



## **YEARLY STATUS REPORT - 2020-2021**

### **Part A**

#### **Data of the Institution**

<b>1.Name of the Institution</b>		<b>Dr. B. R. Ambedkar University Delhi</b>
• Name of the Head of the institution	<b>Professor Anu Singh Lather</b>	
• Designation	<b>Vice Chancellor</b>	
• Does the institution function from its own campus?	<b>Yes</b>	
• Phone no./Alternate phone no.	<b>01123861845</b>	
• Mobile no	<b>9650512553</b>	
• Registered e-mail	<b>vc@aud.ac.in</b>	
• Alternate e-mail address	<b>vco@aud.ac.in</b>	
• City/Town	<b>Delhi</b>	
• State/UT	<b>Delhi</b>	
• Pin Code	<b>110006</b>	
<b>2.Institutional status</b>		
• University	<b>State</b>	
• Type of Institution	<b>Co-education</b>	
• Location	<b>Urban</b>	

• Name of the IQAC Co-ordinator/Director	Professor Amol Padwad				
• Phone no./Alternate phone no	01123861845				
• Mobile	9326911033				
• IQAC e-mail address	iqac@aud.ac.in				
• Alternate Email address	amol@aud.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year)	<a href="https://aud.ac.in/uploads/4/page/quality-assurance/aqar/aqar-report-2019-20-final-approved.pdf">https://aud.ac.in/uploads/4/page/quality-assurance/aqar/aqar-report-2019-20-final-approved.pdf</a>				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://aud.ac.in/uploads/8/school-notice/year2021/20210309072056.pdf">https://aud.ac.in/uploads/8/school-notice/year2021/20210309072056.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.02	2014	10/12/2014	09/12/2019
6.Date of Establishment of IQAC			10/02/2015		
7.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	NONE	NONE	NONE	NONE	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			<a href="#">View File</a>		
9.No. of IQAC meetings held during the year			14		
• The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.			Yes		

(Please upload, minutes of meetings and action taken report)		
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	<b>NA</b>	
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
Leading the preparation for the second cycle of reaccreditation, including completing of DVV and preparations for PTV		
Contribution to consultations on implications of NEP 2020 and action points for the university		
Contribution to various curricular revision activities of different schools		
Participation in the consultations on a proposed Skills Development Centre and Happiness Curriculum envisaged by the Government of Delhi NCT		
Organising professional development and capacity building programmes for faculty and staff members		
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year</b>		

Plan of Action	Achievements/Outcomes
Introducing 4-year UG programmes with CBCS	Consultations and structural revisions underway; various teams constituted and started working
Aligning University's credit-elective system with UGC's CBCS guidelines for undergraduate programmes	CBCS system implemented; alignment of credits in process, together with shift to 4-year programmes
Completing the NAAC second cycle accreditation process Peer Team Visit stage to be completed	SSR submitted, DVV successfully completed; PTV awaited
Preparations for new programmes: BBA, MVoC, MBA (IEVD), Consultations for Masters in Public Health MA Hindi	All programmes underwent detailed formulations and are being launched soon
Establishment of Skill Development Centre	Consultations on Skills Development Centre underway
Prepare for ISO certification with the Planning Division	Teams formed to undertake ISO work, preliminary work underway
Submitting the proposal for the 4-year Integrated Teacher Education programme (BA BEd) for approval to NCTE	Proposal for 4-year integrated BABEd programme submitted, further action awaited
Conduct online faculty development programmes for internal and external faculty members	Various FDP and other capacity building events organised
<b>13. Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name	Date of meeting(s)
Academic Council	12/05/2023
<b>14. Whether NAAC/or any other accredited</b>	<b>No</b>

body(s) visited IQAC or interacted with it to Assess the functioning?	
<b>15.Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2020-21	21/04/2022
<b>16.Multidisciplinary / interdisciplinary</b>	
<p>The University is multi- and inter-disciplinary in nature from its very inception in 2008. It is mandated to focus on social sciences and humanities and thereby offers undergraduate, postgraduate and research programmes in varied relevant areas. These include core disciplinary areas of social sciences and humanities (such as sociology, history, psychology, economics, English, Hindi and the like), and the intersectional areas that draw from different domains (such as, development studies, human ecology, gender studies, law and politics, global studies, education, and the like). Programmes in mathematics, management and vocational studies are also offered. The students have the opportunity to take courses across the Schools of Studies. The faculty members teach concurrently across different programmes depending on their specialisations.</p> <p>In the year 2020-21, the University initiated the deliberations for strengthening multi- and inter-disciplinarity as per the recommendations of NEP 2020. NEP 2020 recommendations were discussed at length in the 23rd Academic Council meeting held on 23 April 2021.</p>	
<b>17.Academic bank of credits (ABC):</b>	
<p>The University follows a choice-based credit system right from its inception. The principle of flexible teaching-learning on which the ABC concept is based was in-built in the assessment and credit policy of the University, though implemented variably across Schools. For instance, the BVoc programmes of the University following the NSQF allows multiple entry and exit to the students. In the year 2020-21, the University closely followed the announcements regarding the implementation of ABC and initiated internal deliberations.Plans of action for implementation of NEP guidelines are being formulated. The Assessment, Evaluation and Student Progression (AES) Division is spearheading the work on evolving policies, mechanisms and guidleins for the implementation of ABC in the University. It is expected that the ABC will be functional from the next academic year.</p>	

**18.Skill development:**

Most of the programmes of the University have internship and field-based practicum components embedded that focus on varied professional skills. This is recognised as a unique strength of the University.

The University offers vocational and professional skill focussed Schools (School of Vocational Studies and School of Business, Public Policy and Social Entrepreneurship) and Centres (AUD Centre for Incubation, Innovation & Entrepreneurship) that offer skill focussed courses, internships, training and programmes. The Training and Placement Cell of the University also organises trainings focussed on job-oriented skills for the students. In 2020-21, the University launched a Skill Development Centre (Annexure 4) under Clause 3 of Statute 12(B) of the AUD Act. The Centre will offer short- and medium-term practice-oriented skill development programmes that focus on both low and high level skill training.

**19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Being a humanities and social sciences university, most programmes have a good scope to integrate Indian knowledge systems into their curricula and practice. There are several courses which include an explicit focus on the Indian Knowledge Systems. For example, the School of Undergraduate Studies offers courses on *Early India: Economy, Polity and Society* (SUS1HS403), *Understanding the Past: Myths, Epics, Chronicles and Histories* (SUS1HS431) and *Retellings of Ramayana* (SUS1EN269), while the School of Law, Governance and Citizenship has a course on *Jurisprudence of The Mahabharata* in its MA Law and Politics programme. In many other courses the pedagogic approaches involve instances and approaches based on the Indian Knowledge Systems to unpack more nuances of the topics under discussion. The University is in the process of setting up a dedicated Centre for Research and Archiving in India and Indigenous Languages and Knowledge Systems (CRA-IILKS), which will undertake a wide range of academic, research, dissemination, documentation and archival activities.

