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EQUAMBI

Enhancing Quality Assurance Management and
Benchmarking Strategies in Indian Universities



Internal Quality Assurance Mechanism: Good Practices of Partner Institutions from Europe and India

(An Initiative of EQUAM-BI Project)

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Message by Director, NAAC

It is my pleasure and privilege on behalf of NAAC to extend heartfelt thankful to European Commission, The Education, Audio-Visual, Culture Executive Agency (EACEA) and University of Barcelona (UB) for giving an great opportunity to be part in India-Europe (EU) benchmarking project -“Enhancing Quality Assurance Management and Benchmarking Strategies in Indian Universities” (EQUAM-BI) project as Co-ordinating Partner of Indian side. This project has not only added value to the expertise of the NAAC, but has also helped substantially in providing insights for review and refinement of assessment and accreditation tools.

I am proudly express that, NAAC has rich experience of bringing out various theme based best/good practices of HEIs. NAAC has brought out more than 175 publications of different types such as Manuals, Guidelines to the institutions, Quality Assurance in Higher Education-An introduction, National Action Plan, Assessor’s Handbook, 13 State-wise Analysis Reports, Best Practices in different aspects, Quality Indicators for Teacher Education etc.

Keeping this track record of publication, the NAAC Team of Enhancing Quality Assurance Management and Benchmarking Strategies in Indian Universities” (EQUAM-BI) project intends to bring out the publication of partner HEIs with support of European Union, University of Barcelona (UB) and ANECA. This will be great opportunity to bring together leading universities in Europe and India, so that they can undertake quality improvement by way of developing systematic benchmarking tools.

The study is conducted by NAAC on “**Internal Quality Assurance Mechanism: Good Practices of partner institutions from Europe and India**” initiated to identify, compile and disseminate the Good practices of Quality Assurance Agencies / Institutions from India and Europe.

Good Practice, in general, is defined as “the practice that followed should add value where it is being addressed that result in the positive outcome”. The identification of good practice is not a simple process as it is addressed. However, as word good says, it should possess and comprise good parameters in the followed practice which may be ordinary or innovative but should result in quality improvement. The identified good practice in higher education quality assurance should be worth implementation and dissemination and that should nurture the quality of practice and process for adoption by other QA HEIs / agencies.

With respect to the Indian context, the National Assessment and Accreditation Council is established with the responsibility to serve the mission quality in higher education. Recently, NAAC stepped into collecting data on good practices of external quality assurance agencies in

various aspects. The objective has been to identify good practices of the Institution / agency, verify and validate the practice by the parent agencies which are practically proven as the good practice by the experts. The study made an effort to gather Good Practices from partner institutions of India and Europe. These validated practices are compiled to share among the QA community of India and Europe in the form of a publication.

It is hoped that, the Good Practice study of QA agencies will act as good resource material and enable the QA agencies to make use of the practice to understand, learn and look for the newer directions, or, even redefine their own processes and procedures to improve the quality of education.

Special thanks to **University of Barcelona (UB)** and its Current Rector, **Dr. Joan Guàrdia i Olmos**, Former Rector, **Dr. Joan Elias i Garcia**, Current Project Co-ordinator, **Mr. Jaume Fortuny**, Former Project Co-ordinator, **Dr. Nicolas Patrici**, who were supported this project as international partner. I take this opportunity to put in a word of appreciation to the Indian & European QA HEIs / agency colleagues for their valuable time and information on good practices of their agencies despite their busy schedule. I would like to place on record the efforts taken by my colleagues **Dr. Jagannath Patil**, Adviser of NAAC & **Dr. Wahidul Hasan**, Sr. Communication cum Publication Officer of NAAC for taking up the study for NAAC and bringing out this publication, with support of his colleagues **Mrs. Savitha D J** and **Mr. Umesh Kumar. R.**

I honestly believe that this continued effort of NAAC will bring in more and more publications to promote good practices for improving quality of assessment and accreditation processes at national and international level.

Prof. S. C. Sharma
(Director, NAAC)



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Message by Rector of University of Barcelona (UB)

We are glad to note that, National Assessment and Accreditation Council (NAAC) is one of the quality accreditation agencies in India to assess and accredit the HEIs in the country. The experience of NAAC in the area of Assessment & Accreditation with an objective of continuous improvement of quality in education has made a significant impact in the higher education scenario of India.

NAAC has played a pivotal role as a co-ordinating partner of EQUAM-BI Project and bringing out this publication that comprises of study on “Internal Quality Assurance Mechanism: Good Practices of Partner Institutions from Europe and India” that exhibits various good practices identification in the field of “Benchmarking”. Good-practice as a word it suggests “good” in its practice with its standards in the quality assurance of higher education (HE) sector. These practices have shown the major advantage of being accepted by its relevant stakeholders who are concerned about quality. The ultimate purpose of any QA agency is to enhance quality in the benchmarking process. Hence these practices serve as an approach to bring good in its quality operations of the agencies.

The notion behind this publication is to identify and capture the good practices of the Indian and European partners that are being practiced, evaluating the quality improvement process on the basis of practices they follow in HE quality assurance. The study also aims to encourage the quality culture among the partner institutions to make use of the practices by the other HEIs / agencies to adopt and improve the quality in their QA process.

I hope that, this GPs identification & publication, will facilitate to promote internal quality assurance mechanism in academic standards between the partners / agencies of India and Europe as long-term network sustainability in the HE arena.

I once again congratulate NAAC and editors of this publication Dr. Jagannath Patil, Adviser, Dr. Wahidul Hasan, Sr, CPO and their colleagues Mrs. Savitha DJ, and Mr. Umesh Kumar. R.

I also would like to acknowledge the work of the Indian and European institutions in the EQUAMBI project and in providing content for this compendium you hold in your hands. I hope you will allow me to highlight the good work shown in this document by both the Learning & Resources Center of the University of Barcelona CRAI, led by **Ms. Judit Casals-Parladé**, and the Policy & Quality Agency of the University of Barcelona led by **Mr. Fermín Osuna-Sánchez**. It is a source of deep satisfaction to see how the effort dedicated to improving quality

in the institution I represent, crosses borders and can be shared with other institutions around the world. We must have a University of Barcelona that is open to the world. And this is a small step in the right direction.

Let me end with the commitment of the University of Barcelona to promote this publication on international platforms, so that partners of EQUAM-BI Project and other networks / agencies, HEIs of Europe, India and around the globe can benefit from this valuable resource.

Dr. Joan Guàrdia i Olmos
(Rector, Universitat de Barcelona)

Compilation of Good / Best Practices of European and Indian Partner Institutions

Introduction

The term quality has become an indicative element in the context of nation's growth and development in the 21st century. The success rate of the institution in higher education depends upon quality that lies in every aspects of process and practices that are being followed and adopted. The overall quality of the higher education system relies on institutional practices, process, procedures and activities involved in the highly accredited institutions. These accredited institutions are knowingly or unknowingly involved in adopting good practices that result in value addition in its process and outcomes. Most of the higher education institutions (HEIs) around the globe, express the desire to learn from each other and to share quality aspects of higher education for the effectiveness and progress of the system.

Good practices are one such activity that emphasise the role in the HE community in multiple ways such as exchange of information, staff delegation, professional association and collaborations etc. The purpose of these activities aims to work jointly with the organisation of similar interest that ultimately results in the institutional goodwill and improve the performance of the HEIs involved through collaboration or comparison. In view of the proven results about good practices, many institutions are involved and engaged in good practices identification that results in positive contribution in the field of higher education.

Discovering the unique good practices in every aspect of the higher education system is the present trend in the recent years due to its effectiveness and desired results. Many quality assurance systems across the globe encourage and promote the quality culture through good practices identification. These good practices help the institutions to revisit their process and procedures and aim to identify the practices that are good for quality improvement. Finding good practices among the normal practices followed are considered to be one of the best ways to platform the strengths of the institutions in a healthy competitive way. The significance of good practice is thought-out to be the key force to drive quality enhancement for the higher education providers.

Learning from the experiences and adopting the good practices of developed and renowned institutions remains an ideal approach for the institutions to enhance quality. Several international quality assurance (QA) networks and QA agencies have contributed for the promotion of good practices in both internal and external QA mechanism. INQAAHE and ENQA networks have set up quality code and guidelines of good practices for the QA bodies,

which are being followed as guidelines for good practices identification. While APQN and APQR have played a key role in leading QA initiatives and exchange of good practices in Asia Pacific region. Besides these networks, many QA agencies also have taken part in identification and dissemination of good practices such as IHEQN of Ireland, QAA of United Kingdom, HKCAAVQ of Hong Kong (QAOK database) etc. Also, some agencies have listed outstanding good practice of institution or programme during HEIs QA review process like QAA, AUQA of Australia etc. (Patil, J, Savitha D J and Kumar, U, 2019)

Adoption or adaptation of best practices offers an organization the potential of raising the performance of its processes to leadership levels. Such approaches results in quality improvement in processes beyond an organization's current performance levels, but are not likely to yield breakthroughs in performance improvement.

Good practices in higher education have proven to make a worthy contribution in the quality enhancement of the institution. The good practices have proven to make the practice that improves the quality of the system in its outcomes and productivity in HE. In this regard, many accreditation systems across the globe have come out with databases of good practices of the accredited institutions where they list out the good practices of the accredited institution to disseminate within the system for the benefit of others to adopt and adapt.

Outline of the Study

Promotions of good practices in higher education remained as one of the key functions of National Assessment and Accreditation Council (NAAC) besides the core mandate of Assessment and Accreditation. NAAC has always been engaged with international organisations like The United Nations Educational, Scientific and Cultural Organization (UNESCO), Commonwealth of Learning (COL), Asia Pacific Quality Network (APQN) and other agencies to learn and share good practices with Indian and other counterparts. Since 2018, it has been associated with European partners, University of Barcelona and Quality Assurance body of Spain called ANECA (The National Agency for Quality Assessment and Accreditation) on a project titled “India-European (EU) Higher Education benchmarking” under Erasmus Plus scheme of European Union along with selected Indian and European partner higher education institutions (HEIs).

NAAC has rich experience of bringing out various theme based best / good practices of HEIs. It has successfully undertaken collection, publication and dissemination of internal best practices of the accredited institutions in India from 2003 to 2006 through a series of publication under best practice theme (Patil, J, Savitha D J and Kumar, U, 2019). NAAC has recently carried out the study on good practices titled “Good Practices (GPs) of External Quality Assurance Agencies across the globe”. The document covers the GPs of the well known QA agencies from 18

countries/ territories. Keeping this track record of publication, the NAAC team of EQUAM-BI project intends to bring out publication of partner HEIs with the support of European Union, University of Barcelona, and ANECA. The good practices that have been noticed during the study visits, share and exchange of knowledge and experiences gained from both European and Indian partner institutions were identified and compiled in the document.

Context

This project started as an initiative of a group of university teachers, trying to fulfill the quality requirements requested by the European Higher Education Area (EHEA) for the university system. During two years, they developed a Code of Good Teaching Practices for the Technical area, which intends to achieve excellence teaching competences and to meet quality criteria. The authors decided to elaborate the Code based on a “mixed model”, using diverse standards with the aid of different guides and models. This project started as an initiative of a group of university teachers, trying to fulfill the quality requirements requested by the European Higher Education Area (EHEA) for the university system. During two years, they developed a Code of Good Teaching Practices for the Technical area, which intends to achieve excellence teaching competences and to meet quality criteria. The authors decided to elaborate the Code based on a “mixed model”, using diverse standards with the aid of different guides and models.

This project started as an initiative of European Union, University of Barcelona as a lead co-ordinator along with ANECA an accreditation body of Spain besides NAAC a lead co-ordinator from India and support from Indian and European partner institutions. The project partners of the project are University of Barcelona, *KTH Royal Institute of Technology of Sweden, University of Montpellier of Spain, University of Rome – La Sapienza, University of Nicosia were the European partner institutions. Jadavpur University, Symbiosis International University, Mysore University, Shivaji University, Mangalore University, Indian institute of Technology of Madras-IITM and Edulink-Asian Institute of Design, Bangalore were the partners from India.*

The project also encourages institutions and agencies to improve information collection and analysis. It will be a nodal point for the management of information and communication pertaining to benchmarking. This central role assists the project participants in updating instruments of benchmarking methodologies, data management systems and boost internal quality assurance system in the Indian HE systems.

The main purpose of this publication is to critically examine the practices both from Indian and European partners and evaluating the higher education system in these two countries. The outcomes of the discussions, experiences shared among the partner institution were captured in

the form of the practices and will be used for benchmarking exercise for the quality improvement process in Indian HE system. Through this publication, the project team encourages the non-partner Indian HEIs to establish quality management systems and match with the European standards through the EQUAMBI project.

Good Practices in Higher Education

The INQAAHE Guidelines of Good Practice (GPP) functions as “a tool to support the systems in safeguarding standards of higher education (HE) provisions, quality assurance (QA), in particular”. (INQAAHE, 2018)

Institutions around the world are investing time, money, and staff to understand where they stand and what makes them to be unique and effective to stay competitive in the higher education market compared to others. The areas covered in this document reports on the unique and innovative practices followed in the partner institutions of the project such as students access, student engagement, research, governance, faculty retention, success, facility, research support, funding etc. It also brings in more promising practices for application through this project for the stakeholders across the globe. The purpose of this publication is to understand the good practices which are in place or practice on a range of different functional areas in European and Indian HE systems for quality improvement through benchmarking exercise. This could serve to identify the main gaps in the HE systems and understanding that need to be addressed and disseminate them to other institutions in the country. As noticed, there is no similarity across the practices. It was recognised that there may be more than one way in which institutions could promote GPs in higher education and that it may be difficult to define sources of evidence that would be appropriate for quality review.

It is important to note that GPs reflects in effective quality improvement process and procedures with various benefits such as quality improvement in academic standards, facilities, collaborative benefits, match with international, etc. Hence such kinds of practices need to be adopted with strategies that are prevailing in other partner institutions.

The impact of good practices in higher education is increased over the two decades because of its evolved results which adds credential to the field it addresses. The impact of higher education is expected to grow, as an increasing number of jobs in the future are expected to require some kind of post-secondary credential.

The idea behind the good practices publication involves mapping the good practices of the partners of the project and executing the ideal practices in their institution. The partners of the working groups' elaborate the practices, process which are practiced in their institution with the

impact on the quality of the system who are shares the knowledge and experience among the participants. The present publication is an outcome of the mapping exercise to identify existing s which is validated by the partner institutions of the EQUAMBI project which address on excellence of the current and followed practices.

This research study/publication carried out by NAAC comprises a total of 20 good practices in internal quality assurance benchmarking process through survey mode with representation from consortiums of 14 European and Indian Institutions including Universities and Quality Assurance Agencies.

European Partners

The Good Practice titled “*Quality Management model at “Learning and Research Resource Center” (Centre de Recursos per a l’Aprentatge i la Investigació) CRAI*” from University of Barcelona (UB), Barcelona, Spain. This practice is based on the CRAI’s own management model for processes, based on the international EFQM excellence management model, and has been in place since the 2015-16 academic year. This practice aims to offer quality library and user support services to the university community & society in general. This model has led to more effective ways of working, to have an integral vision of our organisation, to quality-based management with different levels of work and high levels of satisfaction.

“*Data governance and business intelligence for degrees monitoring and accreditation: VSMA dashboard*” is the other good practice of University of Barcelona, Spain, This VSMA Dashboard makes available to the quality commissions of the faculties the data and indicators necessary for the monitoring and accreditation of the degrees. The objective of the **VSMA dashboard** is helping the faculties in the process of continuous improvement of the quality of the degrees they teach, making the necessary, coherent, accurate and timely information available to them. The VSMA dashboard is the main source of information of the faculties for the preparation of the monitoring and accreditation reports of the degrees.

The Good practice by **Sapienza University of Rome of Italy** titled “*Quality Assurance and AVA System*”. This practice highlights on development and Management of Academic Programmes, Self-evaluation, Re-examination and enhancement of Academic Programmes to implement quality assurance both in education and research. This practice efficiently promotes, guide, monitor and verify quality assurance processes and activities in each individual degree programmes and departments of University. This practice introduces Quality Commission, Faculty Monitoring Committees, Student-Professor Commissions, Degree Programme Quality Audit and Degree Programme Quality Commission in its own academic system to ensure the full compliance and implementation of quality assurance. This practice initiated with aim to support

the quality of research, promote internationalisation, improve the quality of infrastructure, strengthening relations with stakeholders and implement consistent recruitment and career policies.

The Good Practice titled *“The Bibliometrics Group”* is from **KTH Royal Institute of Technology** (KTH), **Sweden**. The good practice of KTH highlights the importance of Bibliometrics for management on all organisational levels (Schools, Departments and Research Groups). The goals and objective of **The Bibliometrics Group** is to produce publishing statistics for KTH and perform Bibliometrics analyses to be used as a basis for decision-makers at different levels on behalf of the management of KTH and perform external analyses for other higher education units, institutions. This practice focuses on awareness of the Bibliometrics issues on all organisation level and contributes to enhance performance of relevance for ranking.

“The KTH Admission Process for Under Graduate Studies (NyA)” is the other good practice of KTH, Sweden, which is a backbone for the admission in the national Swedish system for admission to higher education, the current version of the system is called NyA, the national support system is a national database used for admission to first and second cycle studies. This system is fully integrated in the KTH Admission processes on all levels of organisation. This centralised national system for HE admissions has a very stable for long period and strong track record and there are no signs that system will deteriorate. This system appreciated with the importance of coverage, precision, transparency, integrity and objectivity.

The Good Practice titled *“KTH Academic Registry System”* by **KTH Royal Institute of Technology** (KTH), **Sweden**, focuses on student study results and degrees. The Practice systematically use the current version of Swedish National Registry system called LADOK3 integrated with all other KTH administrative system, which ensures homogeneity of administration used by 37 Swedish HEIs. This system keeps a study register and note information individually for each student, including registration to courses, fee issues, study results and degrees. This system maintains a good internal control over all information covered & used by all the stakeholders within the HEIs.

The Good Practice titled *“Internal Procedures for the development of a New Academic Programme”* from **University of Nicosia (UNIC)**, **Nicosia, Cyprus**. This Practice provides the ability for the University to respond efficiently to the market needs and differentiate their offered programmes according to the current needs and future challenges and opportunities. This practice is a common management and quality process that can be replicated at international level & argued that the feasibility study along with the other criteria set prevents any failures which may damage the University reputation.

The Good practice by *University of Montpellier of France* titled **“Bachelor of Economics”**. This good practice aims at increasing the attractiveness and the notoriety of the training program and the diploma awarded. This training program was enhanced by bringing together teaching staff and administrative and technical staff. The main objective of the practice is improvements in teaching methods and material implementation. This practice highlights on raise awareness on the quality approach among the university staff involved in the perimeter to be certified (teachers, technicians and administrative), make an inventory and identify any improvement actions to be implemented, create the quality management system and implement the improvement actions, evaluate the effectiveness of improvement actions and processes.

“Management of the Public in Continuous Professional Development in Higher Education / Higher Education Continuous Professional Development Service” is the other good practice of *University of Montpellier, France*. The goal and objective of this practice is improvements and streamlining of administrative procedures (support in the search for funding and in the procedures). The successful implementation of the practice requires strong support of the governance, staff involvement, proximity between the quality department and staff (collective and individual support and implementation of tools, availability of tools on the digital work environment). This practice based on the activities including action plan, setting up of a monitoring dashboard & Frequently Asked Questions, Creation of self-training modules for staff, Satisfaction Survey set up for trainees.

Indian Partners

The Good Practice titled **“Health Promoting University”** is from Symbiosis International University (SIU), India. The good practice highlights on the establishment and improvement of health care, providing healthy and supportive working and social environment, promoting healthy and sustainable policies in university, contributing and developing healthy & well-being communities and encouraging wider academic interest in health promotion. The concept of the practice is providing the healthy and sustainable living environment among all its stakeholders. This practice focuses on promoting health aspects and processes within the University culture including teaching and research.

The Good Practice titled **“Internationalisation @ Home – New approaches of implementing internationalisation @ Symbiosis.”** from Symbiosis International University (SIU), India is the good practice of SIU which points the classical innovation initiated by SIU as a part of teaching and learning process. The practice stresses the importance of mobility of students / faculty. It upholds I@H as an important instrument for providing international experience to students /

faculty, developing international & intercultural competences, use of technology in teaching & learning environments.

