



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution		DR. B. R. AMBEDKAR UNIVERSITY DELHI
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.	01123861845	
Mobile no.	9650512553	
Registered Email	vc@aud.ac.in	
Alternate Email	vco@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	Prof. Amol Padwad
Phone no/Alternate Phone no.	01123861845
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/4/page/quality-assurance/aqar/aqar-2018-19-final-report.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/4/page/aes/academic-calendar-2019-20.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
Course Outcomes preparation Workshop	10-Jul-2019 30	56

Conducting University wide Student Satisfaction Survey for July 2018-June 2019	01-Jul-2019 10	3000
Preparation of Course Feedback Reporting and Analysis Format and dissemination to Schools and faculty	10-Dec-2019 15	250
Preparation of Self Study Report for second accreditation Cycle	11-Jul-2019 140	3500
Preparation of reports of SSS, discussing it during annual IQAC meeting and uploading on website	16-Dec-2019 2	60
Reviewing and revising the course feedback form	15-Nov-2019 1	25
Work on the revamping of content/design of University website	01-Oct-2019 15	3500
Workshop with Division Heads, DRs and ARs for streamlining documentation process	04-Sep-2019 1	15
Workshop with School Deans and Centre Directors regarding new NAAC accreditation Process	02-Jul-2019 2	29
Feedback Workshops and Action Taken Analysis of Programme Outcomes prepared by Schools	12-Aug-2019 18	68
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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
NIL	NIL	NIL	2020 0	0
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :	8
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	No
Upload the minutes of meeting and action taken report	No Files Uploaded !!!
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)

Key IQAC initiatives include conduction of student satisfaction survey, coordinating work on review and revisions of course and programme outcomes, work on improving feedback processes with improved collection analysis and reporting practices, and supporting in the process of shifting to online teaching in view of the corona pandemic related restrictions. One key activity of the IQAC was preparing for the second cycle of accreditation and managing the SSR and DVV stages of the cycle during the year.

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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	Achivements/Outcomes
More points listed in the attached file	Related outcomes are listed in the attache file
Work towards the establishment of a Skill development centre	Groundwork on identifying the scope and prospects of the Skill Development Centre undertaken. This is expected to help initiate the consultation process.
Course and programme syllabus revision	Several programmes and courses reviewed during the year; reviewing of course and programme outcomes and better alignment of course/ programmes to the outcomes
Launch of new programmes and courses for professional development	Four new programmes launched MBA (IEV), BBA, MA Hindi, BVoc in Accounting and Finance

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14. Whether AQAR was placed before statutory body ?	No
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15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	30-Jun-2020
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
BVoc	SVS1EC	Earl Childhood Carey	26/07/2019
MA	SCC2LA	Literary Art & Creative Writing	23/09/2019
MA	SCC2VA	Performance Studies	23/09/2019
MA	SCC2VA	Visual Art	23/09/2019

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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
MA	Urban Studies	Nill	SGA2GS405	06/08/2018
BA	History	Nill	SUS1HS405	06/08/2018
MA	Literary Art and Creative Writing	21/12/2018	SCC2LA203	06/08/2018
MA	Visual Art	01/07/2020	SCC2VA207	06/08/2018
MA	Performance Practice	Nill	SCC2DP105	06/08/2018
BA	Global Studies	Nill	SGAGS101	06/08/2018
BA	Sustainable Urbanism	Nill	SGA1EL102	06/08/2018
MA	Global Studies	Nill	SGA2GS401	06/08/2018

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1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
BVoc	SVS1AF	01/07/2019
BVoc	SVS1TH	01/07/2020
PhD or DPhil	SES301	01/07/2020
BA	SGA1G205	06/01/2020
BA	SGA1SU203	06/01/2020
MA	SCC2FS103	05/08/2019

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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
MA	Development Studies	03/08/2009
PhD or DPhil	Development Studies	08/08/2011
MA	Environment & Development	03/08/2009
PhD or DPhil	Human Ecology	08/08/2011
MA	History	08/08/2011
MA	Sociology	08/08/2011
MA	Economics	08/08/2011

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
Nil	Nil	0
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
MA	Development Studies	41
MDes	Social Design	10
MBA	Business Administration	80
MA	Performance Practice (Dance)	16
MA	Visual Art	50
BA	Global Studies	29
MA	Gender Studies	60
MA	Law, Politics, & Society	25
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

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

Feedback Obtained
<p>Feedback from students is mandatory for all courses on offer. The course and programme teams discuss student feedback and make necessary changes in pedagogy or reading list for the course. Faculty members are required to submit an action-taken report for the course-feedback to the School Dean. Apart from formal student feedback on courses and teaching, University conducts alumni and student satisfaction/experience surveys. Findings of the Alumni and Student Satisfaction Surveys are analysed and the report is presented by the IQAC at its meeting and meeting minutes along with the report is shared with the statutory bodies of the University. These reports are also made available on the University website. AUD's Student Faculty Committee (SFC) mechanism also operates as a formal mechanism for formatively collecting feedback on academic and teaching-learning aspects from students. Minutes of meetings of SFC are recorded and maintained in the School office. Any grievance related to teaching-learning or assessment reported to the SFC is discussed and resolved within a stipulated time. Both the course feedback as well as feedback received through SFC is integral to course revision as well as programme review. AUD formally institutes comprehensive reviews of its functioning and takes feedback from multiple stakeholders. This feedback is analysed and a detailed action plan is</p>

prepared and discussed in the statutory bodies of the University for implementation. Plans of Action emerging from the reports of the Undergraduate Review and Programme Review submitted to the University in 2018 were prepared in 2019. Feedback is utilized for making mid-course corrections in the programme/ structure and sometimes even policy.

