



Yearly Status Report - 2018-2019

Part A

Data of the Institution

1. Name of the Institution	BHARAT RATNA DR. B. R. AMBEDKAR UNIVERSITY
Name of the head of the Institution	Anu Singh Lather
Designation	Vice Chancellor
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	011-23861845
Mobile no.	9326911033
Registered Email	iqac@aud.ac.in
Alternate Email	registrar@aud.ac.in
Address	Lothian Road, Kashmere Gate,
City/Town	DELHI
State/UT	Delhi
Pincode	110006

2. Institutional Status					
University		State			
Type of Institution		Co-education			
Location		Urban			
Financial Status		state			
Name of the IQAC co-ordinator/Director		Professor Amol Padwad			
Phone no/Alternate Phone no.		01123863740			
Mobile no.		9326911033			
Registered Email		iqac@aud.ac.in			
Alternate Email		amol@aud.ac.in			
3. Website Address					
Web-link of the AQAR: (Previous Academic Year)		https://aud.ac.in/uploads/1/page/quality-assurance/aqar/aqar-2017-18.pdf			
4. Whether Academic Calendar prepared during the year		Yes			
if yes,whether it is uploaded in the institutional website: Weblink :		https://aud.ac.in/uploads/1/notice/old/sus-academic-calendar-winter-semester-2019.pdf			
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	A	3.02	2014	10-Dec-2014	09-Dec-2019
6. Date of Establishment of IQAC			10-Feb-2015		
7. Internal Quality Assurance System					
Quality initiatives by IQAC during the year for promoting quality culture					
Item /Title of the quality initiative by IQAC	Date & Duration		Number of participants/ beneficiaries		

No Data Entered/Not Applicable!!!

[View File](#)

8. Provide the list of Special Status conferred by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

5

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

No Data Entered/Not Applicable!!!

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achievements/Outcomes
Organisation of faculty development workshops and trainings	Series of workshops organised on writing pedagogy, curriculum design, reading pedagogy, integration of technology, etc
Initiated digital learning integrated course design and pedagogy	Workshops held to train faculty, several courses with digital integration and blended learning modes developed and piloted

Promote learning outcomes based curricular framework as recommended by UGC	Faculty consultations and workshops on developing learning outcomes based curricular frameworks held; revised curricular frameworks developed.
Develop follow-up action plans based on the Decennial Review and UG Programmes Review	Consultations and initial drafting of potential action points based on the recommendations from the DCR and UG programmes review reports
Preparations for the second cycle of accreditation	Series of consultations and meetings with all wings of the university held throughout the year to understand the new accreditation system and plan the preparations accordingly
Strengthening of feedback process	Several meetings and consultations with schools and divisions to formalise aspects of feedback analysis and reporting
Contributions to the curricular revision process	IQAC representation in and contribution to various programme and courses revision activities by different schools and centres
View File	

14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	Yes
Date of Visit	27-Jul-2021
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2019
Date of Submission	02-May-2019
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	The MIS currently used by the University is built around the cloudbased ERP system with an aim to streamline the flow and management of academic and administrative information. ERPbased facilities and tools are being used across various academic and administrative departments. The MIS covers diverse

aspects of the university functioning such as admission applications, registrations, assessment, attendance, faculty profiling and recordkeeping, HR management, financial management, inventory management, internal communication, and so on. The MIS is used to integrate governance, administration and academics in order to enhance the planning and functioning of the university. ERP also provides the allimportant means of regular coordination across the three campuses from which the university operates.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
No Data Entered/Not Applicable !!!			
View File			

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
No Data Entered/Not Applicable !!!				
View File				

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
View File		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the University level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BA	Global Studies	01/07/2018
BA	Law and Politics	01/07/2018
BA	Social Sciences and Humanities	01/07/2018
BA	Sustainable Urbanism	01/07/2018
MA	Global Studies	01/07/2018
MA	Sustainable Urbanism	01/07/2018
PhD or DPhil	Economics	01/07/2018

MA	Performance Making (Dance)	01/07/2018
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1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
No Data Entered/Not Applicable !!!		
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
No Data Entered/Not Applicable !!!		
View File		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	No