The Good Practice titled ***“Promotion of Social Business Acumen among Students”*** from University of Mysore (UOM), India encouraging social awareness and conscience among students (students being at the core of the practice). The practice also promotes entrepreneurship among students and to create the ecosystem (academic world – business stakeholders- NGOs) where all stakeholders work hand in hand to achieve the same goal and benefit from the results. The practice helps University to conduct awareness programmes, training programmes for young entrepreneurs to help acquiring skills required for giving social orientation to their organizations. This is an extremely useful activity of the University. Therefore, University is bringing this in its quality policy and ensuring it is practiced positively.

The Good Practice titled ***“Initiative to popularize Science& Rural awareness”*** from University of Mysore (UOM), India highlights on create awareness and encouragement for science & social wellbeing among rural and urban. This practice increased interest in science in school students and community harmony and development. This practice is designed to address the discouraging and disappointing trend for science learning seen in the schools of Karnataka. This required motivation of the younger generation to pursue science so as to build a future society strong in scientific knowledge.

The Good Practice by the Mangalore University (MU) from India titled ***“Use of Street Play and Role Play as part of community outreach programs in Social Work”***. The objective of initiating the practice was to give proper guidance to social work students to organise or conduct community outreach programmes in order to advance social justice through mutually transformative community-university partnerships. This practice gives students the opportunity to take on professional roles in order to learn skills, render services and participate in the provision and development of social work service.

The Good Practice titled ***“Mangala Grameena Yojane – A Village Adoption Programme”*** is by Mangalore University (MU), India. This Practice is an innovative set of extension activities with the objective of carrying out sector specific studies in the chosen villages and providing guidance for development on health, education, sports, environment, sanitation, agriculture, human resource development, employment opportunities, women empowerment, natural resource conservation and management. The practice is aimed at providing information on rural development and various government facilities for the livelihood of the villagers and also aims at providing opportunities to students along with their regular classroom studies to have the experiences of rural life experience through active participation.

The Good Practice titled ***“Fostering a culture of interdisciplinary research, encouraging collaborative research and outreach activities”*** by Jadavpur University (JU), India. The practice aims to encourage faculty members and research scholars of different disciplines and faculties to involve in interdisciplinary research, increase awareness and benefits of interdisciplinary research culture among the stakeholders, facilitate communication among researchers of different disciplines through creation of interdisciplinary schools. To promote interdisciplinary research setup a flexible and supportive administrative structure within the University & strengthen the in house interdisciplinary schools for funding from external agencies.

The Good Practice titled ***“Providing critical support to differently-abled individuals and equal opportunity for all”*** from Jadavpur University (JU), India. This practice creates a platform and opportunities for differently abled persons in the higher education sector. The practice also serves in terms of developing awareness among differently abled individuals on higher education, explore suitable placement and career opportunities through counselling, guidance and assistance, facilitate admissions in various courses & promote teacher preparation programs for differently abled individuals.

The Good Practice titled ***“Promoting a culture of innovation and entrepreneurship among students”*** by Jadavpur University (JU), India narrates one of new initiatives taken by Jadavpur University in academic progress. This practice began with creating awareness about entrepreneurship among the students as a career option. The intention of this practice is develop entrepreneurship related course curriculum, conduct entrepreneurial skill development training programme and special lectures to students, provide guidance and facilities to aspiring & first time entrepreneurs on business planning, entrepreneurial finance, start-up and business related laws; app, software and website development.

The Good Practice titled ***“Nurturing Human Resource in Futuristic Technologies by Establishing Faculty Development Centre in Cyber security under Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMNMTT) scheme of Government of India*** from Shivaji University, India points on the importance of rapid pace of change in which businesses operate in the world with incorporation of Cyber Security, Artificial Intelligence and Data Science. This practice ensures to promote research on cutting-edge and groundbreaking topics in big data analytics, Data Science, Network and Cyber Security for Science & Technology and ICT pedagogy for Social science and create technological infrastructure for conducting teacher’s training program. The proposal aims at designing and commissioning of state of art Cyber security laboratory. This practice initiated a reform process of introducing value addition courses in the field of Cyber Security and Data Science to enhance students and train teachers with practical skill sets and increase campus placements so that more and more cyber security experts can be shaped every year.

The Good Practice titled “*Sensitization and Strengthening Research Ecosystem: An Holistic Approach*” by Shivaji University, India. The practice speaks about developing quality & sustainable research culture among the students & faculty. This practice aims to establish research eco-system for providing support to undertake research activities, strengthen research outputs into knowledge and technology and promote social relevance research. The practice hints the approach to quality assurance that supports that national importance for research activities and ensures the effectiveness.

The Good Practice titled “*Academic Flexibility to Students*” from Indian Institute of Technology Madras (IITM), India. This practice gives an option to students to select some elective courses of any department of their choice, which have a better learning experience and greater exposure. It also helps in well-rounded personality development of students.

“*Internationalisation*” is the other good practice of Indian Institute of Technology Madras, India. This practice promoting international interest in the Institute and encourage international collaborations with foreign Universities/Institutes in Higher Education & Research to develop the mobility of faculty & research scholars. This practice initiates the Joint innovative student Projects to attract research interest among students, Joint Ph.D Programmes, Joint Publications, faculty collaborations to increase interest among faculty collaborations with international faculty led to the setting up a department of international relations in every university.

Way forward and Conclusion

Good Practices reflect the credibility and cheerful life of Higher Education Institutions (HEIs). These practices are able to instil the scientific approach to issues or problems of society. Best practices are the agents of change for a particular educational institution and society as well. Good Practices are those which add value to human life and support main cause of an institution. It helps in development of an institution—a source/ means to perform social responsibility. It can change the life of whole institution as well as individual stake holders. HEIs undertake different types of Good practices as per their institutional environment, try to bring about innovations and new ideas.

NAAC has also been making continuous efforts to encourage the institutions to take up activities to enhance and sustain the quality. By encouraging establishment of Internal Quality Assurance Cells (IQACs), a quality monitoring body within the institutions to develop the quality culture through implementing good practices.

NAAC is committed to bring in more and more quality initiatives through dissemination of Good Practices through sharing and exchanging of various national, international platforms and publications. As a result of this initiative, the project on “Enhancing Quality Assurance Management and Benchmarking Strategies in Indian Universities (EQUAM- BI)” has been initiated to identify and compile the good practices of partner Institutions. The outcome of the study will be available EQUAM-BI Official Website and NAAC website (www.equambiproject.org and www.naac.gov.in) and in the mode of publication.

This research study carried out by NAAC with the association of other Indian and European Partner Institutions may be useful for existing, newly establishing and other developing Indian Universities and other QA agencies around the world to practice and adopt to improve their quality process beyond assessment and accreditation standards to respond to their own challenges defined in their mission and vision. However, the identified Good Practices (GPs) of each partner institutions and implementation will be facilitates the full autonomy of action of the body responsible for Internal Quality Assurance System (IQAS) in each university & gives the greatest importance to the national and international quality benchmark against which each university places its specific practice of internal quality assurance management. It should be remarked that quality assurance is essential for improving institutional efficiency and effectiveness, and also increasing public accountability. Internal Quality Assurance System’s providing a benchmarking performance in the higher education institutions to meet the challenges of implementing plans/quality assurance systems. Institutions must be ready and willing to adapt, change, and innovate. Implementation of the good practice must be clear, well defined, transparent and more importantly, they must be achievable and able to meet stakeholder expectations. It is only then, that higher education institutions (HEI’s) will be able to meet high quality standards.

The Good practices benchmarking approach is an inductive approach to quality management in higher education institutions with a focus on practice and continuous improvement. This will help HEIs to play their role effectively in quality sustenance and enhancement. External Stakeholders can contribute differently for the realization of this goal by the institutions. Policy makers in education have an important responsibility of creating an enabling policy framework for effective functioning of the institutions. And we believe this publication will encourage the QA agencies to make use of implementation of the good practice in the quality improvement which is a unique way of facilitating quality culture in higher education across the globe. This publication is a significant step by NAAC in the direction of quality improvement of Higher Education Quality Assurance in India and around the world.

This publication deals with various compilations of good practices in the field of “Benchmarking” initiated by the EQUAM-BI/HEIs. NAAC framed a format (a copy of which is

enclosed as Annex 1) for submitting the good practices an institution has innovated and implemented for its quality enhancement. This format was circulated to the entire partner Institutions of India and Europe. NAAC has received more than 25 Practices received from both Indian and European Partner Institutions; 20 Practices have been short-listed for publication in this volume.

As the Co-ordinating partner of this project, University of Barcelona (UB) has played an important role in reaching out to QAAs around the globe and highlighting the global value and relevance of this initiative. We have succeeded in compiling the good practices of various well known QA agencies of India and Europe known for its quality and excellence in accreditation activities.

In future, we will try to add on the various discovered practices of the agencies and make an effort to classify broadly the good practices of the agencies on the basis of themes and sub themes. This can be a good set of value addition that can be considered by other QA agencies that may bring in similar practices of quality assurance areas such as Teaching, Student Learning, Research, Innovations, resources, Continuous Improvements and etc. We must however, be reasonable in our expectations in certain areas of academic and research endeavors and not only support few Indian HEI partner institutes but also support all HEIs of Indian Higher Education to achieve the desired competencies and capacities to squarely meet the global best practices in accreditation.

The EQUAMBI project publication discusses and analyzes the application of benchmarking in Indian higher education for the quality improvement, through key learning, study visits, experiences etc. In addition, the impediments to the application of benchmarking in higher education are discussed and recommends the partner institutions to imply these good practices for the betterment of the higher education system as well as improves the quality of the Indian higher education system.

These examples illustrate the various approaches which are being adopted for the recognition and promotion of excellence in higher education across Europe. Governments and QA agencies are focusing on excellence as a means for enhancing the quality of university teaching and research, and for disseminating good practices. This approach also encourages competition between institutions for recognition as centres of excellence, which may enhance their profile and standing.

We acknowledge the support and guidance given by the Prof. S. C. Sharma, Director, NAAC and Dr. Nicolas Patrici, former Project Co-ordinator, Mr. Jaume Fortuny, current Project Co-ordinator, University of Barcelona (UB), Representatives of Indian and European Partner

Institutions, and authorities of Erasmus+, European Commission, The Education, Audiovisual and Culture Executive Agency (EACEA) and UB for funding and facilitating this international project. We hope that NAAC will continue to play its proactive role as Centre for international resources in higher education quality assurance through such initiatives.

Editors

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**Good Practices of Partner Agencies
In Internal Quality Assurance Mechanism**

4.1	Quality Management model at “Learning and Research Resource Center” (Centre de Recursos per a l’Aprentatge I la Investigació) CRAI
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Name of the Agency	<i>University of Barcelona (UB)</i>
Country	<i>Spain</i>
Region	<i>Europe</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	A good practice followed by the University of Barcelona’s Learning and Research Resources Centre (CRAI), through its 16 libraries and the teaching and research support services, is The Continuous Improvement Model. This practice is based on the CRAI’s own management model for processes, based on the international EFQM excellence management model, and has been in place since the 2015-16 academic year.
2	Purposes and objective the good practice	The aim is to offer quality library and user support services to the university community.
3	Context	CRAI’S PROCESS MANAGEMENT MODEL This model has led us to more effective ways of working, to have an integral vision of our organisation, to quality-based management with different levels of work and high levels of satisfaction. It is a model oriented to results and users. It integrates 4 levels: 6) Strategic <ul style="list-style-type: none"> • It is planned and managed in accordance with the UB’s institutional strategy and the assigned mission. • It allows us to define the vision, values and strategic objectives that are developed through the Strategic Plan, ratified by the University’s governing bodies. 2) Organisational <ul style="list-style-type: none"> ➤ The CRAI’s activities are coordinated in order to achieve its mission and provide an appropriate response to the needs and expectations of our stakeholders. ➤ Process management provides us with a shared global vision, which is graphically represented by the CRAI’s process map. ➤ It also allows us to identify the interrelationships between activities and ensure consistency so that each

		<p>activity is linked to the people in the CRAI (CRAI Libraries Units) who carry them out and to the strategic objectives.</p> <p>3) Operative</p> <ul style="list-style-type: none"> ✓ Procedures are drawn up that set out the guidelines for how the whole sequence of activities in a process is carried out in a practical way. ✓ Service commitments are defined through the CRAI's service charter. ✓ Compliance with these commitments is reviewed annually in accordance with the CRAI's continuous improvement management procedure. <p>4) Results</p> <ul style="list-style-type: none"> ▪ We measure the results and performance we obtain, as well as the perception and satisfaction of our stakeholders (satisfaction surveys, group discussions, complaints, suggestions and acknowledgements). ▪ The results, performances and perceptions provide us with information to evaluate and improve what we do, to monitor and forecast results and to help us make decisions to – when necessary – redefine annual objectives and priorities in the CRAI's strategic action. ▪ The results, outputs and insights feed into the CRAI Scorecard. The scorecard is made up of a coherent set of indicators, structured by processes, which make it possible to monitor the CRAI's performance in relation to its strategy (indicators linked to the Strategic Plan) and its objectives (defined annually by the management team). The scorecard incorporates the results linked to the perceptions of the CRAI's main stakeholders (staff and users) and the results of compliance with the commitments of the charter of services and other specific plans, such as the Sustainability Plan. <p>This methodology provides us with the necessary information to evaluate, monitor and anticipate results, as well as to This methodology provides us with the necessary information to evaluate, monitor and forecast results, and also helps us to make decisions in order to redefine the annual objectives and priorities in the CRAI's strategic action, when necessary.</p>
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4	Practice	<p>CRAI's continuous improvement model</p> <p>Every year, in January, the CRAI staff meets and evaluates each sub-process to identify possible improvements. There are 4 major processes: <i>Planning; Evaluating and redirecting; Delivering services for Learning and Research; Resourcing</i>. These 4 big blocks are divided into 18 sub-processes.</p> <p>People are grouped for sub-processes, and what are called reference groups are created. The aim is to include staff of all profiles and from all the libraries and units of the CRAI. An average of 42 people acts as referents each year.</p> <p>These groups have the function of:</p> <ul style="list-style-type: none"> • Analyse the strategy and the causes of possible deviations with the objectives set in the previous year according to the results obtained. (Each group has at its disposal: the sheet describing exactly the process and the result of the Scorecard, the result of the satisfaction surveys and other specific plans and the result of the improvement plan of the previous year.) • Detect shortcomings and, consequently, possible new areas for improvement. Barriers and weaknesses are identified and points for improvement are detected and prioritised, according to a results sheet model. • Propose new areas of action to the CRAI Management. <p>With all this information, the CRAI management team then prioritises and determines the 8 or 9 areas of improvement to be carried out the following year.</p> <p>For each area, a working group is created with a coordinator who is a member of the management team. It also has a person in charge, who organises the group, determines the objectives to be achieved, the tasks to be carried out and the indicators that will make it possible to evaluate whether the objective has been met.</p>
5	Timeframe of the Good practice	Since the 2015-2016 academic year
6	Targeted group / Beneficiary group (Student /Faculty / Management / Higher education provider.....)	All CRAI stakeholders: users/clients, partners, suppliers, CRAI staff, society, etc.
6a	Phase of the practice (In which phase the practice is addressed) If student is the	<p>Stage/Phase of the activity in which GPs is involved HE</p> <p>1. Access <input type="checkbox"/></p>

	target audience,	<p>2. <i>Retention</i> </p> <p>3. <i>Graduation</i> </p> <p>4. <i>Transition to working life</i> </p>
7	Institutional Policy for inclusion of GPs	<p>QUALITY POLICY OF THE UNIVERSITY OF BARCELONA</p> <p>The University of Barcelona aims to direct its efforts towards fully meeting the needs and expectations of the University community and society in general. To achieve this, it undertakes to make every effort and use all the mechanisms necessary to ensure the quality of its activities (teaching, research and management).</p> <p>Quality and continuous improvement in our actions and access to public information are essential values to guarantee the credibility and confidence of the university community, the Administration and society in general in our university.</p> <p>The quality policy is specified in:</p> <ul style="list-style-type: none"> ❖ The University’s mission, vision and values, as set out in the UB Statute. ❖ The principles set out in the UB’s Code of Ethics on Integrity and Good Practice, which guide the behaviour of people who work or act on behalf of the University. ❖ Compliance with the principles and obligations of transparency through the UB’s Transparency Portal. ❖ The development and periodic review of quality management systems in the areas of teaching, research and services. ❖ External assessment and certification in accordance with European and international quality standards in the areas of teaching, research and services. ❖ The management of the available human resources and the provision of adequate in-service training in accordance with their respective activities. <p>The Governing Council entrusts the Governing Board of the Agency for Policies and Quality (APQUB) with the task of ensuring compliance with the requirements and continuous improvement of the quality management systems in teaching, research and services. The commitment to quality is extended to the entire university community.</p>

		<p>The Governing Board will ensure that the Quality Policy is implemented and regularly monitored, and that the Agency has enough resources to meet these requirements.</p> <p>This policy has a formal status, is publicly accessible and was approved by the Governing Board on 5 December 2019.</p>
8	Factors that required for successful implementation of GPs	All organizational units (Rectors level, Schools, Departments), are strongly committed to the Quality Management model
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Good Practice Outcome It is well documented: https://crai.ub.edu/en/about-crai/quality-strategies</p> <p>B. Describe the conditions that required for implementation of good practice successfully? Rectors level have to be fully committed</p>
10	Promotion of Good Practice	N/A
11	Activities carried out to achieve the good practice objectives	Systematic approach to the EFQM model
12	Sustainability of the practice	<p>Duration and sustainability Quality Management model is a very stable model that follows the EFQM model.</p>
13	Validation /Received awards	Yes, And it has enabled us to obtain the EFQM 400+ European Seal of Excellence in 2016 and the EFQM 500+ European Seal of Excellence in 2018.
14	Publication	<p>Is the good practice published by National/ International Recognized Quality Assurance Agencies or together with partners, in which case please specify the names of the partner organisations? URL of the Practice (if any) /</p> <p>https://crai.ub.edu/en/about-crai/quality-strategies</p> <p>Related website (if any) or link</p> <ul style="list-style-type: none"> ▪ Alba, Eva. “El quadre de comandament del CRAI” Universitat de Barcelona. [online – In Catalan language] http://hdl.handle.net/2445/118268 [Consultation: 10-12-20]. ▪ Alba, Eva; Casals, Judit; Melsió Nuñez, Carme. “Experiencia CRAI – Universitat de Barcelona”. Universitat de Barcelona. [online – In Spanish language] http://hdl.handle.net/2445/123364.