**20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Programme Outcomes, Programme specific outcomes and course outcomes for all programmes offered by the institution are stated and displayed on AUD's website and communicated to teachers and students. Learning outcomes and student progress are monitored regularly through formal as well as informal mechanisms. Schools

follow a policy of continuous and formative assessment along with a formal student feedback mechanism to ensure that the course and programme outcomes are met. Faculty meetings, School Evaluation Committee Meetings, Student Faculty Committees (SFC) are some of the fora where attainment of programme specific outcomes is monitored and evaluated. Schools receive structured feedback from students on the course objectives, modules, learning materials, teaching, and assessment situations, etc. at the end of each semester for each individual course, enabling a review of course content and transaction. The feedback proforma enables the programme team to review the extent to which students find course transaction helpful in attaining course outcomes.

#### 21.Distance education/online education:

For offering distance and online programmes, the University will need to take legal advice on the extent to which Dr. B. R. Ambedkar University Delhi Act, 2008, that mandates 85% reservation for students from Delhi would allow offering ODL and online degrees. Implementing this recommendation will also need structural changes in the institution such as setting-up of a new School/Centre for ODL. However, the students of the University have the opportunity to opt for courses offered on SWAYAM subject to UGC guidelines.

During 2020-21, due to the Covid-19 lockdown, all programmes of the University were successfully completed in online and hybrid mode based on the guidelines of the appropriate authorities.

### Extended Profile

#### 1.Programme

1.1	55
Number of programmes offered during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

1.2	13
Number of departments offering academic programmes	

#### 2.Student

2.1	3094
Number of students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>
2.2	1042
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	1124
Number of students appeared in the University examination during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	0
Number of revaluation applications during the year	
<b>3.Academic</b>	
3.1	730
Number of courses in all Programmes during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.2	124
Number of full time teachers during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
3.3	232
Number of sanctioned posts during the year	



File Description	Documents
Data Template	<a href="#">View File</a>

**4.Institution**

4.1 **23274**

Number of eligible applications received for admissions to all the Programmes during the year

File Description	Documents
Data Template	<a href="#">View File</a>

4.2 **943**

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	<a href="#">View File</a>

4.3 **83**

Total number of classrooms and seminar halls

4.4 **607**

Total number of computers in the campus for academic purpose

4.5 **332584301**

Total expenditure excluding salary during the year (INR in lakhs)

**Part B****CURRICULAR ASPECTS****1.1 - Curriculum Design and Development**

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

Curricula developed have relevance to the regional/nation/global developmental needs with well-defined and informed learning objectives and outcomes at programmes and course level.  
Consultations at the level of Board of Studies and the Standing

Committee Academic Programmes of the Academic Council (SCAP) further ensure that the curricula is in line with the highest standards and latest developments in concerned fields. The postgraduate and research programmes across schools focus on diverse issues, processes and realities of the vulnerable, marginalised and deprived groups. Programmes across School of Global Affairs, School of Human Ecology, and School of Development Studies engage complex socio-ecological issues such as global warming, urbanisation, conflict and security, global commodity flows, technological capture and the new media landscape. Apart from such global issues, curriculum is also attuned to regional and local concerns and industry. The Business School (SBPPSE) curriculum aims to develop professional entrepreneurs and managers with social responsibility leveraging the connect between national business challenges and opportunities with emerging global trends, markets and relevant cross-cultural issues. Programmes from the School of Culture and Creative Expressions (SCCE) equips students with creative and critical apparatuses to engage with issues of civil society and the state. Similarly, the programme at the School of Design addresses complex design areas of public systems, governance and resource management at both urban and rural levels. SUS, SGA, SLGC, SLS, SHS, SES, have curricular engagement with questions, analysis, perspectives and paradigms of inclusion/exclusion, democratisation, and social justice at global and regional levels.

File Description	Documents
Upload relevant supporting document	No File Uploaded

### 1.1.2 - Number of Programmes where syllabus revision was carried out during the year

29

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

#### 1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

289

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 1.2 - Academic Flexibility

### 1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

34

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

55

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 1.3 - Curriculum Enrichment

### 1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Curriculum at AUD requires students to engage critically and often 'against the grain' with cross cutting issues and concepts related to gender, environment and sustainability, human values and ethics. The curricular and pedagogic processes foreground ethical teacher and student identities and emphasise values of equity and social justice for individuals and social groups. While AUD offers MA, MPhil and PhD programmes in Gender Studies, gender issues are conceptually interwoven into curriculum across all schools. Courses critically explore: emergence of gendered identities, cultural differences in the development of masculinity and femininity, social principles of ascribed roles, sexism, gendered violence (domestic violence, rape, sexual harassment); discrimination based on gender and sexuality;

feminist perspectives on environmental issues and conflicts; the gender interface of global thinking on the issues of sustainability, equity and justice.

School of Human Ecology (SHE) offers MA and PhD in Environment and Development. These courses help students acquire knowledge of ecological concepts, contemporary ecological challenges and responses to them. Through several courses offered across Schools of Design, Global Affairs, Development Studies, Liberal Studies, Law, Governance and Citizenship, and Education Studies, students are familiarised with global thinking on the issues of sustainability, development, urban ecology, global warming, pollution, biodiversity, equity and justice. School of Undergraduate Studies (SUS) courses, Environmental Issues and Challenges and Nature and Society are designed to enable reflection on patterns of consumption that impact the environment, engage students with theoretical approaches and evolving concerns around the inseparability of nature and society.

File Description	Documents
Upload relevant supporting document	No File Uploaded

### 1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

#### 1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

0

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**1.3.4 - Number of students undertaking field projects / research projects / internships during the year****569**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**1.4 - Feedback System****1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni**

- Any 3 of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded

**1.4.2 - Feedback processes of the institution may be classified as follows**

- Feedback collected, analysed and action has been taken

File Description	Documents
Upload relevant supporting document	No File Uploaded

**TEACHING-LEARNING AND EVALUATION****2.1 - Student Enrollment and Profile****2.1.1 - Demand Ratio****2.1.1.1 - Number of seats available during the year****1691**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)****2.1.2.1 - Number of actual students admitted from the reserved categories during the year**

458

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

The University follows a practice of continuous assessment of programme objectives viz. the level of their achievement with the students. At the beginning of each semester detailed debriefing sessions are conducted among faculty with student cohort to set goals and orient students to work towards these goals. Continuous assessment system enables identification of students with different kind of learning needs and facilitates teacher and peer support.