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained
AUD is committed to a culture of self-reflection that is a core value for the University. Apart from formal student feedback on courses and teaching and alumni surveys, AUD formally institutes comprehensive reviews of its functioning and takes feedback from multiple stakeholders. This feedback is analysed and a detailed action plan is prepared and discussed in the statutory bodies of the University for implementation. Undergraduate Review and Programme Review initiated in 2018 are currently in stage of discussion. Feedback is utilized for making mid-course corrections in the programme/ structure and sometimes even policy. 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.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
No Data Entered/Not Applicable !!!				
View File				

2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	1393	1533	185	185	185

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
185	185	22	80	Null	45

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The University puts in concerted effort to focus on the well-being and academic mentoring of its students. The Undergraduate programme has a formal mentorship arrangement comprising students across cohorts attached to a faculty mentor. All the PG programmes have a well-structured arrangement for academic mentoring and advising, either through dissertation project, or through field-based mentoring. For the PG students, academic mentoring arrangement also provides a space for sustained student support and peer-learning. University conducts English Proficiency courses at Undergraduate level as well as runs a Language Buddy Scheme in which students are trained and funded under the Earn While You Learn scheme to mentor and support their peers and juniors in use of English language and academic writing in English. Several academic programmes have structured mentoring spaces for scaffolding students learning and skill enhancement through courses such as Guided Reading, and Basic Research Skills Training, or quantitative techniques of analysis, for instance. Guided tours and collaborative workshops enable a critical engagement of students with the world at large.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
2667	185	1:14

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
273	147	126	41	103

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
No Data Entered/Not Applicable !!!			

[View File](#)

2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
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No Data Entered/Not Applicable !!!

[View File](#)

2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
Nil	2667	0

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://aud.ac.in/programs>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
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No Data Entered/Not Applicable !!!

[View File](#)

2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<https://aud.ac.in/uploads/4/page/naac/student-survey-report-2018-19.pdf>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
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No Data Entered/Not Applicable !!!

[View File](#)

3.1.2 – Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

Name of Research fellowship	Duration of the fellowship	Funding Agency
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No Data Entered/Not Applicable !!!

[View File](#)

3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
View File				

3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
No Data Entered/Not Applicable !!!		
No file uploaded.		

3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
No file uploaded.				

3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
View File					

3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
School of Liberal Studies	1
School of Culture and Creative Expressions	1
School of Human Ecology	2

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
No Data Entered/Not Applicable !!!			
View File			

3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
No Data Entered/Not Applicable !!!	
View File	

3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
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No Data Entered/Not Applicable !!!

No file uploaded.

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
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No Data Entered/Not Applicable !!!

[View File](#)

3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
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No Data Entered/Not Applicable !!!

[View File](#)

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	4	7	7	2
Presented papers	66	40	11	3
Resource persons	19	30	24	44

[View File](#)

3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultan(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
ACIIE	Incubation and handholding	Breathing Gardening Spaces Pvt. Ltd	26000
ACIIE	Incubation and handholding	Urban Kyaari Pvt Ltd	104000

No file uploaded.

3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultan(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
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No Data Entered/Not Applicable !!!

No file uploaded.

3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and

Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!			
View File			

3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
View File			

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agen cy/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
No Data Entered/Not Applicable !!!				
View File				

3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
No Data Entered/Not Applicable !!!			
View File			

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
No Data Entered/Not Applicable !!!					
View File					

3.7.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
No Data Entered/Not Applicable !!!			
View File			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
4500	4194

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
No Data Entered/Not Applicable !!!	
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
KOHA	Fully	Null	2021

4.2.2 – Library Services

Library Service Type	Existing	Newly Added	Total
No Data Entered/Not Applicable !!!			
View File			

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
View File			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	738	8	1	8	2	2	1	100	0
Added	155	2	1	2	1	1	0	0	0
Total	893	10	2	10	3	3	1	100	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
Nil	17.64	Nil	56.41