		<p>[Consultation: 10-12-20].</p> <ul style="list-style-type: none"> ▪ Alba, Eva; Jounou, Carme; Melsió Nuñez, Carme. “El quadre de comandament del CRAI de la Universitat de Barcelona”. Universitat de Barcelona. [online – In Catalan language] http://hdl.handle.net/2445/122445. [Consultation: 10-12-20]. ▪ Rubio Durán, Marcial. “El model EFQM i la gestió per processos al CRAI de la UB”. Universitat de Barcelona. . [online – In Catalan language] http://hdl.handle.net/2445/143138. [Consultation: 10-12-20].
15	Details of the contact person	<p>Name: Judit Casals Parladé Position: CRAI – Director Tel: +34 934034576 Mob: Fax: Email: juditcasals@ub.edu Website: https://crai.ub.edu</p>

4.2	<i>Data governance and business intelligence for degrees monitoring and accreditation: VSMA dashboard</i>
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Name of the Agency	<i>University of Barcelona (UB)</i>
Country	<i>Spain</i>
Region	<i>Europe</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	<p>VSMA dashboard</p> <p>The VSMA dashboard makes available to the quality commissions of the faculties the data and indicators necessary for the monitoring and accreditation of the degrees.</p> <p>The information comes both from transactional databases of the different business areas of the organization and from external databases and files with specific information.</p> <p>To facilitate aggregated information, it is essential to implement a data governance policy that organizes people, processes and technology through roles, responsibilities, policies and procedures that guarantee the accuracy, coherence and security of the data.</p> <p>To create the VSMA dashboard we have worked in parallel on data governance, the creation and feeding of a data warehouse, and the design and commissioning of the final product, the dashboard itself.</p>
2	Purposes and objective the good practice	<p>The final objective of the VSMA dashboard is helping the faculties in the process of continuous improvement of the quality of the degrees they teach, making the necessary, coherent, accurate and timely information available to them.</p>
3	Context	<p>Within the framework of the European Higher Education Area, the continuous improvement of the quality of degrees is a priority. To achieve this continuous improvement, it is essential to have quality information and data. The implementation of the European Higher Education Area and its requirements in monitoring and improving the quality of the degrees made us reflect on how to organize, analyze and provide information to its recipients in an agile and reliable way.</p>

4	Practice	<ul style="list-style-type: none"> • Implement the data governance policy, assigning roles and responsibilities and providing the necessary resources for the development of the project. • Check which are the data and indicators necessary for the processes of monitoring, modification and accreditation of the degrees. • Find out where they are and how to extract them. • Create a data warehouse from which to feed the VSMA dashboard. • Design and put into operation the dashboard itself. 								
5	Timeframe of the Good practice	The VSMA dashboard has been in operation since June 2016. We are currently working on its redesign, adaptation and functional improvements. We will change platforms with the aim of both improving its attractiveness and usability.								
6	Targeted group / Beneficiary group (Student /Faculty / Management / Higher education provider.....)	<ul style="list-style-type: none"> • Responsible for the degrees • Responsible for the faculties • Quality managers and technicians • Degree monitoring commissions • Internal and external committees for accreditation of degrees • Teachers and students in general • Society 								
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>Although the target users of the VSMA dashboard are not specifically students, it contains data referring to the four indicated aspects</p> <table border="0"> <tr> <td>1.Access</td> <td></td> </tr> <tr> <td>2.Retention</td> <td></td> </tr> <tr> <td>3.Graduation</td> <td></td> </tr> <tr> <td>4.Tranition to working life</td> <td></td> </tr> </table>	1.Access		2.Retention		3.Graduation		4.Tranition to working life	
1.Access										
2.Retention										
3.Graduation										
4.Tranition to working life										
7	Institutional Policy for inclusion of GPs	The VSMA dashboard is the main source of information of the faculties for the preparation of the monitoring and accreditation reports of the degrees								
8	Factors that required for successful implementation of GPs	<p>Get a cultural change in the organization. Make those responsible for the faculties and degrees understand that continuous improvement is not a requirement but a necessity.</p> <p>Make them understand that what does not improve is not maintained but worsens. To improve we need to measure and to measure we need reliable and timely data.</p>								
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Good Practice Outcome</p> <p>Those responsible for the degrees have a single, secure and reliable source of data for the purposes of preparing their</p>								

		<p>monitoring and accreditation reports.</p> <p>All the faculties of the UB use the VSMA dashboard to prepare these reports. Previously they had to look for the information in different sources.</p> <p>The regular use of the VSMS dashboard is fully extended in the organization and has become a reference tool.</p> <p>B. Describe the conditions that required for implementation of good practice successfully?</p> <p>Those responsible for the degrees need specific data and indicators, in a specific format, to prepare the reports required by quality agencies for monitoring and accreditation purposes. The VSMA dashboard gives them exactly what they need to build them.</p>
10	Promotion of Good Practice	N/A
11	Activities carried out to achieve the good practice objectives	To ensure that the VSMA dashboard meets its objectives, we continually review the requirements of the AQU Catalunya (agency responsible for accreditation of degrees in Catalan universities) in terms of data and indicators for degrees monitoring and accreditation. We incorporate into the VSMA dashboard all the new data and indicators required so that the faculties can correctly prepare the required reports.
12	Sustainability of the practice	The VSMA dashboard has been in use since 2016. It has evolved over the last five years, growing in usability and functionality. We hope it continues to evolve, adapting to future needs and satisfying user expectations.
13	Validation /Received awards	N/A
14	Publication	<p>Is the good practice published by National/ International Recognized Quality Assurance Agencies or together with partners, in which case please specify the names of the partner organisations?</p> <p>The VSMA dashboard is published on the institutional website of the University of Barcelona.</p> <p>https://www.ub.edu/indicadorsVSMA/</p>
15	Details of the contact person	<p>Name: Fermín Osuna</p> <p>Position: UB Policy and Quality Agency, Head of the Organization and Quality Service</p> <p>Email: min_osuna@ub.edu</p>

4.3	Quality Assurance and the AVA System
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Name of the Agency	<i>Sapienza University of Rome (SOR)</i>
Country	<i>Italy</i>
Region	<i>Europe</i>

SI	Component/Factors	Description / Requirements
1	Description of the good practice	<p>Quality Assurance and the AVA System</p> <p>The AVA System (Autovalutazione, Valutazione e Accreditamento del Sistema Universitario Italiano), which includes self-evaluation, periodical evaluation and accreditation, integrates a series of activities that universities must conduct to ensure the quality of their services:</p> <ul style="list-style-type: none"> • Development and management of academic programmes; • Self-evaluation, re-examination and improvement of academic programmes and research; • Quality assurance of education; • Quality assurance of research; • Evaluation and sustainability; • Management of programme accreditation and facilities. <p>The university quality assurance model, which is established by ANVUR, follows this scheme: The key components of the ANVUR Quality Assurance Model include:</p> <ul style="list-style-type: none"> • Evaluation Nucleus • Quality Commission • Professor-Student Commissions • Degree Programmes • Departments
2	Purposes and objective the good practice	<p>The objective of this model is to implement quality assurance both in education and research.</p> <p>The offices that design and develop degree programmes (Degree Programme Commission, Subject Area Commission, etc.) and those that develop research activities (Departments, Research Centres, etc.) must also implement quality assurance procedures by:</p> <ul style="list-style-type: none"> • Defining objectives; • Identifying and implementing activities that lead to the objectives;

		<ul style="list-style-type: none"> • Verifying that objectives are reached. <p>The university governance must implement – through the supervision of the Quality Commission – a university quality assurance system that will efficiently promote, guide, monitor and verify quality assurance processes and activities in individual degree programmes and departments.</p>
3	Context	<p>Quality Assurance at Sapienza</p> <p>Sapienza has matured an important experience in academic quality assurance. In 2005, it initiated its own quality assurance system for degree programmes that was based on the model of the National Council for University System Evaluation (CNVSU), the PerCorso Qualità (PCQ), which calls for degree programmes to be developed and managed according to criteria aiming to continuously improve quality both in terms of the degree programme and the satisfaction of all parties involved. Moreover, in 2009, in order to ensure the ongoing application of this process, the Sapienza Rector defined the basis for the Sapienza Quality Assurance System by appointing a Quality Team to develop all necessary tools and methodologies, 32otmail32d training and professional updating workshops, and coordinate and monitor the quality assurance experimentation at Sapienza.</p>
4	Practice	<p>Furthermore, in view of the growing importance of quality assurance, the new Sapienza Statute confirmed the governance guidelines and officially introduced the Quality Commission. Subsequently, the Sapienza Academic Senate and Board of Administrators updated the Sapienza Quality Assurance Model to adhere to all recent regulations.</p> <p>In order to ensure the full compliance with quality assurance in a university as large and complex as Sapienza, several offices are involved in the implementation of the quality assurance system. Besides the Central Administration (Strategic Support and Communication Area, Academic Programmes Area, Research and Internationalization Area, InfoSapienza, Accounting and Finance Area) and the University Evaluation Nucleus, these include:</p> <ul style="list-style-type: none"> • Quality Commission • Faculty Monitoring Committees • Student-Professor Commissions • Degree Programme Quality Unit

		<ul style="list-style-type: none"> • Degree Programme Quality Commission • Departments
5	Timeframe of the Good practice	<p>Since when the good practice is in use</p> <p>Sapienza has gained an important experience starting in 2005 its own Quality Assurance System (AQ) for study programmes, based on the information model of the National Council for the Evaluation of the University System, named PerCorso Qualità (PCQ), which requires a planning and management of the courses in line with the criteria aimed at the pursuit and continuous improvement of quality.</p> <p>To ensure the continuity of this process a permanent Quality and Assurance Presidium, called Team Quality, was established in 2009 by the Rector.</p> <p>The Team is in charge of the activities related to the development of new instruments and methodologies, to experiment the implementation of Sapienza QA system and to promote the organization of training courses in this field.</p> <p>In anticipation of the importance assumed by the quality assurance processes, the new Statute of Sapienza provided for the article 4, paragraph 7, the establishment of a Quality Presidium, called Quality Team.</p> <p>The Quality Team has been organized in proportion to the numerous and complex Sapienza activities and research activities, and play a central role in the University Quality Assurance (AQ) as envisaged by the AVA System.</p> <p>These pages of the Quality Team, in addition to presenting the Quality Team and its organization, want to provide methodological and operational support to Sapienza staff which is contributing to the creation of the Sapienza Quality Assurance system.</p>
6	Targeted group / Beneficiary group (Student /Faculty / Management / Higher education provider.....)	<ul style="list-style-type: none"> • Quality Commission • Faculty Monitoring Committees • Student-Professor Commissions • Degree Programme Quality Unit • Degree Programme Quality Commission • Departments
6a	Phase of the practice (In which phase the practice is	Stage/Phase of the activity in which GPs is involved HE

	addressed) If student is the target audience,	<p>1.Access <input type="checkbox"/></p> <p>2.Retention <input checked="" type="checkbox"/></p> <p>3.Graduation <input type="checkbox"/></p> <p>4.Tranition to working life <input type="checkbox"/></p> <p>The centrality of students in the third level of training is a fundamental aspect of the policies of the European Higher Education Area (EHEA), the European Higher Education Zone. Consistent with what defined by the Bologna Process and the <u>Quality Assurance Guidelines and Standards</u> (ESG 2015), with a perspective to greater attention to the role that the student must assume in decision-making processes related to educational quality policies, Sapienza is willing to listen to the students' representations to the decisions of the governing bodies and assigns the student an active and participatory role in the QA processes, urging their participation at all levels. Sapienza, as part of the Quality assurance process, has set in place a student's questionnaire to evaluate the student's experience at all levels. https://www.uniroma1.it/en/notizia/student-opinions-educational-activities (at this page a vademecum in pdf can be found) https://www.uniroma1.it/en/pagina/student-rights</p>
7	Institutional Policy for inclusion of GPs	<p>Sapienza University relies on a Quality Team, called University Quality Assurance Committee, in order to ensure the Quality of its system. This Committee, regulated by specific Rules, was approved by the Academic Senate and the Board of Directors as per Art. 4, paragraph 7 of the Statute. The University Quality Assurance Committee members were appointed by Rector decree n. 3856/2019, and represent our two main macro-areas: education and administration. https://www.uniroma1.it/en/pagina/university-quality-assurance-committee</p>
8	Factors that required for successful implementation of GPs	<p>Quality and Assurance Presidium took office on May 13, 2013 and began to set the strategic lines for its activities and to define the organizational network model of the Sapienza AVA System. On this occasion, some guidelines were identified, that can be summarized as follows:</p> <ul style="list-style-type: none"> • attract the interest of the Decision Makers (Rector, Director General, Academic Senate, Management Board) on the topic of Quality; • activate the “actors” (Principal, Interdepartmental

		<p>Coordination Committee, CdS President) on non-formal significant aspects of the Quality Assurance;</p> <ul style="list-style-type: none"> • achieve greater integration between the different planning systems: the Quality Assurance is part of the performance management of the University; • consolidating the network model that is of fundamental importance for co-sponsoring Faculties and Departments in supervising the process of Quality Assurance, self-assessment, review and improvement of the CdS; • favoring the strengthening of the Quality Team support structures through a growth path on the issues of Quali Insurancetà. <p>The organization of the Team was completed with the establishment of some Working Groups and with a detailed planning of the activities to be developed, including:</p> <ul style="list-style-type: none"> • the management of an appropriate Document System, thought to the size and organizational articulation of Sapienza University; • the possible adoption, of a reference model and the preparation of a coherent management system, even if AVA doesn't provide it (in order to homogenize the "Administrative Behavior of the CdS" and to activate the benchmarking); • the development of skills with the acquisition and training of human resources able to support the activities and the current Internal Quality Assurance system, shifting it towards a system that with the beginning of the ANVUR activities, will necessarily have to increasingly move towards an External Quality Assurance; • the promotion of specific training on the topics of Quality Assurance (Quality Management Systems, Audit, Quality Improvement) for the reference personnel (TQ, Monitoring Committees, Joint Commissions, Didactic Managers); • the monitoring of processes with particular attention to those of didactics and research without neglecting the importance of the support processes of which Quality Assurance is a fundamental part; • the development of a Didactics Monitoring System to support all the actors involved in the supply process of the Academic Programmes (Rector, Delegate for Didactics, Faculty Deans, Didactic Managers, Presidents of the Study Courses, Joint Didactic Commissions) to
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		<p>allow monitoring and analysing the results achieved in Didactics through a dashboard of reliable and constantly updated data and indicators;</p> <ul style="list-style-type: none"> • the simplification of the self-assessment process by shifting the attention of the Monitoring Committees and the Quality Committees of the Cds from the collection of data and information (which with the development of the University information systems can be increasingly automated) to the evaluation of the effectiveness of the Assurance Quality for the identification of strengths as well as areas to be improved, respect to which real improvement actions will be activated, and that will be assessed by the Anvur; • The support of Informative University Systems (Gomp, Infostud, Siad) to the Quality Assurance System and in particular to self-evaluation. <p>https://www.uniroma1.it/en/pagina/documents-and-guidelines</p>
9	Evidence of success/ impact or realization the objectives and Success factor	<p>C. Good Practice Outcome</p> <p>Has to include these aims of Outcomes:</p> <ul style="list-style-type: none"> - Support the quality of research - Increase the ability to access and raise funds for research from public and private entities - Monitor, enhance and transfer research results - Implement consistent recruitment and career policies - Promote internationalization - Improve the quality of infrastructure - Ensuring the quality of information - Strengthen relations with stakeholders - Promote the evaluation and recognition of merit and excellence <p>D. Describe the conditions that required for implementation of good practice successfully?</p> <p>For example: The research evaluation includes the results considered according to international criteria, also differentiated by scientific and cultural areas, the extent of the products, funding from external and internal sources, taking into account the specific subject areas.</p> <p>The indicators for the assessment of teaching include the length of attendance of a degree program compared to the legal one, the expected learning outcomes and the opinions</p>

		of the students, the time elapsed between graduation and employment, training in relation to the occupation time that they achieved.
10	Promotion of Good Practice	<p>Steps take taken to promote Good Practice at National/ Regional/ International level?</p> <p>For the promotion of quality and Good Practice, the responsible organs are: the Governance of Sapienza, the Board of Directors, the Academic Senate, the Deans of the Faculty, the Department Directors, the Evaluation Unit, the Quality Presidium (Quality Team), the Joint Teaching and Student Commissions for the Degree Programs and in particular their presidents and quality commissions -, as well as the Faculty Monitoring Committees, which carry out support functions for the Evaluation Unit.</p>
11	Activities carried out to achieve the good practice objectives	The Joint Commissions are responsible for gathering requests and proposals, identifying critical issues and opportunities for improvement and proposing solutions and projects, carrying out a consultative and propositional function, to be exercised towards those responsible for managing and reviewing the projects of the Study courses, but also towards the Quality Presidium and the Evaluation Nucleus, considering the documents produced by the others.
12	Sustainability of the practice	<p>Duration and sustainability</p> <p>For the planning, evaluation and improvement of the activities that carry out its institutional mission, Sapienza and its operating structures prepare specific development programs and projects, taking into account the particularities and needs of the various cultural areas.</p>
13	Validation /Received awards	<p>As part of the Quality assurance Process, and due to the emergency period, having promptly responded to the lockdown setting in place online lessons, exams and online degree, Sapienza has promoted a distance learning survey and a questionnaire not only for students but also for professors and at the end of July a Day has been dedicated to present to all academic community the results of Sapienza's efforts to react to the emergency period, but also to present the strategies for the ongoing 'phase 3'. The event is available at the link:</p> <p>https://www.youtube.com/watch?reload=9&reload=9&v=dmrkmpR8Y1k&feature=youtu.be</p> <p>As part of the Validation process, the evaluation of the institutional activities is carried out through the Evaluation Unit which prepares an annual report on research and</p>

		<p>teaching based also on the data and judgments of the Faculty Monitoring Committees, making use of scientific and teaching quality indicators approved by the Academic Senate and the Council of Administration, on the basis of the criteria used in the international scientific community, which can be integrated by the Director General for his skills and partially differentiated by large areas.</p> <p>The annual report of the Evaluation Unit is examined and considered by the Academic Senate and the Board of Directors, who use it for the purpose of continuous improvement at Sapienza.</p>
14	Publication	<p>Is the good practice published by National/ International Recognized Quality Assurance Agencies or together with partners, in which case please specify the names of the partner organisations?</p> <p>URL of the Practice (if any) / Related website (if any) or link</p> <p>The evaluation of the institutional activities is carried out through the Evaluation Unit which prepares an annual report on research and teaching based also on the data and judgments of the Faculty Monitoring Committees, making use of scientific and teaching quality indicators approved by the Academic Senate and the Council of Administration, on the basis of the criteria used in the international scientific community, which can be integrated by the Director General for his skills and partially differentiated by large areas.</p> <p>The annual report of the Evaluation Unit is examined and considered by the Academic Senate and the Board of Directors, who use it for the purpose of continuous improvement at Sapienza.</p>
15	Details of the contact person	<p>Name: Shirin Zakeri Position: Researcher, Sapienza University of Rome Tel: Mob: 0039-3281086558 Fax: Email: Shirin.Zakeri@uniroma1.it Website: https://web.uniroma1.it/cemas/</p>

4.4	<i>The Bibliometrics Group</i>
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Name of the Agency	<i>KTH Royal Institute of Technology</i>
Country	<i>Sweden</i>
Region	<i>Europe</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	The Bibliometric Group at KTH produces statistics for the publishing of KTH, impact measured on the basis of citations and co-publishing. Bibliometric can be defined as the quantitative study of publication collections.
2	Purposes and objective the good practice	<p>The tasks of the Bibliometric Group consist of producing publishing statistics for KTH and to perform bibliometric analyses to be used as a basis for decision-makers at different levels. The group produces, among other things, the following:</p> <ul style="list-style-type: none"> • KTH Annual Bibliometric Monitoring – Bibliometric statistics for KTH, its schools, departments and researchers. • Bibliometric indicator for resource allocation. • Indicators to the indicator report of KTH. • Bibliometric analyses on behalf of the management of KTH, for instance co-publishing and benchmarking analyses. • External analyses for other higher education units, institutes etc.
3	Context	<p>KTH has the ambition to be one of the world's foremost technical universities. To achieve such an objective, the KTH management has to:</p> <ul style="list-style-type: none"> • Perform regular research assessment exercises • Identify the university's strengths and weaknesses • Study the university's international reputation among academics and international employers • Map and analyse KTH's publications yearly with higher citation as a goal. • Coach all organizational units with the goal to optimize performances that are the basis for rankings • Producing indicators for KTH's development plan as a base for distribution of resources. <p>The president has a senior advisor that has the responsibility to monitor all these activities and also a dedicated Bibliometric Group.</p>