The courses offered in the first semester are structured to equip students with skills required to successfully complete their programmes. In the later semesters students are encouraged to engage in advanced social science analysis along with the other advanced students once they are familiar with the basics.

The formative assessment at the end of each module, helps the course instructors discern the pattern of learning helping them devise methods of learning for diverse set of learners. Students need to demonstrate adequate competency in the course to progress to the next level. For those unable to achieve this, there is a provision for Partial Repeat (PR) - an opportunity of grade improvement to the students who have achieved a non-passing grade of C only. For those who fall below C minus, an opportunity to repeat the course is offered.

Those students who outperform or those who may be termed as 'advanced learners', are encouraged to develop their term-papers and other assignments into student publications etc. The course template also provides supplementary or advanced course material/ reading lists to address the learning needs of the fast learners.

File Description	Documents
Upload relevant supporting document	No File Uploaded
Link For Additional Information	Nil

### 2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
3093	130

File Description	Documents
Upload relevant supporting document	No File Uploaded

### 2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

Student-centric learning is one of the fundamental objectives of AUD. Classrooms are envisioned as spaces for co-creation of knowledge and experiences. Instructional design for each course ensures active participation of students in course transaction. A diverse set of strategies are used to enhance student learning experience. Even within the conventional lecture format, attempt is made to use the free associative technique which helps to integrate the quest for knowledge with the experiences through discussions, interactions and dialogue. Different media/platforms/learning resources are actively made use of to facilitate class experiences and discussions. Learning situations that are workshop/field-based or in seminar mode use participative methods involving peer and team work, working with community, on archives, objects, or other resources. These methods have been found to be productive and provocative for students, enabling shaping of new ideas and analysis. Internship and field-placements, as integral to curriculum, bring the context and practice closer to theory. Pedagogic principles adopted by the practice-based programmes, such as those offered by SCCE, MPhil Development Practice and School of Design, are based on the premise of learning by 'doing' and experiential learning. Experiential learning or learning by reflecting on field/practice-based experiences becomes the principle resource students draw upon while working with different materials and forms (such as sound, light, found objects, documents,

photographs, film, video, installation, painting, sculpture, new media) or while providing design solutions in such diverse areas as service design, product design and systems design.

File Description	Documents
Upload relevant supporting document	No File Uploaded

**2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year**

Majority of the teachers across schools use ICT enabled tools to facilitate their teaching-learning process. This usage has got further increased since the pandemic affected the education process. Faculty members have always been using online databases whose access are either available free of cost or accessible through institutional membership. Students are also encouraged and trained to use these databases. Online lectures take place using Google Meet or Zoom. Readings are often shared either through email or through different learning management software including Moodle, Google Classroom and Schoology. For faculty members who utilise learning management software, submission of assessment often take place through these platforms. All faculty members extensively utilise similarity checking software like Turnitin. This also helps to train students so that they learn to avoid plagiarism. Students and faculty members also utilise language assisting software Grammarly made available through the University. Students use academic resources available online for their research, assessments, and class preparation.

File Description	Documents
Upload relevant supporting document	No File Uploaded

**2.3.3 - Ratio of students to mentor for academic and other related issues during the year**

**2.3.3.1 - Number of mentors**

130

File Description	Documents
Upload relevant supporting document	No File Uploaded



**2.4 - Teacher Profile and Quality****2.4.1 - Total Number of full time teachers against sanctioned posts during the year****130**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year****115**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**2.4.3 - Total teaching experience of full time teachers in the same institution during the year****2.4.3.1 - Total experience of full-time teachers****1082**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year****4**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**2.5 - Evaluation Process and Reforms****2.5.1 - Number of days from the date of last semester-end/ year- end examination till**

**the declaration of results during the year**

7

**2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year**

0

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

AUD has a completely de-centralised assessment system monitored by the office of Assessment, Evaluation and Student Progression (AES). Doing away with the 'Single Examination' system, the University follows a system of continuous assessments. For each course, a minimum of three assessment situations are presented to the student where any single assessment cannot have more than 40% weightage. The assessments comprise of variety of modalities, including individual and group exercises, quizzes, simulations, viva-voce, audio-visual presentations, term papers and case discussions. The consolidated result / grades are prepared and published within two weeks of the last date of assessment (typically an end-semester assessment carrying weightage not more than 40%). The entire course registration and evaluation process is completely integrated with the IT system of the university through a cloud-based Enterprise Resource Planning (ERP) system to which faculty and students have access. This ERP system acts as a repository of grade records and is used to automatically generate transcripts and degrees.

File Description	Documents
Upload relevant supporting document	No File Uploaded

#### 2.5.4 - Status of automation of Examination division along with approved Examination Manual

C. Only student registration and result processing

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Programme Outcomes, Programme specific outcomes and course outcomes for all programmes offered by the institution are stated and displayed on AUD's website and communicated to teachers and students. It is mandatory for the new students joining the various programmes at the University to attend the orientation sessions during which the programme outcomes are explicitly stated and explained. Each faculty member also makes a presentation about their courses, and students are encouraged to seek clarifications in case they have any doubt.

The university follows a standard procedure where course outline is shared with students at the beginning of the semester during orientation sessions. At these sessions, across all programmes, students are informed about broad objectives, learning outcomes, pedagogical practices, and modes of evaluation for the overall programme as well as each course offered in the respective semester.

In some schools at the university such as SES, SHE, SGA and SBPPSE, a handbook is shared in the orientation sessions at the beginning of the programme explaining the structure of the programme as well as the expectations from the students in each component. At SDes, over the course of the semester, faculty engage in what are known as "crit sessions" in the studio format so as to make clear the specific and general outcomes of their courses on a regular basis.

File Description	Documents
Upload relevant supporting document	No File Uploaded

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

Learning outcomes and student progress are monitored regularly through formal as well as informal mechanisms. Schools follows a policy of continuous and formative assessment along with a formal student feedback mechanism to ensure that programme objectives are met. A carefully designed combination of assessment methods evaluates a range of skills, knowledge, understanding, values and attitudes. Continuous and formative assessment also enables learners to make use of the feedback at a formative stage to continuously improve. In several schools like SDes, SCCE, SES, SLGC, assessment in some components is done by a jury/panel of examiners comprised of two to three instructors in order to ensure a fair and objective evaluation utilizing a carefully thought through assessment rubric.

Faculty meetings, School Evaluation Committee Meetings, Student Faculty Committees (SFC), and Programme committee meetings are some of the fora where attainment of programme specific outcomes is monitored and evaluated. Schools receive structured feedback from students on the course objectives, modules, learning materials, teaching, and assessment situations, etc. at the end of each semester for each individual course, enabling a review of course content and transaction. The feedback proforma enables the programme team to review the extent to which students find course transaction helpful in attaining course outcomes. At the University level, the Board of Studies and the Standing Committee of the Academic Council on Academic Programmes, engage with, deliberate upon and review the attainment of programme outcomes.

