



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

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

• Name of the IQAC Co-ordinator/Director	Dr. Salvin Paul				
• Phone no./Alternate phone no	01123861845				
• Mobile	8169178541				
• IQAC e-mail address	iqac@aud.ac.in				
• Alternate Email address	salvin@aud.ac.in				
3.Website address (Web link of the AQAR (Previous Academic Year))	https://aud.ac.in/uploads/4/page/quality-assurance/aqar/aqar-2020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://aud.ac.in/uploads/8/page/academic-calendar-1/20220309055024.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.02	2014	10/12/2014	09/12/2019
Cycle 2	B++	2.80	2022	24/05/2022	23/05/2027
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	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			25		
• The minutes of IQAC meeting and			Yes		

compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report)	
• (Please upload, minutes of meetings and action taken report)	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
Completed the second cycle of NAAC accreditation	
Application for grade revisions and preparation with successful grade revision	
Orientation of all constituent units, faculty members and staff about data management for NAAC	
Developing roadmap for the implementation of NEP 2020 and course revisions	
Contributing to the initiation of ISO certification process	
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	

Plan of Action	Achievements/Outcomes
Introducing 4 year UG programmes based on NEP 2020	Consultations completed with curriculum framework and course designs
Completing the NAAC 2nd cycle accreditation	Completed with B++ grade
ISO certification for the University	ISO certification process initiated
Launching 4-year NEP 2020 recommended 4-year Integrated Teacher Education Programmes	Preparations underway for campus inspection
Shifting back to on-campus functioning and covering-up any backlogs	Complete return to face-to-face mode and clearing up of all backlog
13. Whether the AQAR was placed before statutory body?	Yes
Name of the statutory body	
Name	Date of meeting(s)
Approved by the Chair, Board of Management, and will be placed for the approval in the forthcoming BoM meeting	30/09/2023
14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	Yes
15. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	15/02/2023
16. Multidisciplinary / interdisciplinary	
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 rese	

arch 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. The University initiated the process of developing the roadmap for the implementation of NEP 2020. A special committee was constituted for this purpose with external and internal members.

17.Academic bank of credits (ABC):

The University has adopted the ABC and the student registration for ABC is underway. The Assessment, Evaluation and Student Progression (AES) Division is spearheading the work on evolving policies, mechanisms and guidelines for the implementation of ABC in the University. It is expected that the ABC registration will be complete and ABC will be functional from the next academic year.

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 School of Education Studies is also preparing to launch the Integrated Teacher Education Programmes in 2022-23. The Training and Placement Cell of the University also organises trainings focussed on job-oriented skills for the students. The recently launched Skill Development Centre 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)

The University has launched a dedicated Centre for Research and Archiving in India and Indigenous Languages and Knowledge Systems (CRA-IILKS), with the goal to undertake a wide range of academic, research, dissemination, documentation and archival activities.

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.

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:

Currently the University is not 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 2021-22, 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 65

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2 14

Number of departments offering academic programmes

2.Student

2.1 3366

Number of students during the year

File Description	Documents
Data Template	View File

2.2 1073

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3 1160

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	View File

2.4 0

Number of revaluation applications during the year

3.Academic

3.1 1071

Number of courses in all Programmes during the year

File Description	Documents
Data Template	View File

3.2 **130**

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.3 **232**

Number of sanctioned posts during the year

File Description	Documents
Data Template	View File

4.Institution

4.1 **31237**

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

File Description	Documents
Data Template	View File

4.2 **872**

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

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4.1	31237
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File Description	Documents
Data Template	View File
4.2	872
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	View File
4.3	84
Total number of classrooms and seminar halls	
4.4	607
Total number of computers in the campus for academic purpose	

4.5	363284308
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

The programmes and courses offered at AUD have well-defined and informed learning objectives and outcomes. Consultations at the level of Board of Studies and the Standing Committee Academic Programmes of the Academic Council (SCAP) ensure that the curricula is in line with the highest standards and latest developments in concerned fields. The 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. The 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. The programme at the School of Design addresses complex design areas of public systems, governance and resource management.

File Description	Documents
Upload relevant supporting document	View File

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

17

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

322

File Description	Documents
Upload the data template	View File
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

161

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

65

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

The programmes and courses offered at AUD engage learners with issues and concepts related to gender, environment and sustainability, human values and ethics. 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. 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, Business Management, 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. The University has implemented all the recommendations of NEP in terms of curricular revisions.

File Description	Documents
Upload relevant supporting document	View File

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

18

File Description	Documents
Upload the data template	View File
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

468

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

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

869

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

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

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

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

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	View File

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

1989

File Description	Documents
Upload the data template	View File
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

544

File Description	Documents
Upload the data template	View File
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

Schools in AUD have followed a system of continuous assessment. 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 a 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 for 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. The students have the opportunity for grade improvement, The University provides close mentorship to students all through the year. There is a regular system of tutorials in place in the undergraduate programmes for additional support. Basic and advanced English and Hindi Proficiency courses are offered to students based on a test at the time they enter into undergraduate programmes. These courses enable the students to develop academic competence in the two languages.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://aud.ac.in/uploads/8/page/aes/assessment-evaluation-policy.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
3366	130