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
BA	Economics	39	1714	41
BA	History	39	1679	42
BA	Psychology	39	2649	45
BA	SSH	39	1930	36
BA	English	39	2706	31
BA	Mathematics	39	527	33

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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
2019	1393	1533	29	Nil	149

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
180	180	10	53	0	11

[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 has a robust mentoring mechanism in place to ensure the well-being as well as the academic progress of students. The Undergraduate programmes' mentorship arrangement comprises students across disciplinary cohorts attached to a faculty mentor. All the PG programmes have programme-based arrangement for academic mentoring and advising, either through a dissertation project, or through field-based projects. For PG students, academic mentoring arrangements are designed to provide and facilitate a sustained student support system and possibilities of peer-learning. University conducts English Proficiency courses at Undergraduate level as well as runs a Language Buddy Scheme. Student-mentors 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 scaffold student's academic progress and skill enhancement through courses such as Guided Reading, Basic Research Skills Training, as well as various other

courses in quantitative/qualitative techniques of data analysis. Guided tours and collaborative workshops enable a creative and critical engagement of students with the world at large.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
2926	180	1:16

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
225	136	89	0	115

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
2019	Krishna Menon	Professor	Saahas Pragya Award 2020, WISCOMP
2019	Radha Chakravarty	Professor	Honorary Dean, Poiesis Society
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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
BA	SUS1EN	Semester	20/05/2020	12/06/2020
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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
11	1029	Nil

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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SUS1EC	BA	Economics	68	51	75
SUS1EN	BA	English	65	60	92
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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-satisfaction-survey-report-graduating-students-2019.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
International	Honey Oberioi Vahali	Visiting Faculty, Indiana University	11/09/2019	Indiana University
Nill	Geetha Venkatraman	MHRD Academic Relationship	13/03/2020	MHRD
International	Rohit Negi	Visiting Research Fellowship	07/01/2020	Seoul National University
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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
UGC JRF SRF	5	UGC
Non JRF Stipend	3	Dr. B R Ambedkar University Delhi
Fellowship from Tata Trust	2	Tata Trust
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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
Any Other (Specify)	768	ICSSR	8.5	0
International Projects	1456	Ford Foundation	244	0
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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
Developing Soft Skills	School of Vocational Studies	10/06/2019
Future Ready Schools	Centre for Early Childhood Development (CECED)	28/11/2020
The Unconscious Communication in Psychoanalysis	School of Human Studies	20/01/2020
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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
The India Early Childhood	CECED	UNICEF	26/07/2019	Institution
TOTO Award for Creative Writing in English	Riddhi Dastidar	TOTO Funds the Arts	15/02/2020	Student
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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
AUD Centre for Incubation, Innovation and Entrepreneurship	Miss. Jigyasa Labroo, Mr. Gaurav Singh Email:gaurav.singh@teachforindia.org,jigyasa.l@teachforindia.org Mobile No9910806108	nil	Slam Out Loud	Slam Out Loud uses the power of art forms, like theatre and poetry, to empower children and youth with leadership and communication skills. Through its unique Jivivisha Fellowship program, this social enterprise has brought together professionals from	09/10/2017
AUD Centre for Incubation, Innovation	Mr. Ajay Kumar MR.Abhishek Kumar Chanch	nil	Teach for Green	Teach for Green is a social enterprise	12/07/2017

and Entrepreneurship	al Email:teachforgreen@gmail.com Mobile No9938131520			that has positioned itself as a rural green incubator. It conducts training programs with the rural youth, teaching them the skills of manufacturing green products like solar lamps. After training, the enterprise	
AUD Centre for Incubation, Innovation and Entrepreneurship	Mr. Sidhant Khurana, Mr. Nihar Rout Ranjan, Mr. Sheikh Abdul Basir Email: siddhant@mindpiper.in, siddhant1711@gmail.com Mobile No9503588564	nil	Talk Health Analytics (Mind Piper)	Talk Health Analytics (Mind Piper) has the objective of building awareness and providing mental health care among the marginalized sections of society. The start-up also provides counseling and other mental healthcare services to school and colleges	22/05/2017
AUD Centre for Incubation, Innovation and Entrepreneurship	Mr. Nishanth Choudhary Email: nishanthchowdhary@gmail.com Mobile No9999436384	nil	Urban Kyaari	Urban Kyaari, founded by an AUD graduate, focusses on exploring better livelihood alternatives	26/12/2017

for unrecognized farmer communities settled along the Yamuna river in Delhi. The primary business model of the start-up is to develop terrace based agricul