File Description	Documents
Upload relevant supporting document	No File Uploaded

**2.6.3 - Number of students passed during the year**

**2.6.3.1 - Total number of final year students who passed the university examination during the year**

1042

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## 2.7 - Student Satisfaction Survey

**2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)**

<https://aud.ac.in/reports-and-survey>

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Dr. B. R. Ambedkar University Delhi is committed to a high-standard of research in the social sciences and the humanities. The work of faculty and research students at University seeks to contribute to knowledge at its frontiers while being informed by a consciousness of the social context in which the University is situated. This vision also informs the participation of members of the University community in public discourse through interventions in public media and participation in various consultative bodies. Research at University is linked to the wider world of knowledge creation through an active programme of seminars and conference, visits by scholars from other institutions and collaborations with other institutions in India and abroad. Several research promoting initiatives such as seed money grant, major research project grant, SHODOTSVA, etc. are in place.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

14

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year****03**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year****284**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.1.5 - Institution has the following facilities to support research**  
**Central Instrumentation**  
**Centre Animal House/Green House Museum**  
**Media laboratory/Studios Business Lab**  
**Research/Statistical Databases Moot court**  
**Theatre Art Gallery**

**C. Any 2 of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year****0**

File Description	Documents
Upload the data template	<b>No File Uploaded</b>
Upload relevant supporting document	<b>No File Uploaded</b>

**3.2 - Resource Mobilization for Research****3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources**

such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

329.45

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)**

92.08

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year**

06

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

ACIIE has been set-up at Ambedkar University Delhi (AUD) as a not-for-profit company with the primary objective of translating theoretical and conceptual learning into socially useful entrepreneurial endeavors and in the process reach out to the less-privileged section of society at the bottom of the pyramid who may not otherwise have access to new knowledge and contemporary practices. The Centre has attempted to build an ecosystem of innovation and entrepreneurship to encourage interested members of the AUD community to become wealth creators generating employment, while addressing the many social problems facing our country. The

interdisciplinary space of AUD, especially in applied fields such as business, design, development practice, education, ecology, mental health etc., is seen as an appropriate location for setting up the ACIIE. AIC-Ambedkar University Delhi Foundation (AIC AUDF) is a world-class start-up incubation center established in Ambedkar University Delhi, the only Social Science and Humanities University selected under the Atal Innovation Mission, NITI Aayog, GoI. The CPCR has been running Ehsaas clinics in all the campuses of AUD since July 2013. It has been one of the most innovative space created to provide mental health support to the residents of Delhi at low cost.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

24

#### 3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

24

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

#### 3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

01

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

### 3.4 - Research Publications and Awards



<b>3.4.1 - The institution ensures implementation of its stated Code of Ethics for research</b>							
<b>3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following</b>  <b>1.Inclusion of research ethics in the research methodology course work</b> <b>2.Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)</b> <b>3.Plagiarism check</b> <b>4.Research Advisory Committee</b>	<b>A. All of the above</b>						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Upload relevant supporting document</td> <td><a href="#">View File</a></td> </tr> </table>	File Description	Documents	Upload relevant supporting document	<a href="#">View File</a>			
File Description	Documents						
Upload relevant supporting document	<a href="#">View File</a>						
<b>3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards</b> <b>Commendation and monetary incentive at a University function</b> <b>Commendation and medal at a University function</b> <b>Certificate of honor</b> <b>Announcement in the Newsletter / website</b>	<b>D. Any 1 of the above</b>						
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Upload the data template</td> <td><b>No File Uploaded</b></td> </tr> <tr> <td>Upload relevant supporting document</td> <td><b>No File Uploaded</b></td> </tr> </table>	File Description	Documents	Upload the data template	<b>No File Uploaded</b>	Upload relevant supporting document	<b>No File Uploaded</b>	
File Description	Documents						
Upload the data template	<b>No File Uploaded</b>						
Upload relevant supporting document	<b>No File Uploaded</b>						
<b>3.4.3 - Number of Patents published/awarded during the year</b>							
<b>3.4.3.1 - Total number of Patents published/awarded year wise during the year</b>							
<b>0</b>							
<table border="1"> <tr> <th>File Description</th> <th>Documents</th> </tr> <tr> <td>Upload the data template</td> <td><b>No File Uploaded</b></td> </tr> <tr> <td>Upload relevant supporting document</td> <td><b>No File Uploaded</b></td> </tr> </table>	File Description	Documents	Upload the data template	<b>No File Uploaded</b>	Upload relevant supporting document	<b>No File Uploaded</b>	
File Description	Documents						
Upload the data template	<b>No File Uploaded</b>						
Upload relevant supporting document	<b>No File Uploaded</b>						
<b>3.4.4 - Number of Ph.D's awarded per teacher during the year</b>							
<b>3.4.4.1 - How many Ph.D's are awarded during the year</b>							

04

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

0.41

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

#### 3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

79

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS**

**D. Any 2 of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
TBC	TBC

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	<a href="#">View File</a>

### 3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
TBC	TBC

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	No File Uploaded
Any additional information	<a href="#">View File</a>

### 3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The institution has a well-defined policy on consultancy including revenue sharing between the institution and the individual investigators. The institution believes in the value of consultancy in terms of taking the rewards of the research of faculty to the wider community. Therefore, it encourages its faculty to undertake consultancy activities. The norm of sharing revenue is 65% faculty and 35% the institution. Consultancy, practice and training activities undertaken by members of the University shall certainly facilitate the institution to achieve its objectives, namely research and teaching in the social sciences and humanities, guided by Dr. Ambedkar's vision of bridging equality and social justice with excellence. The University believes that the Consultancy, training and practice activities help the faculty members to constantly update the applicability and implications of the various theoretical concepts and models as well as practice based pedagogies which are used for teaching degree programmes in various subjects. This in turn provides access to the data bank of the practising world and thereby empirical validation and theoretical up-gradation

of knowledge systems with which they deal in their academic and research pursuit.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

#### 3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

3.18

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

AUD is equally committed to the creation of knowledge as well as its spread across its stakeholders and the society at large. It achieves this through various initiatives carried out by its centres via projects like the Oral History Project from the Centre for Community Knowledge, Ehsas clinic for psychotherapy run by Centre for Psychotherapy and Clinical Research, and several projects by Centre for Urban Ecology and Sustainability. Apart from this several schools, programs, and faculty members arrange talks, panel discussions, conferences and seminars which are open to the public and participation is solicited through various publicity avenues including social media. Topics covered not only include discipline specific themes and issues but also socio-economic-political issues touching various sections of society like gender and caste discrimination, socio-economic inequalities in access to public goods like education and health care, development practice, and sustainable livelihoods. There are regular film and documentary screenings from India and abroad along with post screening discussions aimed at developing critical perspective on broader social issues.