File Description	Documents
Upload relevant supporting document	View File

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

Experiential learning is a unique pedagogic feature 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 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	View File

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

A large majority of the faculty members use ICT enabled tools to transact their courses. The platforms like moodle and google classroom are frequently used to share study material, schedule assignments, conduct online activities, and for asynchronous communication. Faculty members also use online databases whose access is either free of cost or accessible through institutional membership. Students are also encouraged and trained to use these databases. We have access to online databases such as ScsOnline, and Indian Kanoon as those acquired recently, among others. During the pandemic, the online classes have taken place using platforms like Google Meet, MS Teams, and Zoom. Turnitin is utilized by the faculty members for similarity-checking. Students and faculty members also utilize 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	View File

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	View File

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	View File
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	View File
Upload relevant supporting document	View File

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

1083

File Description	Documents
Upload the data template	View File
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

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The Assessment system in AUD is monitored by the office of Assessment, Evaluation and Student Progression (AES). We follow a system of continuous assessments instead of 'Single Examination' system. 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	View File

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

B. Only student registration, Hall ticket issue & Result Processing

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The institution has established predefined learning outcomes, both in a generic sense and tailored to specific programs, which are seamlessly integrated into the assessment procedures. These outcomes are extensively disseminated through the institution's website and various official documents. 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. Schools share a handbook 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 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.

File Description	Documents
Upload relevant supporting document	View File

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

The institution employs a multifaceted approach to assess the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) throughout the academic year. This assessment method involves a combination of quantitative and qualitative measures to provide a comprehensive evaluation. Direct

Assessment Methods: This includes the use of examinations, quizzes, assignments, and project evaluations that directly align with specific learning outcomes. Rubrics and scoring guides are employed to measure how well students meet these outcomes.

Indirect Assessment Methods: Surveys, questionnaires, and feedback mechanisms are utilized to gather input from students, alumni, and employers to gauge the perceived level of attainment of outcomes.

This provides valuable insights into the real-world application of knowledge and skills acquired.

Portfolio Assessment: Students compile portfolios that showcase their work, projects, and achievements over time. These portfolios are assessed to determine how well they align with the intended outcomes.

Continuous Internal Reviews: Faculty and program coordinators regularly review curriculum, teaching methods, and assessment tools to ensure they remain aligned with the desired outcomes.

External Evaluations: Occasionally, external experts or accreditation bodies conduct assessments to validate the institution's claims about the attainment of outcomes.

External Evaluations: Occasionally, external experts or accreditation bodies conduct assessments to validate the institution's claims about the attainment of outcomes. These methods collectively provide a robust framework for assessing and improving the level of attainment of POs, PSOs, and COs, ensuring that students receive a high-quality education that prepares them for their future careers.

File Description	Documents
Upload relevant supporting document	View File

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

1160

File Description	Documents
Upload the data template	View File
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-surveys>

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

The University is committed to a high-standard of research in the social sciences and the humanities. The University has a clearly defined research promotion and consultancy policy that is updated from time to time. There is a research publication incentive scheme (AURPIS), merit research fellowships (AUDMRF), availability of seed money grant for faculty for research projects, funding available for major and minor research projects, participating in national and international conferences, and for organising workshops / seminars / conferences on relevant themes in-house. The policies for promotion of research, and the various schemes available are available on the institution website, and any amendments to the same are updated. See link:<https://aud.ac.in/research/policies>

File Description	Documents
Upload relevant supporting document	View File

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

NIL

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

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

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

191

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research

B. Any 3 of the above

Central Instrumentation
 Centre Animal House/Green House Museum
 Media laboratory/Studios Business Lab
 Research/Statistical Databases Moot court
 Theatre Art Gallery

File Description	Documents
Upload relevant supporting document	View File

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

NIL

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

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)

390.23737 Lakhs

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

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

340800

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

NA

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

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

AUD Centre for Innovation, Incubation, and Entrepreneurship (ACIIE) has been established as a not-for-profit organization within Ambedkar University Delhi (AUD) with a primary mission to bridge the gap between theoretical knowledge and practical, socially impactful entrepreneurship. At its core, ACIIE seeks to cultivate an ecosystem of innovation and entrepreneurship within the AUD community. This ecosystem encourages and supports AUD's members in their journey to become wealth creators and job generators while simultaneously addressing pressing societal challenges. This endeavor leverages the interdisciplinary nature of AUD, which spans various applied fields including business, design, development practice, education, ecology, and mental health. This diversity makes AUD an ideal home for ACIIE. AIC- Ambedkar University Delhi Foundation (AIC AUDF) is a premier startup incubation center situated within Ambedkar University Delhi. It holds the distinction of being the sole institution in the Social Sciences and Humanities domain selected under the Atal Innovation Mission by NITI Aayog, Government of India. AIC AUDF is dedicated to nurturing and harnessing the untapped creativity of individual innovators, guiding them on their journey towards

entrepreneurship. The center collaborates closely with aspiring social entrepreneurs, assisting them in transforming their innovative ideas into viable and sustainable business ventures. Throughout last two years Dr. B.R. Ambedkar University Delhi has focussed on this aspect by launching the AUD-Atal Incubation Centre through the award of Atal Innovation Mission, by the Niti Aayog with a financial support of Rs. 10 crores, instituting the Skill Development Centre and the Entrepreneurship Development Cell.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

67

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

67

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

NIL

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

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following **A. All of the above**

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website **A. All of the above**

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

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

NIL

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

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

68

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For **D. Any 2 of the above** **e-PG-Pathshala For CEC (Under Graduate)** **For SWAYAM For other MOOCs platform** **For NPTEL/NMEICT/any other Government** **Initiatives For Institutional LMS**

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

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
110	67

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

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
5	5

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

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

Yes, the university has clearly laid down Policy Guidelines for undertaking consultancy, training and practice based activities. The same is enclosed.