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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 Human Studies (5), School of Development Studies (1), School of Letters (7)	13
School of Letters	6

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)
National	School of Vocational Studies	1	5.35
National	Cetre for Early Childhood Development3	3	0
National	Centre for Psychotherapy Research	3	0
National	School of Education Studies	8	3.07

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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
Centre for Early Childhood Development (CECED)	5
Centre for English Language Education (CELE)	1
School of Business, Public Policy, and Entrepreneurship	8
School of Cultrure and Creative Expressions	7

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3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
nil	Nil	0	Nil
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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
BI-Level programming idea approach for efficiency evaluation : A case study of indian electronics retail stores	Pachar N., Gupta A., Jha P.C.	Yugoslav Journal of Operations Research	2020	0	Ambedkar University Delhi	0
Group Sessions or Home Visits for Early Childhood Development in India: A Cluster RCT	Grantham-McGregor S., Adya A., Attanasio O., Augsburg B., Behrman J., Caeyers B., Day M., Jarvis P., Kochar R., Makkar P., Meghir C., Phimister A., Rubio-Codina M., Vats K.	Pediatrics	2020	1	Ambedkar University Delhi	1
Organising Work as Migrant Domestic Workers and Constr	Sengupta S.	Indian Journal of Labour Economics	2020	0	Ambedkar University Delhi	0

uction Workers in the National Capital Region of India						
Analytical solution of non- linear fractional Burgers equation in the framework of different fractional derivative operators	Malyk I., Shrahili M.M.A., Shafay A.R., Goswami P., Sharma S., Dubey R.S.	Results in Physics	2020	0	Ambedkar University Delhi	0

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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
BI- Level prog ramming dea approach for efficiency evaluation : A case study of indian ele ctronics retail stores	Pachar N., Gupta A., Jha P.C.	Yugoslav Journal of Operations Research	2020	0	0	Ambedkar University Delhi
Group Sessions or Home Visits for Early Childhood Developmen t in India: A Cluster RCT	Grantham- McGregor S., Adya A., Attanasio O., Augsburg B., Behrman J., Caeyers B., Day M., Jervis	Grantham- McGregor S., Adya A., Attanasio O., Augsburg B., Behrman J., Caeyers B., Day M., Jervis	2020	1	1	Ambedkar University Delhi

	P., Kochar R., Makkar P., Meghir C., Phimister A., Rubio- Codina M., Vats K.	P., Kochar R., Makkar P., Meghir C., Phimister A., Rubio- Codina M., Vats K.				
Organising Work as Migrant Domestic Workers and Construction Workers in the National Capital Region of India	Sengupta S.	Indian Journal of Labour Economics	2020	0	0	Ambedkar University Delhi
Analytical solution of non-linear fractional Burgers equation in the framework of different fractional derivative operators	Malyk I., Shrahili M.M.A., Shafay A.R., Goswami P., Sharma S., Dubey R.S.	Malyk I., Shrahili M.M.A., Shafay A.R., Goswami P., Sharma S., Dubey R.S.	2020	0	0	Ambedkar University Delhi
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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Presented papers	126	158	13	9
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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)
Dr Urfat A Mir	E-learning platform: A digital tool for capacity building of Anganwadi workers	Deutsche Gesellschaft fur Internationale Zusammenarbeit (GIZ)	1271500

Dr Dipa Sinha	Generating women employment through public employment opportunities	Economic Research Foundation	530000
Prof Amol Padwad/ Dr Krishna Kalyan Dixit	'English Winglish'	Tech Mahindra	308000
Prof Vrinda Dutta	Future ready schools: Leadership role of Principals	Next Education Pvt Ltd	600000
Prof Asmita Kabra/Budhaditya Das	Social impact assessment in village Bakkarwala	Department of Land and Buildings, Government of NCT of Delhi	363000

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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
CECED	Future-ready Schools: Leadership Role of Principals	NEXT Education, HCL	600000	Nil

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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
Co-organizing the International Sociological Association RC21 Conference In and Beyond the City	School of Global Affairs Centre for Policy Research ³	3	10
Blood Donation	School of Business, Public Policy, Entrepreneurship Indian red Cross Society	4	47
Project in Global Teams	School of Business, Public Policy, Entrepreneurship Project X-Culture	1	30

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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
The India Early Childhood Education Impact Study	Best of UNICEF Research Award 2019	UNICEF	0
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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/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Ehsas	Centre for Psychotherapy research, School of Human Studies	Health Services-Counselling	8	1157
Awaaz	Centre for Psychotherapy research, School of Human Studies	Awareness	10	1000
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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
Faculty Exchange	Prof. Honey Oberoi	nil	30
Research	Faculty of CPR	AUD	2
Faculty Exchange	Shivani Nag	ERASMUS PUS Grant	8
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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
Internship	Summer Internship	Indian Road Safety Campaign	01/04/2020	01/05/2020	Aditya Parashar
Training	OJT-Tour	Tourism Companies	01/01/2020	31/03/2020	SVS Students
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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
BFSI Sector Skill Council	26/06/2020	BVoc Accounting Finance (Academic resource support such as designing developing and execution , Students Placement)	50
Ludwigsburg University of Education	07/09/2017	BWS Plus project faculty and staff mobility across two institutions, participation in conferences and collaborative research among faculty members.	9
Retailer Association of India (renewed)	03/08/2020	BVoc Retail Management (Professional support to provide Academic resource from the industry, support in designing, developing skill courses and execution for the skill courses , placement of students for internship and final Placement)	50