File Description	Documents
Upload relevant supporting document	No File Uploaded

**3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year**

**3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year**

04

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

20

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year**

161

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**3.7 - Collaboration**

**3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during**

the year

**3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

12

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year**

04

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

The university is spread over three campuses at Kashmere Gate, Lodhi Road and Karapura. It has been allotted space for two new campuses at Dheerpur and Rohini, which are expected to be functional in three years. At present the university has optimum facilities required for teaching-learning on all campus, in spite of severe constraint of space and the restrictions imposed by the pre-existing structures. The three campuses together have over 100 rooms out of which 80 rooms function as classrooms. The institutional infrastructure includes 12 computers centres and laboratories, 5 seminar halls of varying capacities, 7 meeting rooms, and well-stocked libraries at all campuses. The university has recently constructed an auditorium in Karampura campus. All classrooms, meeting rooms and seminar halls are IT enabled with dedicated set up of project facilities, sound system, and unrestricted wi-fi access.. The libraries have adequate space for stacking, reading and administrative functions. The

libraries eclectic collection of books, journals and other resources and also offer free full-text access to over 180000 e-books and 4000 international journals.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The university has a lot of sports and games facilities at all of its campuses, including both indoor and outdoor sports activities. It has a fully functional indoor sports facility at its Kashmere Gate campus. The university provides good quality equipment, sports kits and facilities for indoor sports like table tennis, carrom, badminton and chess, as well as outdoor sports like cricket, basketball, volleyball, football. The major sporting areas of the university include a basketball court, a football field, a cricket ground, and two volley-ball-courts. The gymnasium-facilities are also available for the use of students and staff. Ensuring guidance by expert coaches on a range of gaming and sporting activities is an important concern of the Sports Office, for which purpose it has begun empanelling an array of professional coaches, trainers and instructors for facilitating sports activities, providing training to students and selection of students for representing AUD at various sports events.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

4.1.3 - Availability of general campus facilities and overall ambience

The University functions as a multi-campus unitary University with an added focus on vocational/community college-based programmes. While it now operates from the Kashmere Gate Campus, Karampura Campus and Lodhi Road Campus. The University's main campus is a 3-acre sprawling green campus in the heart of old Delhi. AUD campus has good infrastructure in terms of well-stocked libraries, reading rooms, online journals and computer labs. Student hostel facilities are available only for girl students. Classrooms are equipped with audio-visual equipment, and Wi-Fi connectivity is available throughout the campus. All three University - Kashmere Gate campuses, Karamapura and Lodhi Road, are equipped with adequate facilities. They include classrooms, sitting spaces for staff

(teaching and non-teaching), lawns, grounds, meeting rooms, an auditorium, a canteen, drinking water, washrooms, libraries, computer laboratories, and trouble shooting mechanisms mention a few. All these facilities cater to the demands of students, faculty, and non-teaching staff of the University. The campuses are green with trees and plants.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

77.59

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

An Integrated Library Management System or Software (ILMS) is an automated package of library services that contains several functions, i.e. circulation, acquisitions, cataloguing, OPAC, serials, membership registration and management reports etc. AUD library used Koha software to automate their housekeeping activities or operations, and the library automates all the records through this software. KOHA is an open-source and integrated library management software that provides users with an efficient, comfortable interface and prompt service. Web OPAC (Online Public Access Catalogue) facility is made available through KOHA Library Management Software to know the bibliographical details and availability, along with the location of recourse. Besides regular updates on new arrivals through Online Public Access Catalogue, users can access their transaction history. Users can use an online reservation facility for any resource they want without physically visiting a library. Since all libraries are inter-connected, users have access to and avail facilities from any library. The LMS provides an extensive searching facility by various fields like the Title, Author, ISBN, Keyword, publishers, and domain. LMS of the Library is an essential foundation for handling all its day to day



activities, i.e. receiving of books, ordering process, cataloguing, classification of books, serial control, circulation etc.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases**

**A. Any 4 or all of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**205.23**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

**4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)**

**712**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### **4.3 - IT Infrastructure**

**4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year**

**106**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

IT vision is to provide information instantly and securely to students, faculty and staff when needed, which is capable of analysis for constant improvement and research through an active process that requires communication and collaboration across academicians. Following major services are offered:-

- WAN and intra-campus connectivity: AUD is part of National Knowledge Network (NKN) for providing a unified high speed network backbone. We also provide Wi-fi and VPN facilities along with computing resources and storage. Other services include:
- Email: Students, researchers, faculty and staff are given official email id in the domain aud.ac.in.
- IT Labs: IT labs in all three campuses which are used by students and faculty for their learning enhancement, course modules along with other academic and research activities.
- Video Conferencing Facility: Video conferencing facility has been deployed in all three campuses of the University for Collaboration.
- University Website and Portals: Admission and recruitment portals along with website have been deployed to provide information to the existing and new students and other stakeholders.
- IT Helpdesk: An online centralised helpdesk system has been deployed. A dashboard has been deployed to provide the real-time status of the IT services to senior management.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**4.3.3 - Student - Computer ratio during the year**

Number of students	Number of Computers available to students for academic purposes
3094	607

#### 4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- 1 GBPS

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

#### 4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

E. None of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded
Upload the data template	No File Uploaded

### 4.4 - Maintenance of Campus Infrastructure

#### 4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

96.29

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The university has clearly established procedures and systems for maintenance and utilization of various facilities on its campuses. 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. The university has spent an average of 120.00 Lakh per year during the last five years on the maintenance of physical and academic facilities. 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. For example, the IT services, the Library, Sports Office, etc handle the maintenance portfolio for their respective areas of operation, regularly review the status of facilities and conduct necessary maintenance work.

File Description	Documents
Upload relevant supporting document	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)**

1231

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

**5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year**

1730

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

<b>5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution</b> <b>Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene)</b> <b>Awareness of trends in technology</b>	<b>A. All of the above</b>
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</b> <b>Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>• All of the above</b>
File Description	Documents
Upload relevant supporting document	<b>No File Uploaded</b>
<b>5.2 - Student Progression</b>	
<b>5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)</b>	
<b>5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year</b>	
<b>20</b>	
File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>
<b>5.2.2 - Total number of placement of outgoing students during the year</b>	

19

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

38

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 5.3 - Student Participation and Activities

### 5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

00

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

### 5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

Due to the disruptions caused by the COVID pandemic, the campuses were closed for most of the year. Hence the student council was not fully functional during the year. Otherwise, the university has a vibrant student council which functions on the basis of an integrated system of representation wherein Class Representatives (CRs) and Councillors work towards the efficient redressal of all matters. The Student Council acts for the benefit of all students, and promotes an inclusive ecosystem to ensure that no form of discriminatory practices occur on the basis of caste, class, gender, ethnicity, etc. It is formed out of Class Representative Committee, School-level representatives, Campus-level representatives, University representatives, and an All Councillors Committee. It

plays a significant role in representing students concerns and interests in various matters pertaining to the University affairs. There is also a Student Faculty Committee (SFC). Student representatives also join several committees like CPSH, IQAC, and in the management of canteen, hostel facilities, sports activities and student welfare fund disbursement (SWF). Students are also involved in planning and organising curricular, cocurricular, and extracurricular activities. AUD also supports its own student-centric societies where through sustained discussions and consultations a unique identity to their endeavours is facilitated.