File Description	Documents
Upload relevant supporting document	View File

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)

635000

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Students are engaged with various extension activities incorporated in the design of the course curriculum of various programmes. These include field visit during internship and dissertation, as well as field visits organized as a part of coursework for taught courses. Students are expected to engage in discussing important rural development and other social concerns like food security, human rights, gender inequality, disability rights, mental health, forest conservation, natural resource management, environmental sustainability, poverty alleviation, social justice etc. with the community during these visits, and come up with detailed reports on the same. Some such activities are enclosed.

File Description	Documents
Upload relevant supporting document	View File

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

0

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

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)

13

File Description	Documents
Upload the data template	View File
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

974

File Description	Documents
Upload the data template	View File
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

7

File Description	Documents
Upload the data template	View File
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

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 four campuses at Kashmere Gate, Lodhi Road, Karampura, and Qutub Institutional area. It has been allotted space for two new campuses at Dheerpur and Rohini, which are expected to be functional in upcoming years. At present the university has optimum facilities required for teaching-learning on all campuses, in spite of severe constraint of space and the restrictions imposed by the pre-existing structures. The four campuses together have over 100 rooms out of which 80 rooms function as classrooms. The institutional infrastructure includes computers centres and laboratories, seminar halls of varying capacities, meeting rooms, and well-stocked libraries at all campuses (see uploads). 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	View File

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

The offers a wide range of cultural activities and extracurricular activities to enrich the academic experience and foster holistic development among its students. A Deputy Dean (CCA) and campus based CCA society convenors oversee the conduct of various activities in areas such as Dance, Music, Fashion, Theatre, Literary Art, Debating, Cinema Studies, Fine Arts, etc.

The university has 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 Deputy Director (Sports) and 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	View File

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, Lodhi Road Campus and Rohini 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 four University campuses – Kashmere Gate, Karampura, Lodhi Road and Rohini campus, 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. 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	View File

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

229.77110 Lakhs

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 resource. 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	View File

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	View File

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

6267690

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

68

File Description	Documents
Upload relevant supporting document	View File

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

114

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

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 four 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	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
3366	607

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

• 1 GBPS

File Description	Documents
Upload relevant supporting document	View File

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

D. Any 1 of the above

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

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

23711664

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File

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)

658

File Description	Documents
Upload the data template	View File
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

535

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution
Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene)
Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases
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

• All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

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)

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

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

117

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

25

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The campus re-opened in the middle of the AQAR assessment cycle in 2022. The student council could be activated gradually amidst observing the Pandemic norms of safety and distance, as the campus welcomed the students back. The university has an integrated system of representation wherein Class Representatives (CRs) and Councillors work towards the efficient redressal of all matters. It is formed out of Class Representative Committee, School-level representatives, Campus-level representatives, University representatives, and an All Councillors Committee. This Body acts for the benefit of all students, and promotes an inclusive ecosystem to ensure that no form of discriminatory practices occur. There is also a Student Faculty Committee (SFC) which represents academic concerns on a joint platform of both faculty and Student Representatives. 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). AUD also supports its own student-centric societies where through sustained discussions and consultations a unique identity to their endeavours is facilitated. The elections for Class representatives and Student faculty Committee Representatives were resumed with the new cohort which joined us for the 2021-2022 cycle.

File Description	Documents
Upload relevant supporting document	View File

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

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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). School of Law Governance and Citizenship has started a practice of involving Alumni in the School Orientation Programs welcoming new batches and counselling conversations between present and cohorts and Alumni cohorts. The Alumni network contributes actively 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. Some Schools have Youtube Channels (<https://www.youtube.com/@schooloflawgovernanceandci3366>) and Blogs which are maintained by the Alumni, while take work as the ambassadors of the university, taking forward its vision and mission into the public domain. The University maintains an alumni portal: <https://aud.almaconnect.com/alumni/location/new-delhi-india>

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year D. 1 Lakhs - 3Lakhs (INR in Lakhs)

File Description	Documents
Upload relevant supporting document	View File

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	View File

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

The University's organisational structure reflects decentralized and participatory management. The structures and mechanisms of the University include wider representation of the stakeholders – students, faculty, staff. The statutory and decision-making bodies like the Academic Council, Boards of Studies, Standing Committees demonstrate a decentralised approach with the representation of key stakeholders. Mechanisms such as the Deans and Directors Monthly Meetings expand the scope of decentralisation further, involving key stakeholders to be indirectly involved in the

management and decision-making processes of the University. Faculty members are actively involved in planning as well as in monitoring through numerous committees/bodies overseeing academic programmes, research, student welfare and support, grievances, co-curricular activities, quality assurance, campus development, institutional strategic planning and so on. In addition, the 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 committees like the ICC, Student-Faculty Committee, Grievance Committee, CCA have representation of the students. 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	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The University is developing its Institutional Development Plan as per NEP 2020 based UGC framework. The plan encompasses revisiting the strategic path of the University as per the future directions of higher education envisioned in NEP 2020. From its inception, innovative socially engaged programmes involving practical exposure, experiential learning oriented pedagogy, and continuous assessments have been the strength of the University. These are strategically incorporated in the practices of the University. Adoption of e-governance 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 lock-down they enabled the University to make a very quick, smooth and effective transition to online teaching, assessments and administration. 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. The University also smoothly transited back to on-campus functioning as soon as the lock-down was lifted.

