

**Dr. B. R. Ambedkar University Delhi**

**Planning Division**

**Strategic Plan for Institutional Development, 2022-2030**

**(In view of NEP 2020)**

**1. Background**

**1.1. About the University**

Dr. B. R. Ambedkar University Delhi (AUD) was established by the Government of the National Capital Territory of Delhi (GNCTD) through an Act of Legislature in 2007 and was notified in July 2008. AUD is one of the few universities in India with the core objective of promoting the study of humanities and social sciences and it recognises these disciplines as pivotal to the understanding and imagination of a society in transition. Following the broad guidelines of its Act and drawing inspiration from Dr B. R. Ambedkar's vision of bridging equality and social justice with excellence, the emphasis at AUD is on the need to create sustainable and effective linkages between access to and success in higher education.

**Vision:** AUD aspires to be a premier university globally recognized for its focus on liberal arts, humanities and social sciences. Through a non-hierarchical and team-based work culture it envisions to promote creative and engaged scholarship capable of transforming self and society, promoting democratization of knowledge. The University aspires to combine equity and social justice with excellence, and to pioneer an institutional culture of non-hierarchical functioning, teamwork and creativity. The University strongly believes that no knowledge becomes socially productive unless it spreads across society, transcending barriers of caste, creed and class. Only then can teaching, learning and research contribute to the promotion of equality, social justice and excellence. The University aspires to mould its students into informed and sensitive professionals who will engage with their social responsibilities and the margins of society. The programmes and the structure of the University highlight this aspect while striving towards excellence.

**Mission:** The mission of AUD is to prepare mature and skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. AUD strives to transform its students into responsible global citizens characterised by their courage, humility, honesty, commitment and integrity. AUD believes in developing a personalised approach to students and has in-built institutional mechanisms for mentoring and nurturing students, particularly in the domains of language proficiency, study-skills and analytical methods to assure academic success and excellence. A full-fledged Student Support Services division works towards this goal. The University intends to take all necessary steps to ensure that linguistic and financial difficulties are not impediments for deserving students. To that end, AUD has instituted several support mechanisms and pedagogical innovations to provide an enriching learning environment.

### **Core Values**

- Excellence with equity and social justice
- Engaged scholarship
- Valuing diversity
- Social responsibility
- Integrity and humility
- Commitment to human values
- Teamwork and collaboration
- Transparency and accountability

### **1.2. Context of the Plan**

At this juncture, when the University is presenting this IDP, it has only completed 14 years of its existence. Over this short period, the policy environment has changed considerably. There are major transitions in the landscape of higher education across the world that are reflected in the shifts in funding patterns and the skew in policy towards skill and outcome-oriented education, externally funded and implications-driven research, high prioritisation of STEM and identifying technological solutions to all problems. There are competitive rankings that are being increasingly linked to institutional performance. Institutional performance is being in turn linked to the performance of individuals that constitute the institution. These rankings are

being proposed and deliberated upon as the basis of funding institutions. The higher education space has become much crowded with the expansion of private and often commercial private institutions, that also compete in these rankings. This creates much pressure on public universities especially those that are state funded. At the same time, there is realisation among some constituencies of policy makers that several contemporary problems cannot be understood or addressed within the framework of science and technology alone and that social sciences have a significant role in shaping the futures. This has a bearing on the ethos and place of the social sciences in higher education in contemporary times. Located in this context, AUD has imagined creative ways of engaging with this scenario and has charted a unique path for itself as it plans its development till 2030. It takes the NEP 2020 as its basis and aims at establishing itself as a MERU.

As a public institution, AUD depends primarily on government funding. Based on the interactions with the representatives of the Government of the National Capital Territory of Delhi (the Finance and Education Secretaries), it can be said that the model of subsidising capital and operational expenditure of AUD will need to be re-visited. AUD will have to majorly generate its operational costs from other sources, as the government would only fund research and subsidise those students who cannot afford the costs of education. This is an area where AUD cannot influence the larger policy environment. Thus, in addition to government funding, AUD should explore other sources of funding as well. This will enable AUD in becoming more autonomous in politically uncertain times and in normal times as well. Some ways towards this that the Committee suggests include collecting overheads on projects, seeking Corporate Social Responsibility funds, and initiating programmes for executive education. As AUD expands, it should consider instituting a dedicated position for developing fund-raising strategy and engaging in fund-raising activities.

For its benchmarking, the University looks up to two kinds of institutions. One of these are older well-established social science institutions like the Tata Institute of Social Sciences, that support envisioning of the future trajectory of a social science institution. The other kind of institutions are the specialised top ranking science,

technology and management institutions, whose resource inputs, research practices and student pathways, push a young institution like Dr. B. R. AUD to think innovatively and translate this success for social sciences as well.

### **1.3. SWOC Analysis**

#### *Institutional Strength:*

Interdisciplinarity: AUD has been able to create a distinct identity for itself in the higher education ecosystem of the city. The interdisciplinary focus that AUD has carved for itself provides immense potential for active exploration of interfaces between different knowledge domains.

Synergy between Schools and Centres: The unique system of concurrent appointment of faculty members, a mixed community of regular, adjunct, visiting and guest faculty, across Schools and Centres has facilitated an integrated and interdisciplinary approach to university education, moving away from the entrenched artificial divide between undergraduate and postgraduate education. Centres and schools also mutually enrich each other through research and field work of centres and programmatic innovations of schools.

Faculty central to administration: AUD has consciously aimed at involving faculty members in the academic oversight of the administration, which has contributed immensely to its institutional strength and enabled participatory decision-making. The excellence and hard work of its faculty members has been central in shaping the growth and identity of the University in its formative years, contributing to making it an intellectually inspiring space with an empowering culture of autonomy, critical thinking, teamwork and creativity.

Catering to disadvantaged sections of students: The concerted effort made by AUD towards the well-being of its students has been a significant strength and is in alignment with the University's commitment to inclusion and social justice. For example, disadvantaged groups like SC and ST are given fee waiver irrespective of their economic background as an empowering support.

Innovations in teaching, learning and research: The University has worked towards systematising innovation in institutional practices, programme design, and pedagogic approaches, as reflected in the distinct envisioning of the Schools, Centres and programmes. AUD has experimented with many initiatives to foster greater interdisciplinarity, student mobility, choice-based credit system, continuous assessment, and experiential learning, besides enabling community engagement as an integral part of its pedagogical imagination.

Locational advantage: One of the primary strengths of the University is its location in Delhi, providing diverse institutional resources to draw from and collaborate with. All the campuses are well-connected. Multiple campuses across the city also ensure student diversity.

*Institutional Weakness:*

Campus and space constraints: The University has been functioning from temporary campuses. The existing campuses work from old heritage buildings with limited possibilities for renovation and redesigning; this has posed a major challenge in terms of converting the campuses into spaces. The infrastructural limitations have some impact on teaching-learning processes and academic expansion and innovation.