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The maintenance of major equipment, fixtures and amenities is ensured through a range of annual maintenance contracts (AMCs) and engineering-cum-maintenance contracts with several agencies, in addition to the in-house staff and offices taking care of the smaller and more routine maintenance work. The maintenance activities are properly budgeted and adequate financial resources are allocated for the purpose. A range of committees, offices and persons are entrusted with the responsibility of a periodic and regular review of the status of the facilities and of planning and executing maintenance related activities promptly. The Estate Division has the overall responsibility of ensuring proper maintenance of the campus on the whole, though there are many separate offices and committees looking after particular kinds facilities or sections of the campus functioning. IT services, the Library, the Sports Office, the Engineering Section etc handle the maintenance portfolio for their respective areas and some have dedicated staff for maintenance and/or outsourcing contracts for the purpose. The university has also hired professional cleaning service providers for the constant upkeep and maintenance of the campuses. As regards the systematic and optimal utilisation of the facilities, the university has set up automated mechanisms for monitoring and ensuring proper use of the facilities. Classrooms, meeting rooms, seminar halls, computer centres and laboratories are optimally assigned to regular teaching-learning requirements of the schools and their programmes, but in addition an online system enables any school, centre, office or person in the university to both check the availability of rooms and book them for intended timelines. Different wings of the university follow different ways of ensuring optimal use of the campus facilities.

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Various as listed in excel file	2702	62067033
Financial Support from Other Sources			
a) National	UGC Fellowships	18	6372000
b) International	Nil	Nil	Nil
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
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No Data Entered/Not Applicable !!!

[View File](#)

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
Nil	As listed in the excel file	Nil	Nil	Nil	Nil

[View File](#)

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
5	5	60

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed

No Data Entered/Not Applicable !!!

[View File](#)

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
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No Data Entered/Not Applicable !!!

[View File](#)

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
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No Data Entered/Not Applicable !!!

[View File](#)

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
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No Data Entered/Not Applicable !!!

[View File](#)

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
No Data Entered/Not Applicable !!!						
View File						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The university has a vibrant student council formed through statutory process. The Student Council functions on the basis of an integrated system of representation wherein Class Representatives (CRs) and councillors work towards the efficient redressal of all matters across various levels of administration. The Student Council acts for the benefit of the Union without discriminating on the basis of caste, class, gender, sexuality, age, ability, race, ethnicity, religion, language, region and nationality. The student council is formed out of Class Representative Committee, School-level representatives, Campus-level representatives, University level representatives, and All councillors committee. The entire process of managing the election to the student council is managed primarily by students themselves, while the faculty and administration work in an assisting role. The structure and functioning of the student council itself has been formulated with very strong student contribution and based on their suggestions and ideas. It plays a significant role in representing the students concerns and interests in various matters pertaining to university affairs. In addition to the student council, the university also has Student Faculty Committee (SFC). Both, student council and SFC aim at bringing students' concerns regarding teaching and learning process and campus life to a common platform. The university also has mandated that student representatives be present in several committees like CPSH, IQAC, and in the management of canteen, hostel facilities, sports activities and SWF. Students are also involved in planning and organising curricular, cocurricular, and extra-curricular activities. Senior students are involved in the management of admission process and also play a crucial role in counselling the new/incoming students. One of the major events managed by students is the annual gathering AUD@City. The way in which AUD@City is fully planned, managed, and executed by the student community is a testament of the integrative approach of the university. AUD also supports its own student-centric societies where through sustained discussions and consultations a unique identity to their endeavours is facilitated. This is evident in the way in which the events and activities have been organised by societies in the last five years. Students are also encouraged and supported to conceptualise, plan and implement initiatives or activities which may potentially contribute to their intellectual, physical, creative and emotional development. They are also empowered to invite scholars and practitioners of their choice and discretion to initiate discussions on larger concerns with the financial support of the university. Both in terms of intent and actualisation, the university has been consistent in its commitment towards the encouragement of involving students in decision-making with regard to the everyday functioning, structural planning, as well as future policy making of the university.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

School of Business, Public Policy and Social Entrepreneurship has an Alumni

Association, AUDBA (Ambedkar University Delhi Business Alumni Association) which is registered under the Societies Act since 2014. Some other schools also have their alumni associations, but they are unregistered entities. The University Alumni Association has been recently registered in December 2019 and now the enrollment of alumni in the association is underway.