File Description	Documents
Upload relevant supporting document	View File

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 apex governance body of the University is the University Court, followed by the Bosrd of Management, Academic Council, Finance Committee and Planning Board that collectively ensure efficient oversight of the University's evolution. The leadership includes the Vice Chancellor, Registrar, Controllor of Finance, Deans and Directors of Divisions, Schools and Centres. There are other cells and committees expanding into adminstrative/academic procedures, such as Equal Opportunities Cell, Training and Placement Cell, Committees under R & D Division, Student Faculty Committees, Library Committee, Campus Development Committee, Space Committee, Internal Complaints Committee, Central Admissions Committee, Student Welfare Fund Committees and so on. They effectively contribute to the overall management and functioning of the University and are endowed with autonomy in their work. 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

A. All of the above

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

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 teaching, research and administration the teaching employees and work performance of the non-teaching, 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	View File

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

07

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

07

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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)

08

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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. The grant in aid is received from GNCTD and fund utilisation is done as per pattern of assistance designed for the University. The tuition fee is collected from students as per the approved Fees policy. Funds for research and consultancy projects received from external agencies, both government and non-government, are utilised as per the MoU and the university SOP. In addition, there are receipts under heads such as license fees, RTI fees, library fine collection, degree fees etc.

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. 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.

File Description	Documents
Upload relevant supporting document	View File

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)

Nil

File Description	Documents
Upload the data template	No File Uploaded
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)

Nil

File Description	Documents
Upload the data template	No File Uploaded
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 internal audits are conducted by the Finance Division on a periodic basis. 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	View File

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. Having completed and successfully submitted the self- study report of the university in January 2020, the IQAC organised the Peer Team Visit during 26 to 28 July 2021. The Peer Team visit was carried out successfully with participation of the entire University community. This was a learning exercise for all members of the University. Across Schools, Centres and Division, working groups were created to reflect on institutional practices and prepare consolidated presentations for information sharing with NAAC PT. Following this, the grade for the NAAC and appeals process for revision was carried out through the year. During August 2021, IQAC conducted a session for all faculty members regarding the outcomes of the NAAC 2nd cycle with the objective to build awareness about the need for efficient maintenance of documentation of the activities through out the year. The initial outcome of the NAAC (B+) was appealed in September 2021 and the updated documentations were submitted. The improved grade (B++) was announced in May 2022. Since this was a year was also affected by Covid 19 pandemic lock down, instead of in-person sessions, online interactions with faculty members on awareness building for accreditation, and workshops for revised data collection were carried out virtually.

File Description	Documents
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	View File

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, not be applicable for this year's report. However, the University continued different quality enhancement initiatives in academic and administrative domains during the year. One key activity was to initiate the development of a road map for the implementation of NEP 2020, for which a committee was constituted with the intent of evolving the Insitutional Development Plan. As a part of this process, a workshop on Learning Outcomes Curriculum Framework and Higher Education Qualifications Framework was conducted for faculty members on 5-6 October 2021. The University augmented its IT services and facilities in view of the major shift to online function in both academic and administrative matters. The Samarth e-governance/information management system was adopted with a view to digitise governance and effective documentation. 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.

File Description	Documents
Upload relevant supporting document	View File

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. 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	View File
Annual gender sensitization action plan(s)	Series of programmes including orientation, sensitisation and awareness building. Details in the file uploaded and on the weblink: https://aud.ac.in/icc
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	a. Safe campus with women guards, medical facilities, CCTV, well-lit and gated campuses; b. ICC, Ehsaas (Psychotherapy) Clinic and Counselling Cell are in place (https://aud.ac.in/ehsaas), c. Lodhi Road Campus has women's common room, d. Kashmere Gate Campus has Creche facility (https://aud.ac.in/whats happening/inauguration-of-creche-and-daycare-centre).

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 1 of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

Solid organic waste and bio medical waste are separately collected and handed over to the local waste collection agency. 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 chemically hazardous or radioactive waste.

File Description	Documents
Upload relevant supporting document	View File

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	View File

7.1.5 - Green campus initiatives include

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

A. Any 4 or All of the above

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

File Description	Documents
Upload relevant supporting document	View File

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

B. Any 3 of the above

harness energy are confirmed through the following:

- 1. Green audit**
- 2. Energy audit**
- 3.Environment audit**
- 4.Clean and green campus recognitions/awards**
- 5.Beyond the campus environmental promotional activities**

File Description	Documents
Upload relevant supporting document	View File

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.