Residential facility for faculty members and adequate student accommodation will enhance peer and collective learning outside formal spaces. AUD has been able to offer only limited hostel accommodation to its students. The current spread across three campuses with limited plot area also means that sports and recreational facilities could not be created and extended as envisaged for a university. We would like to give more impetus to extra-curricular and co-curricular activities of students.

However, the apparent weakness of the University in terms of campus space is short-term and temporary. AUD has already begun the process of establishing new campuses, with the laying of the foundation stone done and architectural consultants appointed. The actual construction is likely to start by December 2020. Till then, at the current campuses, the University has worked out numerous ways to make the

best possible use of the available space and facilities and has managed to work around the restrictions mentioned above.

Funding diversification: The vision of AUD had been to lower its dependence on GIA by diversifying its funding sources. The University has not yet fully realised this goal and needs to take a strategic approach in this regard.

*Institutional Opportunity:*

Leadership role under NEP: As a city university AUD has a range of opportunities for providing critical inputs that inform policy making and the development of the city. Being a university for humanities and social sciences with an interdisciplinary approach towards liberal arts education in line with the New Education Policy, AUD is well prepared to take up leadership role as a mentor institution for other universities.

New campuses coming up in near future: AUD expects to move in three years to its new campuses at Dheerpur and Rohini, which are being designed as eco-friendly, disabled-friendly contemporary spaces. New campuses will provide opportunities to imagine the academic space as a continuum of the neighbourhood. AUD-DDA collaboration to manage the Dheerpur wetlands provides opportunities to experiment with ideas of conservation and sustainability. With a capacity of about 10,000 students and residential faculty, these campuses will allow AUD to substantially expand its programmes and make quality higher education accessible to a much larger number of students. With a diverse and very active faculty and research scholars' community, AUD is well placed for expanding its research output as well as leverage its teaching and research network nationally and internationally.

Professionalisation and vocationalisation of liberal arts programmes: An important initiative in higher education has been the emphasis by the government on 'skilling'. AUD has stepped into this space, and as it builds and expands its B.Voc. programme, it has the unique opportunity to reinterpret 'vocationalization' by building productive and creative linkages with liberal arts programmes.

Multifaceted instructional delivery: AUD proposes to further consolidate the digital interface in teaching and learning to expand and diversify its student base by including blended and online ways to strengthen the teaching-learning process. AUD plans to proactively work towards integrating new technological innovations into existing programmes to provide seamless and personalised educational experience to students.

Internationalisation: AUD is now well-placed to actively pursue more international collaborations and attracting international students. It is also uniquely poised to incubate innovative social design ideas and translate conceptual learning across interdisciplinary themes into real-time socially relevant entrepreneurship initiatives.

*Institutional Challenge:*

Multi-campus context: A major challenge within the multi-campus context is to administratively sustain a coherence and distributed participation across campuses. However, the university has already put together an evolving set of flexible operating procedures/ protocols to meaningfully respond to this challenge.

Funding: Amidst the changing policy context in higher education, shrinking spaces for innovation and the dependence of GIA funding, the University will have to find ways to sustain socially relevant, affordable quality education.

Engaging with STEM areas: With the continued emphasis and focus of state and industry on STEM areas, a social science and humanities University like AUD will have to find creative ways to contribute to national development. This could be achieved by engaging with some of the STEM areas closely related to the thematic focus of AUD, such as environment, urbanisation, cognitive sciences, public health, design, and architecture.

Avoiding disciplinary isolation: One of the persistent characteristics of higher education is the dominant tendency of departmentalization and creation of disciplinary silos. The challenge for AUD is to demonstrate that this culture does not seep into its own academic functioning, so that it maintains its commitment to an interdisciplinary ethos.

Ensuring employment opportunities: Another challenge that AUD faces is in creating and finding adequate job placement opportunities for its graduates. AUD should be able to push the boundaries of higher education by educating prospective employers about the potential of students who are not only trained in job-specific skills but who are sensitive to social needs.

The growth of the University in terms of Schools and student strength is contingent upon:

- The development of Dheerpur and Rohini Campuses
- Additional human resources including faculty and administration to maintain appropriate PTR
- Digital and IT infrastructure for the digital environment envisioned by the NEP
- Currently the University cannot offer ODL as a State universities



#### 1.4. Current Status and Aspirations

SI	Particulars	Current Status	Aspirations for 2030
i	Curricular	<ul style="list-style-type: none"> <li>Curriculum, student centric pedagogy and assessment are strong aspects of the University and have been appreciated in external and internal reviews. The various programmes and courses are well regarded in the region for their curricular quality. The courses are designed to foster critical thinking and develop a climate of conceptual self-questioning so as to inculcate a spirit of inquiry among the students.</li> <li>The University has well in utilising a variety of approaches for organising teaching– learning in course transaction.</li> <li>Fieldwork and hands-on experience have been built into most of the programmes. This has created the possibilities of instituting unique programmes like MPhil Programme in Development Practice.</li> </ul>	<p>The University aspires to:</p> <ul style="list-style-type: none"> <li>Be the best social science higher education institution in terms of curriculum and student experience and provide holistic multi and interdisciplinary education. It aspires to be at par with top management and technology institutions on this aspect and create an exemplary model of social science education both in terms of quality and quantity.</li> <li>Preserve and enhance the distinct identity and the core principles that create possibilities of curricular innovations, especially as the University expands.</li> <li>Strengthening a student-centric perspective to teaching-learning by focussing on the holist as well as nuanced student experience of the everyday teaching-learning routines.</li> </ul>

		<ul style="list-style-type: none"> <li>Assessment policy is also designed to support these programme designs and practices.</li> </ul>	
ii	Faculty development	<ul style="list-style-type: none"> <li>The intellectual identity that the University has been able to establish in such a short time and with a small initial faculty is appreciated in external and internal reviews.</li> <li>This identity has been a major driving factor in further recruiting excellent faculty members from top institutions in India and abroad.</li> <li>Now with expansion, like most other institutions, the University is likely to encounter challenges in keeping the initial spirit alive.</li> </ul>	The University aspires to attract and retain the best faculty in new emerging social science areas.
iii	Administration	<ul style="list-style-type: none"> <li>The University has a policy of lean administrative structure and a narrow base of administrative staff. As an extension of this policy, the University follows the principle of 'academic oversight'. This policy</li> </ul>	The University aspires to attract competent administrative human resource support especially with expansion in adequate strength.

		<p>was instrumental in the evolution of the University at a commendable pace.</p> <ul style="list-style-type: none"> <li>• However, over time, the need for adequate administrative support has become clearly visible. Academic oversight by faculty with inadequate administrative support has also adversely affected the faculty scholarship and research output.</li> </ul>	
iv	Infrastructure	<ul style="list-style-type: none"> <li>• Infrastructure is one of the weakest aspects of the University, with the capacity of the current campuses already having been nearly exhausted.</li> </ul>	The University aspires to develop world class campuses at Dheerpur and Rohini that augment the current capacities as per the NEP 2020 enrolment target.
v	Partnering & collaboration	<ul style="list-style-type: none"> <li>• Dr. B. R. AUD has varied kinds of collaborations with the government and non-government organisations, professionals, and the civil society. These collaborations have contributed immensely in conceptualising and achieving success on various areas, especially, research,</li> </ul>	The University aspires to institutionalise and formalise a robust collaboration policy and mechanisms for international relations and fund-raising, as well as collaboratively offering taught programmes. Pursuing global, national, and local partnerships that not only contribute to the visibility of AUD, but also keep the University updated and well networked.

