQAC also initiated the practice of meeting the graduating batch of students along with the faculty. The SMT and IQAC meets graduating students of 2-3 programmes of each School together in the presence of the Dean and faculty members of the school. The students freely express their views on all aspects. They make their observations on syllabus, programme structures, assessment and evaluation, course feedback forms, their experience of dealing with the administration, facilities available to them in the university, overall student life at AUD, etc. They are also encouraged to speak about future plans and how their time at AUD fits in with their aspirations. This meeting with students is followed immediately by meeting with faculty members of the school concerned. The objective is to bring them on board.

Observations made by students are discussed extensively. Students raise various issues in these meetings which gives the administration an opportunity to understand the kind of problems they face. This practice of meeting students provides the university administration an opportunity of knowing how students judge the functioning of university, and in taking corrective measures, if required.

2.15 Plan of Action by IQAC/Outcome

The accreditation process for the University was completed only in December 2014; the NAAC Peer Team visit happened towards the end of September 2014. So the newly constituted IQAC has had only one semester to plan and implement its activities. The IQAC decided that before embarking on activities it would be more productive to conduct a thorough study of existing situation and prepare a strategic plan which would then guide us in planning our future action.

Plan of Action	Achievements
Identifying critical parameters which require urgent action	These parameters have been identified and shared with the respective Schools or Divisions
Prepare a perspective plan for the University, with a plan of action	A perspective / strategic plan has been formed and a plan of action for the next year has prepared
Developing critical responsiveness to students' needs through student feedback	<ul style="list-style-type: none"> • The practice of meeting graduating students in their final semester has been introduced • A complaint redressal portal has been created for students • Formalising Student – Faculty Committees (SFC), and creating a central SFC • Students' involvement in managing the Student Welfare Fund expanded
Evaluating the programmes introduced in the first two years of AUD	Due to shortage of time we could not do much on this. But this remains our first priority in the action plan for next

	year
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** Attach the Academic Calendar of the year as Annexure.*

2.15 Whether the AQAR was placed in statutory body: **Yes**

The AQAR has been placed before the Board of Management in its meeting held on 8 October 2015.

The following have been initiated on the suggestion of the BoM:

- Surveys to study student life-cycle have been initiated,
- A task group has been constituted to finalise the framework for programme evaluation,
- Help the IT division and the ERP cell to improve the MIS of the University.

Part – B
Criterion I: Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	09	03	-	-
PG	17	02	-	-
UG	07	-	-	-
PG Diploma	02	01	-	-
MPhil	05	-	-	-
Others	-	-	-	-
Total	40	06	-	-

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

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

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	39
Trimester	01
Annual	-

1.3 Feedback from stakeholders*

Alumni: **No**

Parents: **No**

Employers: **No**

Students: **Yes**

Mode of feedback: **Manual**

Currently, feedback from the students is taken for each course. The course and programme teams then discuss student feedback and make the necessary corrections. Similarly, the IQAC initiated feedback sessions with graduating students, along with the programme teams. But these feedback processes have not yet been formalised. Hence, the analysis of the feedback is currently not available. We hope to start a more formal process of collection of feedback and its analysis.

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

Revision / updation of syllabi is regularly carried out by individual teachers as and when new literature is published. Any major changes are brought to the Board of Study of the School and from there to the Academic Council (and its Standing Committees) for ratification.

1.5 Any new Department/Centre introduced during the year. If yes, give details. **No**

Criterion II: Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others*
88+4	62	16	10	4

* Others include four Academic Fellows

2.2 No. of permanent faculty with Ph.D.: **67**

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

Assitant Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
6	2	3	2	0	0	3	0	12	4

2.4 No. of (a) Guest Faculty: **33** (b) Visiting faculty: **2** (c) Temporary faculty: **12**

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	9	15	2
Presented	1	2	-
Resource Persons	-	6	-

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

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

organised on some of these areas. The office of this cell will also encourage teachers to visit the cell for a face-to-face interaction. The cell will also collect data on the range of practices in different programmes, conduct surveys and programme evaluation.

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

Monsoon Semester 2014: **105 days**

Winter Semester 2015: **120 days**

Total: **225 days**

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

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

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

All the members of the University's faculty are involved in curriculum development, revision and restructuring as the University believes in decentralised and non-hierarchical structures in its academic administration. But while individual teachers and programmes have the autonomy to make these changes, the University has also set in place appropriate mechanisms to maintain and monitor quality. New course outlines and significant changes in existing course outlines developed by faculty members are therefore passed by the Board of Studies of the relevant School before they are brought to the classroom.

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

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total no. of students appeared	Division				
		Category 1 A+	Category 2 (A- to A)	Category 3 (B+ to B)	Category 4 (B- to C+)	Pass (%)
BA	238	--	--	--	--	126 (52.94%)
MA	365	--	--	--	--	246 (67.39%)
PG Diploma	16	--	--	--	--	14 (87.50%)
M. Phil	70					18* (25.71%)

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

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

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

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	9
UGC – Faculty Improvement Programme	2
HRD programmes	1
Orientation programmes	10
Faculty exchange programme	3
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	2
Others	-

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the year	Number of positions filled temporarily
<i>Administrative Staff</i>				
Group – ‘A’	8	12	8	11
Group – ‘B’	–	41	–	12
Group – ‘C’ & ‘D’	–	22	–	56
<i>Technical Staff</i>				
Group – ‘A’	–	1	–	3
Group – ‘B’	–	5	–	1
Group – ‘C’ & ‘D’	–	4	–	5

Criterion – III

3. Research, Consultancy and Extension

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

The IQAC initiated a feedback exercise to understand the support structures needed to promote research in the University. Based on the above, and part of the Perspective / Strategic Plan, some measures have been proposed some of which will be introduced from the next academic year. The salient features of this plan are:

- Establish more interdisciplinary centres of research
- Appoint Replacement Faculty for Study Leave and Sabbaticals
- Increase Financial Support for Faculty to Attend Conferences and Workshops
- Increase Financial Support for Organising Workshops / Conferences
- Launch New Areas of Research and Teaching
- Host Visiting Faculty and Practitioners
- Promote Research by Students
- Institute more PhD Fellowships and Teaching Assistantship
- Enhance Infrastructure
- Establish Ambedkar University Press