4	Practice	<p>An important tool for the Bibliometric Group is a bibliometric database, Bibmet, which contains the same dataset as Web of Science core collection. Besides KTH, it is only Karolinska Insitutet among the Swedish higher education units that has a database of this kind. The database contains currently 56.3 million publications indexed in the database, and 1200 million references. Thereby, the database covers a large part of the scholarly publishing.</p> <p>Bibmet makes advanced analyses of the scholarly publishing possible. For example, Bibmet makes calculation of normalized citation indicators, analysis of the dynamics and changes of publishing and production of co-publishing patterns possible.</p> <p>KTH has also a local publication database DiVA, which is used for some of the analyses performed by the bibliometric group. DiVA gives the following additional advantages relative to Bibmet:</p> <ul style="list-style-type: none"> • Completeness (~everything published at KTH) • Quality control of records • Lower-level affiliations (departments and divisions) and connections to individual researchers • The ability to do more fine-grained analyses. <p>Specific analysis tasks are:</p> <ul style="list-style-type: none"> - co-publications between KTH units and industry - co-publications with international universities generally and topic-wise -co-publications internationally country-wise -collaboration patterns for particular research groups.
5	Timeframe of the Good practice	<p>Since 15 years, KTH has put special focus on Bibliometric. The organization of the Bibliometric activities has varied but has consistently been affiliated with the KTH Library unit.</p>
6	Targeted group / Beneficiary group (Student / Faculty / Management/ Higher education provider.....)	<p>Faculty members and Management on all levels.</p>
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>N/A</p>
7	Institutional Policy for inclusion of GPs	<p>Measures regarding the Ranking of the Institution are given the highest priority and as a cornerstone in the</p>

		processes for monitoring and taking counter measures for ranking outcomes, the Bibliometric Unit has a very important role.
8	Factors that required for successful implementation of GPs	All organizational units (Rectors level, Schools, Departments, Research groups) are strongly committed to optimize their performance regarding bibliometric and contributions to ranking and are as consequence very positive to the collaboration with the Bibliometric unit.
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. It is well documented that the insights and coaching by the Bibliometric unit has sharpened the awareness of the Bibliometric issues on all organizational levels and contributed to enhanced performance of relevance for ranking.</p> <p>B. Systematic Research Assessment Exercises in 2008 and 2012 has highlighted the importance of Bibliometric for management on all organizational levels. As a consequence all research groups and departments has been very open to be coached by the Bibliometric Group.</p>
10	Promotion of Good Practice	Seven out of 38 Swedish HEIs has dedicated Bibliometric groups of some kind. The Bibliometric groups has a good communication on the national level.
11	Activities carried out to achieve the good practice objectives	Systematic visits to and coaching of all organizational units.
12	Sustainability of the practice	The role of the Bibliometric group has been consistently strengthened and this development is assumed to continue.
13	Validation /Received awards	The Bibliometric Group has a strong network internationally.
14	Publication	https://www.kth.se/en/biblioteket/publicera-analysera/bibliometriska-analyser
15	Details of the contact person	<p>Name: Tobias Jeppsson Position: Bibliometric analyst Tel: +46 8 790 71 06 Adress: KTH, Bibliometric Group, Osquars Backe 31, 11428 Stockholm, Sweden Email: tjep@kth.se Website: https://www.kth.se/profile/tjep?l=en</p>

4.5	<i>Admission Process for Under Graduate Studies</i>
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Name of the Agency	<i>KTH Royal Institute of Technology</i>
Country	<i>Sweden</i>
Region	<i>Europe</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	The KTH Admission Process for Under Graduate Studies is handled by the KTH Admissions Office. The backbone for the admission is the National Swedish system for admission to Higher Education. The current version of this system is called NyA.
2	Purposes and objective the good practice	<p>The KTH admissions office handles admissions both for all KTH programs in Swedish and English. Applications are with a few made through a national applications and admissions portal, www.universityadmissions.se owned by the Swedish Council for Higher Education (UHR). The national support system is called NyA, a national database, used for admissions to first and second cycle studies. NyA is provided in two variants, one so called Expert Client, and one web-based. The NyA Expert Client is used by admissions officers. The NyA web caters to those who work within a department.</p> <p>Through the NyA web one can:</p> <ul style="list-style-type: none"> • find information about a person's applications, qualifications and submitted documents • find contact information for the applicants • retrieve lists of applicants, lists of admissions, and statistics • create labels for mailings by post for the programmes linked to your department • assess specific entry requirements for the programmes in your department • register the remaining number of available places • close for late applications • Administrate admission from waiting list.
3	Context	KTH offers 19 five year MSc programs in Engineering and Architecture. In English KTH offers approximately 60 Master's programmes and 1 Bachelors programme. For programs in English, entry is once a year, in August. For non EU students a tuition fee is mandatory. Tuition fees at

		<p>KTH for the academic year 2019/2020 for programmes and courses within all subject areas except for Architecture is 155 000 SEK per academic year (60 ECTS). For joint programmes the tuition fee is set in collaboration with partner universities/programme consortia. Scholarships are available through KTH. Application via KTH web site. An application fee of 900 SEK is in accordance with Swedish legislation. For this price the applicant can make an application consisting of four master programmes.</p> <p>Admission to KTH requires that Language proficiency, General and Specific admission requirements are fulfilled. Language proficiency in English is normally based on TOEFL test, either a paper-based test: total result of 575 (written test, minimum grade 4.5) or an internet-based test: total result of 90 (written test, minimum grade 20). Alternatively, IELTS, Cambridge, Michigan, Pearson tests are considered. A list of exemptions from the test requirement is also provided.</p> <p>General requirements are a completed Bachelor's degree, corresponding to a Swedish Bachelor's degree (180 ECTS), or equivalent academic qualifications from an internationally recognized university. KTH offers conditional acceptance to students in their final year of studies, if confirmed by the university issuing the undergraduate degree. Conditionally accepted students must provide proof of completion of studies upon arrival at KTH.</p> <p>Specific requirements are specified for each Master's programme. For example, credits taken within a specific subject field. If the number of eligible applicants exceeds the number of study places a selection is made and the best ranked applicants are offered a place. Fee paying students are ranked separately. Selection criteria are home university, previous study results (for instance GPA, grades in specific subjects and English), motivation for the studies (for instance letter of motivation, references, thesis proposal and relevant work experience). The evaluation scale is 1-75.</p>
4	Practice	<p>The admissions officers at UHR and at the individual HEIs review, register and evaluate the applicants' qualifications both support with expert and web based versions of NyA. The NyA system retrieves upper-secondary school grades</p>

		and higher education qualifications from Bada, the national grades database, and from the various HEIs. The system can also automatically evaluate eligibility and calculate a merit rating using eligibility models and models for assessing qualifications that are in the system. When all applicants have been evaluated, qualified applicants are admitted or placed on a waiting list and unqualified applicants are rejected. Admissions, being placed on a waiting list and rejection take place in two automatic selections. Applicants who are admitted or placed on a waiting list are then sent to the LADOK system at the relevant HEIs.
5	Timeframe of the Good practice	Sweden has a long history of a nationally coordinated admission process. Between 1992 and 2012 the National Agency for Higher Education was responsible for the coordination. Since 2012, the Swedish Council for Higher Education (UHR) has the responsibility. Several national support systems have been in use. The current system is named NyA. An example of the timeline for a complete admission process for Masters level program is illustrated below: 16 October, 2018: Online application opens. 15 January, 2019: Application deadline 1 February, 2019: Deadline for receipt of supporting documents 1 February, 2019: Deadline to prove citizenship status 1 February, 2019: Deadline for receipt of application fee 4 April, 2019: Selection results are published 31 May, 2019: Deadline for payment of tuition fee
6	Targeted group / Beneficiary group (Student /Faculty / Management / Higher education provider.....)	Students, University administrators, Central agency officers.
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	Access
7	Institutional Policy for inclusion of GPs	The NyA system is fully integrated in the KTH Admission processes on all levels of the organization. A few exceptions are allowed for special collaboration programs with other typically international HEIs.
8	Factors that required for successful implementation of GPs	A long tradition for KTH as a governmental agency used to carefully honor the national policies and regulations. A homogeneous internal organization of academic units.
9	Evidence of success/ impact or realization the objectives	A. The centralized national system for HE admission has a very long and strong track record. The Swedish

	and Success factor	<p>system is in high esteem within the rest of EU. The coverage, precision, transparency, integrity and objectivity have been appreciated.</p> <p>B. A majority of Swedish HEIs are formally governmental agencies and as such parts of a 400 year old tradition of governmental administration.</p>
10	Promotion of Good Practice	By definition the NyA has a national coverage in Sweden. All aspects of HE systems are communicated within the EU.
11	Activities carried out to achieve the good practice objectives	The processes of the KTH admissions office have developed organically over a very long period. The introduction of fees in 2011 meant an increased complexity of the processes but the challenges due to this fact has been handled well due to collaborative efforts among KTH education administration units.
12	Sustainability of the practice	The KTH admission process has been very stable for a very long period and there are no signs that the system will deteriorate.
13	Validation /Received awards	The Academic registry system NyA is a Swedish national system. There are no ambitions within the EU to replicate and conform national systems but homogenization of systems is a priority.
14	Publication	https://www.uhr.se/en/start https://www.universityadmissions.se/intl/start
15	Details of the contact person	<p>Name: Kajsa Beckman</p> <p>Position: Unit Manager, Admission, Education Administration</p> <p>Phone: +46 8 790 61 33</p> <p>Adress: KTH, Brinellvägen 8, KTH, 11428 Stockholm, Sweden</p> <p>E-post: kabec@kth.se</p> <p>Website: https://intra.kth.se/en/styrning/kths-organisation/gvs/edo/aua/antagningen-1.883254.</p>

4.6	<i>KTH Academic Registry</i>
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Name of the Agency	<i>KTH Royal Institute of Technology</i>
Country	<i>Sweden</i>
Region	<i>Europe</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	The KTH Academic Registry handles study results and degrees. The KTH Academic Registry systematically use the current version of a Swedish National registry system called LADOK3, owned and used by 37 Swedish HEIs and CSN (The Swedish Board of Student Finance).
2	Purposes and objective the good practice	The Academic Registry system <ul style="list-style-type: none"> - should keep a study register and note information individually for each student - maintain a good internal control over the register and ensure that the information is well kept. - should support administration within the university, official statistics, resource allocation, and research. - should be systematically integrated with many local and national IT-systems like Statistics Sweden, Swedish Migration Office, Swedish Tax Agency and the Swedish Council for Higher Education. - Should honor the public access principle that entails that every Swedish citizen is entitled to have free regulated access to official documents - should honor personal integrity in the processing of personal data.
3	Context	KTH is a State authority and as such, governed by the Act on Higher Education and a number of ordinances: <ul style="list-style-type: none"> - The Swedish Ordinance on Reporting of Studies and Other Matters at Universities and Colleges (1993:1153). - The public access and secrecy Act (2009:400) - The Personal Data Act (1998:204) The National System LADOK ensures homogeneity of administration according to these ordinances for all 37 Swedish HEIs.
4	Practice	The system: <ul style="list-style-type: none"> - keeps a study register and note information individually for each student, including registrations to courses, fee issues, study results

		<p>and degrees.</p> <ul style="list-style-type: none"> - maintains a good internal control over all information covered. - is used by all stakeholders within the HEI: <ul style="list-style-type: none"> - Students, Teachers, Education administration - School Administrations - Central Administration - is tightly integrated with all other KTH administrative system
5	Timeframe of the Good practice	The system has been developed and re-developed in four stages (LADOK 1970, LADOK Nouveau 1996, LADOK on the web 2004 and New LADOK (LADOK3) 2017.
6	Targeted group / Beneficiary group (Student /Faculty /Management / Higher education provider.....)	Students, Faculty & Management
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	Retention Graduation
7	Institutional Policy for inclusion of GPs	KTH has been fully committed to the use of the LADOK systems and to use systematically within all KTH sub-units.
8	Factors that required for successful implementation of GPs	A long tradition for KTH as a governmental agency used to carefully honor the national policies and regulations. A homogeneous internal organization of academic units.
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Through the iterative improvements in several versions of the system since 1970, the system has been proven to achieve good coverage and precision in the registry at all Swedish 37 HEIs and homogeneity and transferability across institutions.</p> <p>B. A majority of Swedish HEIs are formally governmental agencies and as such parts of a 400 year old tradition of governmental administration.</p>
10	Promotion of Good Practice	By definition the LADOK has a national coverage in Sweden. All aspects of HE systems are communicated within the EU.
11	Activities carried out to achieve the good practice objectives	<p>The implementation of the LADOK3 involved:</p> <ul style="list-style-type: none"> - Establishment of a core project group - The monitoring of the process by a steering committee with KTH wide representations - Migration of data from older versions of the systems

		<ul style="list-style-type: none"> - Integration with other KTH administrative systems - Stepwise rollout in the KTH academic units - Systematic training of all user groups trained on the current version of the new system - Handover between project group to the KTH IT-administration
12	Sustainability of the practice	The system has existed since 1970 in several versions and is likely to be persistent.
13	Validation /Received awards	The Academic registry system LADOK is a Swedish national system. There are no ambitions within the EU to replicate and confirm national systems but homogenization of systems is a priority.
14	Publication	Link to national organization: https://ladok.se/ . Can be translated to English
15	Details of the contact person	Name: Wanda Manninger Position: Project manager Tel: +46 8 790 72 49 Adress KTH, Brinellvägen 8, KTH, 11428 Stockholm, Sweden Email: wandam@kth.se Website: https://www.kth.se/profile/wandam

4.7	<i>Internal Procedures for the development of a New Academic Programme</i>
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Name of the Agency	<i>University of Nicosia (UNIC)</i>
Country	<i>Cyprus</i>
Region	<i>Europe</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	Internal Procedures for the development of a New Academic Programme
2	Purposes and objective the good practice	<p>The scope is the enrolment of new study programmes which aim to fulfil market needs and candidates' expectations and increase the explicit knowledge as well the reputation of the University.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Demonstrate mastery of the theories, concepts and practices, including critical appraisal of their rationale and evidence base, and comparative, contextual and cultural analysis to determine applicability to the student's own context • Understand the particular nature of theory, research and evidence in the social sciences – • Demonstrate intellectual, personal and professional abilities • Demonstrates applied knowledge and anticipated skills • Demonstrate commitment to a professional and ethical approach to educational development, research and evaluation
3	Context	<p>Quality Standards are intended to guide education programme development and evaluation, facilitate diagnosis of strengths and weaknesses relating to the education programme, and to stimulate quality improvement.</p> <p>Each Higher Education Institution in Cyprus is obliged to review the standards that have been published by the Ministry of Education and the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) – independent authority responsible to safeguard standards.</p> <p>Reflecting on the above requirements, the University has</p>

		<p>developed an internal process / feasibility study for the introduction of either a Bachelor and/or Masters' programme. The process is similar to the one that is required by the National Accreditation Body</p> <p>6. PROGRAMME'S GENERAL PROFILE</p> <ol style="list-style-type: none"> 1. Institution or branch of the Institution pertinent to this application: 2. Name of programme of study: Apart from the name it has to include the number of ECTS and the programme's type; for the case of Cyprus each academic semester should have 30 ECTS / 240 ECTS for a four years study degree. 3. Final Higher Education Qualification: specification of higher education qualification awarded to those who complete the programme of study successfully; justification of BA or BSc or MA or MSc <p>B. PROGRAMME'S CONTENT</p> <ol style="list-style-type: none"> 1. Programme's purpose and objectives 2. Intended learning outcomes 3. Programme's language of instruction 4. Detailed curriculum, including the structure of the programme, courses per semester, the workload (ECTS) and the content of each course analytically (See Specific Instructions) <ol style="list-style-type: none"> a. Catalogue of offered courses b. Distribution of courses per semester c. Complete list of compulsory courses and elective courses d. Course description in specific format (ECTS style) 5. Student admission requirements: criteria and terms of admission for the programme of study and the procedures applied for the recognition of previous studies (transfers) 6. Policy and procedures for student assessment: Detailed description of policy and procedures for student assessment 7. Policy for recruitment and development of teaching staff
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		<p>and students' participation in exchange programmes and academic equivalency with comparable programmes abroad.</p> <ol style="list-style-type: none"> 17. Administration services supporting the programme of study 18. Student welfare mechanisms for monitoring the sufficiency of student support; description of library and student affairs department support. 19. Address or addresses of the programme's premises; what is the need for additional infrastructure and cost of it? 20. Number and description of classrooms, laboratories, library, equipment and of any relevant infrastructure in general. 21. Suggested tuition fees and management of the programme's financial resources <p>ADDITIONAL INFORMATION FOR THE E – LEARNING PROGRAMME</p> <p>In case the programme will be offered in Distance Learning, the additional info are required:</p> <ol style="list-style-type: none"> 22. Pedagogical planning 23. E – learning methodology <p>6. SWOT ANALYSIS</p> <p>A strategic planning technique used by the HEI for the identification of the strengths, weaknesses, opportunities and threats related to each assessment area of the programme of study.</p> <p><i>This part should be duly completed by the internal quality committee of the HEI in collaboration with the internal quality committee of the department/sector.</i></p> <ol style="list-style-type: none"> 1. Study programme and study programme's design and development 2. Student – centred learning, teaching and assessment 3. Teaching staff 4. Student admission, progression, recognition and certification 5. Learning resources and student support
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4	Practice	Faculty Staff will be allocated to proceed with the development of the internal report in collaboration with Finance, academic affairs department, School council etc.
5	Timeframe of the Good practice	It was first introduced in 2008; several amendments have been implemented by the years. The current format was implemented a few years ago.
6	Targeted group / Beneficiary group (Student /Faculty /Management / Higher education provider.....)	<ul style="list-style-type: none"> • Students • Faculty member, • Department, • School, • University
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p><i>Stage/Phase of the activity in which GPs is involved HE</i></p> <p>1. Access <input checked="" type="checkbox"/></p> <p>2. Retention <input type="checkbox"/></p> <p>3. Graduation <input checked="" type="checkbox"/></p> <p>4. Transition to working life <input checked="" type="checkbox"/></p>
7	Institutional Policy for inclusion of GPs	NA
8	Factors that required for successful implementation of GPs	Approval by Internal Quality Assurance and Finance Departments. All new programmes have to be presented and discussed in several University bodies and upon their approval, and as long as the national legislation permits it, will be submitted for external evaluation by an International Committee, which will be created following a recommendation of the National Accreditation Body for HEI, - Ministry of Education.
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Good Practice Outcome Enrolment of a new programme</p> <p>C. Describe the conditions that required for implementation of good practice successfully?</p> <p><u>Internal Conditions:</u></p> <p>a) Successful approval by several administrative departments</p> <p>b) Successful approval by several academic bodies, while at the last phase the University SENATE council has to approve it.</p> <p><u>External conditions:</u></p> <p>a) Approval by the National Accreditation Body – Ministry of Education to accept the submission of new programme.</p>

		<p>b) Evaluation Committee recommendations</p> <p>c) University approval of recommendations and implementation of recommendations, in advance of the new programme begin period.</p>
10	Promotion of Good Practice	There is not any promotion of this good practice. It is discussed and explained to full time faculty members who would consider of suggesting the development of a new programme.
11	Activities carried out to achieve the good practice objectives	<ul style="list-style-type: none"> • Construction of internal templates • Responsible admin person to advise and assist the responsible faculty member who will coordinate the development of the internal report • Estimation of work effort to develop a new programme
12	Sustainability of the practice	It is an ongoing process that certifies quality and increases the possibility of successful results.
13	Validation /Received awards	It is a common management and quality process that can be replicated at international level; it is argued that the feasibility study along with the other criteria set prevents any failures which may damage the University reputation. On the other hand, it provides the ability for the University to respond efficiently to the market needs and differentiate their offered programmes according to the current needs and future challenges and opportunities.
14	Publication	<p>No.</p> <p>It is part of internal process available only by formal request by the Heads of Departments for the submission of New Programmes</p>
15	Details of the contact person	<p>Name: Dr. Stefanos Spaneas</p> <p>Position: Associate Professor of Social Work</p> <p>Tel: +357 22842251</p> <p>Mob: +357 96513182</p> <p>Fax : +357 22842222</p> <p>Email: spaneas.s@unic.ac.cy</p> <p>Website: www.unic.ac.cy</p>

UM, France

4.8	<i>Bachelor of Economics</i>
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Name of the Agency	<i>University of Montpellier</i>
Country	<i>France</i>
Region	<i>Occitanie, Europe</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	The training program was enhanced by bringing together teaching staff and administrative and technical staff
2	Purposes and objective the good practice	Improvements in Teaching methods and Materials implementation
3	Context	There is no national regulatory obligation; it started from the will of the University to implement a certifying quality approach (ISO 9001). This good practice aims at increasing the attractiveness and the notoriety of the training program and the diploma awarded. Some other training programs were certified after this Bachelor of Economics (Bachelor and Master levels)
4	Practice	1- raise awareness on the quality approach among the university staff involved in the perimeter to be certified (teachers, technicians and administrative). 2- make an inventory and identify any improvement actions to be implemented. 3- create the quality management system and implement the improvement actions 4- evaluate the effectiveness of improvement actions and processes
5	Timeframe of the Good practice	2011 : initiation of the 9001 quality approach at the university level 2017 : beginning of the quality certification process for the Bachelor of Economics 2019 : ISO 9001 certificate for the Bachelor of Economics 2020-2021 : first class of certified training program
6	Targeted group / Beneficiary group (Student / Faculty / Management / Higher education provider.....)	Direct beneficiaries : the students who benefit from the improvement during the training program Indirect beneficiaries : the staff who has lived an improvement of the working conditions