5.4.2 – No. of registered Alumni:

176

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

In all two meetings of the alumni were organised during the year on 05-01-2019 and 03-06-2019. The total attendance of alumni at these meetings was 35. In terms of activities, the alumni have contributed in various ways to activities related to student mentoring, internship opportunities, guidance on career opportunities and skills development, offering guest lectures, joining as members of various committees like IQAC, conducting workshops on CV development or preparing with mock interviews, group discussion, etc.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

In terms of decentralization and participatory management for day to day functioning of the university the following practices are followed: ? Autonomy/ flexibility for schools and programmes to deliberate and decide upon curriculum, pedagogy, assessment structure within a broad framework provided by the statutory bodies programme teams are empowered to take decisions at programmatic levels no centralized assessment monitoring mechanism lot of flexibility and scope for decentralised planning and implementation ? Better Representation and participation of stakeholders - students, faculty, staff - in various committees like SFC, Student Welfare Fund Management, timetables, and assessments. ? University level - involvement of faculty in planning and decision making as well as in monitoring - through committees/ bodies like conference committees, travel grants committee, grievance redressal, committee (CMT). ? Faculty oversight over all aspects of management as senior faculty are appointed as deans of functional divisions, chairs of admin committees, etc. ? Student involvement - SFC, CPSH, SWF, student contribution to managing admission process (through EWL), organisation of various activities, seminars, panel discussions, etc. ? Staff is involved in various management functions including planning and decision making - also formally inducted in some committees like CPSH. ? Financial decentralisation - Schools decide on utilisation of funds like the Learning Enhancement Fund. ? Bottom-up planning - schools are requested to submit plans for each semester, including budgets, then feeding into university level planning and budgets. ? Decisions related to appointment of faculty - adjunct, guests, visiting - made at the school level. University level committee headed by a senior professor has oversight.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	<p>The Central Admission Committee, headed by the Dean Student Services, conducts all admission related activities. Over time, the University has made a space for itself in Delhi's higher education landscape. The IQAC was closely involved in the admission process, especially with regards to preparing plans to recruit students from marginalised communities and to make the process smoother for applicants. Most of the admission related work, including orientation and managing the Admission Help Desk, is carried out by student volunteers who are paid through the 'Earn While You Learn' Scheme.</p>
Industry Interaction / Collaboration	<p>At AUD, forward linkages are created at various levels with organisations where our students eventually find employment. These include the development sector, NGOs, academic institutions, government / semi-government organisations, and the corporate sector, including entrepreneurial ventures / start-ups. Experts from the industry have also been involved in consultative processes for programme / course designing, as members of advisory boards of Schools and Board of Studies. This helps us mould our courses to the needs of the industry. • AUD has tie-ups with industry to offer programmes, and partner with them in establishment of Centres as well as internships and short-term projects.</p>
Human Resource Management	<p>The human resource functions of academic staff of AUD are under the purview of the Academic Services division the Dean of this division is drawn from the senior faculty. The division maintains all records and is the nodal agency for recruitment and hiring. The division also facilitates support for faculty towards upgradation of skills through participation in orientation and refresher courses, conferences and workshops as well as training modules. It also takes care of the Career Advancement of faculty members. AUD has initiated a system of 'Induction' programme of staff joining the University.</p>
Library, ICT and Physical	The University now maintains

Infrastructure / Instrumentation

libraries in all its three campuses. The third library was opened in the Lodhi Road campus. A bigger space is being renovated for the library in Karampura campus. Additional space is being provided to the library in the Kashmere Gate campus. A substantial amount is spent every year on the addition of new resources, including textbooks and reference books, e-books, journals, e-journals and digital databases. With this expenditure, the total value of the library's resources is currently over 25 crore. The IT Services is in the process of expanding its operations in the Karampura campus a new Computer Lab is being created in this campus. It also opened all IT related services in the Lodhi Road campus. A computer lab was set-up in the campus.

Research and Development

The University has taken several initiatives to promote research such as financial support to faculty for conducting research work, support to faculty, staff and students to communicate research work at various fora through travel grants setting up academic chairs to facilitate the circulation of expertise through AUD and the provision of study leave for increasing number of faculty members to complete their doctoral and post-doctoral work. The University initiated the 'Seed Money Grant' (SMG) to provide funds (up to Rs. 1 lakh) to faculty members for proposals they submit. Apart from this, the University also provides research grants (up to Rs. 10 lakhs) to proposals submitted by faculty for individual or joint research projects. The University has also set aside an amount of Rs. 5 crore in the University Development Fund as corpus.

Examination and Evaluation

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

Evaluation and Student Progression (AES) is vested with several tasks, including tracking students after admission and until they receive their degrees during the convocation, systematise student feedback, facilitate central timetable coordination etc. The ERP system is also being streamlined and being made user friendly. Training Sessions are conducted by the division for better understating of the ERP system, for both faculty and administrative staff. Automated transcript and degree printing with due diligence on security concerns is also being instituted by the AES division during this academic session.