In the current year, the University has set aside an amount of Rs. 1 crore for faculty research. It has also initiated the *AUD Publication Series* to encourage teachers and students to publish their completed and ongoing research. Students are also encouraged and financially supported to present their research in conferences.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	10	23	--	--
Outlay in Rs. Lakhs	252.89	666.05	--	--

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	8	8	--	--
Outlay in Rs. Lakhs	24.43	3.30	--	--

3.4 Details on research publications

	International	National	Others
Peer Review Journals	19	5	1
Non-Peer Review Journals		15	13
e-Journals			
Conference proceedings	1	2	

3.5 Details on Impact factor of publications:

Range **1** Average **1.5** h-index **1** Nos. in SCOPUS **13**

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

	Nature of the Project	Duration Year	Name of the funding Agency	Total Grant Sanctioned	Received (INR) Lakh
A	<u>Major projects</u>				
	<i>Ongoing</i>				
1	National Book Trust	NA	National Book Trust		9.30
2	Research (The State, Globalization and Industrial Development in India: The Political Economy of Regulation and Deregulation)	3 years	Norwegian Institute of International Affairs (NUPI)	32.96	14.76
3	Curriculum Development for Undergraduate Teaching (Enhancing quality, access and governance of undergraduate education in India - E-QUAL))	4 years	British Council	122.05	51.66
4	Oration / Memorial Lecture - Annually & Fellowships for MPhil students (Development Practice)	NA	Rohini Ghadiok Foundation		9.90
5	Building an oral history archive and Publication - Involves research, interviews, archiving, releasing a publication (Delhi Oralities Project)	2 years	ICSSR	12.00	4.80
6	Conference and Exhibition (Cultural Continuities of North East India and South East Asia)	10 months	INTACH	18.00	
7	Research (Class and Caste in India in need of a Theoretical and Empirical Re-examination)	2 years	ICSSR	25.00	5.61

8	Series of Exhibitions - Involves research, community participation & organizing exhibitions (Sprit Of Delhi)	2 years	Lalit kala Academy	24.50	4.80
9	Conference and Exhibition (Cross-Civilizational Interaction in Antiquity: India, Iran, Greece and China)	NA	National Museum, INSA	9.00	5.06
10	Research (Mapping Socio-Ecological Vulnerability: Nature, Society and Markets)	NA	ICSSR	21.87	12.03
11	Curriculum Development (Institutionalising 'A MPhil in Development Practice')	5 years	Jamsetji Tata Trust	346.97	150.15
12	Research (An Assessment of Dependence of Forest Fringe Villagers on Forest products and Marketing Issues in Kandhamal and Kalahandi districts of Orissa)	2 years	ICSSR	5.00	2.00
13	Research (Livelihood and Identity Among the Pulayas: A Case Study of Sarpam Thullal in Kerala)	2 years	ICSSR	15.00	6.00
14	Research (Socio Economic Status of Particularly Vulnerable Tribal Groups of Odisha)	3 years	ICSSR	12.00	4.80
15	Research (Impact of early learning, socialization--- along the primary level)	4 years	CIFF	152.14	152.14
16	Curriculum Developmet and Running the Course (Developing and launching of Academic programmers on ECCE)	2 years	SRTT	70.00	35.00
17	Research (Indian Early Childhood Education Impact)	1 year	UNICEF	106.95	34.62
18	Research (Feasibility Assessment for ECCE and ELDS)	1 year	UNICEF	130.56	79.95
19	Research (Saving Brains-changing Mind sets)	1 year	Mobile Creches	40.16	8.92
20	Research (Early Childhood Development for the Poor - Impacting at Scale)	1 year	NIH YALE	31.33	8.38
21	Training and Curriculum Development (Technical Assistance on ECCE)	10 months	UNICEF (WB)	13.47	3.99
	TOTAL (Ongoing Major Projects)			1188.96	603.87

<i>Completed</i>					
1	Research (Migration and Industrial Work: Changing Patterns, Worker Identities and Livelihood Strategies in the City of Delhi)	1 and half years	ICSSR	5.63	5.63
2	Research & Developing position paper (Strategic Collaboration on ECCE)	1 year	CARE	19.40	19.40
3	Research (Impact Evaluation of I love reading in MCD schools in Delhi)	9 months	Katha	10.00	10.00
4	Research (Longitudinal study of exploring impact early learning)	1 year	UNICEF	98.33	82.01
5	Research (Impact school readiness study)	9 months	World Bank	37.46	37.46
6	Research (System approach for Better Education Results in ECCE)	5 months	World Bank	29.00	29.00
7	Research (Early Childhood Development for the Poor: Impacting at Scale- NIH Study)	1 year	NIH YALE	17.90	19.88
8	Training and Curriculum Development (Technical Assistance on ECCE)	9 months	UNICEF(WB)	12.90	6.16
9	Research & Posititon Paper (Start early read in time)	6 months	CARE(India)	12.42	11.06
10	Research (Feasibility Assessment for ECCE and ELDS)	3 months	UNICEF	32.30	32.30
TOTAL (Completed Major Projects)				275.32	252.89

	Nature of the Project	Duration Year	Name of the funding Agency	Total Grant Sanctioned	Received (INR) Lakh
B	Minor Projects				
<i>Ongoing</i>					
1	Research (Culture and Ecology of Sacred Groves and Temples in Manipur)	1 year	ICSSR	4.00	1.80
2	Building an Archive - Involves research, digitization & archiving (Lotika Varadarajan Ethnographic Archive)	9 months	Vasant J Seth Memorial Foundation	3.00	1.50

	TOTAL (Ongoing Minor Projects)			7.00	3.30
	Completed				
1	Curriculum Design (Evolving Best Practices for Postgraduate Teaching about Designs, Culture and Society: Developing Curriculum, Pedagogy and Teaching Materials through collaborative cross cultural partnerships)	1 year	British Council	4.44	4.44
2	Research & Developing position paper (Strategy for paper on ECCE)	6 months	UNICEF(Raj.)	4.38	4.38
3	Advocacy (Film of ECCE Case study)	4 months	UNICEF	3.00	3.00
4	Consultation (Payment to Rapporteurs for National Conf.)	9 months	UNICEF	0.77	0.77
5	Report (Education for All Global Monitoring Report)	8 months	Aga Khan Foundation	3.49	3.49
6	Research (Evaluation of study of handing for children)	1 month	Aga Khan Foundation	1.37	1.37
7	Research & Posititon Paper (Start early reading in time)	4 months	CARE(India)	3.81	3.81
8	Research (Impact evaluation I love reading intervention in MCD school)	3 months	Katha	3.52	3.17
	TOTAL (Completed Minor Projects)			24.78	24.43