		<p>curriculum development, offering unique programmes, and fund-raising.</p> <ul style="list-style-type: none"> <li>• At the same time, AUD is yet to develop a collaboration and networking strategy.</li> </ul>	
vi	Automation & IT	<ul style="list-style-type: none"> <li>• IT has been integrated in the mainstream of the University. The services provided include Internet access, email, IT security, WiFi connectivity, centralised backup storage, Intranet, Moodle Server, Virtual Private Network access and Library services, Job Portal, maintenance of University Website, and Enterprise Resource Planning (at present for Student Life Cycle, HR, Finance, Purchase/ Procurement, Store Register).</li> <li>• Most of the operations of the Library have been automated.</li> <li>• The University has also launched SAMARTH.</li> <li>• However, all constituents need to be brought on-board for transition to IT based</li> </ul>	<p>The University aspires to orient the University community to accept and implement virtual reality as a concept and need.</p>

		operations especially in the administrative aspects.	
vii	Stakeholder involvement	<ul style="list-style-type: none"> <li>• The University has consciously aimed at democratic governance by involving the faculty members in academic oversight of the administration.</li> <li>• The University has developed some functional mechanisms of participatory management (such as a variety of task groups and committees). Some of these bodies are not statutory, but they have come into existence through conventions of practice giving sustainability to collective leadership and democratic governance. This has enabled AUD to overcome some of the limitations of bureaucratic ethos that have marred several institutions of higher education.</li> <li>• As the University has grown, the deliberative informal processes of reflection and communication have not been able to</li> </ul>	The University aspires to ensure stakeholder involvement across levels and instituting a collegial and non-hierarchical ethos, and foster a sense of collective ownership of the University among its core constituents.

		do as well.	
viii	Publicity & perception	<p>While the University is generally perceived well among different external agencies including the employers of students, currently there is need for a well-developed publicity strategy.</p> <p>The NIRF ranking on the perception parameters is lower than expected.</p>	<p>The University aspires to</p> <ul style="list-style-type: none"> <li>• Be a well-known institution in Delhi-NCR and over a period nationally.</li> <li>• Institute publicity in the world of work as a core strategy to enhance the visibility of its graduates in their respective fields.</li> <li>• Institute a Publicity and Liaising Cell and evolve a strategy at the central level with adequate technical inputs.</li> </ul>
ix	Research	<ul style="list-style-type: none"> <li>• Low research output remains a major challenge for the University.</li> <li>• The status of research done by faculty has, no doubt, improved from its inception but this improvement is not significant enough to make a difference in ranking.</li> <li>• The University has taken various initiatives to encourage research (for example, Seed Money Grant for Faculty Research</li> </ul>	<p>The future of the University will depend not only on its teaching programmes, but also on the research and publications of its faculty research. The University aspires to:</p> <ul style="list-style-type: none"> <li>• Establish teaching and research as mutually complementary through its policies and faculty development initiatives.</li> <li>• Reduce administrative responsibilities of faculty members.</li> </ul>

		<p>Scheme). However, research utilisation and publication output is low.</p>	<ul style="list-style-type: none"> <li>• Incentivise individual as well as collaborative faculty research considering it has a high number of entry level faculty.</li> <li>• Explore research collaborations with other institutions as a way of encouraging co-operative research.</li> <li>• Launch Research Studies programmes across Schools.</li> <li>• Revitalise the Centres as hubs for cutting edge research.</li> <li>• Institute a mechanism for translation, editing and publishing support for students and faculty members.</li> <li>• Institute a research ethics committee, along the lines of Institutional Review Boards in other countries, to oversee and address the ethical considerations relating to the conduct of research.</li> </ul>
x	Outreach, community service and social responsibility	<ul style="list-style-type: none"> <li>• The University utilises its unique positioning as a University of the city and constantly</li> </ul>	<p>The University aspires to:</p> <ul style="list-style-type: none"> <li>• Integrate outreach and community service as integral part of all programmes of studies</li> </ul>

		<p>engages with different aspects of life in Delhi by community outreach.</p> <ul style="list-style-type: none"> <li>• The University collaborates in various ways with government and non-government organisations, research organisations, think tanks, schools, and the like.</li> <li>• The relationship with the civil society is pertinent in the vision and mission of AUD.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure active and continuous work in the area by strengthening the Outreach Division.</li> </ul>
xi	Monitoring and evaluation	<ul style="list-style-type: none"> <li>• The monitoring and evaluation processes are organised through the Planning Division, Student Services Division, AES Division, Academic Services Division, and the HR Division. At the School level, the Dean and the Programme Coordinators are the nodal officers for monitoring.</li> <li>• For the monitoring of the IDP implementation a special mechanism may be needed.</li> </ul>	<p>The University aspires to:</p> <ul style="list-style-type: none"> <li>• Institute a small task group that could monitor the progress of the implementation of the IDP to provide feedback and propose mid-course correction.</li> </ul>
xii	Employment/Placement	<ul style="list-style-type: none"> <li>• This is an area where the University needs to work much more.</li> </ul>	<p>The University aspires to:</p>



		<ul style="list-style-type: none"> <li>• The University has already put in place a Training and Placement Cell to facilitate interface between students and the world of opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engage with like-minded organisations in industry and the world of work and make strategic partnerships that may materialise in meaningful internships and placements.</li> <li>• Create mechanisms for general career advisement for students, particularly in the context of its innovative curricula.</li> <li>• Include soft-skills in the programme contents and/or as separate credited workshops open to all students may also be considered.</li> <li>• Collect feedback from the employers and provide this to the programmes.</li> <li>• Institute a mechanism for tracking the graduates of each programme so as to understand the alignment between the career trajectories and the programme contents.</li> </ul>
xiii	Student support & inclusion	<ul style="list-style-type: none"> <li>• The University is generally considered to be inclusive by the students, particularly where classroom experience is concerned.</li> <li>• It has institutionalised financial support systems for the students. As a policy, no</li> </ul>	<p>The University aspires to:</p> <ul style="list-style-type: none"> <li>• Cater to a more socially diverse population of students and to reach out to the students from disadvantaged contexts.</li> </ul>

		<p>deserving applicant is denied the opportunity of studying at AUD merely due to inability to pay the fees, which are relatively high as compared to other Central universities in Delhi. This highlights AUD's sensitive approach to achieve its vision of bridging the gap between social justice and excellence.</p>	<ul style="list-style-type: none"> <li>• Develop targeted policies, particularly of faculty handholding, to integrate and prepare the students who need such support given their social contexts and educational backgrounds.</li> <li>• Create provisions for remedial help for students in certain specific areas (for instance, how to write essay type assignments, how to present a project, etc.) through workshops.</li> <li>• Ensure pedagogic courses for teachers to prepare them to work with diverse learning needs.</li> <li>• Institute a robust language support mechanism.</li> <li>• Provide and produce good social science writing in Hindi and vernaculars.</li> </ul>
--	--	--	--