Teaching and Learning

The various programmes at AUD operate with a foundational commitment to a dynamic learning environment. Course feedback is necessarily gathered from the students and discussed by the faculty within different working groups. Online and multimedia resources are routinely used, and the University is also developing original content for more effective transaction of material. The University prioritises hands-on experiences, and many programmes regularly include a field immersion component in their respective pedagogical toolkit. A significant portion of the funding for such immersions is generated out of student fees under a Learning Enhancement Fund, which also supports the travel of students to present papers and posters at various national and international fora.

Curriculum Development

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

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
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Planning and Development	Various e-management and governance systems introduced during the current year, including RFID asset management system in addition to already existing ERP modules.
Administration	E-governance has been introduced in the area of administration since very early stages of the university that is from 2012. The fundamental e-governance framework is built around ERP modules from the CampusLabs systems.
Finance and Accounts	Finance and accounts were the first areas to see e-governance right from the inception of the university in 2009. Some major tools and systems supporting e-governance are Tally and ERP finance modules.
Student Admission and Support	Student admissions and support services and facilities have been functioning via electronic medium since 2012. The modules are embedded in the university website and offer various services such admission form filling, registration of courses, payments of various kind, scholarship and freship registrations and so on.
Examination	Examinations and assessments are completely managed through e-governance systems mainly in the form ERP modules of CampusLabs systems. E-governance in this area has been operative since 2012.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
View File				

6.3.2 – Number of professional development / administrative training programmes organized by the University for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
No Data Entered/Not Applicable !!!						
View File						

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
No Data Entered/Not Applicable !!!				
View File				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
20	21	4	25

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
<p>The existing medical policy already provides partial funds (as per CGHS and DGHS rate) as medical reimbursements to all staff (including contractual). The University has also created a panel of hospitals where its staff can avail cashless facilities. All staff of the University (including contractual) are covered under Group (Life) Insurance Scheme the premium is paid by the University. Further, a policy on instituting a Staff Welfare Fund is also under consideration.</p>	<p>The existing medical policy already provides partial funds (as per CGHS and DGHS rate) as medical reimbursements to all staff (including contractual). The University has also created a panel of hospitals where its staff can avail cashless facilities. All staff of the University (including contractual) are covered under Group (Life) Insurance Scheme the premium is paid by the University.</p>	<p>AUD has a student welfare fund to which each student contributes Rs. 500 per semester, and an equal amount is contributed by the University. This fund is utilised to help needy students with financial assistance for hostel fees and hostel mess fees, photocopying, travel to and from the university, and in some cases also rent for students who have not been able to secure admission to the hostel. The students have also been covered under the Group (Life) Insurance the premium is paid by the University's contribution to the Student Welfare Fund.</p>

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

The university financial affairs are regularly subjected to both internal and external audits. Internally the University's Finance Division is responsible for the audit of every single transaction and process, as well as conducting year-wise audits of the income and expenditure of the University. The University also routinely uses the professional services of reputed chartered accountancy firms to audit the financial affairs. These audits are monitored by the highest governing bodies of the University, namely the Board of Management and the University Court. In addition, there are external audits conducted by various government agencies. The Examiner of Local Funds Accounts (ELFA) of the Directorate of Audit Finance Department of the Government of NCT, Delhi

conducts periodic audits of the University.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
No Data Entered/Not Applicable !!!		
View File		

6.4.3 – Total corpus fund generated

No Data Entered/Not Applicable !!!

6.5 – Internal Quality Assurance System

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	DR Committee and UGR Committee	Yes	School offices, AES and SS divisions
Administrative	Yes	Directorate of Finance GNCTD	Yes	Finance Division, GAD

6.5.2 – What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)

Not applicable

6.5.3 – Activities and support from the Parent – Teacher Association (at least three)

University does not have a PTA, however faculty members and course tutors informally interact with parents periodically.

6.5.4 – Development programmes for support staff (at least three)

In order to provide development support to the staff the university organises numerous professional development activities round the year. In addition, the staff are given support in the form of funding and leave for participation in professional development programmes. Support is also provided in terms of facilities like equipment, workspace, creche and canteen. There are also a range of welfare schemes available to the staff.