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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
119133302	48731995

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Video Centre	Existing
Seminar halls with ICT facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Campus Area	Existing
Class rooms	Existing

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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	16.11.10.000	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Reference Books	56875	113039463	8676	15083018	65551	128122481
e-Books	198042	4008580	0	0	198042	4008580
Journals	92	3108623	70	0	162	3108623
e-Journals	19222	0	0	0	19222	0
Digital Database	35	112742128	0	0	35	112742128
CD & Video	255	181856	2	6402	257	188258
Library Automation	1	153160	1	67260	2	220420

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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
Nikhil Singh Charak	Special Interest Tourism	E PG Pathshala	01/08/2019
Nikhil Singh Charak	Health Wellness and Spa Tourism	Canvas	10/02/2020
Gunjan Sharma	School Knowledge, Curriculum and Texts	Google Classroom	19/08/2019
Gunjan Sharma	Education in India: Institutions, Systems and Structures	Google Classroom	26/08/2019
Gunjan Sharma	Perspectives in Education	Google Classroom	05/09/2019
Gunjan Sharma	Basics of Computer Applications	Google Classroom	12/08/2019
Gunjan Sharma	Curriculum Theory and Practice	Google Classroom	13/01/2020

Gunjan Sharma	Mapping Education Studies	Google Classroom	18/02/2020
Gunjan Sharma	Child Protection and Child Rights	Google Classroom	14/01/2020
Manasi Thapliyal Navani	State, Society and Education	Google Classroom	12/08/2019
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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	893	10	0	10	3	3	1	100	0
Added	153	0	0	0	0	0	0	900	0
Total	1046	10	0	10	3	3	1	1000	0

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

1000 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
None	Nil

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
241372	125202	24322149	13453731

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 prompt execution of maintenance related activities. The Estate Division has the overall responsibility of ensuring proper maintenance of the campus on the whole, though there are separate offices and committees looking after particular kinds of 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 to the systematic and optimal utilisation of the facilities, the University has set up automated mechanisms for monitoring and ensuring their proper use. Classrooms, meeting rooms, seminar halls, computer centres and laboratories are optimally assigned to regular teaching-learning requirements of the schools and their programmes. 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. Details of rules and regulations related to various services can be seen at the following link:
<https://aud.ac.in/services-1>
<https://aud.ac.in/services-1/library/rules-and-regulations>
<https://aud.ac.in/services-1/it-services>
<https://aud.ac.in/services-1/disability-services>

<https://aud.ac.in/services-1>

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	AUD Merit Scholarship, fee waiver, SWF, Internet support, Stipends, Fellowships, EWL, etc	3053	73919938
Financial Support from Other Sources			
a) National	UGC Fellowships	35	8540000
b) International	Nil	Nil	Nil

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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
CV/resume/ interview skills	26/05/2020	18	SES Faculty
Personal Counselling/Mentoring during COVID 19	15/04/2020	53	SES Faculty
Mentorship scheme	19/08/2019	79	SBPPSE
Resume writing workshops	08/08/2019	48	Upper Case Resume
Design thinking workshops	18/07/2019	29	SBPPSE
Session on meditation and mindfulness	17/02/2020	14	SBPPSE

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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	None	Nil	Nil	Nil	Nil
No file uploaded.					

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
10	7	90

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
SSIPL, India Infrastructure, Magistral Consultatns, Byjus, Vox populi, Kheyti, Lido Learning, etc	76	6	Decathlon	6	0
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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
2020	1	MPhil WGS	SHS	York University, Canada	PhD
2020	3	BVoc TH	SVS	Various Institutions	Various programmes
2020	6	MA Education	SES	Various Institutions	Various programmes
2020	4	MA Law Politics & Society	SLGC	Various Institutions	Various programmes
2020	6	MA Devp Studies	SDS	Various Institutions	Various programmes

2020	2	MA Gender Studies	SHS	Various Institutions	Various programmes
2020	6	MA Education ECCE	SES	Various Institutions	Various programmes
2020	2	MBA	SBPPSE	Various Institutions	Various programmes
2020	1	MA Visual Art	SCCE	University of Capetown	PhD in Theatre and Performance
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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
NET	18
GRE	1
Any Other	2
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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Indoor sports	University	500
Football tournament	University	80
AUD@city festival	University	800
Annual Indoor Sports Meet	University	250
Shodhotsav Research Festival	University	450
October Fest	University	600
Idealisation seminar	University	30
Security Adventure	University	25
Women of Delhi through poetry	University	22
Women and peace	University	31
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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/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	None	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