File Description	Documents
Upload relevant supporting document	No File Uploaded

### 5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

12

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services during the year

Alumni engagement happens both at the university level and at the level of separate schools through various activities. In addition to a university-wide registered alumni association, several schools have their alumni association, for example the School of Business, Public Policy and Social Entrepreneurship runs a registered one called AUDBA (Ambedkar University Delhi Business Alumni Association). While the associations have not contributed financially to the university, they have been actively involved in many ways such as mentoring support to current students in career opportunities, support for summer internships and final placement opportunities, senior alumni helping the junior with their careers and enterprises through Alumni Networking Events, capacity building of students through CV building workshops, mock interviews and mentorship, feedback on curriculum which the university can use for further improvement, and participating in various bodies and activities of the university contributing various aspects of

university functioning. Alumni also collaborate with students and schools in organising events, identifying resources, fund raising and event management. Many alumni also work as the ambassadors of the university, and promote its visibility and publicity. In short, alumni have been actively involved with the university in numerous ways.

File Description	Documents
Upload relevant supporting document	No File Uploaded

**5.4.2 - Alumni contribution during the year (INR in Lakhs)**

**E. <1Lakhs**

File Description	Documents
Upload relevant supporting document	No File Uploaded

## **GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 - Institutional Vision and Leadership**

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

The University mission is to provide quality education combining equity and social justice with excellence and its vision is to become a premier globally recognised institution providing world class opportunities for higher education. In alignment with these, the University follows decentralised, participatory and collaborative functioning and management. The University tries to develop a collective leadership spread across various statutory and administrative bodies like various Boards of Studies, Academic Council and Standing Committees. The faculty and staff contribute to discussions and decisions on important matters of both academic and administrative nature. Many initiatives, such as student mentoring, Student Cell, fee-waiver system, assessment reforms, financial management processes, research incentivisation, etc have built on this participatory functioning. The University has also instituted a formal mechanism of 'Student-Faculty Committee' (SFC) in all its programmes to address concerns and grievances of students. In order to promote excellence in research, the University has initiated several mechanisms like seed money grants, travel grants, funding support for conferences, seminars, and workshops over the years. The setting-up of the Equal Opportunity Office (EOO) has further provided the appropriate forum for students, faculty and staff to



air their concerns in a non-intimidating environment.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

The organisational structure of the University reflects its functioning through decentralization and participatory management. It includes wider representation and participation of key stakeholders - students, faculty, staff - in various committees like SFC, Student Welfare Fund Management, timetables, and assessments. Faculty members are actively involved in planning and decision making as well as in monitoring through numerous committees/ bodies overseeing academic programme, research, student welfare and support, grievances, co-curricular activities, quality assurance, campus development, institutional strategic planning and so on. Such statutory and decision-making bodies as the Academic Council, Boards of Studies, Standing Committees clearly show a decentralised approach with the representation and participation of key stakeholders. Such semi-formal mechanisms as the Deans and Directors Monthly Meetings expand the scope of decentralisation further, giving scope to all stakeholders to be indirectly involved in the management and decision-making processes of the University. In addition, schools and programmes have the autonomy to deliberate and decide upon curriculum, pedagogy, assessment structure within a broad framework provided by the statutory bodies, while aspects such as Student Welfare Fund Management, timetables, and assessments are also overseen by collective teams. The administrative staff are involved in various management functions including planning and decision making and are also formally inducted in several committees.

File Description	Documents
Upload relevant supporting document	No File Uploaded

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

Innovative socially engaged programmes involving practical exposure, experiential learning oriented pedagogy, and continuous, decentralized and staggered assessments have been the strength of

the University and have been strategically incorporated in the policies and practices of the University. Adoption of e-governance and online administrative processes and files management has also been part of the University's strategic planning deployed across its campuses. While these features ensured flexibility, adaptability and greater efficiency in academic and administrative aspects under normal circumstances, in the unprecedented circumstances of the COVID pandemic they enabled the University to make a very quick, smooth and effective transition to online teaching, assessments and administration when a complete lock-down was declared. Even when campuses and offices were closed, the entire university system functioned online, taking care of regular day-to-day teaching-learning, assessment and administrative requirements. Barring an initial delay when enough clarity about the situation had not emerged, the University could largely and successfully follow the academic calendar, undertake routing administrative activities, conduct timely assessments and enable its students to complete the studies without significant disruption.

File Description	Documents
Upload relevant supporting document	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The detailed organisational structure with its core structure and institutional bodies can be seen here -<https://aud.ac.in/about-us>. The various administrative bodies/ cells/ committees ensure effective functioning and decision making, with due attention to various aspects of the university, based on decentralisation and participatory management. Besides key divisions, departments and academic offices, there are several cells and committees expanding into other aspects, such as Equal Opportunities Cell, Training and Placement Cell, Student Faculty Committees, Library Committee, Campus Development Committee, Space Committee, Internal Complaints Committee, Central Admissions Committee, Student Welfare Fund Committees of Schools and so on. They effectively contribute to the overall management and functioning of the university and enjoy high amount of autonomy in their work. The top-level administrative set-up is itself distributed and collective, with the Court, the Board of Management, the Vice Chancellor, the Registrar and the Controller of Finance collectively ensuring efficient oversight of the University's evolution. In all matters, from staff recruitment and student admissions to office procedures, service efficiency and quality, performance monitoring, and administrative functions

standard procedures in accordance with the prevalent norms and regulations have been clearly laid out and are meticulously followed.