## 2. Strategy for Institutional Development

### 2.1. Strategic Intent and Enabling Directions

Main Goal	Strategic Intent	Enabling Strategic Directions
Model of Excellence in HE nationally and globally	I. Expansion to become large size	Explore new innovative areas
		Incorporate STEM in cognate areas
	II. Excellence in access, inclusion, quality	Orient faculty, and staff to be aware of complex social and educational changes
		Strengthen inclusion and social justice measures across aspects
	III. Excellence in research governance	Institutionalise research across activities
		Institute systems of light but thorough regulation of quality
	IV. Excellence in governance	Digitisation of across all aspects
		Promote exchange, innovation, linkage with world of work and entrepreneurship culture
	V. Vast network of collaborators	Internationalisation
		Widen & deepen community engagement through educational & social interventions
VI. Community service as a core value		

### 2.2. Strategic Goals/Objectives

Goal 1: To be a model of excellence in higher education by developing dynamic, holistic, engaged, student centred and innovative curricula, teaching learning and assessment culture

Goal 2: To be a model for recruitment, training, deployment and advancement system that supports expansion, consolidation and innovation

Goal 3: To enhance institutional capacity for smooth and efficient administrative mechanisms that supports academic excellence

Goal 4: To develop a world class infrastructure in terms of philosophy, design and provision.

Goal 5: To institute a vast network of collaborations across areas: HEIs, industry partners, alumni and public and civil society institutions

Goal 6: To institute a robust futuristic system of automation of routine administrative and academic tasks towards a paperless and swift organisational culture

Goal 7: To develop and institute participative and democratic governance systems across levels

Goal 8: To be known in India and globally for our innovative programmes and pedagogies

Goal 9: To enhance research output up to the standards of best social science institutions globally

Goal 10: To bring outreach and community service in the mainstream of institutional activities and programmes and professionally prepare the students to assume their social responsibilities as productive, aware and active citizens and members of the civil society

Goal 11: To develop an effective, meaningful and humane monitoring and evaluation system that has continuous feedback processes in-built.

Goal 12: To have a robust campus placement system so as to provide placement opportunity to all students

Goal 13: To embed inclusion and sensitivity to diverse student needs in the institutional practices, policies and culture

## **2.3. Strategies/Action Points**

### **Goal 1:**

- Study the experience of students on curricular aspects.
- Design new programmes and courses for constantly updating the curriculum.
- Incentivise curricular innovation.

### **Goal 2:**

- Develop HR policies to attract and retain the best faculty in new emerging social science areas.
- Ensure an optimal pupil-teacher ratio as well as administrative support.
- Design and offer continuous professional development system for the faculty members.

### **Goal 3:**

- Develop HR policies to hire competent administrative human resource support.
- Replace the current policy of recruiting only one-third of its administrative staff in regular positions and develop a robust, flexible and responsive administration.
- Recruitment of administrative staff against the current sanctioned positions to begin with after due consultations with the GNCTD

### **Goal 4:**

- Completion and further development of Dheerpur and Rohini by liaising with the authorities and continuous updating of all other campuses

### **Goal 5:**

- Institutionalise and implement a robust collaboration policy and mechanisms for international relations and fund-raising, as well as collaboratively offering taught programmes.
- Explore and establish collaborations to facilitate better access to fund-raising avenues, particularly keeping in mind the changes in the public funding of higher education.

Goal 6:

- Orient the University community to accept and implement digitisation as a concept and need.
- Equip the faculty, students and staff of the University to leverage the latest tools and techniques and make them ready for Industry 5.0.
- Train all the end-users to facilitate them in moving towards better use of the IT resources.
- Institute a formal system of IT issues reporting and management.
  - o Institute a robust inter-campus communication system that provides efficient communication and conferencing facilities, can host virtual classrooms, and facilitates movement of administrative files.
- Equip IT services with adequate resources and for constantly keeping abreast with changing in IT.

Goal 7:

- Develop a system of stakeholder involvement across levels and foster a sense of collective ownership of the University among its core constituents.

Goal 8:

- Institute publicity in the world of work as a core strategy to enhance the visibility of its graduates in their respective fields.
- Institute a Publicity and Liaising Cell and evolve a strategy at the central level with adequate technical inputs.
- Establish teaching and research as mutually complementary through its policies and faculty development initiatives.

Goal 9:

- Create an ecosystem for research and consultancy.
- Create opportunities for edupreneurship.
- Incentivise individual as well as collaborative faculty research considering it has a high number of entry level faculty.
- Explore research collaborations with other institutions as a way of encouraging co-operative research.
- Launch Research Studies programmes across Schools.

- Revitalise the Centres as hubs for cutting edge research.
- Institute a mechanism for translation, editing and publishing support for students and faculty members.
- Institute a research ethics committee, along the lines of Institutional Review Boards in other countries, to oversee and address the ethical considerations relating to the conduct of research.

Goal 10:

- Integrate outreach and community service as integral part of all programmes of studies
- Ensure active and continuous work in the area by strengthening the Outreach Division.

Goal 11:

- Institute a small task group that could monitor the progress of the implementation of the IDP to provide feedback and propose mid-course correction.

Goal 12:

- Actively engage with like-minded organisations in industry and the world of work and make strategic partnerships that may materialise in meaningful internships and placements.
- Create mechanisms for general career advisement for students, particularly in the context of its innovative curricula.
- Include soft-skills in the programme contents and/or as separate credited workshops open to all students may also be considered.
- Collect feedback from the employers and provide this to the programmes.
- Institute a mechanism for tracking the graduates of each programme so as to understand the alignment between the career trajectories and the programme contents.

Goal 13:

- Cater to a more socially diverse population of students and to reach out to the students from disadvantaged contexts to increase the representation of diversity.
- Develop targeted policies, particularly of faculty handholding, to integrate and prepare the students who need such support given their social contexts and educational backgrounds.
- Create provisions for remedial help for students in certain specific areas (for instance, how to write essay type assignments, how to present a project, etc.) through workshops.
- Ensure pedagogic courses for teachers to prepare them to work with diverse learning needs.
- Institute a robust language support mechanism.
- Provide and produce good social science writing in Hindi and vernaculars.