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 a 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 all students. The Student Council promotes an inclusive ecosystem in the University in order to ensure no form of discriminatory practices occur 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 an All Councillors Committee. The entire process of conducting the student council election is managed primarily by students themselves, while the faculty and administration assist students. The Constitution of the Student Council itself has been formulated by a student-led committee. It plays a significant role in representing students concerns and interests in various matters pertaining to the University affairs. In addition to the student council, the university also has a 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 management of student welfare fund disbursement (SWF). Students are also involved in planning and organising curricular, co-curricular, and extracurricular activities. Senior students are involved in the admission process and play a crucial role in counselling new/incoming students by managing the admission help-desk on campus as well as the admission helpline. One of the major events managed by students is the annual gathering AUD@City. 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. 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

The Alumni Association has been recently registered in December 2019. It will spearhead initiatives and activities for alumni engagement and relationship. Some schools have their own alumni associations working on various collaborative activities.

5.4.2 – No. of registered Alumni:

150

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

0

5.4.4 – Meetings/activities organized by Alumni Association :

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 programme level, no centralized examination system at University level--there is oversight provided by division of Assessment, Evaluation and Student Progression (AES) headed by a senior Professor as Dean, AES. Such a structure enables a significant amount 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 and bottom up planning - Schools decide on utilisation of funds like the Learning Enhancement Fund AUD merit scholarships Student Welfare Fund etc. Schools are expected 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
Curriculum Development	University has adopted various mechanisms to ensure diversity in student profile and pursue an inclusive admission process. The IQAC, liaison officers of various cells such as SC-ST, EOO Dean, oversee the effective implementation of reservation policies. These offices are 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. University also conducts special admission drives to recruit

students for vacant seats in reserved categories. Prospective student outreach has been attempted by some Schools by organising open-house events for parents and students for programme and admission orientation other schools conduct orientation drives in neighbouring schools/colleges. The Central Admission Committee, comprising representatives of all Schools, headed by the Dean Student Services, conducts and oversees all admission related activities.

Teaching and Learning

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 to understand the emerging requirements of the University and respond meaningfully through continuously incorporating these insights into our curriculum. 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.

Examination and Evaluation

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 among 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, FDPs, 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.

Research and Development

The University maintains libraries in all its three campuses. Additional space has been provided to the library in the Kashmere Gate and Karampura 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. The IT Services has expanded its operations in the Karampura campus a new Computer Lab has been created on this campus. It also opened all IT related services and computer lab in the Lodhi Road campus.

Library, ICT and Physical Infrastructure / Instrumentation

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 postdoctoral 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. University conducted Shodhotsav in January 2020 to promote and showcase faculty and student research achievements.

Human Resource Management

AUD has from its inception introduced a modular credit-elective system, with continuous assessments in each course. Teachers are encouraged to innovate in methods of assessments, and also provide continuous feedback to students on their performance. Teachers are also required to share the course structure and assessment schedule and pattern with students at 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 after they receive their degrees during the convocation, systematise student feedback, facilitate central timetable coordination etc. The ERP system is also being streamlined and has been made user-friendly. Periodic training

sessions are conducted by the AES division for better understanding of the ERP system, for both faculty and administrative staff. Automated transcript and degree printing with due diligence on security concerns has been put in place.

Industry Interaction / Collaboration

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 as part of their core curriculum. A significant portion of the funding for such immersions is generated out of student fees under a Learning Enhancement Fund (LEF), which also supports the travel of students to present at conferences at various national and international level. Students are supported through LEF to fund in part their travel and stay at field immersion sites.

Admission of Students

The development of curricula takes place through extensive consultation with academics, leading scholars and practitioners from different disciplines, industry, non-governmental sector, etc.across the country and internationally. The University has formal mechanisms to obtain feedback from students for course evaluation that feeds into curriculum development/enhancement. Any change or modification in curricula has to go through a four-tier deliberative process comprising the Programme or School level faculty committee, Board of Studies of the School, 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
Planning and Development	Various e-management and governance systems have been introduced and fully operationalised, including RFID asset management systems 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 student 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 as admission form filling, registration of courses, payments of various kinds, scholarship and freeship registrations, and tracking of course registrations and assessment records/transcripts on ERP.
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
2019	Anandini Dar	Conference, Winnipeg, Canada	NA	249400
2019	Arindam Banerjee	Conference, Lille, France	NA	114705
2019	M. H. Panda	Conference, Louisiana, USA	NA	179407
2019	Radharani Chakravarti	Conference	NA	147940
2019	Balchand Prajapati	Conference	NA	127806
2019	Debal Kar	Conference	NA	48000
2019	Amit Singh	Conference	NA	138700
2019	K. Valentina	Conference	NA	33140
2019	Rohit Negi	Conference,	NA	146820