6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p><i>Stage/Phase of the activity in which GPs is involved</i></p> <p>1. Access <input type="checkbox"/></p> <p>2. Retention <input type="checkbox"/></p> <p>3. Graduation <input type="checkbox"/></p> <p>4. Transition to working life <input type="checkbox"/></p>
7	Institutional Policy for inclusion of GPs	<p>A « Quality policy » document explains the objectives of the institution. It is a compulsory document for an ISO 9001 certification.</p> <p>The Quality Services also makes available quality manuals which detail the quality tools. It is not a compulsory document anymore but the institution is willing to keep it.</p> <p>There are also documents which detail all the procedures, the documents management system, the improvement process, the internal audit etc.</p>
8	Factors that required for successful implementation of GPs	<p>The success of the quality process depends on the strong political support from the governance of the institution and a large involvement of the staff.</p>
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Good Practice Outcome</p> <p>All the certifications obtained since 2013 are known as « without any noncompliances » and permanent broadening of the perimeter covered by the quality approach</p> <p>B. Describe the conditions that required for implementation of good practice successfully?</p> <p>Strong support of the governance, staff involvement, proximity between the quality department and staff (collective and individual support and implementation of tools, availability of tools on the digital work environment)</p>
10	Promotion of Good Practice	<p>Steps take taken to promote Good Practice at National/ Regional/ International level?</p> <p>Internal level: communication when relevant (every two to three months) with limited circulation through a « Quality Info Flash » and articles on the internal newsletter and magazine.</p> <p>National level: press agency AEF + articles to be published depending on the events and their relevance.</p>
11	Activities carried out to achieve the good practice objectives	<ul style="list-style-type: none"> ➤ Establishment of a « welcoming procedure » for new Teachers ➤ Appointment of a student representative to facilitate

		<p>the communication between the class and the administration</p> <ul style="list-style-type: none"> ➤ Implementation of activity sheets (teaching fellow, tutor, etc.) to better define roles ➤ Satisfaction survey set up for students who are the direct beneficiaries
12	Sustainability of the practice	<p>Duration and sustainability</p> <p>There is no end planned. It therefore guarantees a permanent improvement.</p>
13	Validation /Received awards	<p>Relevance for replication at international level. Describe this how GPs are replicated by other institutions in other countries?</p> <p>There is a yearly audit for ISO 9001 certificates (in June for 2021). It then needs to be renewed every year (the ISO 9001 certificate of the University of Montpellier has been renewed every year since 2013)</p> <p>The process of certification for a training program needs in general a whole year of work.</p>
14	Publication	<p>Is the good practice published by National/ International Recognized Quality Assurance Agencies or together with partners, in which case please specify the names of the partner organisations?</p> <p>URL of the Practice (if any) / Related website (if any) or link</p> <p>The work done complies with the Iso 9001 frame of reference</p>
15	Details of the contact person	<p>Name: Sylvie NAREJOS</p> <p>Position: Head of the Quality Department</p> <p>Tel: +33 (0)4 34 43 32 06</p> <p>Mob:</p> <p>Fax:</p> <p>Email: sylvie.narejos@umontpellier.fr</p> <p>Website: https://www.umontpellier.fr/articles/incontournable-qualite</p>

4.9	<i>Management of the Public in Continuous Professional Development in Higher Education / Higher Education Continuous Professional Development Service</i>
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Name of the Agency	<i>University of Montpellier</i>
Country	<i>France</i>
Region	<i>Occitanie, Europe</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	<p>Management of the Public in Continuous Professional Development in Higher Education / Higher Education Continuous Professional Development Service - University of Montpellier</p> <p>The training program was enhanced by the work of the administrative staff</p>
2	Purposes and objective the good practice	<p>Mention the goals and objectives aimed at to achieve by implementing Good Practice?</p> <p>Improvements and streamlining of administrative procedures (support in the search for funding and in the procedures)</p>
3	Context	<p>Describe the Context that required initiation of the good practice?</p> <p>Because the perimeter of this good practice is the continuous education, the QUALIOPI certification is compulsory, and the registration in ISO 9001 was voluntary</p> <p>The university and the Continuous Education Department were willing to register for a certifying quality approach (ISO 9001) in order to increase the attractiveness and notoriety of the training and the diploma awarded, as it is a competitive market.</p>
4	Practice	<p>Methodology of the practice with steps involved in implementing the practice?</p> <p>1- raise awareness on the quality approach among the university staff involved in the perimeter to be certified (teachers, technicians and administrative).</p>

		<p>2- make an inventory and identify any improvement actions to be implemented.</p> <p>3- create the quality management system and implement the improvement actions</p> <p>4- evaluate the effectiveness of improvement actions and processes</p>
5	Timeframe of the Good practice	<p>Since when the good practice is in use</p> <p>2011 : initiation of the 9001 quality approach at the university level. Continuous Education had certified before that independently</p> <p>Since 2016 : integration within the University of Montpellier certificate</p>
6	Targeted group / Beneficiary group (Student / Faculty / Management / Higher education provider.....)	<p>Direct beneficiaries : the Continuing Education Trainees</p> <p>Indirect beneficiaries : staff (improvement of the working conditions)</p>
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>Stage/Phase of the activity in which GPs is involved HE</p> <p>1. Access <input type="checkbox"/></p> <p>2. Retention <input type="checkbox"/></p> <p>3. Graduation <input type="checkbox"/></p> <p>4. Transition to working life <input type="checkbox"/></p> <p>The trainees benefits from the improvement before and during their training program</p>
7	Institutional Policy for inclusion of GPs	<p>A « Quality policy » document explains the objectives of the institution. It is a compulsory document for an ISO 9001 certification.</p> <p>The Quality Services also makes available quality manuals which detail the quality tools. It is not a compulsory document anymore but the institution is willing to keep it.</p> <p>There are also documents which detail all the procedures, the documents management system, the improvement process, the internal audit and QUALIOPi audit procedure etc.</p>
8	Factors that required for successful implementation of GPs	<p>The success of the quality process depends on the strong political support from the governance of the institution and a large involvement of the staff</p>
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Good Practice Outcome</p> <p>All the certifications obtained since 2013 are known as « without any noncompliances » and</p>

		<p>permanent broadening of the perimeter covered by the quality approach ISO 9001 is more famous and global than QUALIOPI certification</p>
		<p>B. Describe the conditions that required for implementation of good practice successfully?</p> <p>Strong support of the governance, staff involvement, proximity between the quality department and staff (collective and individual support and implementation of tools, availability of tools on the digital work environment)</p>
10	Promotion of Good Practice	<p>Steps take taken to promote Good Practice at National/ Regional/ International level?</p> <p>Internal level: communication when relevant (every two to three months) with limited circulation through a « Quality Info Flash » and articles on the internal newsletter and magazine. ISO logo on the different websites and included in the email signature</p> <p>National level : press agency AEF + articles to be published depending on the events and their relevance</p>
11	Activities carried out to achieve the good practice objectives	<ol style="list-style-type: none"> 1- Action Plan 2- Setting up of a monitoring dashboard 3- Setting up Frequently Asked Questions 4- Creation of self-training modules for staff 5- Satisfaction survey set up for trainees
12	Sustainability of the practice	<p>Duration and sustainability</p> <p>There is no end planned. It therefore guarantees a permanent improvement.</p>
13	Validation /Received awards	<p>Relevance for replication at international level. Describe this how GPs are replicated by other institutions in other countries?</p> <p>There is a yearly audit for ISO 9001 certificates (in June for 2021). It then needs to be renewed every year (the ISO 9001 certificate of the University of Montpellier has been renewed every year since 2013) The process of certification for a training program needs in general a whole year of work.</p>

14	Publication	<p>Is the good practice published by National/ International Recognized Quality Assurance Agencies or together with partners, in which case please specify the names of the partner organisations? URL of the Practice (if any) / Related website (if any) or link</p> <p>The work done complies with the ISO 9001 frame of reference ISO 9001 is highlighted through QUALIOPI</p>
15	Details of the contact person	<p>Name: RITTERSKY Céline Position: Vice-director of the Higher Education Continuous Professional Development Service - University of Montpellier Tel: +33 (0) 434 432 171 Mob: Fax: Email: celine.ritterszki@umontpellier.fr Website: https://sfc.edu.umontpellier.fr/ https://www.umontpellier.fr/articles/incontournable-qualite</p>

4.10	<i>Health Promoting University</i>
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Name of the Agency	<i>Symbiosis International University (Deemed University)</i>
Country	<i>India</i>
Region	<i>Maharashtra, Asia</i>

Sl	Component/Factors	Description / Requirements
1	Title of the good practice	Health Promoting University: Promotion of Health & Wellness among stakeholders of the University in its quest towards being a Health Promoting University
2	Purposes and objective the good practice	<ol style="list-style-type: none"> 1. Establishing and improving primary health care 2. Providing healthy & supportive working and social environments. 3. Facilitating personal and social development. 4. Encouraging wider academic interest in health promotion. 5. Promoting healthy and sustainable policies throughout the university. 6. Developing links with the community. <p>Underlying principles or concepts of the practice:</p> <ol style="list-style-type: none"> 1. Contributing to the health & well-being of the communities by creating healthy & sustainable living environments. 2. Integrating health and sustainable development as multi-disciplinary, cross-cutting themes in curricula, increasing the health promotion aspects in teaching and research.
3	Context	<p>The concept of a Health Promoting University (HPU) recognizes the pivotal role of higher educational institutes in providing an enabling environment to inculcate healthy behaviours amongst all its stake holders.</p> <p>In India, Non-Communicable Diseases (NCDs) are a major threat to human health, economic growth, productivity and national development.</p> <p>One in every 5 young individuals suffers from emotional health issues. India had one of the highest suicide rate for year 2012. Less than 20% of all Indians are health insured.</p>

		<p>Students being young are erroneously assumed to be healthy.</p> <p>It is thus critical to understand the interplay of all the above aspects covering health care, economics and development with specific reference to India's youth power.</p> <p>As proposed by the WHO, the HPU initiative aims to integrate processes and structures within the university's culture supportive of a commitment to health and health promotion.</p>
4	Practice	<ol style="list-style-type: none"> 1. SIU has established : <ol style="list-style-type: none"> a) Healthcare centres on all campuses to provide preventive, promotive and curative healthcare services. All staff and students undergo an Annual Health Check-up. All students and staff are medically insured. b) Symbiosis University Hospital & Research Centre (SUHRC): A 900 bedded hospital which provides healthcare services to around 1000 patients daily. It is a government recognized COVID 19 treatment centre. c) The Symbiosis Centre for Emotional Wellbeing (SCEW) which provides services for mental health issues including substance abuse through counsellors on each campus. d) The Department of Sports, Recreation and Wellness (DSRW) through the gym, aerobic studios, yoga centres & swimming pools conducts a range of wellness activities such as Happy Healthy Campus, Stress Management Program etc. e) Symbiosis Centre for Yoga which advocates the practice of yoga, pranayama and meditation amongst staff and students. f) Department of Dietetics and Nutrition which fosters nutritional literacy and encourages sound dietary practices. 2. Courses such as: Basics of fitness, Fitness and lifestyle management etc. encourage wider academic interests and developments in health promotion. 3. Health and wellness parameters are included in the Outcome Metrics Performance Indicators (OMPI) for evaluating performance of the departments of the SIU. 4. SIU creates and maintains healthy and sustainable physical environments.

		<p>5. Through its Symbiosis Community Outreach Program & Extension (SCOPE) initiative, SIU seeks to empower the surrounding community through the two Family Doctor Clinics and one Mobile Medical Unit which cater to the healthcare needs of the community of 22 villages having a population of around 60,000. The FDC & MMU have registered 1500 families and provide service to around 20,000 patients annually. 5 Villages have been adopted under the Unnat Bharat Abhiyan (UBA) scheme, GoI.</p> <p>Uniqueness in the context of India higher education: Higher educational sector has experienced explosive growth since independence. There are around 1000 universities and over 41000 HEIs wherein, 37.4 million students pursue higher education.</p> <p>Given this large numbers of captive audience of students who are Next Gen, there is a crying need to inculcate healthy practices during their sojourn at HEIs. All the goals mentioned in the National Youth Policy of India, 2017 can be achieved through HEIs.</p> <p>Constraints / limitations:</p> <ol style="list-style-type: none"> Absence of National framework on development of an HPU Social stigma attached to mental health Availability of qualified & trained manpower especially in unorganized sectors such as fitness industry Dearth of authentic validated data Lack of evidence based research
5	Timeframe of the Good practice	Since when the good practice is in use
6	Targeted group / Beneficiary group (Student /Faculty /Management / Higher education provider.....)	All stakeholders
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>Stage/Phase of the activity in which GPs is involved HE</p> <ol style="list-style-type: none"> Access <input type="checkbox"/> Retention <input type="checkbox"/> Graduation <input type="checkbox"/> Transition to working life <input type="checkbox"/>
7	Institutional Policy for inclusion of GPs	SIU pioneered convening the first National consultation to formulate policy on Indian Health Promoting Universities by the University Grants Commission of India on 28 th February 2019.

		<p>2) Sustained efforts formed the basis of the launch of the Fit India movement by the Hon'ble Prime Minister of India on 29th August 2019.</p> <p>3) American College of Health Association (ACHA) Notes published in College Health & Wellness in Action Summer 2019 by American College Health Association USA, acknowledge the pioneering efforts taken by SIU in introducing and promoting the concept of HPU in India.</p> <p>http://www.acha.readz.com/acha-ceo-participates-in-round-table-on-health-pro</p>
8	<p>Factors that required for successful implementation of GPs</p>	<p>The major problem(s) encountered are as mentioned above. It is important to overcome constraints of mind set & resources (beyond finances alone). Investing in developing an HPU is an investment for the future.</p> <p>Justification for funding these health promoting programs is beyond goals which are conventional and thus does not fit into the classical return on investment (ROI) bucket. The goals of an HPU are broader and more visionary.</p>

9	Evidence of success/ impact or realization the objectives and Success factor	<p>Evidence of Success: Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate?</p> <p>The success of the HPU movement is based on the university's ability to integrate a commitment to health into its policies (mission statement 5 of SIU) and practices. Success is documented by the extent to which the health status of students, staff and the wider community has improved and by the extent to which health has been ingrained into the culture, structure and processes of the university.</p> <p>Parameters indicating success of this initiative are:</p> <ul style="list-style-type: none"> • Positive feedback by stakeholders • Increase in the attendance of staff & students for Annual Wellness Checkup from 78% to 96%. • Better management of lifestyle related disorders – High Blood Pressure and Diabetes • Progressive decrease in the number of staff and students with High Body Mass Index • Increase in the number of students & staff visiting the wellness centers from 63% to 68% • Increase in the number of families registered with the Family Doctor Clinic and Mobile Medical Unit through SCOPE. • Increase in the number of patients at the Symbiosis University Hospital and Research Centre • 100% health insurance coverage of all students & staff. • Increasing number of students opting for electives related to fitness, lifestyle management etc.
10	Promotion of Good Practice	-
11	Activities carried out to achieve the good practice objectives	-
12	Sustainability of the practice	-
13	Validation /Received awards	-
14	Publication	-
15	Details of the contact person	<p>Name: Dr. Bhama Venkataramani Position: Professor and Dean –Academics and Admin Tel: 25652444-103 Mob:9881901045 Fax: Email: deanacad.admin@symbiosis.ac.in Website: https://www.siu.edu.in/</p>

4.11	<i>Internationalisation at Home (I@H)</i>
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Name of the Agency	<i>Symbiosis International University (Deemed University)</i>
Country	<i>India</i>
Region	<i>Maharashtra, Asia</i>

Sl	Component/Factors	Description / Requirements
1	Title of the good practice	Internationalisation at Home – New approaches of implementing internationalisation at Symbiosis
2	Purposes and objective the good practice	<p>Internationalisation has always been accepted across the globe as mobility of students/staff.</p> <p>With a meagre 5% to 10% of students who are mobile, majority shall never get the opportunity to leave their countries. This elitist approach of internationalisation had to be eliminated by introducing innovative methods of exposing the majority to the essence of internationalisation through Internationalisation at Home (I@H).</p> <p>The main objectives</p> <ul style="list-style-type: none"> • Focus on outcomes; not the inputs. • Providing an international experience to students/ faculty who may not get an opportunity to experience mobility interweave international, intercultural, global dimensions into learning environments • develop international and intercultural competences • enhance purposeful engagements/forums with students/staff through webinars and use of technology
3	Context	<p>Governmental policies intervene in two ways: firstly, through legislative and regulatory acts, and secondly, through funding mechanisms either promoting/hindering internationalisation and even the recognition of qualifications earned abroad</p> <ul style="list-style-type: none"> • Pune is fortunate to have a strong corporate/not-for-profit/government/social sector presence ensuring a rich pool of facilities/human resources for students/staff. A healthy number of European organisations in the area are in need of qualified/trained human and research resource. Much scope for close collaborations with all those interested in Europe(and others in the future) • Rigid curricula and syllabi processes causing a hindrance to internationalise the curriculum

		<ul style="list-style-type: none"> • Inadequate support services for foreign students • Limited experience of faculty and staff in internationalising the curriculum/campus/learning environment • Inadequately trained faculty for teaching in multicultural and diverse classrooms • Inadequate training/facilities for collaborative online international learning (COIL) • International offices traditionally focus on numbers and mobility; not trained to be strategists • Limited mechanisms for assessing learning outcomes • Ensuring campus diversity requires financial commitment (infrastructure: housing, well equipped classrooms, multi cuisine canteen, support services, scholarships to attract full time international students to create diversity and multicultural environment)
4	Practice	<p>The Indian Higher Education system is facing its own challenges of access, equity and quality. In this context with a large population not being able to access higher education (GER 28%), the Indian regulatory mechanism had not been very favourable /forthcoming to understand the implications of internationalisation. The need for graduates to have transversal skills like curiosity, problem solving, tolerance, empathy, communication skills (21st century skills) is critical due to globalisation. IaH can provide them with the required knowledge and skills to be globally employable without having to invest highly in financial resources.</p> <p>Internationalising the curriculum and learning outcomes, international literature, lectures by international faculty, online co-learning/digital learning with peers from partner universities, International case studies are some effective methods.</p> <p>Technology-based solutions can ensure equal access to internationalization opportunities for all students. In the online delivery of education, a student may be enrolled in a foreign university while remaining ‘at home’ or in another location. The internationalization of learning outcomes, pedagogy and assessment are at the heart of IaH. It does not require teaching in English language, as long as the international experiences and learning are demonstrated, the teaching can be in any language.</p> <p>Research assignments with an international scope, study visits abroad, lectures by visiting faculty staff, virtual projects, courses on intercultural communication, language</p>