File Description	Documents
Upload relevant supporting document	View File

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)

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 celebrated in academic, administrative and organisational aspects of the University. Several programmes of the University emphasise inclusivity and harmony through various courses, for example: 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 (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. Equal Opportunity Office has been established for sensitisation, awareness, prevention and redressal of discrimination. Institutional mechanisms, pedagogies, assessments and curricular practices are also consciously inclusive. Students are always asked to comment on classrooms as inclusive spaces in the feedback collected at the end of every course. In addition, regular events are conducted for greater engagement with these concerns.

File Description	Documents
Upload relevant supporting document	View File

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. 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. 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.

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

File Description	Documents
Upload relevant supporting document	View File

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 Independence Day, New year celebration, Constitution Day and Republic Day. National and international commemorative days and festivals are routinely organised in the University round the year.

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

The programmes and courses offered at AUD have well-defined and informed learning objectives and outcomes. Consultations at the level of Board of Studies and the Standing Committee Academic Programmes of the Academic Council (SCAP) ensure that the curricula is in line with the highest standards and latest developments in concerned fields. The 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. The 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. The programme at the School of Design addresses complex design areas of public systems, governance and resource management.

File Description	Documents
Upload relevant supporting document	View File

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

17

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

322

File Description	Documents
Upload the data template	View File
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

161

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

65

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

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

The programmes and courses offered at AUD engage learners with issues and concepts related to gender, environment and sustainability, human values and ethics. 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. 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, Business Management, 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. The University has implemented all the recommendations of NEP in terms of curricular revisions.

File Description	Documents
Upload relevant supporting document	View File

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

18

File Description	Documents
Upload the data template	View File
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

468

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

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

869

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

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

- **All 4 of the above**

File Description	Documents
Upload relevant supporting document	View File

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

- **Feedback collected, analysed and action taken and feedback available on website**

File Description	Documents
Upload relevant supporting document	View File

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

1989

File Description	Documents
Upload the data template	View File
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

544

File Description	Documents
Upload the data template	View File
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

Schools in AUD have followed a system of continuous assessment. 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 a 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 for 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. The students have the opportunity for grade improvement, The University provides close mentorship to students all through the year. There is a regular system of tutorials in place in the undergraduate programmes for additional support. Basic and advanced English and Hindi Proficiency courses are offered to students based on a test at the time they enter into undergraduate programmes. These courses enable the students to develop academic competence in the two languages.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://aud.ac.in/uploads/8/page/aes/assessment-evaluation-policy.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
3366	130

File Description	Documents
Upload relevant supporting document	View File

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

Experiential learning is a unique pedagogic feature 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 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	View File

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

A large majority of the faculty members use ICT enabled tools to transact their courses. The platforms like moodle and google classroom are frequently used to share study material, schedule assignments, conduct online activities, and for asynchronous communication. Faculty members also use online databases whose access is either free of cost or accessible through institutional membership. Students are also encouraged and trained to use these databases. We have access to online databases such as Scc.Online, and Indian Kanoon as those acquired recently, among others. During the pandemic, the online classes have taken place using platforms like Google Meet, MS Teams, and Zoom. Turnitin is utilized by the faculty members for similarity-checking. Students and faculty members also utilize 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	View File

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	View File

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	View File
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	View File
Upload relevant supporting document	View File

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****1083**

File Description	Documents
Upload the data template	View File
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**5**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

7

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The Assessment system in AUD is monitored by the office of Assessment, Evaluation and Student Progression (AES). We follow a system of continuous assessments instead of 'Single Examination' system. 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	View File

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

B. Only student registration, Hall ticket issue & Result Processing

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The institution has established predefined learning outcomes, both in a generic sense and tailored to specific programs, which are seamlessly integrated into the assessment procedures. These outcomes are extensively disseminated through the institution's website and various official documents. 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. Schools share a handbook 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 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.

File Description	Documents
Upload relevant supporting document	View File

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

The institution employs a multifaceted approach to assess the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) throughout the academic year. This assessment method involves a combination of quantitative and qualitative measures to provide a comprehensive evaluation.

Direct Assessment Methods: This includes the use of examinations, quizzes, assignments, and project evaluations that directly align with specific learning outcomes. Rubrics and scoring guides are employed to measure how well students meet these outcomes.

Indirect Assessment Methods: Surveys, questionnaires, and feedback mechanisms are utilized to gather input from students, alumni, and employers to gauge the perceived level of attainment of outcomes. This provides valuable insights into the real-world application of knowledge and skills acquired.

Portfolio Assessment: Students compile portfolios that showcase their work, projects, and achievements over time. These portfolios are assessed to determine how well they align with the intended outcomes.

Continuous Internal Reviews: Faculty and program coordinators regularly review curriculum, teaching methods, and assessment tools to ensure they remain aligned with the desired outcomes.

External Evaluations: Occasionally, external experts or accreditation bodies conduct assessments to validate the institution's claims about the attainment of outcomes.

External Evaluations: Occasionally, external experts or accreditation bodies conduct assessments to validate the institution's claims about the attainment of outcomes. These methods collectively provide a robust framework for assessing and improving the level of attainment of POs, PSOs, and COs, ensuring that students receive a high-quality education that prepares them for their future careers.

