BEST PRACTICES – YEAR 2018-19

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 start-ups are currently under incubation. Each start-up is being provided a seed funding of INR 10 Lac.

vi. ACIIE, in collaboration with Start-up 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 start-ups, 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.

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