

ASIAN INSTITUTE OF GAMING AND ANIMATION

EQUAM.BI - 585779-EPP-1-2017-ES-EPPKA2-CBHE-JO (2017/2969/001-001)

I. Report on future deployment or adaptation plan with a focus on sustainability

Asian Institute of Gaming and Animation (AIGA) is a cutting edge hub for students aspiring to influence the future of the 'Animation, Visual Effects, Gaming and Comics industry (AVGC). AIGA is a pioneer institute in India, dedicated to the ideology of encompassing the curriculum of complete digital entertainment industry in its offering. Courses offered at AIGA are designed in partnership with premier studios and mentors from the digital entertainment industry. The association lends rich insight to the offered industry-specific and job-oriented courses that are tailored to upgrade skill sets to match up to the evolving global industry standards.

AIGA has always given quality its due importance and the college administration, faculty, and staff members thrive on the high quality of teaching and research. The Internal Quality Assurance Cell (IQAC) monitors the quality parameters and advises the college administration with the necessary inputs for the betterment of teaching-learning, research, and governance.

The EQUAM-BI project, which has been run in the College under the aegis of the IQAC, has helped in gathering important inputs on quality parameters through various interactions and disseminations with national and international partner institutions. The Toolkit, developed under the project, can be a useful instrument to adopt quality assurance process internally. It has already been discussed within the working group and also with the college administration to utilize the Toolkit as a capacity building tool for quality in order to ascertain how much the internal processes of the college reflect quality concerns, particularly with respect to the vision and mission of the College. As a particular requirement, it has also been decided to make necessary adjustments and adaptations to the Toolkit to make it sustainable for the College.

However, not all the strategies have been implemented according to the Toolkit or other measures for quality improvement has been implemented until there is some clarity regarding the probable course the Covid-19 pandemic will take, and especially its likely effects on higher education in general, and AIGA in particular.

The following have been implemented in line with toolkit:

1. AIGA's Strategic Statements:

- a. Vision Statement: "Inspiring Minds for a connected World"
- b. Objectives: The following are the key areas AIGA shall focus to realize our vision
 - i. **Education & Research:** Holistic approach for student success and be professionally competent through active learning, embedding research in pedagogy to be a lifelong learner.
 - ii. **Internationalization:** Providing exposure to its student and staff community through academic partners, collaborators & organizations that are globally recognized.
 - iii. **Employability:** Developing graduates with desired skills, knowledge and personal attributes that make them more employable, satisfied and successful in the real world of work.
 - iv. **Community Engagement:** AIGA provides an active platform for knowledge development and knowledge sharing through its partners, alumni and student community to address the issues relevant to the community/society.
 - v. **Technology:** AIGA adapts to the technological advancements, create conducive environment, enables new ways of learning, communicating, working collaboratively and develop meaningful solutions.

- c. Values:
- i. **Commitment:** We are dedicated to the success of our students, partners, employees and shareholders
 - ii. **Integrity:** We are open, honest and ethical in all our operations at all the times
 - iii. **Agility:** We are open to new experience, embrace and adapt to the changes quickly
 - iv. **Innovation:** We develop a culture that encourages risk-taking, entrepreneurship and flexibility by creating an environment to share learning and make a difference
 - v. **Diversity:** We enhance a diverse workforce that promotes, reflects, and supports the community

Implementation Status: Implemented in January 2020

2. Quality Policy & Objectives

AIGA is responsible for the academic standards of awards provided in its name, and for ensuring that the quality of teaching and learning experiences is appropriate to enable students to achieve those standards.

The quality policy provides the framework for establishing and maintaining a functional Quality Management System. To discharge those responsibilities, a range of policies and procedures are set for assuring the academic standards of awards and enhancing the quality of its educational provision.

Operationalization: The implementation of policy rests with Quality Assurance Department and Internal Quality Audits are conducted twice yearly.

Implementation Status: Policy drafted & implemented from March 2, 2020

3. Structure - Quality Management & Benchmarking

- a. **Process of Academic Quality Assurance:** AIGA's approach to quality is underpinned by the following:
 - i. Reliance on sound academic principles in the design and delivery of learning and teaching
 - ii. The importance of the student feedback
 - iii. The importance of review by industry and professional bodies and;
 - iv. A commitment to quality management processes that are efficient and effective.
- b. **The Academic Board:**
 - i. Academic Board is concerned with ensuring that the activities of teaching and learning and research, are reputable, of high quality, deliver expected outcomes and comply with institutional policy.
 - ii. Academic Board is responsible for assuring academic standards and quality, academic activities.
 - iii. The academic board ensures academic freedom and academic integrity.
- c. **Course management:** The Program Manager is responsible for overall quality of the program.
 - i. Ensuring that the course meets its specified aims and learning outcomes;
 - ii. Administration of the course in respect of academic matters;
 - iii. The provision of documentation in respect of the monitoring and review process.
- d. **Assessment of students :**
 - i. One purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the course and achieved the standard required for the award.
 - ii. An internal moderator specialized in the area of subject shall review the assessments to ensure that the assessment is appropriate to the level and meets the desired outcomes.
 - iii. The Program Manager shall review and approve the Assessments
 - iv. The marked assessment copies shall be reviewed by an independent moderator to ensure that marking is fair and consistent.