## 2.4. Student Strength Targets

Sl.	Particulars	Past Status in 2017-18	Status in 2022	Planned to be achieved by 2030
	<b>Total Intake</b>	2465	3366	10000
1.	Female intake	1517	1914	-
2.	Foreign Students	6	8	-
3.	No. of students in UG courses	1162	1719	-
4.	No. of students in PG courses	1088	1352	-
5.	No. of programmes offered at UG levels	10	17	-
6.	No. of programmes offered at PG levels	17	25	-
7.	No. of programmes offered at PhD levels	13	14	-

## 2.5. Resource Needs

The goals and targets are contingent upon:

1. The development of the new Campuses
2. Allocation and recruitment of additional administrative staff
3. Allocation and recruitment of additional faculty members
4. Allocation of requisite funding for expansion

## 2.6. Year-wise Progress Towards the Goals

	Areas of focus	Goals	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6	Y7	Nodal Office/Unit	Monitoring-Evaluation	Notes on Sustainability (if any)
1	Curricular	To be a model of excellence in higher education by developing dynamic, holistic, engaged, student centred and innovative curricula, teaching learning and assessment culture								School Deans	Each School to submit annual progress for discussion in Dean's meeting and AC	Dependent on new Campuses & additional resources
2	Human resource development	To have a recruitment, training, deployment and advancement system that supports expansion, consolidation and innovation								HR	To submit annual progress for discussion in administration meeting	

4	Administration	To enhance institutional capacity for smooth and efficient administrative mechanisms that supports academic excellence								Registrar	To submit annual progress for discussion in administration meeting	
5	Infrastructure	To have a world class infrastructural philosophy, design and environment								CD	To submit annual progress for discussion in administration meeting	Dependent on new Campuses & additional resources
6	Partnering & collaboration	To have a vast network of collaborations across areas: HEIs, industry partners, alumni and public and civil society institutions								IAD, R&C, Alumni Office, T&P	To submit annual progress for discussion in Dean's-Director's meeting and AC	
7	Automation & IT	To have a robust futuristic system of automation of routine administrative								IT	To submit annual progress for discussion in administration meeting	Dependent on additional resources

		and academic tasks towards a paperless and swift organisational culture										
8	Stakeholder involvement	To develop and institute participative and democratic governance systems across levels								Governance	To submit annual progress for discussion in Leadership meeting	
9	Publicity & perception	To be known in India and globally for our innovative programmes and pedagogies								Publicity Cell	To submit annual progress for discussion in Leadership meeting	Dependent on additional resources: Strengthening Publicity Cell
10	Research	To enhance research output up to the standards of best social science institutions globally								R&C, Centres, All faculty, University Leadership.	To submit annual progress for discussion in Dean's-Director's meeting and AC	Dependent on additional resources
11	Outreach, community service & Social Responsibility	To bring outreach and community service in the								O&E	To submit annual progress for discussion in	Dependent on additional resources: Additional staff

		mainstream of institutional activities and programmes									Dean's-Director's meeting and AC	
12	Monitoring and evaluation	To develop an effective, meaningful and humane monitoring and evaluation system that has continuous feedback processes in-built								IQAC, Planning	To submit annual progress for discussion in Dean's-Director's meeting and AC	Dependent on additional resources: Strengthening IQAC-Planning
13	Employment/Placement	To have a robust campus placement system so as to provide placement opportunity to all students								T&P	To submit annual progress for discussion in Dean's-Director's meeting and AC	Dependent on additional resources: Strengthening T&P
14	Student support & inclusion	To embed inclusion and sensitivity to diverse student needs in the institutional practices,								SS, Schools	To submit annual progress for discussion in Dean's-Director's meeting and AC	Dependent on additional resources: Strengthening SS

		policies and culture										
--	--	----------------------	--	--	--	--	--	--	--	--	--	--

### **3. Status Report on the Implementation of NEP 2020 (as on 07.03.2023)**

Dr. B. R. Ambedkar University Delhi has been working on the implementation of the NEP 2020 from August 2020. The University followed a multi-pronged approach for the implementation with three approaches embedded in the process followed. The recommendations of NEP 2020 for which there was an institutional preparedness were implemented immediately. The recommendations that required revisions and amendments (such as revising the undergraduate programmes) in ongoing processes/programmes were deliberated upon internally. For the aspects that required longer deliberations (such as setting-up of new Schools) a Committee for suggesting a roadmap for the implementation of the NEP 2020. The Committee was Chaired by Professor K. Ramachandran. For specific revisions, a Centralised Committee for Syllabus has been instituted to develop UG curriculum framework and revise programmes. Through these processes, Dr. B. R. Ambedkar University Delhi has achieved certain milestones and is in the process of holistic planning and implementation of the relevant recommendations of the Policy from the academic session of 2022-23. A brief status report of the same is presented below.

#### **a. Increasing student strength**

The University is planning to increase student enrolment to 26000 as per NEP 2020 targets by 2030 by i) enhancing intake capacity of the current programmes (60 per programme); ii) launching new Schools/programmes (Public Policy, Data Sciences, School of Distance Education, School of Mathematics, School of Tribal Studies, School of Media Studies, School of Sciences, etc.). The University is awaiting the development of its new campuses at Dheerpur and Rohini to implement these as the current campus capacity has reached its maximum. A list of proposed new courses with the student strength is at Annexure A.

#### **b. Four-year multidisciplinary undergraduate education**

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 the various areas of these fields. It also offers programmes in mathematics and management.

The University has already completed the review of its undergraduate programme designs and has developed a new Curriculum Framework in view of NEP 2020 recommendations. The framework has devised five models based on UGC NHEQF:

- BA with dual/multidisciplinary major
- BA with single discipline major
- BA with Social Sciences and Humanities
- BBA
- BVoc

The admissions to the programmes has begun from 2022-23 session onwards.

For the PG programmes, the Schools of the University have begun developing strategic plans for revisions in 2023-24 as soon as the first UG cohort under the new programme moves to the 2<sup>nd</sup> year.

#### **c. Multiple entry and exit**

The curriculum framework with multiple entry and exit at undergraduate is already implemented from 2022-23 session onwards.

For the PG programmes, the Schools of the University have begun developing strategic plans for revisions in 2024-25 as soon as the first UG cohort under the new programme moves to 3<sup>rd</sup> year.

#### **d. Academic Bank of Credits (ABC), National Higher Education Qualification Framework and CBCS**

The University since its institution has been following CBCS with a semester system. This has been one of the strong points of the University. The ABC system has been implemented and the student registration verification process is ongoing. The University's credit system is being reviewed internally in consonance with NHEQF for implementation from 2022-23.

#### **e. MOOCs, ODL and online programmes**

The Schools of the University have identified existing courses from SWAYAM for offering as electives in their respective programmes. The timelines of SWAYAM courses are being mapped onto the University semester calendar. The courses will be offered in appropriate manner beginning from 2022-23.



For offering ODL 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.

#### **f. Internationalisation**

International Affairs Division has been created at the University. It is developing an internationalisation strategy on five aspects: 1) Student mobility, 2) Programme mobility, 3) Institutional mobility, 4) Faculty mobility, and 5) Research collaboration. For offering joint programmes collaboratively with international institutions the University will need to develop facilitative structures: online entrances, ODL, fee related mechanisms, and good quality international hostel. The University will also need to take legal advice on the relevant provisions of the University Act.

#### **g. Courses in Indian languages and Knowledge System**

The School of Languages has been offering research studies programmes in Hindi. It has launched a 4-year BA Hindi (Hons) programme in 2021-22. Hindi language courses are offered to students of other undergraduate programmes as well. In 2021, the University instituted a Centre for Research and Archiving in India and Indigenous Language & Knowledge System (CRA-IILKS) for supporting teaching, research and development of resources in the Indian languages.