	Nature of the Project	Duration Year	Name of the funding Agency	Total Grant Sanctioned	Received (INR) Lakh
C	Industry Sponsored				
1	Research (Ecological Restoration of degraded landscapes in Bolani Iron Ore mines area of SAIL - a Model for Sustainable Development, Biodiversity conservation and Co-Mitigation Strategy)	3 years	Steel Authority of India Ltd. SAIL	74.96	62.18

	Nature of the Project	Duration Year	Name of the funding Agency	Total Grant Sanctioned	Received (INR) Lakh
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D	Projects sponsored by the University				
1	Research (Restoration of Dheerpur Wetlands)	6 months	AUD GIA	12.86	
2	Research (New Urban Spaces and the Negotiations of Women's Subjectivity)	8 months	AUD GIA	2.00	
3	Festival of performances, exhibitions and light & sound installations (Dar-e-Shikoh: Dara Shikoh Festival of Delhi)	1 month	AUD GIA	4.80	
4	Seminar (Interrogating Manuscripts: Seminar on Manuscript Cartography)	1 month	AUD GIA	0.97	
5	Exhibitions and Talks - Part of a larger project (Delhi Citizens Memory Project)	NA	AUD GIA	1.50	
6	Building an archive - Involves research, curation of photographs, archiving and a launch event (Cameras of the Past)	NA	AUD GIA	4.75	
7	Building multiple archives - Involves archiving multiple donor collections (Social Science Research Archive)	9 months	AUD GIA	3.00	
8	Documentation of University events and building the AUD archives (Institutional Memory Project)	3 years	AUD GIA	12.50	
	Total (University Sponsored)			42.38	

3.7 No. of books published

i) With ISBN No.: **Nil**

ii) Without ISBN No.: **Nil**

iii) Chapters in Edited Books: **16**

3.8 No. of University Departments receiving funds from

UGC-SAP: **None**

CAS: **None**

DST-FIST: **None**

DPE: **None**

DBT Scheme/funds: **None**

Others*: **2**

*Sir Ratan Tata Trust: 1 and Sir Dorabji Tata Trust: 1

3.9 For colleges: **N/A**

3.10 Revenue generated through consultancy: **Nil**

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	2	3			
Sponsoring agencies	a. AUD b. AUD, National Museum, Indian National Science Academy, ICHR, ICCR	a. AUD b. AUD, European Union			

3.12 No. of faculty served as: (a) experts: **12** (b) chairpersons: **7** (c) resource persons: **11**

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

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

3.15 Total budget for research for current year in lakhs:

(a) From Funding agency: **Rs. 538.95 lakh**

(b) From Management of University: **Rs. 5.28 lakh**

(c) Total: **Rs. 544.23 lakh**

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

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

Total	International	National	State	University	District	College
2		2				

3.18 No. of faculty from the Institution who are:

(a) Ph.D. Guides: **19**

(b) Students registered under them: **49**

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

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

(a) JRF: **13**

(b) SRF: **Nil**

(c) Project Fellows: **Nil**

(d) Any other (Stipend): **72**

3.21 No. of students Participated in NSS events: **None**

- (a) University level (b) State level (c) National level
(d) International level

3.22 No. of students participated in NCC events: **None**

- (a) University level (b) State level (c) National level
(d) International level

3.23 No. of Awards won in NSS: **None**

- (a) University level (b) State level (c) National level
(d) International level

3.24 No. of Awards won in NCC: **None**

- (a) University level (b) State level (c) National level
(d) International level

3.25 No. of Extension activities organized:

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

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

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

Ehsaas—The Psychotherapy and Counselling Clinic

Ehsaas is an initiative by the School of Human Studies, committed to the training of socially sensitive mental health professionals. At the clinic, along with the sliding fee structure, we also endeavour to provide low cost and free counselling and psychotherapy to both our students and to the larger community. The clinic comprises an Adult, Child and Family Clinic and it also provides psycho-diagnostic psychological testing. Approximately 100 patients, including outsiders, have visited Ehsaas for various mental health related issues during this reporting period.

Centre for Community Knowledge

The Spirit of Delhi project has been initiated by the Centre for Community Knowledge at AUD. It has been conceptualized as a multi-venue project aimed to exhibit the cultural and artistic heritage of the diverse people and communities living in the city of Delhi. Drawing upon multiple art forms – visual, photographic, oral and covering tangible and intangible heritage - the project collects

documents and uses multiple art forms to make visible the oral narratives that tell the story and changing perceptions of ordinary people in the city.

Centre for Early Childhood Education and Development

In year 2014, CECED advocated with UNICEF for the development of Model Anganwadi centres as demonstration and training lab areas for the ICDS functionaries, based on the learning gained from some qualitative work undertaken from a longitudinal research conducted by CECED named “Indian Early Childhood Education Impact Study”. 50 Model Anganwadi centres were developed in two districts of West Bengal with the help of Vikramshila and UNICEF.

DDA MoU for Dheerpur Wetlands Restoration

AUD has signed an MoU with the Delhi Development Authority for the restoration and upkeep of 25 hectares of wetlands adjacent to AUD’s upcoming campus in Dheerpur. A new Centre for Urban Ecology and Sustainability is in the process of being set up to coordinate this activity.

Criterion IV: Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
<i>Campus area</i>	23,560 sqm	-	GIA	23,560 sqm
<i>Class rooms</i>	40	-	GIA	40
<i>Laboratories</i>	4	-	GIA	4
<i>Seminar Halls</i>	3	-	GIA	3
<i>No. of important equipments purchased (\geq 1-0 lakh) during the current year</i>		1	GIA	6
		5	Project	
<i>Value of the equipment purchased during the year (Rs. in Lakhs)</i>	-	16,62,026	GIA	1,06,71,789
		25,79,169	Project	
		64,30,594	UGC	
<i>Development of new Campuses of AUD (Expenditure on construction of boundary walls)</i>	-	1,91,02,640/-	GIA	1,91,02,640/-

4.2 Computerization of administration and library

No additions were made in the computerization of the administration and library, except that a course on basic computer skills is now being offered to Attendants (MTS employees) of the University.