File Description	Documents
Upload relevant supporting document	No File Uploaded

### 6.2.3 - Institution Implements e-governance in its areas of operations

#### 6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

A. All of the above

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

The performance of teaching and non-teaching staff is assessed through the Annual Performance Appraisal System as per guidelines of Govt of India and the University Grants Commission, and these assessments also used for promotion policy. Promotions are governed by the government regulations for the non-teaching staff and by the UGC career advancement guidelines for the teaching faculty. For the appraisal of employees, Annual Performance Assessment Report (APAR) are prepared by the Reporting Officer of employees. The APAR covers a range of performance including attitudes and personality of the employee, absences and leaves, professional development undertaken, punctuality and quality of work, etc. The performance of faculty is assessed according to the detailed framework of parameters in the UGC regulations. Faculty and staff are able to avail promotional avenues as soon as they become eligible. There are many other welfare measures for the employees, such as medical insurance for them and their dependants, provident fund, national pension scheme contributions, leave travel and hometown visit expenses, Group Insurance scheme, Staff Welfare Fund, VC Relief Fund, child care

leave, creche facilities, conference and travel grants, and subsidised electronic devices like laptops.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

### 6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

00

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

### 6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

19

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

### 6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

24

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	<a href="#">View File</a>

## 6.4 - Financial Management and Resource Mobilization

### 6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Effective mobilisation of funds and optimal utilisation of resources are part of the University's strategic planning and practice. As part of the financial and resource management strategy, the

University strives to supplement the government financial provision by revenue generation from the University's own and external sources, which include fees, grants and donations. About 25-30 per cent of its total funding are normally covered from such sources. The University recognises the crucial significance of finding alternative sources of funding and has been developing pro-active mechanisms for fund raising. With regards to optimal utilisation of resources, the University has set up systems to enable faculty, students and staff to use the available resources on 'as needed and as available' basis, such as an online system of space booking with a real time coordination according to need and availability. The University is also considering following staggered timings of use, so that the existing facilities may be available to maximum number of users. The University is also in the process of developing modalities of sharing its resources and facilities with external users, so that optimal utilisation may be coupled with revenue generation. It aims at ensuring that facilities are used to their maximum potential with minimum hassle to the users.

File Description	Documents
Upload relevant supporting document	No File Uploaded

#### 6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

1.25

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

#### 6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

78.04

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting document	No File Uploaded

#### 6.4.4 - Institution conducts internal and external financial audits regularly

The financial transactions of the University regularly undergo internal and external audits. The internally audits are conducted by the Finance Division on a periodic basis, while annual internal audits are conducted by reputed chartered accountancy firms whose professional services are hired 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. The external audits of the University are conducted by various government agencies. The Examiner of Local Funds Accounts (ELFA) from the Directorate of Audit Finance Department of NCT of Delhi is regularly conducted by the government. Office of the Principal Accountant General (Audit) Delhi under the CAG (External Audit) Government of India also conducts periodic audits. The Office of the Principal Accountant General under the CAG issues separate audit reports (SARs) for each financial year with provisional comments which are to be complied with by appropriate remedial action. Being a government institution the financial records are very meticulously maintained and regularly scrutinised by internal and external agencies.

File Description	Documents
Upload relevant supporting document	No File Uploaded

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

During the year IQAC coordinated and led the preparation of the university for the second cycle of reaccreditation during the year. Having completed and successfully submitted the self-study report of the university in January 2020, the IQAC then also successfully completed the DVV process of NAAC and coordinated the preparations for the Peer Team Visit which was scheduled for July 2021. IQAC also organised a variety of faculty development and capacity building events in collaboration with internal and external partners. It organised a 21-day FDP with B. R. Ambedkar University, Andhra Pradesh on "Adopting online teaching learning technologies" for tertiary level faculty (16 November -7 December 2020), a 4-week MOOC on "Podcasts in Education" (21 December 2020 -15 January 2021), a 4-week MOOC on "E-learning That Works" (18 January - 13 February 2021) with CELE, AUD and Cani College, Vancouver, Canada, and a 21-day FDP on "Integrating 21st Century Tools and Technologies into Teaching" (11-31 March 2021) with Andhra University. IQAC contributed



to the consultations on implications of NEP 2020 and action points for the university, to various curricular revision activities of different schools during the year, to the consultations on a proposed Skills Development Centre at the University, and to the deliberations on the Happiness Curriculum envisaged by the Government of Delhi NCT. It also organised various training sessions for the internal and external staff members.

File Description	Documents
Upload relevant supporting document	No File Uploaded

**6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**B. Any 4 of the above**

File Description	Documents
Upload the data template	<a href="#">View File</a>
Upload relevant supporting documnt	<a href="#">View File</a>

**6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)**

This year was largely disrupted by the Covid pandemic circumstances. Also during this year, the second cycle of the accreditation was underway and a substantial amount of time and resources were engaged in completing the process. Since the re-accreditation was still not over during the year, the discussion of the post accreditation quality initiatives may not be applicable for this year's report. However, it may be noted that the University continued different quality enhancement initiatives in academic and administrative domains during the year. One key activity was to initiate consultations on NEP 2020 to identify action points and evolve concrete plans to effectively implement it. The University augmented its IT services and facilities in view of the major shift to online function in both academic and administrative matters. Numerous

processes and procedures related to academic and administrative functioning were modified or revised to facilitate online functioning without hassles to students, faculty and staff. Discussions and planning continued during the year on setting up new centres and divisions, introducing new programmes and courses, faculty and staff development, to name a few.

File Description	Documents
Upload relevant supporting document	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

#### 7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The University has an active Committee for prevention of sexual harassment which looks after sensitisation and awareness activities and addressing grievances. All newly admitted students are oriented in the entry-level orientation programmes on gender equity and gender sensitisation, and are familiarised with the University's policy on sexual harassment and the procedure and means of grievances redressal. The University has Codes of Conduct for students, staff and faculty to ensure that the campus environment is safe and secure for all. So far 68 CCTVs have been installed on all campuses for monitoring and security of students. As regards counselling, the Centre of Psychotherapy and Clinical Research provides low-fee and free counselling and psychotherapeutic support through its Ehsaas clinics. Counselling support was sought at Ehsaas in cases of adjustment difficulties, drug addiction, family issues like domestic violence, sexual abuse or relationship issues. In addition, faculty members also provide counselling on personal and academic issues when approached by students. Regarding common rooms, the University has been able to provide only limited exclusive spaces at the Kashmere Gate campus as common rooms, since it is still operating from a temporary small campus. On Karampura and Lodhi Road Campus, enough space has been made available to students as common utility space.



File Description	Documents
Upload relevant supporting document	No File Uploaded
Annual gender sensitization action plan(s)	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	Nil

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

**D. Any 1of the above**

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

**7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management**

For Solid and liquid waste management, bio-waste converters have been set up at the Karampura and Kashmere Gate campuses. In order to minimize the consumption of single-use plastic bottles, water dispensers with reusable water jars have been installed at key points on all campuses. The students-run TERRA-Eco Club organizes recycling drives and awareness campaigns on the campus. Facilities for paper recycling and safe disposal of used sanitary napkins have been created at the University. The University has also adopted an e-waste management policy with guidance for identification of sources of e-waste and procedures for disposal of e-waste The University has set up an e-waste management committee with officials from Administration, IT services, Estate, EMU and finance division. The e-waste management approach includes replacement of dated electronic and electrical equipment with better and more efficient ones, recycling of the old ones to the extent possible and disposal of those which cannot be recycled. Such old equipment are segregated

for e-waste disposal as per the guidelines outlined in the University policy. The University does not generate any biomedical, chemically hazardous or radioactive waste.