		<p>learning and cooperation with international organisations in home country also help implement I@H. In broad terms, international and intercultural teaching and learning on the domestic campus is the main aim, irrespective of whether the student experience is enhanced by mobility. The success of these methodologies can be assessed by stating goals and measurable objectives, context specific assessment can be done through having clear learning outcomes of the programs being conducted.</p> <p>A significant part of I@H has been the setting up of the Symbiosis Centre for European Studies (SCES). SCES liaises with Symbiosis institutes which run academic programmes and lays emphasis on facilitating people-to-people and institute-to-institute connections with Europe, bringing the best of scholarly expertise to India, and encouraging Symbiosis students, faculty and staff mobility to Europe for research projects and learning through partnerships. SCES is envisioned to be an umbrella support system for all academic/scholarly/generic activities with European nations/institutes. SCES has been established to achieve a three-fold mandate of teaching, training and outreach in order to foster progressive insights and decisions on EU integration, locally, nationally, and internationally. It endeavours to promote the interdisciplinary understanding of European languages, history, politics, economy and societies. Based on this, SCES hopes to facilitate more meaningful, research-based, and strategic partnerships and projects with European counterparts.</p>
5	Timeframe of the Good practice	Though internationalisation is in the DNA of Symbiosis as it was established in 1971 for African-Asian students, Internationalisation at Home has been implemented purposefully since the past few years. SCES was launched in January 2019 and has completed a year.
6	Targeted group / Beneficiary group (Student / Faculty / Management / Higher education provider.....)	Internationalisation of higher education practitioners, leaders of international affairs in universities, administrators, faculty, researchers and all students.
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>Stage/Phase of the activity in which GPs is involved HE</p> <p>1.Access <input type="checkbox"/></p> <p>2.Retention <input type="checkbox"/></p> <p>3.Graduation <input type="checkbox"/></p> <p>4.Tranition to working life <input type="checkbox"/></p> <p>All stages</p>
7	Institutional Policy for	SCES has been created as a support department of the

	inclusion of GPs	university under the Symbiosis Centre for International Education (SCIE) that looks at international student promotions, relations, student events, and collaborations & initiatives. SCES (under SCIE 'Initiatives') is focussed on strengthening a multitude of activities and engagement with Europe. Similarly, all faculty development programmes are under the banner of the Teaching Learning Resource Centre. All other aspects of the practice are designed and managed by the Symbiosis Centre for International Education (SCIE) in cooperation with all institutes.
8	Factors that required for successful implementation of GPs	<p>Extensive library and online resources for staff and students</p> <ul style="list-style-type: none"> • Faculty and staff to attend conferences and workshops internationally to interact and collaborate with partners and to keep abreast of the latest in the field. • Policies to support and encourage staff/faculty to travel internationally and support international experts to travel to India and be hosted at SIU • Retd. Ambassadors from European and other countries mentoring the Centre and institutes for understanding the economic/political/cultural nuances of geographies and their strategies. • An updated and upskilled staff at SCIE that brings in the background of internationalisation and strengthens the connection for research collaboration and projects. • Extensive networking through EAIE, Delegation of European Union to India, DAAD, European and other Embassies, etc. • A good network with the European organisations located here and with businesses from India desirous of working/engaging with Europe.
9	Evidence of success/ impact or realization the objectives and Success factor	<p>I@H has been successful across institutes at Symbiosis and is believed to be responsible for greater confidence amongst students/staff in exploring opportunities domestically/internationally for higher education, employment, internships, volunteering, research and collaborations.</p> <ul style="list-style-type: none"> • Launched SCES at the hands of the Hon'ble Prime Minister of Czech Republic- HE Mr. Andrej Babiš. That His Excellency graciously consented to inaugurate the Centre speaks volumes of the need for such a Centre and its potential for significant and meaningful collaborations. • Awards at EAIE Geneva in two categories- Most

		<p>Promising University (West India) and Exemplary Leader in Internationalisation of Indian Higher Education conferred on Dr. Vidya Yeravdekar, Pro-Chancellor, SIU.</p> <ul style="list-style-type: none"> • Representation in EAIE General Council (Prof. Nidhi Piplani Kapur). • Well attended National Seminar on ‘Engagement with EU: Research, Innovation and Higher Education’ with the Delegation of European Union to India. • Successful student think tank comprising of students from different disciplines within SIU in collaboration with European Horizons, founded at Yale University, USA. Symbiosis is the first chapter of European Horizons in India. Link – https://www.europeanhorizons.org/chapters • Research projects and collaborative grants through European Commission, UKIERI, etc. • Effective and well attended workshops/master classes • Well received Webinar Series with European and other partners. • Widely read SCES- European Horizons Blog. • Faculty collaborate and co-teach courses with international faculty (Shared readings, common assessments/research projects, asynchronous / synchronous learning, etc.) with funding opportunities for students/faculty • Successful applications with partners for joint funding for research • Popular Certificate program in EU Legal Studies and inclusion of EU electives in Masters in International Studies programme at SIU. Review of all courses for ensuring the internationalisation of the curricula.
10	Promotion of Good Practice	-
11	Activities carried out to achieve the good practice objectives	-
12	Sustainability of the practice	<p>The practice has been in operation for over a year. To sustain and further improve its success and sustainability, the following has been planned:</p> <ul style="list-style-type: none"> • Launch more certificate programmes through SIU institutes

		<ul style="list-style-type: none"> • Collaborate with EU/foreign companies in Pune for Training & Consultancy. • European and other embassy events on campus • Increased involvement of students through think tank • (Work From Home) WFH Internships for international students. • Continued seminars & workshops for faculty/staff.
13	Validation / Received awards	<p>Awards at EAIE Geneva in two categories- Most Promising University (West India) and Exemplary Leader in Internationalisation of Indian Higher Education conferred to Dr. Vidya Yeravdekar, Pro-Chancellor, SIU.</p> <ul style="list-style-type: none"> • Representation of leadership at national level: Pro Chancellor, who is the Executive Director, SCIE, is an expert nominated on Government of India bodies for matters/policy related to internationalisation; Chair of the FICCI Higher Education Committee; and many more such recognitions of scholarship and experience • Representation on CII India-Africa Subcommittee on Education: Dr Anita Patankar, Deputy Director, SCIE • Representation in EAIE General Council: Prof. Nidhi Piplani Kapur, SCES. • Invited to be panelists/experts for international seminars/webinars/masterclasses, etc. • Sessions at EAIE Annual Conferences/FICCI Education Summits. • UKIERI Grants for Study in India Programme.
14	Publication	NA
15	Details of the contact person	<p>Name: Dr. Bhama Venkataramani Position: Professor and Dean –Academics and Admin Tel: 25652444-103 Mob:9881901045 Fax: Email: deanacad.admin@symbiosis.ac.in Website: https://www.siu.edu.in/</p>

4.12	<i>Promotion of Social Business Acumen among Students</i>
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Name of the Agency	<i>University of Mysore (UoM)</i>
Country	<i>India</i>
Region	<i>Karnataka, South India, Asia</i>

Sl	Component/Factors	Description / Requirements
1	Title of the good practice	Promotion of Social Business Acumen among Students
2	Purposes and objective the good practice	<p>Bring social awareness and conscience among students (students being at the core of the practice)</p> <p>Promote entrepreneurship among students and to create the ecosystem (academic world – business stakeholders-NGOs) where all stakeholders work hand in hand to achieve the same goal and benefit from the results</p> <p>A social business or social enterprise is a business venture that prioritizes a social good along with business success. Social businesses tend to leverage their mission in their product branding. They also tend to capitalize on the marketplace, lending them the label "cause capitalism".</p> <p>University Career Hub is involved in supporting students by giving students practical experience and increase the chance of employability. UCH focuses on multiple dimensions of career building</p> <p>Skill Development Centre with focus on providing a wide range of online and face to face services to help you develop your employability skills, plan your career and understand latest job trends</p> <p>Design Hub with focus on providing you a state of art facility to work on innovative business ideas, and create prototype</p> <p>Provide you mentors from a range of sectors to share with you important industry insights, gain real life experience, and learn from experts</p> <p>Incubation Center with focus on providing you structured mentoring support, and networking events. Support to validate business ideas commercially, and seed fund for a select few novel ideas based on conditions.</p>
3	Context	In the framework of the National Service Scheme, the University of Mysore decided to provide individualized guidance to the students engaging in the scheme.
4	Practice	<ul style="list-style-type: none"> • Conduct awareness programmes both on and off the campus to orient the participants about the advantages of

		<p>social business.</p> <ul style="list-style-type: none"> • Conduct training programmes for young entrepreneurs to help acquiring skills required for giving social orientation to their organizations. • Liaison with business organizations, Government and other stakeholders connected with social enterprises. • Offer courses on social business and undertake research related to functional areas of nonprofit, co- operatives and other social businesses.
5	Timeframe of the Good practice	It will be implemented with the beginning of the 2021-2022 academic year
6	Targeted group / Beneficiary group (Student /Faculty / Management / Higher education provider.....)	The targeted group are the students. The entire academic community and also the social and business environment are the beneficiaries.
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>Stage/Phase of the activity in which GPs is involved HE</p> <p>1.Access<input checked="" type="checkbox"/> 2.Retention 3.Graduation<input checked="" type="checkbox"/> 4.Tranition to working life <input checked="" type="checkbox"/></p>
7	Institutional Policy for inclusion of GPs	This is an extremely useful activity of the University. Therefore, University is bringing this in its quality policy and ensuring it is practiced positively.
8	Factors that required for successful implementation of GPs	Routine activities have to be planned that is related to the programme.
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Good Practice Outcome</p> <ul style="list-style-type: none"> • Start-ups • Co-Working Space • Collaboration with reputed companies • Employment opportunity <p>B. Describe the conditions that required for implementation of good practice successfully? An independent body should work for this activity. Financial and voluntary services support from stakeholders and industrial partners.</p>
10	Promotion of Good Practice	<p>Steps take taken to promote Good Practice at National/ Regional/ International level?</p> <p>Advertisements in media, local and national newspaper.</p>

11	Activities carried out to achieve the good practice objectives	<ol style="list-style-type: none"> 1. Two Day workshop on Toys Development. April 16th and 17th 2021. 2. Online session on careers in IT infrastructure management. Jan 7th 2021 3. Online session on careers in Film, Journalism and News media. Jan 11th 2021 4. Online session on Life in Indian IT Industry in 2021 and beyond. Jan 5th 2021. 5. Online session on Sketch your career by writing effectively. Dec 29th 2020. 6. Online session on Top 5 Trends. Dec 21st to 25th 2020. 7. Online session on Counseling as a career. Dec 16th 2020. 8. Online session on Working in Social Sector. Dec 14th 2020. 9. Online session on careers in Sales and Marketing in Pharma. Dec 9th 2020. 10. Online session on Research Fellowships. Dec 3rd 2020. 11. Online session on careers in Insurance. Dec 1st 2020. 12. Online session on preparing for competitive exams. Nov 30th 2020. 13. Online session on careers in IBPS and SSC. Nov 26th 2020. 14. Online session on careers in Civil Services. Nov 24th 2020.
12	Sustainability of the practice	The establishment of University Career Hub will definitely help in keep this practice for a longer period.
13	Validation / Received awards	-
14	Publication	NA
15	Details of the contact person	Name: Dr. G Hemantha Kumar Position: Vice Chancellor Mob: 9845113623 Email: ghk.2007@yahoo.com Website: uni-mysore.ac.in

4.13	<i>Initiative to popularize Science & Rural awareness</i>
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Name of the Agency	<i>University of Mysore (UoM)</i>
Country	<i>India</i>
Region	<i>Karnataka, South India, Asia</i>

Sl	Component/Factors	Description / Requirements								
1	Title of the good practice	Initiative to popularize Science& Rural awareness								
2	Purposes and objective the good practice	<ul style="list-style-type: none"> • To create awareness among school children about basic sciences • To dispel the myth that learning of science and mathematics is difficult • To identify and encourage talent in children • To promote scientific temper among school children. 								
3	Context	The programme is designed to address the discouraging and disappointing trend for science learning seen in the schools of Karnataka. This required motivation of the younger generation to pursue science so as to build a future society strong in scientific knowledge.								
4	Practice	<ul style="list-style-type: none"> • Reaching children through seminars and special lecture by experts in regional language • Residential science learning program for talented children in Campus • Model building workshops and Science exhibition • Workshop for science teachers • Regular science interaction programmes • Publishing science articles in local newspapers • Mobile Science Laboratory developed under the programme is taken to different schools in and around Mysore and various science experiment are conducted/ demonstrated to students. 								
5	Timeframe of the Good practice	2020								
6	Targeted group / Beneficiary group (Student /Faculty /Management / Higher education provider.....)	School Students								
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	Stage/Phase of the activity in which GPs is involved HE <table style="margin-left: 20px;"> <tr> <td>1.Access</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>2.Retention</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>3.Graduation</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>4.Trantion to working life</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	1.Access	<input checked="" type="checkbox"/>	2.Retention	<input type="checkbox"/>	3.Graduation	<input type="checkbox"/>	4.Trantion to working life	<input checked="" type="checkbox"/>
1.Access	<input checked="" type="checkbox"/>									
2.Retention	<input type="checkbox"/>									
3.Graduation	<input type="checkbox"/>									
4.Trantion to working life	<input checked="" type="checkbox"/>									

7	Institutional Policy for inclusion of GPs	This is an extremely useful community outreach activity of the University. Therefore, University is bringing this in its quality policy and ensuring it is practiced positively. Furthermore, University of Mysore has constituted a Committee for Development of Science in Schools (CDSS) to motivate, encourage and empower the younger generation at secondary school level to gain basic scientific knowledge and pursue science education and career in future.
8	Factors that required for successful implementation of GPs	Routine activities related to the programme
9	Evidence of success / impact or realization the objectives and Success factor	<p>A. Good Practice Outcome</p> <ul style="list-style-type: none"> Increased interest in science in school students. Pass percentage has been slightly increased in rural areas due to this awareness and educative initiative. <p>B. Describe the conditions that required for implementation of good practice successfully? Financial and voluntary services support from stakeholders and industrial partners.</p>
10	Promotion of Good Practice	Advertisements in media, local and national newspaper
11	Activities carried out to achieve the good practice objectives	<ul style="list-style-type: none"> Camps, invited lectures, awareness programmes carried out by committee members in the four districts (Mandya, Hassan, Chamrajanagar, Kodagu) coming under the jurisdiction of University of Mysore. Designed and Built Mobile Science Laboratory at a cost of Rs. 30,00,000 INR/ 33298.95 EUR). This van is equipped with projector, television screens and facility to demonstrate basic science experiments. Creation of educational videos on Science using the equipment received from ERASMUS+ MIELES Project.
12	Sustainability of the practice	Periodic assessments and following scheduled calendrer of events.
13	Validation / Received awards	-
14	Publication	NA
15	Details of the contact person	<p>Name: Dr. G Hemantha Kumar Position: Vice Chancellor Mob: 9845113623 Email: ghk.2007@yahoo.com Website: uni-mysore.ac.in</p>

4.14	<i>Use of Street Play and Role Play as part of community outreach programs in Social Work</i>
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Name of the Agency	<i>Mangalore University (MU)</i>
Country	<i>India</i>
Region	<i>Karnataka, South India, Asia</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	This is a vital Community Outreach Program which includes street plays, psychodrama and role-play performed by Social Work students for the people /community at the grassroots level living in the nearby villages.
2	Purposes and objective the good practice	<ul style="list-style-type: none"> • To give proper guidance to the students based on Social Work practices to develop rapport with the local community and work with them. • To enhance student networking and collaboration with other NGOs or Welfare agencies. • To encourage a ‘sense of Social Responsibility’ among the students. • To sensitize students about burning social issues like distressed women and children, the elderly and their welfare, and the welfare of disadvantaged communities. • To develop understanding of social issues and to inculcate skills in students.
3	Context	The objective of initiating the practice was to give proper guidance to social work students to organise or conduct community outreach programmes in order to advance social justice through mutually transformative Community-University partnerships. The outreach programmes give young people a chance to meet the community and is often the first step to access help. People in trouble can be supported and put in touch with the services they need. This practice has successfully served the local community directly through organization of activities, consultation and resource mobilization at local levels. The group presenting street plays collected strong and live audiences with its gripping narratives. The role playing exposed students to different viewpoints or ways of thinking about a situation, and expanded their ability to resolve situations, and provided experience within a given context. The programmes have contributed to community awareness and understanding of health issues and enabled the public to participate in the program.

	addressed) If student is the target audience,	2.Retention yes 3.Graduation - 4.Trantion to working life yes
7	Institutional Policy for inclusion of GPs	Part of the curriculum of Post Graduation students of Social Work
8	Factors that required for successful implementation of GPs	<ul style="list-style-type: none"> • People participation • Students active involvement • Cooperation and coordination between the university and community • Rapport establishment with community • Active involvement of teachers • Financial support
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Good Practice Outcome</p> <p>Community activities give students the chance to apply the skills they already have. Volunteer work and community activities are also great opportunities to show initiative and develop skills to get a suitable job. Being able to manage free time while balancing leisure, work and study is an important life skill. Being part of community activities could motivate students to be more organised and start to manage their personal time well.</p> <p>Community outreach programs that focus on supportive relationships provide settings in which the community people feel a strong sense of warmth, closeness, caring, support, and get guidance from leaders. These programs provide opportunities to expose young people to care adults who challenge and encourage them to participate in positive experiences, and respect their opinions. Youth respondents to the community impact survey indicated that they desire and require guidance from adults. The best practice also has a positive impact on academic abilities and brings about attitudinal changes among Social Work students.</p> <p>B. Describe the conditions that required for implementation of good practice successfully?</p> <ul style="list-style-type: none"> • Active participation of teachers for training the students • Active involvement of students • Co-operation from the villagers was the major concern as their priority was their work and earning.
10	Promotion of Good Practice	<p>Steps take taken to promote Good Practice at National/ Regional/ International level?</p> <p>At the regional level, many NGOs, Industries, Hospitals, and Self Help Groups (SHGs) are motivated to follow the</p>

		good practices of street play and role play for their implementation at the grassroots levels.
11	Activities carried out to achieve the good practice objectives	In order to achieve good practice objectives, students will be clustered into small groups and assigned with the task of good practices in the community. First, the students are trained with the help of a trainer and are told to identify suitable places and locations to demonstrate the street play and role plays. The trained students' troupe shall practice street play and role plays usually in the places where more number of community people gathers such as bus stops, junctions, market places, railway stations, premises of Grama Panchayats and local bodies, etc.
12	Sustainability of the practice	Duration and sustainability The programme is in practice successfully since 2003 when the Department of Social Work was started in Mangalore University. These practices are part of the curriculum of PG students of Social Work.
13	Validation /Received awards	This good practice is two folded. Even though the village population is considered as the primary beneficiaries, students and the faculty members also learn a lot and get first hand information about problems being faced by the people. As it is for the benefit of public, this good practice can be adopted by other institutions in and out of the country. It is ones social responsibility to educate the people around them in various aspects.
14	Publication	-
15	Details of the contact person	Name: Dr. Paul G Aquinas Position: Chairman, Department of Social Work, Mangalore University, Mangalore Tel: 0824-2287621 Mob: 9448109870 Fax: 0824-2287367 Email: pauleeda@hotmail.com Website: www.mangaloreuniversity.ac.in

4.15	Mangala Grameena Yojane – A Village Adoption Programme
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Name of the Agency	<i>Mangalore University (MU)</i>
Country	<i>India</i>
Region	<i>Karnataka, South India, Asia</i>

Sl	Component/Factors	Description / Requirements
1	Title of the good practice	Mangalore University launched ‘ Mangala Grameena Yojane ’ - A Village Adoption Programme in the year 2014. It is an innovative set of extension activities started with the objective of carrying out sector specific studies in the chosen villages and providing guidance for development wherever necessary. Under this scheme, emphasis has been given on health, education, sports, environment, sanitation, agriculture, human resource development, employment opportunities, women empowerment, natural resource conservation and management.
2	Purposes and objective the good practice	<p>The village extension programs were designed to highlight the commitment and engagement of the University in regional development in general and its stakeholders in particular. Programmes of this kind when associated with commercial inclination would help the villagers to supplement their income.</p> <p>The programme has been designed to empower the villagers through training regarding socio-political issues. The main objective of this program is to organize training, popularization, shramadana, survey, and other activities in the selected villages. The above programs are conducted in association with government and non-governmental organizations. Further, it also aims at providing information on rural development and various government facilities for the livelihood of the villagers.</p> <p>The project is aimed at providing opportunities to students along with their regular classroom studies to have the experiences of rural life experience through active participation.</p>
3	Context	The University since its inception has been engaged with the idea and practice of rural development through one of its Chairs sponsored by various nationalized Banks. With

		the support of the Department of Rural Development and Panchayati Raj of Government of Karnataka, the University planned to address the issues of water scarcity in rural areas during summer and sustainable agriculture practices, with the participation of villagers. The village extension programmes also educate the villagers about central and state government schemes for the welfare of the villagers to plan their agriculture and other economically viable activities.						
4	Practice	The overall planning of the programme has been shaped in such a way that the University students, during their final semester project work, are directed to visit villages and submit study-based project work after identifying a variety of issues. They are encouraged to carry out interdisciplinary studies on social conditions, DNA sequencing, genetic problems faced by the people of the village, common diseases affecting them, political awareness, awareness on human rights, facilities provided by the Central and State governments, etc. The project work on all these problems would successfully unravel the hidden facets of the genuine problems of the villagers and help them to avoid indirect suffering. This throws light on how higher education institutions can adopt an inclusive approach to community life in the villages.						
5	Timeframe of the Good practice	2014 onwards						
6	Targeted group / Beneficiary group (Student / Faculty / Management / Higher education provider.....)	<p>People of nearby villages, general public and students</p> <p>Adopted villages:</p> <ol style="list-style-type: none"> 1. Konaje: The village where University is located, 18 kms from Mangalore. 2. Balpa: One of the northern boundary villages of Sullia Taluk in Dakshina Kannada district, about 34 kms from Sullia. 3. Balepuni - About 24 kms from Bantwal Taluk Center in Dakshina Kannada District. 4. Naringana: Located in Bantwal Taluk, Dakshina Kannada District, 16 kms from Mangalore. 5. Katipalla – Located in Mangalore Taluk of Dakshina Kannada district, 5 kms from Suratkal. 						
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>Stage/Phase of the activity in which GPs is involved HE</p> <table> <tr> <td>1.Access</td> <td>Yes</td> </tr> <tr> <td>2.Retention</td> <td>Yes</td> </tr> <tr> <td>3.Graduation</td> <td>-</td> </tr> </table>	1.Access	Yes	2.Retention	Yes	3.Graduation	-
1.Access	Yes							
2.Retention	Yes							
3.Graduation	-							