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
<i>Text Books</i>	21,985 +3,240 (Gratis)	5,27,86,256	5177 + 112 (Gratis)	1,56,86,814	30,514	6,84,73,070
<i>Reference Books</i>	1429				1,429	
<i>e-Books</i>	120	5,00,000	41	2,53,308	161	7,53,308
<i>Journals</i>	130	3,24,08,421	44	6,46,517		6,46,517
<i>e-Journals</i>	15000		7	96,43,955		4,20,52,374
<i>Digital Database</i>	9		13,17,904		13,17,904	
<i>CD & Video</i>	159	81853			159	81,853
<i>Others (specify)</i>						

4.4 Technology up gradation (overall)

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

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

The IT Division, with the help of HR Division, has developed a course 'Introduction to Computers'. This course will be offered from the next academic year to the Attendants / Multi-Tasking Staff (MTS) of the University who are currently working under contractual arrangements.

4.6 Amount spent on maintenance in lakhs:

- i) ICT : 164.32
- ii) Campus Infrastructure and facilities: 16.53
- iii) Equipments : 52.28
- iv) Others : 195.67

Total: 428.82

Criterion V: Student Support and Progression

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

5.2 Efforts made by the institution for tracking the progression: **Not yet**

5.3 (a) Total Number of students

UG	PG	Ph. D.	M. Phil.
650	885	57	135

(b) No. of students outside the state: **96**

(c) No. of international students: **9**

(d) Gender distribution of students:

Gender	Number	Percentage
Men	636	36.82
Women	1091	63.17

(e)

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1008	148	101	192	08	1457	1154	175	130	262	06	1727

(f) Demand ratio: **7:1** Dropout: **10.82%**

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

No. of students beneficiaries: **None**

5.5 No. of students qualified in these examinations

NET: **None**

SET/SLET: **None**

GATE: **None**

CAT: **None**

IAS/IPS: **None**

State PSC: **None**

UPSC: **None**

Others: **None**

5.6 Details of student counselling and career guidance

Language Cell

While the medium of instruction at AUD is English, students from different linguistic backgrounds are encouraged to apply for admission to the various programmes at AUD. A Language Cell has been set up at AUD to help students to improve their reading, writing and comprehension skills in English.

Mentorship and Counselling

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

Career Cell

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

Student Cell

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

Ehsaas- The Psychotherapy and Counselling Clinic

At AUD we value all aspects of the student's life. Therefore the University also has a provision to attend to the emotional needs of its students. There are times when all of us go through ups and downs. Feeling angry, lonely, sad and confused is part of being human as well as of growing up. At Ehsaas-the counselling and psychotherapy unit, an attempt is made to listen to students' struggles with respect and empathy.

No. of students benefitted: **120**

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
12	31	18	13

*The data in the table above relates only to one School – SBPPSE – which organises campus placements for its MBA students. The University is in the process of setting-up a Placement Cell. Other Schools of the University are in the process of setting up a mechanism to track student progression. Currently, no data is available for placements for these Schools.

5.8 Details of gender sensitization programmes

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

5.9 Students Activities

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

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

No. of students participated in cultural events

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

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

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

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

5.10 Scholarships and Financial Support

	Number of Students	Amount in Rs.
Financial support from institution	530	72,01,500
Financial support from government (AICTE)	01	76,750
Financial support from other sources	--	--
Number of students who received International/ National recognitions	--	--

5.11 *Student organised / initiatives*

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

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

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

5.13 *Major grievances of students (if any) redressed:* **None**

[an online complaint / redressal portal has been created in July 2015. We will be able to respond to this question in the next AQAR]

Criterion VI: Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

A commitment to equity and social justice forms the bedrock of the philosophy and values of Ambedkar University Delhi. As a public institution, AUD sees itself as an instrument of social transformation focussing on social action at the interface of civil society and the State.

The University is committed to the promotion of studies, research and extension work in higher education with focus on the liberal arts, humanities and the social sciences; and to the understanding of the forces impacting Indian society and how societal evolution in the future can lead to effective realisation of the Directive Principles of State Policies embedded in the Constitution of India so as to enable all sections of our people to achieve their full potential. This vision and mission has foregrounded the initiatives at AUD in terms of the interdisciplinary typologies adopted for the different Schools, the programmes developed, and the research focus therein.

AUD sees itself as a university for and of the city of Delhi and this guides the articulation of its policies and objectives. We see ourselves in the near future as a multi-campus university catering to a variety of needs and aspirations of the city and its citizens.

6.2 Does the Institution has a management Information System

The University has developed a cloud-based ERP system to manage all important academic and administrative information. While it will be some time before the ERP is fully operationalised, some important beginnings have already been made, for instance, for the entire life cycle of each student maintenance of assessment records, staff and faculty profile, staff and faculty recruitment, accounts, library, admissions, etc. The medium-term plan is to upload all relevant information on the ERP platform and conduct all official communication and processes online.

All faculty, staff and students have also been provided official email ids on which important notices are sent, and communications exchanged. They have also been provided network ids through which they can access the ERP / Intranet where all notifications are put up. Hard copies of important notices and information are sent to relevant individuals. LibSys and electronic resources can be accessed from remote locations.

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

6.3.1 Curriculum Development

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

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

The University has worked towards and will continue to strengthen newly emergent areas of knowledge reflected in its courses, by supporting faculty research as well as building the related infrastructure.

6.3.2 Teaching and Learning

The perspective on teaching-learning at AUD is distinct. It focuses on the processes and an ethos that integrates the quest for knowledge with the experiential via the medium of discussions, interactions, dialogue and intensive field engagement. A constant concern and effort has been to establish bridges between courses across semesters and disciplines. Different media are used to facilitate class experiences. Mentorship and tutorials are integral to teaching-learning at AUD, and are understood as powerful locales for peer learning and exchanges in a close, engaged, and ongoing process.

Regular student feedback is collected through course feedback, student-faculty meetings, programme committee and academic coordination committee meetings. Schools also regularly conduct meetings of the Board of Studies, while at the university level, the Standing Committee of the Academic Council on Academic Programmes also meets at least once every semester.

The University has also initiated the practice where members of the Senior Management Team and IQAC meet the outgoing batch of each programme along with the faculty.

6.3.3 Examination and Evaluation

AUD has from its inception introduced a choice-based credit system, with multiple and continuous assessments in each course. Teachers are encouraged to innovate in the methods of assessments, and also provide continuous feedback to students on their performance. The teachers are also required to share with the students the course structure and, method and schedule to assessments in the beginning of the semester. Standard Operating Procedure (SOP) for finalising grades and generating Grade Sheets of students in the various programmes of the University is also under review and will be operationalised in the next semester.