File Description	Documents
Upload relevant supporting document	View File

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

1160

File Description	Documents
Upload the data template	View File
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

The University is committed to a high-standard of research in the social sciences and the humanities. The University has a clearly defined research promotion and consultancy policy that is updated from time to time. There is a research publication incentive scheme (AURPIS), merit research fellowships (AUDMRF), availability of seed money grant for faculty for research projects, funding available for major and minor research projects, participating in national and international conferences, and for organising workshops / seminars / conferences on relevant themes in-house. The policies for promotion of research, and the various schemes available are available on the institution website, and any amendments to the same are updated. See link:<https://aud.ac.in/research/policies>

File Description	Documents
Upload relevant supporting document	View File

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

NIL

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

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

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

191

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

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

NIL

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

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)

390.23737 Lakhs

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

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

340800

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

NA

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

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

AUD Centre for Innovation, Incubation, and Entrepreneurship

(ACIIE) has been established as a not-for-profit organization within Ambedkar University Delhi (AUD) with a primary mission to bridge the gap between theoretical knowledge and practical, socially impactful entrepreneurship. At its core, ACIIE seeks to cultivate an ecosystem of innovation and entrepreneurship within the AUD community. This ecosystem encourages and supports AUD's members in their journey to become wealth creators and job generators while simultaneously addressing pressing societal challenges. This endeavor leverages the interdisciplinary nature of AUD, which spans various applied fields including business, design, development practice, education, ecology, and mental health. This diversity makes AUD an ideal home for ACIIE. AIC-Ambedkar University Delhi Foundation (AIC AUDF) is a premier startup incubation center situated within Ambedkar University Delhi. It holds the distinction of being the sole institution in the Social Sciences and Humanities domain selected under the Atal Innovation Mission by NITI Aayog, Government of India. AIC AUDF is dedicated to nurturing and harnessing the untapped creativity of individual innovators, guiding them on their journey towards entrepreneurship. The center collaborates closely with aspiring social entrepreneurs, assisting them in transforming their innovative ideas into viable and sustainable business ventures. Throughout last two years Dr. B.R. Ambedkar University Delhi has focussed on this aspect by launching the AUD-Atal Incubation Centre through the award of Atal Innovation Mission, by the Niti Aayog with a financial support of Rs. 10 crores, instituting the Skill Development Centre and the Entrepreneurship Development Cell.

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

67

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

67

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

NIL

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

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

A. All of the above

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter /

A. All of the above

website	
File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	View File
3.4.3 - Number of Patents published/awarded during the year	
3.4.3.1 - Total number of Patents published/awarded year wise during the year	
NIL	
File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded
3.4.4 - Number of Ph.D's awarded per teacher during the year	
3.4.4.1 - How many Ph.D's are awarded during the year	
5	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year	
1	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
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	

68

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File
Upload relevant supporting document	No File Uploaded

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
110	67

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

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
5	5

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

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

Yes, the university has clearly laid down Policy Guidelines for undertaking consultancy, training and practice based activities. The same is enclosed.

File Description	Documents
Upload relevant supporting document	View File

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)

635000

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Students are engaged with various extension activities incorporated in the design of the course curriculum of various programmes. These include field visit during internship and dissertation, as well as field visits organized as a part of coursework for taught courses. Students are expected to engage in discussing important rural development and other social

concerns like food security, human rights, gender inequality, disability rights, mental health, forest conservation, natural resource management, environmental sustainability, poverty alleviation, social justice etc. with the community during these visits, and come up with detailed reports on the same. Some such activities are enclosed.

File Description	Documents
Upload relevant supporting document	View File

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

0

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

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)

13

File Description	Documents
Upload the data template	View File
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

974

File Description	Documents
Upload the data template	View File
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

7

File Description	Documents
Upload the data template	View File
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

4

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 four campuses at Kashmere Gate, Lodhi Road, Karampura, and Qutub Institutional area. It has been allotted space for two new campuses at Dheerpur and Rohini, which are expected to be functional in upcoming years. At present the university has optimum facilities required for

teaching-learning on all campuses, in spite of severe constraint of space and the restrictions imposed by the pre-existing structures. The four campuses together have over 100 rooms out of which 80 rooms function as classrooms. The institutional infrastructure includes computers centres and laboratories, seminar halls of varying capacities, meeting rooms, and well-stocked libraries at all campuses (see uploads). 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	View File

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

The offers a wide range of cultural activities and extracurricular activities to enrich the academic experience and foster holistic development among its students. A Deputy Dean (CCA) and campus based CCA society convenors oversee the conduct of various activities in areas such as Dance, Music, Fashion, Theatre, Literary Art, Debating, Cinema Studies, Fine Arts, etc.