#### **h. Industry – Institute Linkage, apprenticeship embedded programmes and student placement**

The School of Business Public Policy and Social Entrepreneurship, and the School of Vocational Studies already have strategic industry partnerships.

The University has instituted the Training and Placement Cell, Skill Development Centre, and AUD Centre for Incubation, Innovation & Entrepreneurship. These units are expected to develop a plan for active engagement with like-minded organisations in industry and strategic partnerships for internships.

All programmes of the University have internship and field-based practicum components embedded. This is recognised as a unique strength of the University in the academia. These will be further strengthened with the new programmes.

The University is working towards strengthening and expanding the training and placement activities.

#### **i. Student Centric and equity focussed initiatives**

Pedagogic recommendations of the NEP 2020 regarding student-centric experiential learning are already in place – and will be retained and strengthened across the new programmes.

The University offers tutorials & remedial help for students especially in English language.

The University has a robust system of fee waiver and financial assistance for students. The University will continue the system. A merit scholarship as well as a scholarship for the non-JRF research students are in place already.

The University is planning to organise regular interactions with government school students & teachers in an education fair/open day, and to engage with parents to build confidence about programmes & employment

#### **j. Faculty Development & Research Output**

The University will activate the Centre for Professional & Continuing Education to offer need-based FDP on content, pedagogy and leadership development.

The University has instituted a scheme under which research scholars may support the teachers as teaching assistants in managing administrative aspects of course delivery. A stipend is paid to the non-JRF research students by the University.

The University has small, medium and large research project grants for faculty members.

Through International Affairs Division and Research & Consultancy Division it is proposed to hold regular interactions & exchange with scholars in India, continue and review schemes for research funding and conference grants.

By implementation of SAMARTH the University is streamlining administrative processes and plans to utilize technology for the routinized work to reduce administrative burden on faculty members.

## **Annexure A**

### **Action Points for the Implementation of the NEP 2020**

(As presented to Directorate of Higher Education, Government of NCT of Delhi)

#### **Focus of the University Plan based on NEP 2020:**

1. Moving towards large university size in terms of student strength;
2. Multidisciplinary undergraduate education;
3. Faculty and institutional autonomy;
4. Revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences;
5. Merit-appointments and career progression based on teaching, research, and service;
6. Access, equity, and inclusion through a range of measures (ex. Scholarships; online education, and Open Distance Learning (ODL); inclusive infrastructure and material)

(NEP 2020, p. 40)

## Vision: Quality Universities and Colleges

NEP Broad Vision	The University Context	
<ul style="list-style-type: none"> <li>Promoting human &amp; societal well-being - developing India as a democratic, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all</li> <li>Develop better, thoughtful, well-rounded, and creative individuals.</li> <li>Prepare students for more meaningful and satisfying lives and work roles and enable economic independence</li> </ul>	<ul style="list-style-type: none"> <li>The vision is reflected well in:               <ul style="list-style-type: none"> <li>Overall and across constituents vision and mission</li> <li>Programme curricula</li> </ul> </li> <li>The internal review reports (Mid-Term, UG Review and Decennial Review) appreciate this</li> <li>Action plan on the other points is detailed in this presentation</li> </ul>	<p>The Mission of Dr. B. R. Ambedkar University Delhi is to prepare mature and skilled professionals, sensitive to their social responsibilities, who transcend the social, cultural, linguistic and economic barriers in the pursuit, generation and dissemination of knowledge. The University strives to transform its students into responsible global citizens characterized by their courage, humility, honesty, commitment and integrity.</p>

## Institutional Restructuring: Increasing Student Strength

NEP Recommendation	Action Plan for the University
<p>End fragmentation, have larger student enrolments preferably in the thousands:</p> <p>NEP gross enrolment targets of 6000 students by 2024 and 10000 by 2030. To achieve the enrolment targets, teaching-learning would need to be imagined in three modalities: face-to-face, hybrid and exclusively online.</p>	<p>Planning Division &amp; Student Services (SS):</p> <ul style="list-style-type: none"> <li>• Enhance intake capacity of the current programmes (60)</li> <li>• Cater to more ONCT students through online mode</li> <li>• Courses for professionals; with extra seats for ONCT candidates</li> <li>• Publicity drives in ONCT region</li> </ul> <p>Planning Division, Schools &amp; Campus Levels:</p> <ul style="list-style-type: none"> <li>• 06 New Schools (Public Policy, Mathematics &amp; Data Sciences, Indigenous Knowledge &amp; Tribal Studies, Media Studies, Philosophy &amp; Religion Studies, Distance Education)</li> <li>• Future strength: Dheerpur: 10280 (Phase 1) + 5760 (Phase 2) = 16040 (Total); Rohini Campus: 9890.</li> <li>• Unique identity for each campus</li> <li>• Development of detailed plan for optimal PTR/STR ongoing</li> </ul> <p>IT Services:</p> <ul style="list-style-type: none"> <li>• Plan for inter-campus communication system, conferencing, virtual classrooms, smooth movement of administrative files</li> </ul> <p>School Level:</p> <ul style="list-style-type: none"> <li>• Calendared deliberations with Board of Studies on expansion</li> <li>• Schools not offering UG programmes to propose basket of courses for UG</li> <li>• Mapping how new programmes build on + contribute to the existing resources on the Campus</li> <li>• All disciplines to offer PhD programmes.</li> </ul>

<p>Focus type: Research-intensive , Teaching-intensive, Autonomous degree-granting Colleges</p>	<p>University-wide:</p> <ul style="list-style-type: none"> <li>• Further policy frameworks from UGC/NRF awaited</li> <li>• Positioning the University as research-intensive university with research component across UG-PG programmes, Centres &amp; faculty levels</li> </ul> <p>University-wide deliberations needed to integrate research with teaching</p>
<p>Option to run ODL/online programmes, provide opportunities for lifelong learning (SDG 4)</p>	<p>University Leadership and IT Services:</p> <ul style="list-style-type: none"> <li>• Centre for Professional &amp; Continuing Education (CPCE) be activated</li> <li>• IT Services to review the existing IT infrastructure for offering complete online/blended course and submit a report</li> </ul> <p>Legal advice needed on jurisdiction</p>

## Towards a More Holistic and Multidisciplinary Education

NEP Recommendation	Action Plan for the University
<p>Integrating different branches of creative human endeavour: social sciences, humanities, sciences, vocational, professional, and soft skills</p>	<p>Schools:</p> <ul style="list-style-type: none"> <li>• Integrate multi/interdisciplinary student dissertations, internships &amp; projects: Programmes with overlaps may plan dissertation &amp; internships together</li> <li>• Incentivise design of co-taught interdisciplinary courses: Schools to make proposals</li> <li>• Interdisciplinarity as a key focus in programme revision/review</li> <li>• Explore integrating science, technology, soft skills through courses in a contextual manner: Each School to offer courses for a open course basket</li> </ul> <p>Planning Div./Academic Services &amp; Schools:</p> <p><i>Concurrent appointments:</i></p> <ul style="list-style-type: none"> <li>• Strengthen implementation by specifying expectations</li> <li>• Survey on how the concurrent appointment system is working out in practice by Planning Division.</li> <li>• Schools to submit plan to strengthen relationship with other Schools/Centres</li> </ul>
<p>Credit-based courses/projects in the areas of community engagement and service, environmental education, and value-based education</p>	<p>Schools:</p> <ul style="list-style-type: none"> <li>• Report on field &amp; community engagement be submitted. These reports be synthesised by Planning Division for further consultation</li> <li>• Open elective course baskets be proposed by Schools in areas of environment, working with families/communities, value based education, etc: Value added courses</li> </ul>