6.3.4 Research and Development

The University has enabling provisions for the promotion of research with funding available to every member of its faculty. Funds are also available to each member of the faculty to attend one national conference each year and one international conference every two years. Similar funding support has now also been extended to BA, MA and Research students (see Criterion VII below for further details).

AUD has also initiated a publication series where the faculty and students are encouraged to publish their ongoing and completed 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. Similarly, students' dissertation could also be published. An AUD Press is also planned.

6.3.5 Library, ICT and physical infrastructure / instrumentation

The budget for the Library was increased to Rs. 3 crore for 2014-15, and apart from an increase in the acquisition of books, we also now have membership of a wider set of e-resources. The library has also been provided more physical space where renovations are currently underway.

The University has also been provided with more space which is currently under renovation before it can be used. Meanwhile, the University continues to function through infrastructure and resource optimisation. Existing classrooms and laboratories are being upgraded to help better course transaction. Specialised teaching and research softwares are constantly added and upgraded.

Land for two new AUD campuses at Dheerpur and Rohini in Delhi has been handed over to the University, and envisioning and planning of the new campus is currently underway.

6.3.6 Human Resource Management

The University has a policy of appointing faculty members on a concurrent basis; this is incorporated in the Statutes governing the structure of the Schools of Studies. This proposal was incorporated into the architecture of the University in 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.

Apart from this, the University envisions that about one-fifth of the teaching load would be shared by Visiting and Adjunct Faculty. This is specifically meant to enable exposure to the students with expertise of people working in other institutions as well as other sectors.

With regard to administrative staff, the following are the guiding principles adopted by the University bodies:

- 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 multitasking so as to 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.

We have not been able to implement these recommendations fully due to several reasons because of which the administration, constituted of employees with permanent, long and short-term contracts, has remained under-staffed for long periods of time. This has sometimes affected the routine functioning of the University. The University has now filled-up most of the administrative positions at the senior and intermediate levels. The next phase of recruitments will appoint lower level administrative and support staff. With this, the University's functioning will move seamlessly.

6.3.7 Faculty and Staff recruitment

The University has introduced a practice where all interviews for the post of Associate Professor and Professor is preceded by a presentation made by each candidate on a pre-decided topic. This has helped in getting a better idea about each candidates work and interests as well as their suitability for the position.

6.3.8 Industry Interaction / Collaboration

At AUD, we strive to create both backward linkages with schools and other universities to attract students to our different programmes, as well as forward linkages, with organisations and institutions, where our students get absorbed. Given the diversity of our programmes as well as students' interests, some of our students, after obtaining a degree from AUD enrol themselves in various programmes of further higher learning; while others prefer to work with the development sector, NGOs, academic institutions, government / semi-government organisations, and the corporate sector or engage in self-employment and entrepreneurial activities.

Interaction with Industry is promoted in the following ways:

- Organising guest lectures, workshops, and informal interaction with practitioners and industry experts. This helps in bringing real life experiences into classrooms while at the same time acquainting the industry with our Schools and programmes, so that they may become potential recruiters.
- Experts from the industry have also been involved in consultative processes and course programme designing (e.g. in SBPPSE).
- Inviting professionals as adjunct faculty to engage in teaching for an entire semester. AUD has been able to get on board several senior executives as adjunct faculty to teach entire courses.
- The Board of Studies (BoS) and the Advisory Councils of various Schools comprise members from industry. By this process, we are able to mould our course structures and delivery to the needs of industry.
- Tie-ups with industry to offer programmes, and partner with them in establishment of Centres.
- Internships and short-term projects: Internship and field immersion are characteristics of each programme offered at AUD. This gives our students hands-on experience, and enables them to apply the concepts learnt in the classroom to the workplace.
- Placements: Several programmes have a placement cell of their own, and efforts are being made to put in place a career cell at the University level, preliminary work for which has already begun. The career / placement cell(s) provide career counselling to students, so that they take informed decisions. The key responsibility of these cells is to act as an interface between the students and potential recruiters, and smoothen the process of campus placements.

6.3.9 Admission of Students

The Central Admission Committee, headed by the Dean Student Services, conducts all admission related activities. The committee has tried various ways to reach out to the marginal / peripheral areas of the NCT of Delhi. For instance, the University has started advertising in Delhi Metro (apart from the usual advertisements in the national and regional media, and important listserves), and also conducts Road Shows in schools and colleges. Special provisions like fee waivers are especially underlined in these advertisements and road shows so that the fee structure in the University does not act as a deterrent to students from economically and socially marginalised backgrounds. All admission process is conducted online for the convenience of the students and their parents, and to avoid any human errors. The University also conducts special drives to fill-up the reserved category seats in case these remain unfilled.

6.4 Welfare schemes for

Teachers: While the existing medical policy already provides partial funds as medical reimbursements, the University is in the process of formulating a policy on medical insurance. Further, a policy on instituting a Staff Welfare Fund is also under consideration.

Non-teaching staff: Same as above

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

6.5 *Total corpus fund generated:* **Nil**

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

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No *		No	
Administrative	No		No	

*Except for the practice-based MPhil programme in Development Practice, no other academic programmes have undergone audit.

6.8 *Does the University declare results within 30 days?*

For UG Programmes **Yes**

For PG Programmes **Yes**

6.9 *What efforts are made by the University/ Autonomous College for Examination Reforms?*

Doing away with the ‘single examination’ system, the University has introduced an evaluation system which is innovative – based on continuous assessments. For each course being offered, a minimum of three assessment situations are presented to the student and any single assessment does not carry more than a 40% weightage. The assessment situations comprise a variety of modalities, including individual and group exercises, quizzes, simulations, viva-voce, audiovisual presentations, term papers and case discussions. Each assessment situation is thus meant to aid the process of teaching and learning. An assessment calendar is prepared keeping in mind the assessment situations, time and duration of the semester / trimester system, weightage attached to each assessment and the cohort size. The University has instituted a system of student feedback after each assessment in which the answers are discussed and the marking system shared. All examination-related activities are handled by the School faculty through an Assessment Committee.