The university has 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 Deputy Director (Sports) and 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	View File

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, Lodhi Road Campus and Rohini 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 four University campuses - Kashmere Gate, Karampura, Lodhi Road and Rohini campus, 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. 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	View File

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

229.77110 Lakhs

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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 resource. 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	View File

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	View File

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

6267690

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

68

File Description	Documents
Upload relevant supporting document	View File

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

114

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

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 four 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	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
3366	607

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

• **?1 GBPS**

File Description	Documents
Upload relevant supporting document	View File

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

D. Any 1 of the above

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

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

23711664

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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	View File

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)

658

File Description	Documents
Upload the data template	View File
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

535

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 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

• All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

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)

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

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

117

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

25

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

The campus re-opened in the middle of the AQAR assessment cycle in 2022. The student council could be activated gradually amidst observing the Pandemic norms of safety and distance, as the campus welcomed the students back. The university has an integrated system of representation wherein Class Representatives (CRs) and Councillors work towards the efficient redressal of all matters. It is formed out of Class Representative Committee, School-level representatives, Campus-level representatives, University representatives, and an All Councillors Committee. This Body acts for the benefit of all students, and promotes an inclusive ecosystem to ensure that no form of discriminatory practices occur. There is also a Student Faculty Committee (SFC) which represents academic concerns on a joint platform of both faculty and Student Representatives. 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). AUD also supports its own student-centric societies where through sustained discussions and consultations a unique identity to their endeavours is facilitated. The elections for Class representatives and Student faculty Committee Representatives were resumed with the new cohort which joined us for the 2021-2022 cycle.

File Description	Documents
Upload relevant supporting document	View File

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

1

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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). School of Law Governance and Citizenship has started a practice of involving Alumni in the School Orientation Programs welcoming new batches and counselling conversations between present and cohorts and Alumni cohorts. The Alumni network contributes actively 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. Some Schools have Youtube Channels (<https://www.youtube.com/@schooloflawgovernanceandci3366>) and Blogs which are maintained by the Alumni, while take work as the ambassadors of the university, taking forward its vision and mission into the public domain. The University maintains an alumni portal: <https://aud.almaconnect.com/alumni/location/new-delhi-india>

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	D. 1 Lakhs - 3Lakhs
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File Description	Documents
Upload relevant supporting document	View File

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	View File

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

The University's organisational structure reflects decentralized and participatory management. The structures and mechanisms of the University include wider representation of

the stakeholders – students, faculty, staff. The statutory and decision-making bodies like the Academic Council, Boards of Studies, Standing Committees demonstrate a decentralised approach with the representation of key stakeholders. Mechanisms such as the Deans and Directors Monthly Meetings expand the scope of decentralisation further, involving key stakeholders to be indirectly involved in the management and decision-making processes of the University. Faculty members are actively involved in planning as well as in monitoring through numerous committees/bodies overseeing academic programmes, research, student welfare and support, grievances, co-curricular activities, quality assurance, campus development, institutional strategic planning and so on. In addition, the 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 committees like the ICC, Student-Faculty Committee, Grievance Committee, CCA have representation of the students. 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	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The University is developing its Institutional Development Plan as per NEP 2020 based UGC framework. The plan encompasses revisiting the strategic path of the University as per the future directions of higher education envisioned in NEP 2020. From its inception, innovative socially engaged programmes involving practical exposure, experiential learning oriented pedagogy, and continuous assessments have been the strength of the University. These are strategically incorporated in the practices of the University. Adoption of e-governance 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 lock-down

they enabled the University to make a very quick, smooth and effective transition to online teaching, assessments and administration. 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. The University also smoothly transited back to on-campus functioning as soon as the lock-down was lifted.

File Description	Documents
Upload relevant supporting document	View File

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 apex governance body of the University is the University Court, followed by the Bosrd of Management, Academic Council, Finance Committee and Planning Board that collectively ensure efficient oversight of the University's evolution. The leadership includes the Vice Chancellor, Registrar, Controllor of Finance, Deans and Directors of Divisions, Schools and Centres. There are other cells and committees expanding into adminstrative/academic procedures, such as Equal Opportunities Cell, Training and Placement Cell, Committees under R & D Division, Student Faculty Committees, Library Committee, Campus Development Committee, Space Committee, Internal Complaints Committee, Central Admissions Committee, Student Welfare Fund Committees and so on. They effectively contribute to the overall management and functioning of the University and are endowed with autonomy in their work. 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	View File
Upload relevant supporting document	View File
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 teaching, research and administration the teaching employees and work performance of the non-teaching, 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	View File

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

07

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

07

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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)

08

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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. The grant in aid is received from GNCTD and fund utilisation is done as per pattern of assistance designed for the University. The tuition fee is collected from students as per the approved Fees policy. Funds for research and consultancy projects received from external agencies, both government and non-government, are utilised as per the MoU and the university SOP. In addition, there are receipts under heads such as license fees, RTI fees, library fine collection, degree

fees etc.

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. 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.

File Description	Documents
Upload relevant supporting document	View File

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)

Nil

File Description	Documents
Upload the data template	No File Uploaded
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)

Nil

File Description	Documents
Upload the data template	No File Uploaded
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 internal audits are conducted by the Finance Division on a periodic basis. 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	View File

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. Having completed and successfully submitted the self- study report of the university in January 2020, the IQAC organised the Peer Team Visit during 26 to 28 July 2021. The Peer Team visit was carried out successfully with participation of the entire University community. This was a learning exercise for all members of the University. Across Schools, Centres and Division, working groups were created to reflect on institutional practices and prepare consolidated presentations for information sharing with NAAC PT. Following this, the grade for the NAAC and appeals process for revision was carried out through the year. During August 2021, IQAC conducted a session for all faculty members regarding the outcomes of the NAAC 2nd cycle with the objective to build awareness about the need for efficient maintenance of documentation of the activities through out the year. The initial outcome of the NAAC (B+) was

appealed in September 2021 and the updated documentations were submitted. The improved grade (B++) was announced in May 2022. Since this was a year was also affected by Covid 19 pandemic lock down, instead of in-person sessions, online interactions with faculty members on awareness building for accreditation, and workshops for revised data collection were carried out virtually.