6.5.5 – Post Accreditation initiative(s) (mention at least three)

Some key post accreditation initiatives are as below: • Formalisation of AES (following previous NAAC peer team suggestion) • LMS integration - automation of student life cycle • Internal reviews - UGRC and DRC • Streamlining of feedback mechanisms • Launch of interdisciplinary schools, centers, UG programmes (following on last PT observations) • Teacher and staff education/training programmes • Student support initiatives - evidence-based inputs from IQAC to substantiate waivers and concessions

6.5.6 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Yes

c)ISO certification	No
d)NBA or any other quality audit	No

6.5.7 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
No Data Entered/Not Applicable !!!					
View File					

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Gender sensitisation sessions for newly admitted students	13/08/2018	31/08/2018	245	205
Training workshop for the CPSH members	16/01/2019	16/01/2019	11	9
Street play by Sukhmanch on gender issues and crime against women	30/01/2019	30/01/2019	35	25
Interactive workshoop on sexual harassment at workplace	20/02/2019	20/02/2019	12	8
Sensitisation programme on exploring life through the lens of gender and sexuality	01/03/2019	02/03/2019	15	10
Women's day march on gender issues	08/03/2019	08/03/2019	60	40
Poster making sessions on creating awareness about sexual harassment	02/03/2019	08/03/2019	38	22

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

Nil

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	17
Provision for lift	Yes	17
Ramp/Rails	Yes	17
Braille Software/facilities	Yes	1
Rest Rooms	Yes	17
Scribes for examination	Yes	Nil

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
Nil	Nil	Nil	Nil	Nil	File attached	Nil	Nil

[View File](#)

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of Discipline for Students (revised)	16/05/2019	The code has been existence from previous years but has been revised with updated guidelines and is being followed in the university.
Code of Professional Ethics for the Officers and Faculty of the University	16/05/2019	The code has been issued for all faculty and staff of the university and is monitored by various offices and officials at different levels.
Draft Guidelines on Research Ethics	13/08/2019	The draft guidelines are under consideration to revise and expand the current research ethics policies and practices.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
File attached	Nil	Nil	Nil

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Key initiative taken by the institution to make the campus eco-friendly are listed below:

- Solid and liquid waste management - bi-waste converters set up at Karampura campus, collection of used paper for recycling, disposal of sanitary napkins,
- E-waste management - formulated own EWM policy, segregation and safe disposal of e-waste
- Rain-water harvesting plant set up at Karampura campus
- Minimising use of single-use plastic and paper
- TERRA-Eco club of AUD students runs re-cycling campaigns
- Meticulous maintenance of greenery and foliage at all campuses
- Restoration and maintenance of wetlands at the Dheerpur campus
- Collaborations with NGOs for conservation and awareness activities

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1: Praxis as central to AUD's academic endeavours.

1. Objectives - To pursue engaged scholarship and interdisciplinarity - To support development practitioners, educators and entrepreneurship

2. The Context University's goal of pursuing interdisciplinarity and engaged scholarship is being pursued through a sustained exploration of engagement with the world of practice. This, together with AUD's endeavor to be organically linked to the city through its taught programmes, research projects, advocacy and outreach, policy inputs, etc., has translated into various initiatives apart from taught courses and research projects, organized by various Schools and Centres. The best practices whose impact is widely acknowledged within university are detailed below.

3. The Practice: Community engagement Centre for Development Practice

To give a formal and sustainable shape to the idea of a field/discipline called Development Practice, AUD in collaboration with development sector agents (like PRADAN) set up the Centre for Development Practice (CDP). This Centre, designed to emerge as a research, documentation, capacity building, and reflection site for the developmental sector scholars and agents, has engaged with issues like rural livelihoods, education, governance, health and environment. The Centre attempts to bring to dialogue questions of knowing, questions of doing and questions of being. This dialogue between knowing-doing-being also forms the crux of the existing MPhil in Development Practice, which trains students to pursue action research. The transformative work of the MPhil researchers have shown that concerns on social transformation need to be supplemented with psychological-psychoanalytic sensitivity in work with communities and thereby rethink and rework the associated developmental sectoral practices and practices of self, social and political transformation in communities across rural and urban areas. The Centre's work includes dialogues between action researchers, development practitioners/activists and development studies academics, as also action researchers, practitioners, academics and activists on the one hand and the deprived and marginalized 'communities in central India. CDP thus takes transformations in rural communities as its area of research as also its area of work/intervention. Some other major initiatives:

a. AUD Centre for Incubation, Innovation and Entrepreneurship' (ACIIE) has been set up with the objective of incubating ideas and proposals that hold the possibility of reaching out services, new knowledge and contemporary practices to the less-privileged section of society encourage graduates to become wealth creators with employment generation, while addressing the many social problems facing our country facilitate technical mentorship and help to generate financial support from angel investors and venture capital funding to nurture potentially viable ideas to be set up as sustainable enterprises.