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

6.11 *Activities and support from the Alumni Association*

While some programmes have already initiated programme level alumni networks of graduates, a formal University level Alumni Association is in the process of being registered. But at the programme / School level, the alumni's progress is tracked and they are also invited to programmes or events organised by the Schools.

6.12 *Activities and support from the Parent – Teacher Association*

We have not yet formed a Parent – Teacher Association.

6.13 *Development programmes for support staff*

The non-teaching staff are constantly sent for training programmes whenever opportunities come. They are not only given leave but the entire cost is borne by the University.

The University has also initiated internal training programmes for the MTS category of staff who are working on contract. Some of the courses being offered to them are on English and Computer Literacy. The idea behind this is to prepare them for the appointment process.

Special retreats are organised for non-teaching staff.

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

The following concrete steps have been taken at AUD towards awareness and protection of the environment:

- One of the first established and flagship schools of the university is the School of Human Ecology (SHE), which houses an MA programme in Environment and Development, PhD in Human Ecology, as well as teaches undergraduate courses in relevant themes.
- A thoughtfully designed course, Environmental Issues and Challenges (EIC) is being taught as a foundation and compulsory course to all undergraduates at AUD. The course introduces important concepts, challenges and problem-solving thinking to students.
- Students at AUD run TERRA-Eco Club, which has organized recycling drives and awareness campaigns on campus in the past.
- A Centre for Urban Ecology and Sustainability has been created at AUD to develop expertise on aspects of urban environment, as well as work towards concrete projects that promote sustainability.
- A mechanism for paper recycling has been created at AUD in partnership with an NGO.
- A mechanism for the safe disposal of used sanitary napkins has been created at AUD.

Criterion VII: Innovations and Best Practices

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

A: Student Travel Grants

Goal / Context - In order to encourage academic excellence amongst students at Ambedkar University Delhi, a decision was taken to use part of Learning Enhancement funds for a Student Travel Grant, particularly to encourage students to attend academic conferences.

All BA, MA, MPhil and PhD students at AUD are eligible to apply for the Student Travel Grant. The rules formulated for the Grant clarify that this fund is made available, a) for International travel only once during the student's term in a particular degree programme of AUD ; and b) once for MA and BA students and twice for PhD students for national travel during the student's term. Grants are given only if the student's academic work in the form of a paper or article (or an equivalent work of art in the case of students of the School of Culture and Creative Expressions or the School of Design) has been accepted for presentation or poster presentation by an external organization or University of academic repute. Grants under this fund are not used for any other purpose.

Practice and Successes – Since the constitution of the Student Travel Grants fund in July 2015, a committee chaired by the Dean, Student Services has been able to award two travel grants to students to travel to Ireland and Japan respectively.

B. Strengthening University-City Linkages: “Sprit of Delhi” Project

Goal/Context

The Spirit of Delhi project has been initiated by the Centre for Community Knowledge at AUD. It has been conceptualized as a multi-venue project aimed to exhibit the cultural and artistic heritage of the diverse people and communities living in the city of Delhi. Drawing upon multiple art forms – visual, photographic, oral and covering tangible and intangible heritage - the project collects, documents and uses multiple art forms to make visible the oral narratives that tell the story and changing perceptions of ordinary people in the city.

Practices

The following activities were undertaken as part of this project:

1. *Dilli Ki Yaadein*: A photo exhibition of archival photographs depicting memories of Delhi as seen in personal photographic collections from early twentieth century to the present. A part of the exhibition also tells the story of Delhi through an exhibition of maps over the last few centuries. The exhibition was displayed at multiple locations in the city.
2. *Dilli ki Kahaani, Bachon ki Zubaani*: A Graphic Novel on children's experiences and memories of growing up in Delhi. The objective was to draw attention to how children from different parts of town, with different backgrounds, encounter and negotiate the city in different ways. In addition, some incidents from the past, remembered and retold by adults, described ways in which city spaces have changed.

After initial field visits children in the night shelters at Jama Masjid and Shadipur areas were chosen as the key areas for story collection and research work. The CCK team (which also included some students) conducted several art, craft and photography workshops along with interactive and recreational sessions at the shelter. Data for the graphic novel was collected through interviews with grown-ups and interactions, workshops, and activities with the children. This data collection took form of short stories. These stories were illustrated by a team of visual artists from Ambedkar University Delhi.

3. Neighbourhood Museum Programme

This programme sees the diversity of the metropolis in its micro or colony/ kasba/ neighbourhood settings. Locating itself in a colony where people live and work, the neighbourhood museums use oral narratives, recordings, photographs, visual images and artefacts from the locality to build a fascinating picture of the growth of the city as seen by its resident communities. Two sites in Delhi were identified for the Neighbourhood Museum Programme, 2015 - Nizamuddin and Ayanagar.

Oral narratives collected during the process of research were in form of interviews (with audio/video recordings), photographs, artefacts, maps etc. The local teams worked with residents and institutions from the neighbourhood in selection, curation, transcriptions, designing and execution of the exhibition.

Evidence of Success

Both neighbourhood museum interventions had extensive participation from community members in the collation, curation and display of material. The events were attended by people from other localities and were covered in the print and electronic media. Exhibited materials included archival

and current photographs of landmarks and monuments on LCD monitor. (The collection kept growing as and when residents donated their own old photographs of family and neighbourhood.); artefacts such as furniture, a replica of an ancestral bullock cart, fabrics and costumes. The displays were complemented by live music performances by community members, film screenings and panel discussions of residents and experts.

Problems Encountered and Resources Required

A dedicated team needs to be built up for these initiatives as well as resources for storage of digital archives consisting of photographs and oral histories as well as preservation and storage of actual material in hard copies. Personnel and resources are also required to make these resources available online in order to make the collections available for researchers and scholars from outside.

C. Promotion of Online and Blended Learning

Goal

AUD wishes to extend quality higher education to populations that have poor access for a variety of reasons. Few of the difficulties are related to challenges in mobility and physically accessing institutions, as well as finding time and flexible arrangements for working individuals. Therefore, AUD is exploring ways to combine the possibilities of online learning platforms with inputs from subject experts at the university. To this end, Project E-QUAL is a European Union funded International Collaborative Project is being implemented by a consortium of partners. The objectives of the project are:

- to facilitate the exchange of best practice, experience and knowledge in undergraduate teaching and learning using technology enhanced approaches relevant to India's context;
- to support the governance and management of student learning through strengthening student participation;
- to promote the use of open source and technology- enhanced educational resources in Indian universities to enable wider access to high quality undergraduate education; and
- to disseminate best practices in higher education (pedagogy, learning technologies, policy and administration) between European and Indian institutions. (This includes promotion of the 'Bologna Process' of international academic credit portability and exchange.)