<p>1) Flexible curricular structures for creative combinations of disciplines; multiple entry and exit points; creating new possibilities for life-long learning</p> <p>2) 3 or 4-year UG degrees, with multiple exit options. 4-year multidisciplinary programme preferred option with major and minor choices and integrated research projects</p> <p>3) MA programmes: a) 2-year with 2nd year for research for those with 3-year UG; b) 1-year MA for those with 4-year UG with research; (c) integrated 5-year UG/PG programme</p> <p>4) Undertaking PhD to require MA or 4-year BA with research. MPhil be discontinued</p>	<p>AUD UG Curriculum Framework with 4 models based on UGC NHEQF with multiple exits and re-entry ready for approval:</p> <ul style="list-style-type: none"> <li>• BA with dual/multidisciplinary major</li> <li>• BA with single discipline major</li> <li>• BA with Social Sciences and Humanities</li> <li>• Professional/Vocational Programmes: BBA, BVoc, &amp; proposed BABEd</li> </ul> <p>Schools:</p> <ul style="list-style-type: none"> <li>• PG Programmes: Prepare for revision in 2026 when 4<sup>th</sup> year of new UG programme has students</li> <li>• Schools to propose modular Executive Development programmes through Centre for Professional &amp; Continuing Education (CPCE)</li> <li>• PhD programmes that have run for 5 cycles be reviewed w.r.t. NEP suggestion of integration with MA</li> </ul>
---	--



<p>5) Setting up centres for incubation; technology development; frontier areas of research; industry-academic linkages; and interdisciplinary research</p> <p>Prepare students for more meaningful and satisfying lives and work roles</p>	<p>University Leadership, Research &amp; Consultancy Division (R&amp;C), AUD AUD Centre for Incubation, Innovation &amp; Entrepreneurship (ACIIE), Skill Development Centre (SDC), Training &amp; Placement (T&amp;P) Division:</p> <ul style="list-style-type: none"> <li>• SDC &amp; R&amp;C Division already set-up</li> <li>• Alumni and T&amp;P Divisions to be strengthened with human resources and interfaced</li> <li>• ACIIE, SDC, T&amp;P, Alumni Office to initiate deliberations and propose for: <ul style="list-style-type: none"> <li>◦ Active engagement with like-minded organisations in industry</li> <li>◦ Strategic partnerships for internships</li> <li>◦ Conceptualise a publicity strategy with adequate technical input</li> <li>◦ Mechanism for tracking alumni</li> </ul> </li> </ul> <p>Schools:</p> <ul style="list-style-type: none"> <li>• Schools to clearly define graduate attributes and expected outcomes</li> <li>• Spell out the contribution that the programme intends to make to the world of work</li> <li>• For research programmes, professional acceptability of the specializations need to be a part of the review process</li> <li>• Schools to consult employers in programme review</li> </ul>
---	--

## Optimal Learning Environments and Support for Students

NEP Recommendation	Action Plan for the University
Infrastructure, quality libraries, classrooms, labs, technology, sports/recreation areas, discussion spaces, dining areas	<p>Student Services Division:</p> <ul style="list-style-type: none"> <li>• Campus infrastructure be studied from the users' viewpoint by a committee comprising administration, faculty and students</li> </ul>
CBCS be revised for innovation, flexibility & criterion-based grading system; HEIs to move away from high-stakes examinations to CCE	<p>Assessment &amp; Evaluation Services:</p> <ul style="list-style-type: none"> <li>• Plan for academic bank credit system internally to align it with the UGC scheme and in consonance with NHEQF</li> <li>• Revisiting assessment load on students</li> <li>• Orientation on curriculum, pedagogy &amp; assessment for UG students to facilitate the transition from school to higher education</li> </ul> <p>Schools</p> <ul style="list-style-type: none"> <li>• Systematic provisioning of additional tutorials at UG level</li> <li>• Systematic integration of student feedback in NAAC format</li> </ul>
Professional academic, career and psychological counselling available to all students	<p>Schools:</p> <ul style="list-style-type: none"> <li>• Mapping employability aspects of existing programmes &amp; communicating to students</li> <li>• Each programme unit to have one faculty contact for providing career advise</li> </ul> <p>Other Divisions:</p> <ul style="list-style-type: none"> <li>• Ehsaas already in place</li> <li>• Strengthen Training &amp; Placement to perform career guidance function</li> </ul>

	<ul style="list-style-type: none"> <li>• Guidance mechanisms &amp; workshops for students to be instituted</li> </ul>
Internationalisation	<p>International Affairs Division:</p> <ul style="list-style-type: none"> <li>• Internationalisation strategy on five aspects: 1) Student mobility, 2) Programme mobility, 3) Institutional mobility, 4) Faculty mobility, and 5) Research collaboration.</li> <li>• Study on composition of footfall of international students in Delhi: Focus on global south</li> <li>• Publicity of the University through Indian embassies in countries of interest</li> <li>• 15% supernumerary seats for foreign students in a staggered manner: Staggering plan based on strength areas of the University</li> <li>• Organising summer schools/workshops to host international scholars</li> <li>• Learning Outcomes for programmes need to be comparable with international universities</li> <li>• Explore funding sources for student exchange and lay-down procedures for securing funding</li> <li>• Essential facilities be planned: online entrances, ODL, fee relaxation scheme, &amp; good quality international hostel</li> </ul>

## Motivated, Energized, and Capable Faculty

NEP Recommendation	Action Plan for the University
<p>1) Infrastructure and facilities, including offices, teaching supplies, libraries, labs, pleasant classroom spaces and campuses, latest technology</p> <p>2) Teaching duties not be excessive, &amp; student-teacher ratios not too high</p> <p>3) Freedom to design own curricular and pedagogical approaches and assessments</p> <p>5) Faculty with leadership skills be identified and trained</p>	<p>Planning Division, Centre for Professional &amp; Continuing Education, IQAC:</p> <ul style="list-style-type: none"> <li>• Organising in-house faculty dev. Prog. in blended/online mode based on need assessment</li> <li>• Develop calendar &amp; programme for new faculty orientation</li> <li>• Instituting faculty career mentorship at School level</li> <li>• Leadership development workshops: Orient administration &amp; leadership for offering academic support &amp; for minimal interference in academic autonomy of faculty members esp. in curriculum</li> <li>• Institute formal/encourage informal groups that meet intermittently around specific ideas: Brown bag seminar</li> <li>• Regular interactions &amp; exchange with scholars in India</li> <li>• Facilitate organisation of seminars, conferences &amp; colloquiums - lessen administrative process</li> <li>• Systematic encouragement of participation in national and international event</li> </ul> <p>Academic Services and IT Division:</p> <ul style="list-style-type: none"> <li>• Analyse of workload data to develop work distribution norms &amp; plan recruitment accordingly</li> <li>• Formalizing service &amp; promotion rules</li> <li>• Formalise rules &amp; conditions under which teaching assistants may be appointed to manage administrative aspects of course delivery</li> <li>• Streamline administrative processes by developing operating procedures for standard tasks</li> <li>• Develop Plan for utilizing the technology for the routinized work</li> </ul>