		Louisiana, USA		
2019	T. Bibinaz Devi	Conference, Italy	NA	109567
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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)
2020	Augmented reality in education	NA	21/06/2020	21/06/2020	57	Nil
2019	NA	Workshop on e-procurement	30/05/2019	31/05/2019	Nil	1
2019	NA	Establishment Rules -1	15/07/2019	19/07/2019	Nil	1
2019	NA	Workshop on MA Word	29/05/2019	31/05/2019	Nil	7
2019	NA	Workshop on MS Excel	22/07/2019	24/07/2019	Nil	8
2019	NA	Workshop on Noting Drafting	05/08/2019	07/08/2019	Nil	5
2020	Google Classroom Workshop Prof Asmita Kabra 18 April 2020	NA	18/04/2020	18/04/2020	100	Nil
2020	Moodle and online learning tools (R C Sharma)	NA	20/04/2020	20/04/2020	100	Nil
2020	Opportunities and Resources for Online Teaching and learning Dr Ruchika Malhotra,	NA	22/04/2020	22/04/2020	100	Nil

	Deptt of CSE,DTU 22 apr 2020					
2020	Digital Technology for TVET: Possibilit ies Challenges	NA	29/05/2020	29/05/2020	52	Nil
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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
Community University Engagement: Moving towards engaged teaching	1	02/05/2020	09/05/2020	7
One-week online course on 'Community University Engagement: Moving Towards Engaged Teaching, Research and Service', offered by PRIA International Academy (PIA) in partnership with Association of Indian Universities.	3	18/05/2020	25/05/2020	7
UGC Sponsored Refresher Course in Teachers Education organised by Human Resource Development Centre (HRDC), Jawaharlal Nehru University, Delhi.	1	03/02/2020	15/02/2020	13
14th	2	25/07/2019	07/08/2019	14

Refresher Course in Human Rights Social Inclusion, UGC-HRDC, Jamia Millia Islamia, New Delhi				
115th Orientation Programme, UGC-HRDC, JNU	3	18/11/2019	07/12/2019	20
Refresher Course in Public Economics, National Institute of Public Finance and Policy, NIPFP, New Delhi.	1	09/12/2019	21/12/2019	14
Refresher Course	1	28/06/2019	11/07/2019	14
114th Orientation Programme, UGC HRDC, JNU	2	15/07/2019	02/08/2019	19
Short-term Course	1	26/08/2019	06/09/2019	12
Refresher Course	1	09/12/2019	20/12/2019	12
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
136	46	28	164

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
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. The existing medical policy already provides partial funds (as per CGHS and DGHS rate) as medical reimbursements to all staff (including	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

contractual). The University has also created a panel of hospitals where its staff can avail cashless facilities.

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.

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

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 provision to add multiple rows here. All details in attached excel file.	43689092	Research
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6.4.3 – Total corpus fund generated

57170664

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	The Examiner of Local Funds Accounts (ELFA), Directorate of Audit Finance Department of the Government of NCT, Delhi	Yes	School BOS, Academic Council, Standing Committee on Academic Programmes, Standing Committee on Research, Standing

				Committee on Professional and Vocational Courses
Administrative	Yes	Central Statutory Audit, The Examiner of Local Funds Accounts (ELFA), Directorate of Audit Finance Department of the Government of NCT, Delhi	Yes	Finance Committee, 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)

No data

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

Development programs for support staff The university organised, and supported the staff to undertake, wide range of activities to develop their capacity and skills:

- Workshops on the use of digital and online tools for educational purposes
- Workshop on the digital technology for TVET
- Training on e-procurement procedures and systems
- Skills enhancement training for admin staff on office processes, documentation and data management
- Awareness raising sessions for the staff on various legal and statutory provisions

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

Some key post-accreditation initiatives during the year

- Initiatives to enhance enrollment of international students
- Establishment of new programmes and curricular reforms
- Strengthening of career, placement and employability training facilities for students
- Augmentation of infrastructure and creation of new laboratories and computer centres
- Establishment of a creche as a faculty and staff welfare initiative

6.5.6 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	Yes
c) ISO certification	Nil
d) NBA or any other quality audit	Nil

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
2019	Course Outcomes preparation Workshops	Nil	01/07/2019	01/08/2019	56

2019	Feedback Workshops and Action Taken Analysis of Programme Outcomes prepared by Schools	01/08/2019	Nil	Nil	68
2019	Workshop with School Deans and Centre Directors regarding new NAAC accreditation Process	Nil	02/07/2019	03/07/2019	29
2019	Workshop with Division Heads, DRs and ARs for streamlining documentation process	04/09/2019	Nil	Nil	15
2019	Steering the revamping of content/design of University website	Nil	01/10/2019	15/10/2019	12
2019	Steering the process of reviewing and revising the course feedback form	15/11/2019	Nil	Nil	25
2019	Preparation of reports of SSS, discussing it during annual IQAC meeting and uploading on website	16/12/2019	Nil	Nil	11
2019	Preparation of Self Study Report for second accreditation	Nil	09/07/2019	27/02/2020	18