Context

The University, traditionally defined, is an institution that promises 'universal' or holistic education. Yet universities have failed to live up to this promise, first because they exist within well-defined

physical spaces that admit only a small number of students and faculty, and second, because even within the university, disciplines and departments are strictly segregated. In India, these limitations give rise to a very real and urgent crisis at the present time. Following upon the enactment of the Right to Education Act in 2008, India is committed to increasing its Gross Enrollment Ratio (of students in higher education) to around 30% by 2030 (from the present 19%). For this, it not only requires around 2000 universities, it also needs to ensure that the best institutions take the lead in disseminating higher education beyond the physical walls of the university itself. Secondly, if India is to innovate and provide leadership in emerging areas of global scholarship, universities must break free of the shackles of rigidly defined disciplines, and allow for greater creativity and curiosity. These two goals are part of AUD's vision as well as the core mission of Project E-QUAL, focusing as it does on (a) technology enabled learning and (b) pilot courses in the four interdisciplinary areas outlined below.

Practices

The goal of the project is to develop open access courses in key areas of undergraduate education, train educators from around the country, and thereby bring the expertise to several thousand students across India. The project activities are being implemented in four key disciplines – Critical Thinking, Cultural Studies, Human Ecology, Natural Resource Management & Sustainable Development. AUD is tasked with leading the creation of an online course in Human Ecology. This has proceeded through brainstorming activities amongst involved faculty, subject and technology experts. Thereafter, course creation has been ongoing, which includes design of online course material production of documentary films, and innovating evaluation mechanisms with strong field and peer learning aspects. At the moment the course is being piloted at AUD.

Evidence of Success

Though the project is still at a halfway stage, there are some unique elements that have emerged. First, the thematic areas have been decided through a consultative process including the widely different educational contexts that each participant represents (1 central university, 2 state universities, 1 private university; and 2 universities from Europe). Second, the courses are a result of further collaboration between partners and subject experts. Third, through a number of activities which bring together undergraduate students from various places and disciplines, active inputs from students have been received and incorporated into the design itself (rather than as hand-me-down); and fourth, there is intensive piloting, with associated inclusion of feedback, before the courses go live. All of this has meant that courses are more topical, relevant and precise than is usually the case.

Problems Encountered and Resources Required

Given that this project has been generously supported by the European Union, funds, which usually are a constraint for such innovative programmes, are not a problem here. However, it has been difficult for faculty members part of the project to find time to devote to the project since they are also engaged in their regular teaching and administrative work at the university. The reluctance amongst many faculty members towards online courses is a further challenge, since many view them as ‘labour-displacing’, rather than as tools to extend education to new territories.

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

Plan of Action	Action Taken
Identifying critical parameters which require urgent action	These parameters have been identified and shared with the respective Schools or Divisions
Prepare a perspective plan for the University, with a plan of action	A perspective / strategic plan has been formed and a plan of action for the next year has been prepared
Developing critical responsiveness to students’ needs through student feedback	<ul style="list-style-type: none"> • The practice of meeting graduating students in their final semester has been introduced • A complaint redressal portal has been created for students • Formalising Student – Faculty Committees (SFC), and creating a central SFC • Students’ involvement in managing the Student Welfare Fund expanded
Evaluating the programmes introduced in the first two years of AUD	Due to shortage of time this could not be accomplished. But this remains our first priority in the action plan for next

	year
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7.3 Give two Best Practices of the institution

A. Feedback meetings with graduating students

The university has started an innovative practice under which members of the Senior Management Team and IQAC meets the graduating batches of undergraduate and postgraduates students. The purpose of this exercise is to find out what students think of the time they have spent at AUD as well as understand how they visualize their future. The purpose is not just to know about their class room experiences, but of all aspects of university life.

The SMT and IQAC meets graduating students of 2-3 programmes of each School together in the presence of the Dean and faculty members of the school. The students freely express their views on all aspects. They make their observations on syllabus, programme structures, assessment and evaluation, course feedback forms, their experience of dealing with the administration, facilities available to them in the university, overall student life at AUD, etc. They are also encouraged to speak about future plans and how their time at AUD fits in with their aspirations. This meeting with students is followed immediately by meeting with faculty members of the school concerned. The objective is to bring them on board. Observations made by students are discussed extensively. This helps in taking corrective measures, if required.

This practice of meeting students provides the university administration an opportunity of knowing how students judge the functioning of university. Students raise various issues in these meetings which gives the administration an opportunity to understand the kind of problems they face. These issues were extensively discussed by the teachers.

The students' feedback on the Student Welfare Fund has resulted in increasing their involvement in managing this fund. On the demand of students, Student Faculty Committees (SFCs) are being made more active. These meetings help the university to constantly improve its functioning and meet expectations of the students. These exercises also keep the system open and transparent. It also establishes live link with the alumni.

B. Institutional Memory Project

The Institutional Memory Project was initiated by Centre for Community Knowledge in December 2012. The vision and objective of the project has been to document, create and disseminate audio-visual archives of the university. To serve the university's purpose of being able to introspect and reflect as an ever evolving institution, the dynamic constitution and preservation of institutional memory is important. The collection of items currently held in the archive include a number of event documentations (from 2008 to present), including special lectures delivered by guest speakers, footage of life on campus, short films on the university as well as student assignments shot in the University, oral narratives and interviews of faculty, ex-faculty, students, ex-students, staff and senior management at the University, archival documents, physical copies of photographs.

Collections

Collections included documents of Consultative Meeting Reports, Vision Statements for School and Centres, Statutes, Board of Management meeting minutes etc. In addition, audio visual collections include photographs of consultative meetings, lectures of the first course (Post Graduate Diploma in Development Studies), and recordings of the annual Ambedkar Memorial Lecture.

Documentation

Documenting current events on campus is an important part of creating an archive of AUD. Along with documenting official events and oral narratives of people associated with the University, as well as recording candid moments of everyday life at AUD. The idea behind this effort was that memory of an institution is incomplete without documentation of spaces, environs, student perspectives, changes in the landscape and certain intangible histories which contribute to the university's growth and evolution in time.