b. Design Innovation Centre (DIC) is a 3-year project under the 'Hub Spoke Scheme' of MHRD, GOI. AUD

through the School of Design is one of the designated spokes. 4. Evidence of Success Centre for Development Practice i. Shift the focus of the University from 'research' to 'action research'. Make action research a legitimate area of work in the University. ii. Make space for practice, praxis-based research and developmental interventions in the University context iii. Shifted the focus of the University from 'knowledge production' to 'transforming the social'. This is in tune with AUD's vision of engaged social sciences. iv. Engagement with rural and pre-urban communities in 150 plus villages of central India to usher in processes of transformative social praxis action research with communities in the remotest parts of India and amongst the severely marginalized AUD Centre for Incubation, Innovation and Entrepreneurship v. Six for-profit social startups are currently under incubation. Each startup is being provided a seed funding of INR 10 Lac. vi. ACIIE, in collaboration with Startup Oasis - a Jaipur based incubation centre set-up as a joint initiative of RIICO and CIIE (IIM, Ahmedabad) conducted a one month Lean Accelerator Programme for social startups, in June 2018. 5. Problems encountered and Resources Required i. Financial and faculty support shall help stabilize the action research work initiated in the 150 plus villages and in the peri-urban locations. ii. It will also give a long term and sustainable configuration to the transformation already initiated in rural and peri-urban India amongst adivasi and Dalit communities. iii. Conversion of the current MA or MPhil level action research initiatives to a (a) praxis-based, (b) community-engaged, (c) action research PhD shall give, one, a more rigorous and academically sound form to the work already done, and, two, create a respectable body of knowledge on transformation which will in turn bring prestige to praxis based vocations and disciplines in the University. iv. The praxis-based programmes of AUD can be supported through the UGC Innovations Programme. Best Practice 2: The Internal Review Processes: Towards a Learning Organization 1. Objectives - To institutionalize a culture of learning organization. The core objective is to facilitate institutional learning and self-awareness for mid-course corrections and institutional change. 2. The Context In AUD, it has been an attempt right from the beginning to design the various structures and programmes of the University through collective reflections and consultations. All the programmes have been designed through a series of consultative meetings. Once the core faculty has been in place, periodic sessions of collective reflections and sharing of experience have been conducted. There has been a shared conviction in the AUD community that envisioning the institution's desired future is an evolving and participative process and is never going to be a finished enterprise. AUD's commitment to be a self-aware institution has translated into practices aimed at building a culture of collective introspection, reflection, self-assessment and readiness to make mid-course corrections. Towards this, the University has evolved certain cultural norms and institutional practices 3. The Practice AUD, in its short existence has engaged consistently in periodic self-reviews, assessments and evaluations. The Mid-Term Review of 2013, NAAC self-study report of 2014, and Annual Quality Assurance are some examples. While the NAAC review was a requirement, the University has gone ahead and planned several review processes on its own accord. The University had constituted a committee comprising of eminent academics and policy makers to conduct a Mid-Term Review (MTR) in 2011. The Committee interacted with all primary stakeholders of the University (including students and alumni), and through a deliberative process arrived at its report. The report was discussed in all statutory bodies of the University and most of its recommendations have been implemented in the course of time. In 2017, the Board of Management decided that the University should undergo thorough and comprehensive review every 10 years and its individual units should do this every five years. In light of the above, three parallel processes of review were instituted - the Decennial Review (at the University level), Undergraduate Studies Review, and reviews of individual programmes. The intent behind the Decennial Review was to

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

The University is currently drawing up an action plan based on the recommendation of the committee. The overall objectives of the Undergraduate Studies Review (UGR) were to review the vision and stated objectives of undergraduate education at AUD in the current context of higher education in India, revisit the recommendations of the MTR and NAAC evaluation for undergraduate education and provide recommendations for mid-course adjustment and alignment, and provide future directions for expansion of undergraduate education at the University. Some of the recommendations of the committee have already been implemented, while others are being considered. It is hoped that this regular process of review, reflections and self-renewal will develop resilience in a public university to meet the future challenges of providing quality education to large number of aspirants.