	Cycle				
2019	Preparation of Course Feedback Reporting and Analysis Format and dissemination to Schools and faculty	Nil	09/12/2019	12/02/2020	135
2019	Conducting University wide Student Satisfaction Survey for July 2018- June 2019	01/07/2019	Nil	Nil	3000
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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 programme for newly admitted students	14/08/2019	18/11/2019	265	143
Prevention of Sexual Harassment and the Notion of Consent	19/08/2019	19/08/2019	32	6
Workshop on TransEnding CISTems: A workshop in Sexuality Education beyond binaries	06/03/2019	06/03/2019	30	4
Representation to participation: Women in Panchayat	13/09/2019	13/09/2019	20	10
Celebrating the Women of Delhi through	20/09/2019	20/09/2019	20	2

Poetry				
Women and Peace	23/09/2019	23/09/2019	31	0
Organized performance of the play Medea by Pandies Theatre Group on	25/09/2019	25/09/2019	22	18
Mental Health and Research	17/01/2020	17/01/2020	16	9
Writing Workshop for Gender Studies	04/03/2020	04/03/2020	29	4

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
Energy sources based on LED have been installed in most places. There is as yet no alternative energy sources in use, but plans to install solar energy units are underway.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	24
Provision for lift	Yes	14
Ramp/Rails	Yes	24
Braille Software/facilities	Yes	5
Scribes for examination	Yes	18
Rest Rooms	Yes	24

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
2019	43	43	23/01/2020	20	Creche for construction workers	Health hygiene, child care, nursing and nurturing of children	4
2019	43	43	Nil	Nil	Various initiatives as	Various issues	Nil

listed in
the attac
hment

[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 Professional Ethics for the Officers and Faculty of the University	16/05/2019	Code of Discipline for Students (revised): 16/05/2019: The code has been in 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. Guidelines pertaining to Research Ethics: 02/05/2020: The guidelines pertaining to research ethics have been adopted and published on the website.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Constitution Day	26/11/2019	26/11/2019	135
Voters Day Pledge	25/09/2019	25/09/2019	400
Swachhta Pakhwada Diwas	16/01/2020	31/01/2020	400
A Roundtable on Women and Peace,	23/09/2019	23/09/2019	30
Polyrhythms of Citizenship: Scale/Sites and Belonging' by Anupama Roy	06/11/2019	06/11/2019	35
Cast/e in the sewers: The Un-accidental deaths of Sewer/Septic tank workers in Delhi by Shahana Bhattacharya	14/11/2019	14/11/2019	40

Sexual Violence and Death Penalty' by Anup Surendranath	29/01/2020	29/01/2020	56
Juridical Engagement with Electoral Reservations in India' by Sidharth Chauhan	19/02/2020	19/02/2020	65
Book Discussion on 'Election Commission of India	26/02/2020	26/02/2020	45
COVID helpline	28/03/2020	11/08/2020	120
View File			

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

Title Interdisciplinary Environment and Academic Programmes Objectives of the Practice To nurture an interdisciplinary and engaged academic environment in the University The Context AUD began its academic programmes espousing an interdisciplinary approach to studying complex social realities. The initial schools and postgraduate programmes focused on niche interdisciplinary areas and the Undergraduate (UG) programmes were organised along disciplinary lines. With the multicampus expansion of the University the academic nature of the UG programmes has also diversified and the University now offers interdisciplinary programmes at UG level as well. 4. The Practice 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, such as development, gender, environment, social innovation, artistic, literary and creative practices and psychosocial issues, among others. These structures create 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 academia and the world of practice. Innovatively conceptualized curricula and commitment to engaged-pedagogy enables students to reflect, rethink, and be sensitive to social and political realities. Innovation in the faculty appointment structure has facilitated a vibrant and dynamic academic environment for faculty members as well as students. AUD Statutes mandate that teachers are appointed to the University and not to a specific School or Centre an AUD teacher, thus appointed, could be concurrently attached to more than one School or Centre. This system of concurrence supports the interdisciplinary character of