		4. Transition to working life Yes
7	Institutional Policy for inclusion of GPs	A committee composed of a Nodal Officer, Coordinator and Members from all the Departments has been constituted to look after the smooth and effective implementation of the project.
8	Factors that required for successful implementation of GPs	Administrative support, Financial support, Faculty and Students' interests, Support from Public, NGOs and Grama Panchayaths.
9	Evidence of success/ impact or realization the objectives and Success factor	<p>A. Good Practice Outcome The students could successfully complete different projects which have direct socio-political impact on the overall development of the villages under study. Village oriented programs under the programme enabled students to engage with the life of rural people and get first-hand information to compare life patterns across different social groups. The political, social, cultural, economic and organizational dimensions of the life of rural people have been documented to understand and get educated on the schemes and programs launched by the respective governments as also the way they are implemented, to assess the result over the years.</p> <p>B. Describe the conditions that are required for implementation of good practice successfully? Co-operation from the villagers was the major concern as their priority was work and earning. Most of the people in the villages under study could not be reached to draw conclusions. Those who responded and helped us to collect data fail to represent the entire village under study.</p>
10	Promotion of Good Practice	<p>Steps taken to promote Good Practice at National/ Regional/ International level?</p> <p>Good Practice at Regional level: The programmes are being conducted in collaboration with other Government sectors like Department of Fisheries, Union Ministry of Environment, Forests and Climate Change, Karnataka Vijnana Parishath, Grama Panchayaths, etc. and Non-Government Organizations such as Junior Chamber International (JCI, India), Lions Club, The Association of British Scholars- Mangaluru Chapter, etc.</p>
11	Activities carried out to achieve the good practice objectives	1. Department of Biosciences, Mangalore University, under the auspices of Ministry of Environment, Forests and Climate Change - Govt of India and Karnataka

		<p>Rajya Vijnana Parishat, organized a seminar on 'Organic Farming and In Situ Conservation of Seed Diversity' for the benefit of villagers, at U.B.M.C Higher Primary School, Parande (a village near University campus), on 21-22 December 2014. Resource persons / experts demonstrated:</p> <ul style="list-style-type: none"> • the importance and method of water conservation • establishment of Vegetable Seed Bank and In Situ Conservation of Seed Diversity • Western Ghats and their conservation • importance of organic farming in environmental protection • role and opportunities of students in environmental protection. <p>On this occasion, an Environmental and Biodiversity Conservation painting and photograph exhibition was also organized to create the awareness of conservation. The event, which was attended by about 100 farmers, showed a great deal of interest in doing eco-friendly organic farming in place of the formerly modern farming practices. Local farmers have been able to get in touch with agricultural specialists who had arrived as resource persons in the program and from time to time they have been able to find solutions for many agriculture related issues.</p> <p>Farmers were more interested in adopting natural fertilizers and integrated pest management instead of chemical fertilizers. They prompted at rainwater harvesting in homes and villages.</p> <p>Realizing the importance of environmental pollution and clean environment, people became aware of how to keep their surroundings clean. People were able to cooperate for the disposal of garbage. Most people were motivated to give solid waste (rather than disposing of many recyclable waste items) to collectors, thus generating some income and improving the cleanliness of the surrounding environment.</p> <p>2. In association with Lions' Club, Konaje Grama Panchayat and many local NGOs, Clean India Campaign was launched in Konaje on 29.11.2014. Farmers, students, officials, teachers, the public, altogether about 3,500 people participated. Around 1000+ fruit yielding saplings were planted. This has</p>
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		<p>led to an increase in the biodiversity, particularly the birds in and around Konaje village.</p> <ol style="list-style-type: none"> 3. In association with NSS, Konaje Grama Panchayat and local NGOs (Dharmasthala Rural Development Project, JCI Mangalagangothri; Saptaswara Art Team, Mahakali YuvaSabha and others), a mass tree plantation drive (Vanamahotsava) was organized for the benefit of nearby adopted villagers, on 10.08.2015. 4. During 2014-16, the People's Biodiversity Register was carried out by visiting various villages of Dakshina Kannada, including some of the adopted villages, under the auspices of the Karnataka Biodiversity Board. Teachers and students visited the villages and collaborated with the concerned Grama Panchayat members and officials to collect the information. The register was submitted to the respective Grama Panchayats and the Karnataka Biodiversity Board, Bangalore. These documents serve as a supplement to preserve knowledge of many herbal remedies, traditional farming practices, medicinal plants and many heritage items in the villages. 5. A comprehensive socio-economic survey was conducted on 28.04.2017 in the villages of Konaje and Naringana with the participation of students, teachers, officials and other staff members. About 250 people attended the event, including Grama Panchayat President, Vice President, Ward members, Panchayat Development Officers (PDOs), Village Accountants, other office bearers, coordinators, students, and volunteers from various sections of the University and the citizens of the village gave their full cooperation and support. On 25.04.2017, Coordinators and students were trained to conduct the survey about the programs to be conducted in the villages. Based on the survey of these two villages, it was decided that further educational, environmental and social welfare programs could be arranged as needed. 6. The Postgraduate students and staff members of M.Sc. Food Science and Nutrition programme of the Department of Biosciences visited the Anganwadi Center, Konaje on 8.11.2017 and the Anganwadi Center, Asaigoli on 9.2018 to conduct a program for
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		<p>educating Anganwadi workers on child health, full diet, junk food and vaccination. The parents of the children who participated in the program showed interest to adopt dietary supplements that promote healthy and inclusive growth of their children and effectively stop the habit of eating junk foods that are harmful to health.</p> <p>7. On 5.10.2018, M.Sc. Environmental Science students performed a street play in Konaje to create awareness about air pollution. The awareness was fairly successful in sensitizing about the environmental pollution and health hazards from air pollution and reducing the practice of garbage burning.</p> <p>8. In association with N.S.S. and Junior Chamber International (JCI) a programme of registration and distribution of identity cards to senior citizens was conducted on 9.12.2018, at UPMC School, Parande, Konaje for the benefit of the senior citizens of Grama Panchayat jurisdiction. Interested citizens and University students from Konaje, Naringana and Pajeer villages around Mangalagangothri participated in this function. About 100 senior citizens from these villages participated and took advantage of the event. Senior citizens who received the ID cards are able to receive many governmental and non-government benefits.</p> <p>9. One day workshop on Inland Fisheries and Ornamental Fish Farming was conducted in association with Fisheries Division - Dakshina Kannada District and Naringana Grama Panchayat at Government High School, Montepadavu on 20.01.2018, for the benefit of interested public of Naringana and Balepuni villages. The resource persons also trained about 200 villagers to adopt rainwater harvesting for inland fish culture. Interested persons who participated in this program were able to effectively promote inland fisheries and ornamental fish farming with water conservation in a narrow dam built by the District Panchayat. Many farmers in the village participated in the program and made environmentally friendly organic farming a reality.</p> <p>10. The Department of Industrial Chemistry conducted a public program for the benefit of farmers on minimum usage of agro-chemicals and high yield in agriculture in</p>
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		<p>Naringana on 24.02.2019.</p> <p>11. The Medical Physics division of the University organized a programme on Cancer Education and diagnostic Camp at Vishwamangala School on 31.03.2019, for the benefit of general public of the Konaje Grama Panchayat. The program was conducted in association with A. J. Hospital and Research Centre, Mangalore and the Cancer Society of India, Mangalore. The lectures and free health check-ups were conducted by oncologists. About 120 citizens participated and took advantage of the event.</p> <p>12. A free medical camp was organized by the Department of Biosciences for the benefit of the public of Konaje Grama Panchayat, in collaboration with the Yenepoya Ayurvedic Medical College and Hospital, on 07.04.2019. Many people took free check-ups from specialist doctors. About 60 people from the village participated in the program and got checked for blood pressure, diabetes, chronic headaches, hereditary diseases and many other health problems. The hospital issued an identity card to provide free treatment to those with health problems.</p> <p>13. On the background of the 2019 Loka Sabha elections, Department of Political Science conducted a programme on 8.4.2019 on public awareness programme on Voting, for the local village Panchayat of Konaje, Pajeer and Naringana. People were convinced about the importance of voting in a democracy, opportunities for rural people in politics and so on.</p> <p>14. The Department of Marine Geology organized a one-day workshop on rainwater harvesting on 30.12.2019.</p> <p>15. A program was conducted to create awareness about plastic pollution and sensitize people to use eco-friendly carry bags, in and around Konaje and Pajeer Grama Panchayat, on 15.09.2019.</p>
12	Sustainability of the practice	<p>The program is being conducted successfully since 2014. All the programs / events are being conducted with environment-friendly approaches with an attempt to secure present needs without compromising the future</p>

		generations.
13	Validation / Received awards	This good practice is two folded. Even though the village population is considered as the primary beneficiaries, students and the faculty members also learn a lot and get first hand information about problems being faced by the people. As it is for the benefit of public, this good practice can be adopted by other institutions in and out of the country. It is our social responsibility to educate the people around us in various aspects.
14	Publication	-
15	Details of the contact person	<p>Name: Prof. Sreepada K. S Nodal Officer – Mangala Grameena Yojane Position: Professor, Dept of Applied Zoology Tel: 0824-2287261 Mob: 9481015395 Fax: 0824-2287367 Email: sri_kpada@yahoo.co.in Website: www.mangaloreuniversity.ac.in</p> <hr/> <p>Name: Dr. Prashantha Naik Coordinator – Mangala Grameena Yojane Tel: 0824-2287261 Mob: 9481960327 Fax: 0824-2287367 Email: mangala.yojane.mu@gmail.com Website: www.mangaloreuniversity.ac.in</p>

4.16	<i>Nurturing Human Resource in Futuristic Technologies by Establishing Faculty Development Centre in Cyber security under MHRDPMMMNTT scheme of Government of India</i>
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Name of the Agency	<i>Shivaji University (SU)</i>
Country	<i>India</i>
Region	<i>Maharashtra, Asia</i>

Sl	Component/Factors	Description / Requirements
1	Title of the good practice	Nurturing Human Resource in Futuristic Technologies by Establishing Faculty Development Centre in Cyber security under MHRDPMMMNTT scheme of Government of India
2	Purposes and objective the good practice	<p>The objectives of the GP are:</p> <ol style="list-style-type: none"> 1. To train the teachers in HEIs in Cyber security and Data Science so that they will be relevant for next ten years. 2. To design curricula on the guidelines given by NASSCOM Sector Skills Council. This aims towards improving the skill development and campus placement of the students in the HEIs. 3. To incorporate the courses suggested by SPD RUSA, Maharashtra Expert Committee as a PG Diploma and electives. 3. Promote research on cutting-edge and groundbreaking topics in Big data analytics, Data Science, Network and Cyber Security for Science & Technology and ICT pedagogy for Social science. 4. To Create technological infrastructure for conducting teacher's training program. The proposal aims at designing and commissioning of state of art Cyber security laboratory. 5. To build a network of trainers from academia and industry with practical experience to conduct the training for the teachers so that the identified disciplines would be propagated in all concerned institutes. 6. Forming consortium of industries specialized in cyber security which will interface with Shivaji University Kolhapur. 7. A special task was entrusted by MHRD is to design the software script / firewall / content filter for the schools and colleges in India for filtering the undesired content.

3	Context	<p>Given the rapid pace of change, subjects like Cyber Security, Artificial Intelligence and Data Science are changing the way in which businesses operate in the world, it is believed that traditional academic programs like Bachelors in Arts and Sciences, Pharmacy, Health and Nutrition, Engineering and Technology could be improved so that students can be ready for the change. From this point of view, Rashtriya Uchcharat Shiksha Abhiyan, State Project Directorate, Maharashtra (RUSA SPD Maharashtra) had initiated a reform process of introducing value addition courses in the field of Cyber Security and Data Science to enhance students and teachers skillsets and increase campus placements. Prof. R.K. Kamat the Coordinator of the present proposal was entrusted the task of chairing a committee of eminent academicians, industrialists and professionals in April 2017. The present proposal emanated as one of the recommendations of this committee with the sole objectives of capacity building of the faculty members in the niche areas of Cyber security and Data Science. Cyber security is need of the time, as estimated by NASSCOM's Cyber security Task Force, there is need of 1 million trained cyber security professionals in India by 2025. But currently there are only 62,000, so to fill this gap there is need to introduce cyber security courses at graduate and postgraduate levels. The primary aim of the MHRD PMMMMNMTT SU FDC in CS & Dsis is to train teachers with practical skills so that more and more cyber security experts can be shaped every year. It is expected that the 'Train the Trainers' approach shall percolate to the students in colleges and make them suitable to take up challenges in the domain of Cyber Security and Data Science.</p>
4	Practice	<p>The GP was started with the support of the MHRD scheme PMMMMNMTT (Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching) The mission was mooted by the Ministry of Human Resource Development, Government of India. Shivaji University was selected as the Nodal Agency for implementing the Faculty Development Programs in Cyber Security and Data Science for training of Faculty in Universities, Colleges and Institutes of Higher Education.</p> <p>Our notable achievements in the training of faculty in Cyber Security and Data Science</p>

		<ol style="list-style-type: none"> 1) Trained 5,500 Heads of Departments, Professors, Lecturers and Lab Instructors within a very short span of 6 months. This is probably an all-India first. 2) 100 plus institutes, colleges and universities covered in Maharashtra and outside. 3) Quality of training rated by participants is 9.2 out of 10, which is probably the best rating in India. 4) Established and set up a Cyber Lab at the University with state-of-art equipment. Probably the first University in India to have one. The Cyber Lab will be used for students to conduct advanced research in Cyber Security with high end virtualization to replicate real life situations. The University thus aims to be the National Hub for Cyber Security and Data Science research.
5	Timeframe of the Good practice	The scheme was initiated in the year 2018 and operational till date
6	Targeted group / Beneficiary group (Student/ Faculty/ Management / Higher education provider.....)	Faculty / Teachers in HEIs on pan India basis including NITs were trained in this initiative.
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	Upskilling and reskilling of teachers
7	Institutional Policy for inclusion of GPs	The said GP is a part of the perspective plan of Shivaji University, Kolhapur. This was in view of the rapid pace of change in which businesses operate in the world with incorporation of Cyber Security, Artificial Intelligence and Data Science. SUK believed that traditional academic programs like Bachelors in Arts and Sciences, Pharmacy, Health and Nutrition, Engineering and Technology could be improved so that students can be ready for the change. This reform process as per the perspective plan was started by the authorities by motivating Department of Computer Science to formulate a proposal for Faculty Development cum Centre of Excellence. The same was submitted in partnership with NASSCOM under the MHRD scheme Pandit Madan Mohan Malviya National Mission for Teachers and Training (PMMMNTT). The proposal was approved by MHRD with a grants around Rs. 7 Crores.
8	Factors that required for successful implementation of GPs	The grants-in-aid by Ministry of Human Resource Development (MHRD) under the Pandit Madan Mohan

9	Evidence of success/ impact or realization the objectives and Success factor	<p>(b.1) Methodology Followed: One of the major objectives for setting Faculty Development Centre was to initiate curriculum reforms with a view to improving the skills and employability of graduates and postgraduates. For this purpose, State Project Directorate, RUSA had set up consultative committee to recommend the courses and implementation strategy. One of the recommendations of the committee is to develop the courses on Cyber Security &DS. Our FDC designed competency-based course-curriculum in which different competencies have been identified and acquired skills will be graded based on the competency levels. The courses have been designed with the involvement of experts from industries. Further, the State Project Directorate of Rashtriya Uchchar Shiksha Abhiyan (SPDRUSA), Government of Maharashtra, had set up Consultative Committee to propose various courses to be included in the curriculum of institutes of higher learning in Maharashtra with a view to improving the skills and employability of graduates and post-graduates passing out from the state universities and colleges.</p> <p>The resource materials with appealing sense of readability have been developed in house as well as with collaboration with industry partners and selected participants. The resource material developed is as followed: 1. Reference Book: Flip the Classroom: Bloom's Taxonomy to MOOCs... A Pragmatic Approach, Himalaya Publications 2. Reference Book: Data Analytics in R: A Case Study based Approach, Himalaya Publications 3. Text Book: A Special Edition Text Book on Cyber security 4. Text Book: Online Self Defence Technique for Women 5. Lab Manual: Online Self Defence Technique for Women 6. Text Book: A Special Edition Text Book Awareness in Cyber security 7. Reading Material on: Resources in Cyber security Resource Material under development is as follows: 1. Reference Book: Data Exploration and Visualization in R: A Practical Guide 2. Reference Book: Decision Making through Data Science: from Concepts to Applications 3. Reference Book: Artificial Intelligence based Personalized Learning Model: Revitalizing Education 4. Development of Open Educational Resources (OER) for Data Science Case Study based Approach 5. MOOC on Data Science 6. Development of MOOC for Capacity Building of School Teachers in TechnoPedagogy Page 22 of 40 Snap shots of few resources</p>
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10	Promotion of Good Practice	<p>An exclusive portal was created for sensitization, management of the course. URL: http://sangnaksuraksha.com/</p> <p>MHRS, Govt. of India portal hosted the entire information for the purpose of dissemination: http://nmtt.gov.in/</p>
11	Activities carried out to achieve the good practice objectives	<p>The level of training understands the sensibilities of the participants who were mainly professors and lecturers of different streams. The training also considered the “Recognition of Prior Learning” that these participants enjoy by way of their qualifications and teaching experience.</p> <p>The initiation of training for any topic/subject is through a conceptual explanation, followed by a case study and a practical demonstration by the Master Trainer, explaining step by step the process of conducting the practical. The participants then try out the practical hands on. During the hands-on, the trainer guides the participant in case of any difficulty.</p> <p>Post the practical, the trainer leads a discussion on how the demonstration impacts the cyber security scenario. The participants are also explained the applicability of the concept – from a stand-alone perspective and from the business perspective. The latter is crucial as the students who would be taught by the participants will ultimately be exposed to the business environment in their careers. An important factor that the Master Trainers have included is elaboration of the consequences of making a mistake in conducting the practical.</p> <p>This exercise makes the participant aware of the associated risks and their severity. Working backwards, the participants learn how not to make mistakes while conducting practicals. This method ensures:</p> <ul style="list-style-type: none"> (a) Deeper and easier understanding because of hands on (b) Better retention as the participant is able to relate the practical to real life <p>I Efficient transfer to students as participants have experienced the practical themselves twice over.</p> <p>In most instances, participants raise queries on the applicability in other situations as well. This starts a healthy debate among the participants with the trainer as the moderating factor. Retention of knowledge is made</p>