File Description	Documents
Upload relevant supporting document	No File Uploaded

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

**B. Any 3 of the above**

File Description	Documents
Upload relevant supporting document	No File Uploaded

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for greening the campus are as follows:**

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

**A. Any 4 or All of the above**

File Description	Documents
Upload relevant supporting document	No File Uploaded

**7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution**

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus

**B. Any 3 of the above**

<b>recognitions/awards</b> <b>5.Beyond the campus environmental promotional activities</b>	
File Description	Documents
Upload relevant supporting document	No File Uploaded
<b>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</b>	<b>A. Any 4 or all of the above</b>
File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>
<b>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)</b>	
<p>The University strives to provide completely inclusive and harmonious campus life and environment, and does not tolerate any kind of discrimination, whether cultural, linguistic, religious, socio-economic or regional. Diversity is not only recognised but actually celebrated in academic, administrative and organisational aspects of the University. Several programmes of the University emphasise inclusivity and harmony through various courses. To name a few -Discourses on the 'Minor' and the 'Marginal' involving issues of caste, sexuality and gender, Uses of Tradition(s) on diverse practices of tradition(s), Premodern Literary Cultures in India concerned with premodern literary histories of multilingualism in the subcontinent (all SCCE); Religion in the Global World, Language Society and Culture, Bharatiya aur Vishwa Sahitya (all SGA), Gender, Work and Labour, Sexualities, Situating Disability (SHS). All policies and practices in the university are explicitly inclusive and care is taken to ensure wider representation to all and avoid any kind of discrimination. Pedagogies, assessments and curricular practices are also consciously inclusive. Student are always asked to comment on</p>	

classrooms as inclusive spaces in the feedback collected at the end of every course. All institutional bodies, student communities and co-curricular or extra-curricular activities consciously encourage inclusion and diversity.

File Description	Documents
Upload relevant supporting document	No File Uploaded

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

The University is committed to its mission of nurturing socially responsible citizens with a strong sense of their constitutional obligations. Towards this end the University promotes these values, responsibilities and duties through a variety of means - academic programmes and courses, curricular and co-curricular activities, academic events and sensitisation activities. Several programmes have components directly related to the constitutional responsibilities and obligations. To name a few - Constitutionalism and social transformation, Citizenship struggles and practices in India, Indian constitution and democracy, Indian constitution and politics (SLGC), Sociology of Indian society (SLS), Education and equity (SES), and many others. In addition to observing the Constitution Day every year and other commemorative days indicative of our constitutional obligations, various schools and centres organise a variety of events like guest lectures, seminars, symposia and panel discussions, which are aimed at sensitising students about constitutional obligations and inculcating in them values for becoming responsible citizens.

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized**

All of the above

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Following its vision and mission, and true to the spirit of Dr. Ambedkar after whom the University is named, it strives in all possible ways to promote and celebrate the constitutional values and vision of our Constitution. Due to the pandemic related disruptions and closure of campuses, the events and festivals which could be held this year were less than usual. However, the university managed to organise numerous events within the protocols stipulated for the given times. The key events organised included the 74th Independence Day on 15 August 2020, Special Camp for Electoral Roll on 01 January 2021, New year celebration on 01 January 2021, Republic Day, 26 January 2021, National Water Mission and 'Water Pledge' on 22 March 2021, a panel discussion in SHE on celebrating the constitution of India: Questions of freedom, citizenship and democracy, 31 January 2020, and so on. National and international commemorative days and festivals are routinely organised in the University round the year.

File Description	Documents
Upload relevant supporting document	<a href="#">View File</a>

## 7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

### ONLINE PSYCHOTHERAPY AND COUNSELLING SUPPORT

#### Objectives

To provide crisis intervention and therapy for community during Covid pandemic.

#### The Context

With the arrival of Covid the University campuses worked online with several interruptions. Students missed the comfort of spending time with peers and in classrooms. Many students and faculty suffered from Covid, while many experienced traumatic losses. The need for psychological support was at its peak at this time. Ehsaas clinic with 5 Psychotherapists, trained faculty and 15 trainee psychotherapists launched an initiative for crisis intervention through a helpline and short term and long term therapy.

## The Practice

Ehsaas transitioned to online and started a helpline. It provided therapy in short term for 4-5 sessions, but also longer in more serious cases. Referrals were given to the outsiders after preliminary sessions. Ehsaas deployed its contacts, ex-students or others to provide low fees and pro-bono assistance. Several students also participated in community work particularly Mission Ekjut.

## Evidence of Success

Ehsaas received 225 applications, including many from outsiders. The University BOM recognised the work and sanctioned 6 regular positions of Psychotherapists for Ehsaas.

## Problems encountered and resources required

- shortage of trained therapists
- Poor internet connectivity
- difficulties of working from home

## 7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Equitable access to quality education is a high priority and thrust area within the University's vision and mission. The issue of access became unusually pronounced with the onset of the Covid pandemic and the lockdown. This resulted in the campuses closing down and students and faculty being confined to their homes. A large number of students went to their hometowns. As the University shifted to online classes, the issue of access was a primary challenge. There were challenges of students lacking good devices and internet access, proper coordination across programmes and faculties, online administrative processes, suitable assessment practices and maintaining overall safety and Covid protocols. The University put in place a variety of teams and mechanisms for these purposes. All programmes adopted a flexible approach and modified pedagogy, assessment and communication to ensure effective online teaching-learning. Helplines for academic, administrative and personal-emotional issues were set up. Psychological counselling and medical help was made available at all campuses. Funds for data packs and devices were given to needy students. Volunteer teams arranged food and provision supplies to people in need. An all-out concerted

effort was made to ensure that access to education was minimally disturbed especially for those from challenging backgrounds.

#### 7.3.2 - Plan of action for the next academic year

The plan of action for the next year 2021-22 is proposed to cover the following aspects in terms of the institutional development and quality enhancement -

- Expansion by adding new schools and centres
- Augmentation of international students and collaborations
- Further promotion of research through incentivisation and facilitation
- Greater community engagement
- Expansion of e-governance and e-resources
- Launching an NCC unit
- Reforms in academic and student services and facilities
- Strengthening of quality initiatives
- Augmentation of infrastructure
- NEP implementation and academic reforms