4. Evidence of Success The comprehensive review processes involved stock-taking and review of institutional data, academic and administrative audit of various constituents and enabled institutional learning about major information gaps and pointed towards areas which beckon institutional attention and reform. The directions provided by Review Committee's recommendations enabled the University to launch new initiatives such as in case of restructuring of undergraduate programmes at the Karampura Campus and preparation of a blue print for expansion of undergraduate space across AUD's multiple campuses. The Action Plan which emerged from the two reviews clearly articulates an institutional road map and a short-term and mid-term plan for the University. The review process also significantly highlighted and underscored the need for formally incorporating a structure for institutional research and personnel for managing institutional data and analytics unit.

5. Problems encountered and Resources Required Internal review amidst an increasingly evaluative external policy context have posed a problem of institutional fatigue with review exercises at scale. Institution needs dedicated resources and organizational arrangement to pursue programme evaluation as well as comprehensive audits/reviews on an ongoing basis.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

A new vision for undergraduate studies: Curricular and Instructional dynamism
The academic structures at AUD are organised on an interdisciplinary basis with a vision to create new knowledge(s) through engagement with contemporary concerns and challenges, thus creating an imperative for the academic programmes of study and research to foster an interdisciplinary environment with the potential to engender cross-fertilisation of ideas across knowledge formations and structures to transcend the artificial divisions across disciplines and between the academia and the world of practice. Innovatively conceptualized curricula and the system of concurrence appointment supports the interdisciplinary character of programmes. These practices prevent the growth of insularity and formation of rigid disciplinary silos but more importantly they enable lateral movement in students' research interests and other academic

pursuits. The University has treaded on new ground in undergraduate education in exploring diverse interdisciplinary areas of study and approach to undergraduate education. The University also instituted a committee on Undergraduate Studies Review to strengthen the process of quantum improvement in UG Studies by integrating into the curriculum opportunities for building a work profile for undergraduates, introducing research and study skills workshops, preferably through Foundation Courses, greater institutional support for enabling students to acquire soft-skills, IT competencies, and greater English language proficiency and career-counseling. AUD's attempt to promote engaged scholarship has also led to a blend of academic and professional/vocational programmes in a meaningful way. AUD has endeavoured to respond and fill a critical gap in the domain of continuing and professional development in the city, or undertaking English language training for high school students of government schools of Delhi. Through its School of Vocational Studies AUD wants to achieve an inclusive expansion of its undergraduate programmes with a vocational and community college orientation so as to cater to larger enrolment of students from Delhi. The curricula of the programmes has been designed keeping in mind the current trends as well as the future ones to ensure that the programmes are dynamic and relevant for its main purposes—employability and entrepreneurship. Programmes are theoretically and methodologically rigorous and geared towards generating future scholars, practitioners, entrepreneurs and trainers. The aim is to train UG students to think analytically, critically and reflectively and apply these skills to the social enterprise through structured and innovative thinking, and creative problem solving. Several skill development and applied courses, workshop-based courses, internships and research projects have been woven into the curriculum to enable students to engage with a focused domain of their choice. This would also enable them to develop core competencies required in becoming a reflective thinker and practitioner and seek employment in multiple kinds of settings. Opportunities for students' internship with international NGOs, multilateral organisations and study abroad component in the BA GS programme has been incorporated woven through some of the course requirements.

Provide the weblink of the institution

www.aud.ac.in

8.Future Plans of Actions for Next Academic Year

For the next academic year, the following is the outline of the proposed plans:

- Launch of new programmes and courses for professional development
- Course and programme syllabus revision
- Work towards the establishment of a Skill development centre
- Infrastructure augmentation and renovation of the existing campuses
- Undertaking preparations for second cycle of accreditation
- Faculty development initiatives
- Reforms in assessment and feedback
- Administrative restructuring and streamlining of processes
- Improvements in student support services, staff and faculty welfare setting up creche facilities on the campuses
- Further enhancements in automation and technology integration
- Consolidation of alumni engagement, training and placement, extra- and co-curricular activities
- Furthering the plans for the development of new campuses at Rohini and Dheerpur