- v. The Academic Board shall review the results and approve the grades leading to the award of degree to the eligible students.
- e. **Program monitoring and Review :**
 - i. On biannual basis, the Program Advisory Committee (PAC) shall review the performance of the program based on program performance data and any additional strategic measures as required from time to time.
 - ii. Any changes undertaken to the programs shall be approved by the Academic Board before implementation

How to ensure quality of our programmes

The Program Advisory Committee (PAC) plays a key role in reviewing the existing program, provide recommendations on developmental plans to improve academic programs offered at AIGA in alignment with regulatory requirements and the Vision and the values of the College.

Mandate / Role of the Program Advisory Panel

The PAC shall provide strategic and operational advice on programs through review meetings and discussions:

- I. On program development and review policies.
- II. On Program quality and assessment methodologies.
- III. On the measures to improve the quality in teaching and learning
- IV. On currency and relevance of programs offered
- V. On development of new and/or revised Programs quality.
- VI. On academic – industry engagement to strengthen the curriculum, internships and employability of graduates.

Implementation status: Implemented from January 2020

4. Development of teaching aimed at students

The Teaching and learning activities are guided by internal quality assurance process that ensures process is followed while development of content, assessment preparation and evaluation of student works.

Peer review verifies and validates the content and materials developed by faculties.

Faculties ensures that students are provided with industry focused content and assessments are real-time oriented that are drawn from industry problems in the area of Animation, Gaming and Design.

The Societies and Clubs related to Gaming, Animation, and entrepreneurship provides ample opportunities for students not only to be professionally competent but also for holistic development.

Implementation Status: Student Council and clubs are constituted for active participation and decision making in February 2020.

5. How to ensure quality of our teaching staff

The teaching quality is reviewed by Peer and head of academics every semester and provides suggestions for improvements.

The innovative practices are shared among faculties which builds a culture of innovative teaching and learning at AIGA.

Regular workshops and training by subject and Industry experts help faculty to be up to date provide current and relevant information to the students.

For pedagogical approaches workshops are conducted to provide inputs on student engagement, teaching methods, appropriate tools for assessments and constructive feedback.

Implementation Status: Implemented in February 2020

The following are the strategic drivers that AIGA was not able to implement completely:

- I. Education Strategy
- II. Employability Strategy
- III. Internationalization Strategy

Implementation Status: Was supposed to be implemented from June 2020, however, due to pandemic the process is delayed.

II. Report on the use of dissemination materials and related activities

The dissemination of the project outcome has been halted by the COVID pandemic which has thrown life out of gear for the last nearly eighteen months. However, the Toolkit has been extensively evaluated among the working group of the project.

AIGA always believes in discussions and participation of all stakeholders in implementing policies. The learning and discussions with EQUAMBI partners has helped AIGA a lot to improve its QA process and also enhance the academic standards.

Various internal committees were formed to improve internal communication ensuring both vertical and horizontal communication flow is effective.

IQA's internal audits has enabled the department to identify any compliance issues and address it immediately.

Good teaching practices adapting technologies and tools to enhance student learning has improved substantially.

III. Report on the impact achieved so far

The impact of the EQUAM-BI project is the experience gathered by the working members through various meetings, interactions, and disseminations regarding quality parameters with international and national members. As the quality measures at AIGA are implemented through the college IQAC and the working members of the project are all directly related to the IQAC activities the impact has fallen on maintaining the quality parameters in the college.

Measures taken during the ongoing Covid-19 pandemic include the following:

(i) Revamping the college website – a process that is still underway, and where inputs have been made on the basis of the Toolkit.

(ii) Since classes are being held online, individual teachers and departments/schools have created repositories of study material, recorded lectures (audio and video), and other material which will be useful in future for both online and offline classes.

(iii) It has become possible for students to benefit from online platform Coursera to take additional online lectures, discussions, conferences, and seminars that are recommended to them by teachers.

(iv) There has also been greater participation of students and teachers in such online sessions – workshops, seminars/conferences, lectures – and there has definitely been exposure to a wider range of scholars from diverse institutions on part of students.

(v) The regular teaching-learning process has become more collaborative, with students and faculties contributing to create, locate, and share digital resources.

(vi) Many administrative tasks are now being done online, or through a mix of online and offline modes.

VI. Concluding remarks

It will be apparent from the above that the EQUAM-BI Project has had a positive impact on AIGA's quest is to improve quality in all aspects of the College's functioning, and to try and set benchmarks to sustain such quality-enhancement efforts. However, the ongoing global pandemic has been a substantial barrier to achieving all the proposed targets of the EQUAM-BI Project, and the uncertainty of the pandemic's course and eventual outcome, which still prevails, has made it doubly difficult to make plans for the future.

There is a sense within the larger college community that physical classes, and other activities need to be resumed soon. The regular physical interaction that is the lifeblood of any educational institution cannot be indefinitely substituted with online modes of teaching-learning. Such pre-pandemic modes of interaction are also necessary if the suggestions and action points of the EQUAM-BI Toolkit are to be discussed and implemented on the ground.

In this context, it needs to be mentioned that an urgent vital need for Indian HEIs is the development of a software which will enable the analysis of large amounts of data, enable data driven decision-making – especially when it comes to quality and benchmarking – and enable institutions to learn from each other – not just from their successes and best practices, but also from their failures and inability to implement policies. The development of such a software, which should be open-source, customizable, and scalable should be the next logical follow-up to the EQUAM-BI Project.

The Toolkit that has been developed from this present project is undoubtedly useful, but creating software specifically designed to help enhance quality, and meet benchmarks, may be one way to ensure that all stakeholders – students, teachers, and other members of the extended family that adheres to any Indian university – become participants in the quest for enhancing quality and creating viable benchmarking strategies for all Indian colleges / universities.