programmes, Schools and Centres it also ensures that the very same teachers who undertake postgraduate teaching and research also teach the undergraduate students. 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. 5. Evidence of Success AUD has been able to fill in a gap in the HE ecosystem in the city with respect to strengthening liberal arts education and offering interdisciplinary programmes across UG, PG, and Research. AUD has been able to offer UG programmes in distinctly interdisciplinary liberal arts domains, like, the BA in Law and Politics programme offered by School of Law, Governance and Citizenship, or BA in Global Studies, and BA in Sustainable Urbanism, offered by the School of Global Studies. AUD's attempt to promote engaged interdisciplinary scholarship has also translated into its endeavour to blend academic and professional/vocational programmes in a meaningful way as evident from the School of Vocational Studies's BVoc programmes. As a University, AUD has drawn on its unique advantage, unavailable to the polytechnics or professional colleges, of bringing the two domains, knowledge and skills, in conversation. It has resulted in fostering a rethinking around the scope of the professional/vocational by enriching it with the sensibilities drawn from liberal arts and humanities domain. 6. Problems encountered and Resources Required a) perceived lack of demand for unconventional BA programmes b) lack of faculty resources at present to teach interdisciplinary UG programmes. Best Practice II Title Academic Flexibility and Decentralization Objectives of the Practice To create a facilitative environment for productive academic functioning and strengthening greater ownership among university staff and faculty The Context With a focus on the liberal arts, humanities and the social sciences the University aspires to combine equity and social justice with excellence, and pioneer a non-hierarchical institutional culture. Keeping in line with the vision and mission, the leadership of the University through regular (weekly) meetings of its Core Management Team (CMT), and the Senior Management Team (SMT) (comprising all School, Centre and Division Heads) has tried to develop a collective leadership for the development, management and improvement in the functioning of a fledgling University which is trying to adopt and implement some innovative practices. The University has a decentralised structure of governance with Schools and Centres as the foci for all academic matters. The academic heads (Deans and Directors) are guided by programme teams (or Academic Coordination Committees in the case of large schools like SUS and SLS) in day-to-day matters, while the Board of Studies (BoS) of each school, with membership also from external experts in the respective areas of knowledge, meets at least once every semester. The Standing Committee on Academic Programmes (SCAP) and the Standing Committee on Research (SCR), guide and regulate academic related matters. While the BoS, SCAP and SCR are the statutory bodies of the University, it is at the programme level that most decisions are taken. Programme teams are empowered to design and manage academic matters, including issues related to assessment, evaluation and results. For Schools with more than one programme, their Deans have set-up Academic Coordination Committees (ACC), with representation from each programme. The Practice The University's perspective on teaching and learning has been distinct. The focus is on processes and an ethos that integrates the quest for knowledge in experiential mode. The process is regularly revisited and discussed to make learning a living experience. Such a perspective requires facilitative decision making processes that are dialogic and participatory in nature. There is, therefore, 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 programme level. There is no centralized examination system at University level--there is, however, oversight provided by the Division of Assessment, Evaluation and Student Progression (AES) headed

by a senior Professor as Dean, AES. Such a structure enables a significant amount of flexibility and scope for decentralised planning and implementation.

Innovation in assessment and examination reforms since the formation of University have facilitated innovation in curricular practices as well. In

addition to establishing structures like continuous assessment and decentralizing assessment practices, University has made an effort to support continuous capacity building of teachers by organising regular workshops on intensive understanding on course design, adequate knowledge and skills involved in integrating digital learning applications and designing course outlines and assessments, like the two workshops on Pedagogy of Reading and Writing in 2017, Workshops to develop learning outcomes and programme outcomes, and an FDP organised on Digital Learning Integrated Curricular Design in 2019. Evidence of Success These initiatives and academic decentralization helped the

University to swiftly cope with the challenges that came up as institutions closed due to Covid-19 induced disruption. AUD faculty members were able to

switch to online teaching, conduct planned assessments according to the schedule in an online mode and support students during the times of crisis.

University organised additional workshops during the month of April 2020 to facilitate the transition process to online teaching-learning and assessment.

While other universities in the city of Delhi struggled to complete their semester in time, AUD was able to help its students graduate in a timely manner and ensure rigour in the teaching learning process. This achievement of the

University was even lauded by the Honble Chancellor Sh. Anil Baijal and various newspaper/media reports. Problems encountered and Resources Required

Deliberative processes require time and effort and do put additional demands on faculty and staff alike. Incentives may be required to validate the intensive efforts. Communication: More open and smoother channels of communication across

divisions

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

<https://aud.ac.in/uploads/4/page/quality-assurance/agar/best-practices-2019-20-1.pdf>

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

Aligned with the University's vision of social justice and inclusion, we have made sustained efforts to translate the vision of "access with success" into practice. University offers free-ships and scholarships to students exceeding the stipulated government norms. In 2019-20, 1214 students were awarded merit scholarships (an amount of INR 76.47 Lakh). As part of the Learning Enhancement

Fund (LEF), 952 students were supported for field work etc. in 2019-20 (amounting to INR 27.19 Lakh). During the pandemic, the University supported online education of students by reimbursing internet expenses: A total of 148 students have been supported since the pandemic began (INR 76,000). Complete Fee Waivers for SC/ST/PWD students and income-criteria based fee waivers for EWS students (INR 4.73 Crores). Student Welfare Fund: 271 students were supported during 2019-20 (INR 12.5 Lakh). Earn While You Learn Scheme: 68 students benefited during 2019 (INR 4.23 Lakh). These financial support schemes have enabled students to access education at the University meaningfully. These have also enabled students to undertake field-based research outside and within the city of Delhi.

Provide the weblink of the institution

<https://aud.ac.in/financial-aid>

8.Future Plans of Actions for Next Academic Year

Some key points of planning for the forthcoming year include the following -
Introducing 4-year UG programmes with CBCS Aligning University's credit-elective system with UGC's CBCS guidelines for undergraduate programmes. Completing the NAAC second cycle accreditation process Peer Team Visit stage to be completed
Preparations for new programmes: BBA, MVoC, MBA (IEVD), Consultations for Masters in Public Health MA Hindi Establishment of Skill Development Centre Prepare for ISO certification Planning and submitting the proposal for the 4-year Integrated Teacher Education programme (BA BEd) for approval to NCTE Plan for and conduct online faculty development programmes for internal and external faculty members