	<ul style="list-style-type: none"> <li>• Need assessment on infrastructural requirements of faculty members</li> </ul>
<p>4) Excellence will be further incentivized through rewards, promotions, and movement into institutional leadership</p> <p>5) Tenure-track with fast-track promotion system.</p> <p>5) A system of multiple parameters for proper performance assessment, be developed</p>	<ul style="list-style-type: none"> <li>• Regulatory norms awaited</li> <li>• CAS to be suitably developed</li> <li>• Publication rewards</li> <li>• Seed Money Grant</li> <li>• Instituting honours and awards for faculty members</li> </ul>

## Equity and Inclusion in Higher Education

NEP Recommendation	Action Plan for the University
<p>a) Mitigate opportunity costs, fees</p> <p>b) Financial assistance &amp; scholarships to disadvantaged students</p> <p>c) Outreach on HE opportunities</p> <p>d) Inclusive admissions processes</p> <p>e) Inclusive curriculum</p> <p>f) Increase employability potential</p> <p>g) Develop degree courses taught in Indian languages</p> <p>h) Disabled-friendly infrastructure</p> <p>i) Bridge courses for disadvantaged students</p> <p>j) Counselling programmes</p>	<p>HR &amp; Academic Services Division:</p> <ul style="list-style-type: none"> <li>Propose sensitization programme &amp; guidelines of administrative staff</li> <li>Essential faculty dev. prog. (FDP) on student centric inclusive classrooms</li> </ul> <p>Student Services (SS):</p> <ul style="list-style-type: none"> <li>Continue &amp; review financial assistance</li> <li>Tutorials &amp; remedial help for students through workshops &amp; self study courses</li> <li>Organize interactions with government school students &amp; teachers in an education fair/open day</li> <li>Engagement with parents to build confidence about programmes &amp; employment</li> </ul> <p>Centre for English Language Education (CELE), School of Education Studies (SES), School of Languages (SOL):</p> <ul style="list-style-type: none"> <li>SES to design FDP on working with diverse learning needs</li> <li>CELE-SOL to design FDP on issues of language</li> <li>SoL to propose a project for translating social science writing in Hindi &amp; vernacular</li> <li>CELE to submit a report on the language issue &amp; plans to strengthen students creative potential in English &amp; scaffold transition to English medium</li> </ul> <p>Research &amp; Consultancy Division</p> <p>Schools</p> <ul style="list-style-type: none"> <li>Research on student experience be commissioned</li> <li>Systematic programme level reflection on the experience of students – Essential element for programme review</li> </ul>

<p>k) Sensitization of constituents on gender-identity issue</p> <p>l) Strictly enforce all no-discrimination &amp; anti-harassment rules</p> <p>m) Develop IDP with specific PoA on increasing participation</p>	
---	--

## Professional, Teacher, Vocational Education

NEP Recommendation	Action Plan for the University
<p>4-year integrated BABEd/ITEP be initiated in HEIs.</p> <p>HEIs to ensure availability of a range of experts in education and related disciplines as well as specialized subjects.</p>	<p>School of Education Studies (SES):</p> <ul style="list-style-type: none"> <li>• SES application with NCTE is pending</li> <li>• Curriculum framework for BABEd/ITEP awaited</li> </ul>
<p>Ph.D. entrants will be required to take credit-based courses in education/teaching/writing related to their chosen Ph.D subject during their doctoral training period</p>	<p>Standing Committee Research (SCR) to initiate discussion:</p> <ul style="list-style-type: none"> <li>• Suitably amending the PhD regulations for integrated MA-PhD</li> <li>• Review of older programmes</li> <li>• Electives to be developed for MA level &amp; opened for PhD students: Education (pedagogy, inclusion), Writing (academic writing &amp; communication), English language (English teaching, communication &amp; writing)</li> </ul>
<p>By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education</p> <p>Offering VE through ODL be explored</p>	<p>School of Vocational Studies (SVS), School of UG Studies (SUS) &amp; Planning Division:</p> <ul style="list-style-type: none"> <li>• Proposal by SVS &amp; SUS for cross-listing of courses</li> <li>• Provide options for lateral mobility from vocational to liberal arts and humanities courses, and vice versa</li> <li>• Proposal for offering VE certificate courses in ODL/blended mode</li> </ul>





## **Catalysing Quality Academic Research**

Research & Consultancy (R&C) Division, & Centre for Publishing (CfP)

- Steps taken already but need for School level discussion on low output
- Enhancing seed-grant for collaborative interdisciplinary projects
- Identifying themes for research where the University can create its niche & improve its own practice & commissioning research projects
- CfP to develop a plan on calling for proposals for publication of collaborative/individual research periodically
- CfP may plan starting academic avenue for publications such as a peer reviewed journal
- Instituting a robust system of sabbatical & study leave

## Effective Governance and Leadership

NEP Recommendation	Action Plan for the University
<p>1) Leadership positions be offered to persons with high academic qualifications; demonstrated administrative and leadership capabilities</p> <p>2) Leadership changes with sufficient overlaps, and not remain vacant, in order to ensure smooth transitions</p> <p>3) HEIs to make IDP (with participation from different constituents) on the basis of which institutions will develop initiatives, assess their own progress, and reach the goals set therein, which could then become the basis for further public funding</p>	<p>Leadership, Academic Services, HR Division:</p> <ul style="list-style-type: none"> <li>• Formulate a mechanism to identify institutional leaders from within the University by rotation</li> <li>• Plan leadership development programme</li> <li>• Ensure ‘Academic Oversight’ while supporting faculty in leadership roles by: <ul style="list-style-type: none"> <li>◦ Recruiting competent administrative staff against vacant posts</li> <li>◦ Developing plan with specific timelines for recruitment &amp; training of staff</li> </ul> </li> <li>• Ensure internal bureaucratic inertia does not hamper the University: <ul style="list-style-type: none"> <li>◦ Streamlining administrative processes by developing operating procedures for standard/routine as well as specialised tasks</li> <li>◦ Utilizing technology</li> <li>◦ Encourage deliberative processes: Formalise mechanisms for communication to the faculty members by creating more sustainable channels for a regular communication</li> </ul> </li> <li>• Strategic plan for each School be evolved and discussed at Dean’s meeting – after internal discussion Planning Division to develop plan for statutory approvals</li> </ul>