File Description	Documents
Upload relevant supporting document	View File

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 students 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	View File
Upload relevant supporting document	View File

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, not be applicable for this year's report. However, the University continued different quality enhancement initiatives in academic and administrative domains during the year. One key activity was to initiate the development of a road map for the implementation of NEP 2020, for which a committee was constituted with the intent of evolving the Institutional Development Plan. As a part of this process, a workshop on

Learning Outcomes Curriculum Framework and Higher Education Qualifications Framework was conducted for faculty members on 5-6 October 2021. The University augmented its IT services and facilities in view of the major shift to online function in both academic and administrative matters. The Samarth e-governance/information management system was adopted with a view to digitise governance and effective documentation. 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.

File Description	Documents
Upload relevant supporting document	View File

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. 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	View File
Annual gender sensitization action plan(s)	Series of programmes including orientation, sensitisation and awareness building. Details in the file uploaded and on the weblink: https://aud.ac.in/icc
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	a. Safe campus with women guards, medical facilities, CCTV, well-lit and gated campuses; b. ICC, Ehsaas (Psychotherapy) Clinic and Counselling Cell are in place (https://aud.ac.in/ehsaas), c. Lodhi Road Campus has women's common room, d. Kashmere Gate Campus has Creche facility (https://aud.ac.in/whatshappening/inauguration-of-creche-and-daycare-centre).

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 1 of the above

File Description	Documents
Upload relevant supporting document	No File Uploaded

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

Solid organic waste and bio medical waste are separately collected and handed over to the local waste collection agency. 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 chemically hazardous or radioactive waste.

File Description	Documents
Upload relevant supporting document	View File

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	View File

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	View File

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 recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

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.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

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)

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 celebrated

in academic, administrative and organisational aspects of the University. Several programmes of the University emphasise inclusivity and harmony through various courses, for example: 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 (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. Equal Opportunity Office has been established for sensitisation, awareness, prevention and redressal of discrimination. Institutional mechanisms, pedagogies, assessments and curricular practices are also consciously inclusive. Students are always asked to comment on classrooms as inclusive spaces in the feedback collected at the end of every course. In addition, regular events are conducted for greater engagement with these concerns.

File Description	Documents
Upload relevant supporting document	View File

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. 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. 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.

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	View File

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 Independence Day, New year celebration, Constitution Day and Republic Day. National and international commemorative days and festivals are routinely organised in the University round the year.

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

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

A best practice -Transition to e-governance for smoother and

efficient institutional administration- has been described as per the format and uploaded on:<https://aud.ac.in/uploads/4/page/quality-assurance/best-practice-2021-22/best-practice-2021-22.pdf>

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)

Despite the formidable challenges posed by the pandemic, as the waves of the virus subsided and lockdown restrictions gradually eased, the University embarked on a strategic plan to implement the reforms outlined in the National Education Policy (NEP) of 2020. The University's Schools, especially those offering undergraduate programs, worked collaboratively to revise and launch four-year undergraduate programs starting from the 2022-23 admission cycle. To facilitate this transition, a committee was established to create a comprehensive undergraduate curriculum framework. The committee began with a thorough analysis of the recommendations and the prospects of the NEP 2020. The members identified an approach to implement NEP 2020 recommendations that simultaneously allows the University to retain its distinct curricular identity and advantage for which AUD is known. This resulted in a carefully designed AUD UG Curriculum Framework with five models of implementing NEP 2020 recommendations on which the distinct BA programmes could be based. The models included: BA with dual/multidisciplinary major; BA with single discipline major; BA with Social Sciences and Humanities; Professional Programmes; Vocational Programmes. In addition, the University also initiated the preparation for the NCTE recognition for the launch of NEP 2020 recommended Integrated Teacher Education Programmes.

7.3.2 - Plan of action for the next academic year

The plan of action for the next year 2022-23 is proposed to cover the following aspects in terms of the institutional development and quality enhancement -

1. Developing an Institutional Development Plan 2022-2030
2. Launch of new Schools/Centers and Programmes that offer greater convergences between social sciences and world of work, in areas such as Public Policy, Criminology, Legal Studies, Innovation and Entrepreneurship, Mathematics and Data Science
3. Establishing excellent quality teacher education

programmes as a leading institution in the pilot stage of Integrated Teacher Education Programmes

4. Establishing MoUs with institutions that have a shared vision for the augmentation of research, outreach and extension
5. Expansion of e-governance and e-resources
6. Enhancing research output by encouraging faculty members to utilise seed money, minor and major research grants
7. Curriculum development around indigenous knowledge system with emphasis on Indian knowledges
8. Envision AI research center that focus on the intersection of AI and social sciences, and can serve as hubs for collaborative research, policy development, and public engagement.