Oral Histories

Oral narratives within the University commenced with articulations of the vision and ideas that build Ambedkar University Delhi and the setting up of the university. These oral narratives of the first Vice Chancellor, first set of faculty and staff, Board Members, Ex-faculty etc helped understand the stories of origin and the early years of the University. These interviews were informed and substantiated with other archived documents mentioned earlier. Conferences, lectures and workshops were also recorded.

Sorting Archival Footage and Accession List

As the audio visual material started increasing in size, they were being organized and stored on hard disks and DVDs. The process of creating master accession lists for the audio visual items documented was begun. This was in order to catalogue the items and trace key words for the future exercise of uploading the material online.

Disseminating the Archive

The project is not only focused on collecting and archiving but also disseminating the material being gathered. Further dissemination (from CCK hard disks to a virtual space) was made possible by creation of a Youtube channel (AUD Institutional Memory Project) dedicated to the upload of documentations made by the project.

Furthermore, prototypes of University Archives & Records Centre, or other such Institutional Memory Projects in other institutions across the world could help in chiselling out the AUD Institutional Memories. Research on managing small archives, templates of other University archives, understanding memory and institutional memory also greatly lent to the imagination of the project. Initial structures in order to understand the scope of the project also begin evolving into more concrete processes and outcomes.

Student Involvement

In order to meet the challenges that audio-visual documentation and building University archives posit, experienced summer internship positions were advertised in order to train students with skills required for assistance in the Project. Audio Visual workshop introduced students to the processes of documentation and the scope, use and vision of the archive. The student volunteers assisted with editing, transcription and scanning and as their involvement grew beyond the summer, several other students began to become engaged with the project.

Currently, all items are listed, descriptions of event videos and photographs are being added and an exhaustive catalogue of the items in AUD archives from 2008 to 2015 is being prepared. This catalogue will make the material upload ready.

Upcoming Initiatives

1. Building an online public archival repository - The logical next step in the project is to build an online repository accessible to all. The IT department has already bought server space

and installed DSpace, which is a repository building software and user interface. This is considered back-end. The front-end, which involves the designing of a webspace and landing page is being simultaneously worked upon to facilitate a smooth interface between the archive and archive users. This process is going to take up the month of July 2015, after which the AUD archives will be visible on the intranet. After a review of the material and determining what required public and restricted access, this archive can be published online with contextual archival policy guidelines and copyright specifications.

2. Institutional Memory Walkthrough – A keen interest in documenting, understanding and disseminating the archives began to grow in students who had become involved in activities of the Centre, leading to formulation of a student led project that is guided and supported by the institutional memory project staff. These students are proposing to curate and use the archives and its audio, video and photographic contents. The intention of exhibiting this material to the larger AUD community is to engage, experience and understand the narratives that build and sustain University spaces. The exhibition of archival material is conceptualized in the form of a walkthrough that will take us through the spaces most commonly inhabited by the AUD community and the diverse oral and documented histories of campus. The University space itself would provide the backdrop for the telling of these stories and memories. The attempt to engage with Institutional Memory so as to feel its presence not only in virtual spaces, but in lived spaces.
3. Setting up of AV Team – The enormity of work involved in documenting official and unofficial histories of campus has been acknowledged and due processes are being put in place so that the building of the archives becomes the mandate of student groups. An AV Team is being put in place, and a core group has already been identified. This core team will be assigned different roles, starting from equipment maintenance, coordination across departments for event documentation, AV training, training on editing to sustained work of dumping, labeling and cataloguing footage gathered through the week and mobilizing other student volunteers from different departments who will eventually become point persons for any IMP related documentation in departments. This team will also conduct frequent AV Workshops to generate enthusiasm on camera skills, editing expertise and do's and don't's of documentation in the university.

7.4 Contribution to environmental awareness / protection

The following concrete steps have been taken at AUD towards awareness and protection of the environment:

- a. One of the first established and flagship schools of the university is the School of Human Ecology (SHE), which houses an MA programme in Environment and Development, PhD in Human Ecology, as well as undergraduate courses in relevant themes.
- b. A thoughtfully designed course, Environmental Issues and Challenges (EIC) is being taught as a foundation and compulsory course to all undergraduates at AUD. The course introduces important concepts, challenges and problem-solving thinking to students.
- c. Students at AUD run TERRA-Eco Club, which has organized recycling drives and awareness campaigns on campus in the past.
- d. A Centre for Urban Ecology and Sustainability has been created at AUD to develop expertise on aspects of urban environment, as well as work towards concrete projects that promote sustainability.
- e. A mechanism for paper recycling has been created at AUD in partnership with an NGO.
- f. A mechanism for the safe disposal of sanitary napkins has been created at AUD.

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

7.6 Any other relevant information the institution wishes to add.

The IQAC carried out another SWOT analysis after receiving the NAAC Peer Team Report and accreditation. This analysis helped the University prepare its Perspective / Strategic Plan for the next five years.

8. Plans of institution for next year

AUD, through its IQAC, would like to initiate the following activities / processes in 2015-16:

- i. Collectively develop a methodology to carry out evaluation of its programmes, Schools, Centres and Divisions,
- ii. Initiate evaluation of programmes, beginning with those which were introduced in the first two years of the University.
- iii. Conduct 1-2 week workshops during the Winter and Summer break on themes such as pedagogy, enhancing knowledge in specific domains, interdisciplinarity, assessments, etc.
- iv. Develop an orientation package for newly appointed staff in the University to acclimatize them to the AUD way,

- v. Organize summer and winter school for school students who are aspirants for admissions in to higher education, especially those belonging to marginalized backgrounds,
- vi. Assist the Student Services division of the University in establishing an *Equal Opportunity Cell*. The purpose of this cell would be to make Education accessible to socially marginalised groups, economically disadvantaged sections and persons with disabilities.
- vii. Assist the Academic Services division of the University in establishing an *Academic Teaching Development Programme* which is meant to help and assist the teachers to adopt innovative and relevant pedagogies, appropriate assessment practices, field practicum, and exposure to and acquiring new knowledge. The idea is to help attain excellence and professionalism in teaching.
- viii. Conduct surveys with applicants for the various programmes of the University to understand their social and economic backgrounds, their aspirations, and their training needs. Also, conduct surveys with the alumni of the University,
- ix. Help the IT division and the ERP cell to improve the MIS of the University.

Name

Signature of the Coordinator, IQAC

Name

Signature of the Chairperson, IQAC