		<p>doubly sure with the participants being given the course material.</p> <p>However, there are concepts which cannot be translated into practicals. Here, the Master Trainer explains the concept in two ways for the easy understanding of the participants. A general perspective is shown to participants with non-technical background. A technical perspective is explained to those who teach technical streams.</p> <p>The practicals follow a specific pattern: describing a scenario, defining the objectives of the practical, the requirements to conduct the practical which would include the tools, frameworks, services, configurations. At the conclusion, participants are drilled the fact that tools are unimportant as they get outdated. Concepts are important and they need to be understood in all their nuances. Cyber Security is essentially security in the cyber world. The Master Trainers attempt that once security is understood in its pure essence, cyber is another element amongst the various aspects prevalent in the digital universe.</p>
12	Sustainability of the practice	MHRD, Government of India has extended the scheme till March 2021 as of today. The centre established at Shivaji University is now gearing up to operationalize its activities on its own for the benefit of the faculty and students.
13	Validation /Received awards	A virtual laboratory kit is developed for massive scale training in Cyber security on a self-learning basis. The kit has become so popular that the MHRD twitted the same from its twitter handle and the same is being followed by many... Snapshot of the MHRD twitter handle:
14	Publication	Details posted on the website of MHRD, Government of India: http://nmtt.gov.in/
15	Details of the contact person	<p>Prof. R. K. Kamat Head, Department of Computer Science, Shivaji University, Kolhapur Tel: 0231-2609347 Mob: 9028001068 Email: rkk_eln@unishivaji.ac.in Website: www.unishivaji.ac.in</p>

4.17	<i>Sensitization and Strengthening Research Ecosystem: An Holistic Approach</i>
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Name of the Agency	<i>Shivaji University (SU)</i>
Country	<i>India</i>
Region	<i>Maharashtra, Asia</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	Sensitization and Strengthening Research Ecosystem: An Holistic Approach
2	Purposes and objective the good practice	Purposes and objective the good practice <ul style="list-style-type: none"> • To sensitise stakeholders in the institute for research intensive activities • To establish ecosystem for providing support to undertake research activities • To strengthen attempts to translate research outputs into knowledge and technology • To promote research of societal relevance
3	Context	<p>The most aspiring students coming from rural areas of the university have proved their potential in overseas countries like South Korea by establishing sort of research hubs. To sustain the momentum and to increase the number, Shivaji University, Kolhapur has taken several initiatives and started schemes to ensure and enhance the quality research in the frontier areas of science and technology, humanities, Commerce and Management and interdisciplinary areas. In order to bring UG students to the mainstream research, “Research Sensitization Scheme” has been started. PG students of the University departments have been provided with funding under “Research Promotion Scheme” to transform their project work into the tangible output such as publication and patents. Further, to provide substantial research funds to young faculty of university and affiliated colleges, “Research Initiation Scheme” has been started. The faculty from University Departments have been supported with research grants under “Research Strengthening Scheme”. Support is also being provided to the faculty of PG departments for registration and publication of patents. Through these schemes and funds provided thereby, the university intends to engage and encourage the maximum number of students and teachers for undertaking cutting edge research activities of national importance. In order to facilitate the inter-disciplinary and trans-disciplinary research activities on the campus and to</p>

		integrate science and technology, Research Colloquium activity has been initiated. As a part of this activity, faculty members present the highlights of their research activities with the intention to establish collaborations with their peers.
4	Practice	Guidelines for each of the schemes have been planned, prepared and approved by the competent authority. The University issues notifications periodically, seeking proposals from the concerned. Proposals received are scrutinised by the committee of experts for novelty, applicability and societal relevance. The shortlisted proposals are recommended for funding. Review of progress of research work is monitored. Beneficiaries are encouraged to publish research findings in reputed journals.
5	Timeframe of the Good practice	Timeframe of the Good practice Last three years (2017-18, 2018-19 to 2019-20)
6	Targeted group / Beneficiary group (Student /Faculty/ Management/ Higher education provider.....)	<ul style="list-style-type: none"> • Under graduate students • Post graduate students • Faculty
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	Graduation and Post-graduation
7	Institutional Policy for inclusion of GPs	The best practice has been proposed as per the perspective plan, approved by the Management Council and monitored by the experts nominated by the institute.
8	Factors that required for successful implementation of GPs	The most important factor is sensitization of the GP which is done through the affiliated colleges. Another factor was identification of right kind of projects for funding which is done through nomination of expert panel.
9	Evidence of success/ impact or realization the objectives and Success factor	<p>Evidence of success/ impact or realization the objectives and Success factor</p> <p>The schemes were well taken by the stakeholders. Till date 261 research projects have been funded with total outlay more than Rs. 2.5 Cr. As rightly said, “Catch them Young”, the Research Sensitization Scheme has facilitated:</p> <ol style="list-style-type: none"> 1. Tapping the young learners with research mind set at an early stage 2. Helped them to bring their ideas in reality 3. Promoted them the challenging task of identifying the problems itself in their near surrounding

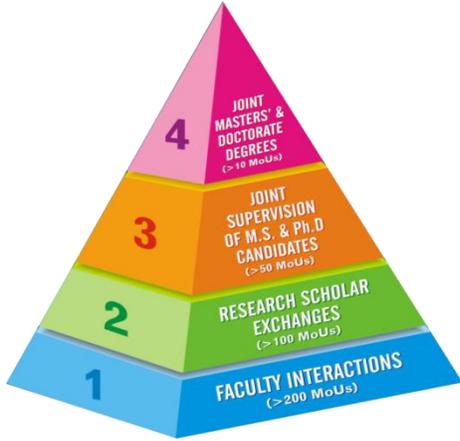
		<p>4.Developed their research methodology skills like survey, analytical thinking, problem solving, quantitative techniques, report writing, presentation skills and exhibition of their inner potential</p> <p>5.Substantial increase in number of participants in research competitions like ‘Avishkar’ (An annual event started by Hon. Chancellor)</p> <p>6. To increase the crucial parameter namely “Researchers in R&D (per million people)” in University jurisdiction which has global relevance.</p>
10	Promotion of Good Practice	Some of the projects under the GP found their place in the State level research convention known as “Avishkar”. Thus the students participated in this research convention in turn became the brand ambassador for the GP.
11	Activities carried out to achieve the good practice objectives	<p>Research Initiation/sensitization/promotion Schemes are avenues to the students/teachers provided by Shivaji University to start or continue their research work in the College / Institute / Departments. Director/Principal/Head of the institute/colleges/University Departments should encourage these teachers and provide available facilities as per the requirement of Principal Investigator. It should be observed that, the research proposals help in developing research culture among the teachers. Following are some of the general guidelines applicable for the Research Proposals sanctioned under the Research Initiation Scheme of Shivaji University, Kolhapur. 1) Procurement of equipments/books/journals should be made following norms of the college/institution/University. College/Institution/University should provide required space for installation of equipment and should provide other infrastructure like electricity, water etc, if required. 2) The sanctioned amount shall be transferred to a separate account operated jointly by Principal Investigator and Principal or his nominee. In case of teachers from University Department no such provision is required. The Principal Investigator will have the responsibility for auditing the accounts. 3) Duty leave (maximum upto 10 days & within the pre scribed limits as per University/ State Government norms) be sanctioned to Principal Investigator / Co-Investigator as per the requirement of the Project work. 4) The Principal Investigator shall present the outcome of the project in Regional/State level/National level conference. 5) The mid-term evaluation of the project based on the 1st annual progress report submitted by the PI</p>

		will be done by the expert committee. The committee consists of two subject experts nominated by Hon. Pro-Vice chancellor. The release of funds as a second Installment will depend on quality as well as the performance of the work done during the first year. 6) Parent college/institution shall not charge any overhead charges. 7) The final report of research project should include i) Detailed Report along with conclusions/recommendations (two hard bound copies) along with published/presented/accepted paper(s), if any. ii) Utilization certificate iii) Statement of accounts iv) Related Documents 8) Completion Certificate for the completed project will be issued after submission of all the required documents by Project Investigator to University.
12	Sustainability of the practice	Sustainability is ensured through sufficient budget provision. For instance in case of Research Promotion Scheme the selected project is given support maximum upto Rs. 3,00,000/- (for teachers from Science, Engineering and Pharmacy faculty) and Rs 2,00,000/- (for teachers from all other faculties). It will have recurrent and non-recurrent components. A total of 100% grant towards non-recurring component and 50% grant towards recurring component will be released through 1 st instalment. The second instalment of 50% (balance of recurring component) will be released in second year of the project, provided annual progress report is submitted by the Principal Investigator on or before the end of the first year of the project. The effective date of start of the project should be the date on which grant is credited to the Principal Investigator.
13	Validation /Received awards	The schemes received appreciation from the stakeholders and the output is reflected in terms of the improved research metrics such as h-index, i-10 index and citations of the University as a whole.
14	Publication	http://www.unishivaji.ac.in/uploads/admin/2019/Circular/May/research.pdf
15	Details of the contact person	Prof. R. K. Kamat Head, Department of Computer Science, Shivaji University, Kolhapur Tel: 0231-2609347 Mob: 9028001068 Email: rkk_eln@unishivaji.ac.in Website: www.unishivaji.ac.in

4.18	<i>Internationalization of IIT Madras</i>
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Name of the Agency	<i>Indian Institute of Technology Madras (IITM)</i>
Country	<i>India</i>
Region	<i>Tamil Nadu, Asia</i>

SI	Component/Factors	Description / Requirements
1	Title of the good practice	Internationalization of IIT Madras
2	Purposes and objective the good practice	<p>IIT Madras' efforts to be recognised as a global leader in education and research are resulting in increased international interest in the Institute. The Institute already has a growing exchange programme. IIT Madras is also working with the Ministry of Human Resources Development towards enabling enrolment of Ph.D. scholars from foreign countries in considerable numbers.</p> <p>The Institute seeks to increase the quantum of exchange of both undergraduate students and research scholars. The emphasis will be on joint innovative student projects for the former, and collaborative research for the latter. IIT Madras also has the goal of increasing the level of faculty exchange. Faculty members participating in international collaborations will be involved in exchange programmes.</p> <p>The Office of Global Engagement will take a series of well- planned steps to meet these objectives:</p> <p><i>Research interest mapping.</i> Faculty across leading academic institutions will be paired with IIT Madras faculty based on overlapping research interests in order to collaborate and co-supervise the research work of exchange scholars. Joint Ph.D. programmes will be set up with universities that have a thriving exchange programme with the Institute. Such programmes will serve as magnets for research scholars.</p> <p>Office global Engagement will coordinate and conduct Research collaborative workshops and manage relations with strategic partner institutions.</p> <p>Facilitation of faculty and research scholar mobility.</p> <p>Funding mechanisms to facilitate exchanges of scholars and faculty will be identified.</p>

		<p>Improvements will be made continuously on campus to make IIT Madras more welcoming to long-term foreign visitors.</p> 
3	Context	The need for Internationalisation of higher education in India and the initiatives by the Govt. of India to attract international students to HEI's in India and also increased interest among faculty to collaborate with International faculty led to the setting up a department of International relations in every University. Now with the new policies of NEP, it is mandatory the all HEI as in India. In IITM Office of International Relations was set up in 2007.
4	Practice	-
5	Timeframe of the Good practice	Since when the good practice is in use IITM set up plan "Strategic Plan2020" in 2014. Under this framework, The good practices of Internationalisation were formally laid out.
6	Targeted group / Beneficiary group (Student /Faculty / Management / Higher education provider.....)	The target was to attract international students and Faculty under collaboration. Introducing Joint programs to enable the mobility of Research scholars and faculty.
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>Stage/Phase of the activity in which GPs is involved HE</p> <p>1.Access <input type="checkbox"/></p> <p>2.Retention <input type="checkbox"/></p> <p>3.Graduation <input type="checkbox"/></p> <p>4.Trantition to working life <input type="checkbox"/></p> <p>Access</p>
7	Institutional Policy for inclusion of GPs	Strategic plan 2020 available on IITM website
8	Factors that required for successful implementation of GPs	-

9	Evidence of success/ impact or realization the objectives and Success factor	A. Increased inbound and outbound students B. Joint research and Joint Publications C. Faculty collaboration globally D. Joint programs
		-
10	Promotion of Good Practice	Continuous interaction, networking and promotion
11	Activities carried out to achieve the good practice objectives	-
12	Sustainability of the practice	-
13	Validation /Received awards	-
14	Publication	Website: http://www.oir.iitm.ac.in/
15	Details of the contact person	Name: Ms. Kavitha G.R Position: General Manager, Global Research Collaborations, IITM Tel: 044-22574926/4927 Mob: 9444536574 Email: global.research@ge.iitm.ac.in , oir.iitm.ac.in

4.19	<i>Providing critical support to differently-abled individuals and equal opportunity for all</i>
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Name of the Agency	<i>Jadavpur University (JU)</i>
Country	<i>India</i>
Region	<i>West Bengal, Asia</i>

Sl	Component/Factors	Description / Requirements
1	Title of the good practice	Providing critical support to differently-abled individuals and equal opportunity for all
2	Purposes and objective the good practice	Objective <ul style="list-style-type: none"> To provide equal opportunities to differently abled persons in higher education To equip with facilities to provide access to disabled persons To explore suitable placement opportunities for differently abled individuals and to prepare them for this To promote teacher preparation program for differently abled individuals
3	Context	The “Persons with Disabilities Act 1995” indicates that the citizens with disabilities should have equal access to education. In order to develop awareness amongst the differently abled individuals on higher education and also for career guidance and counselling the University has taken several actions and founded separate cells. The admission of differently abled individuals in various courses is facilitated and government guidelines in this regard are followed. Counselling, guidance and assistance are provided to the differently abled to establish them in their career.
4	Practice	<ul style="list-style-type: none"> The University has a Centre for Studies and Rehabilitation of Differently Abled Persons, to extend social service to the <i>students with special needs</i> in the University as well as to the society at large. The service from the Centre is mainly rendered through two directions- <u>research works</u> and <u>special support</u> to the <i>students with special needs</i> for higher education. An “Audio Book” library has been developed by the Centre with proper library management system (like accession no.) for the visually challenged students in the Departments of Bengali English, Sanskrit, International Relations and History, both in under-graduate and post-graduate levels as per

		<p>the syllabus of Jadavpur University.</p> <ul style="list-style-type: none"> • The Centre has started free Personality Grooming and Communicative Language Course (Foundation Course) for the <i>students with special needs</i> of our University. • The Centre has 15 independent computers that support JAWS (Screen Readable Software) to conduct free computer training programme at the basic level from time to time especially for the <i>visually impaired students</i> of our University. • Special education and training programs for the teachers to handle differently abled individuals are planned. • The University has made arrangement for physical access of differently abled students and individuals in important administrative and most of the academic buildings. Scribes are provided for the disabled students of the University from time to time as per their semester examinations. • The SC/ST cell helps in implementing, monitoring and continuous evaluation of the reservation policy for effective implementation. It also provides information on different fellowship and other activities to the SC/ST candidates.
5	Timeframe of the Good practice	2012 onward
6	Targeted group / Beneficiary group (Student / Faculty / Management / Higher education provider.....)	All of them.
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p>Stage/Phase of the activity in which GPs is involved HE</p> <p>1.Access: YES <input type="checkbox"/></p> <p>2.Retention: YES <input type="checkbox"/></p> <p>3.Graduation: YES <input type="checkbox"/></p> <p>4.Transition to working life: YES <input type="checkbox"/></p>
7	Institutional Policy for inclusion of GPs	<p>Jadavpur University has long followed a "bottom up", rather than a "top down", approach when it comes to good practices. Typically, a good practice emerges from the experience from individual teachers, or students, or, sometimes, from administrators. This is then extended, tested, and refined at the level of the school, department, or section. Once the broad contours of the good practice are established, the good practice is extended to other units of the University. Proof of this may be found in the way in which providing support to differently-abled students led</p>

		to the setting up of the HEPSN Cell of the University, with financial support of the MRD and UGC. Providing critical support to differently-abled individuals and equal opportunity for all is a good practice that is now an integral part of the institutional DNA of the University. Acknowledgement of this has come not only from various assessment and ranking agencies, but also from the projects that have been initiated and funded by various organisations and agencies, both Indian and foreign, including those which are governmental as well as non-governmental agencies.
8	Factors that required for successful implementation of GPs	A strong and supportive administration, willing to try out innovation, both in teaching, research, and assessment; a cooperative work culture; democratic decision-making, where the views of all stakeholders are taken into consideration before decisions are made or policies formulated; and an ambience of working together as a team, irrespective of rank and position within the institutional hierarchy.
9	Evidence of success/ impact or realization the objectives and Success factor	<ul style="list-style-type: none"> • Presently, there are more than hundred differently abled individuals, who are in the roll as students. • The “Audio Book” library has a total of 166 CDs and DVDs and 703 Audio cassettes as Audio Book. At present one Book-reader (associated with All India Radio, Kolkata) and one Voice Editor have been appointed on temporary basis for the preparation of audio books. • Certificate in Fundamentals in Computer Applications (CFCA), as well as the same course for the students with visual impairment (CFCA-VH-I, CFCA-VH-II), Certificate in Communicative languages (CCL) have been offered for the students with physical and social disabilities. • A database of the differently abled students of Jadavpur University of the year 2008-2012 is going to be completed which will help in future coordination with them.
10	Promotion of Good Practice	As a premier institution, Jadavpur University has long been a model and exemplar for other institutions of higher education, especially in eastern India.
11	Activities carried out to achieve the good practice objectives	As mentioned above
12	Sustainability of the practice	It is both durable and sustainable.
13	Validation / Received awards	This good practice has received due acknowledgement

		from national and international accreditation and ranking agencies, including NAAC, NIRF, RUSA 1.0 and 2.0, UGC, Times Higher Education World University Rankings, QS World University Rankings, among others.
14	Publication	Yes
15	Details of the contact person	Name: Samantak Das Position: Professor of Comparative Literature & Director, IQAC, JU Tel: +91-9434212841 Mob: +91-9434212841 Fax: - Email: iqac.16@gmail.com; samantak.das@jadavpuruniversity.in Website: jaduniv.edu.in

4.20	<i>Promoting a culture of innovation and entrepreneurship among students</i>
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Name of the Agency	<i>Jadavpur University (JU)</i>
Country	<i>India</i>
Region	<i>West Bengal, Asia</i>

Sl	Component/Factors	Description / Requirements
1	Title of the good practice	Promoting a culture of innovation and entrepreneurship among students
2	Purposes and objective the good practice	<p>Objective</p> <ul style="list-style-type: none"> • Creating awareness among the students of the University regarding entrepreneurship as a career option. • Conduct training programmes and special lectures in the field of entrepreneurial skill development • Develop entrepreneurship related course curriculum to incorporate in engineering programmes • Provide guidance and facilities to first time entrepreneurs during gestation.
3	Context	<p>Innovation, entrepreneurship, start-up, and tech-connect at Jadavpur University began with creating awareness about Entrepreneurship through the Entrepreneurship Development Cell (E-Cell), which is run primarily by the University's students, with faculty supervision (https://www.facebook.com/juecell/), and conducts programmes related to awareness-creation as well as skill-training for prospective entrepreneurs. The E-Cell has been particularly active in promoting innovation contests which has resulted in a number of accolades for the university's students as regional and international finalists and award winners in competitions organized by the HULT foundation, the Smart India Hackathon organized by the Ministry of Human Resources Development, Government of India, innovation contests organized by chambers of commerce, including the Confederation of Indian Industries (CII) and so on. The E-Cell was also instrumental in organizing the prestigious DAAD Falling Walls Lab in 2018 with funding support from the TEQIP programme of the University and is a regular organizer of the 'Internship Match-Making with Startups' programme where startups recruit University students as interns for hands-on training. The Cell is financed by the TEQIP and the RUSA 2.0 programmes of the University.</p>

		<p>Creating the Start-up Cell which provides facilities for technical incubation in accordance with the Intellectual Property (IP) policy and provides basic equipment for development of prototypes as well as facilities for commercialization through Industry Chambers and Business Incubators. (http://www.jaduniv.edu.in/upload_files/scroll_info/1584347964.pdf).</p> <p>Creating a Centre for Development of Appropriate Social Technologies (CAST) which encompasses both commercializations of innovations relevant for the social sector arising out of student innovation as well as faculty research. A notable achievement of this centre is a home-made protective mask for combating Covid infection (https://www.hindustantimes.com/education/jadavpur-university-working-on-three-layer-fabric-masks-using-low-cost-materials/story-Sulv1IkphErb00keSn1GJ.html).</p> <p>Creating the Institution's Innovation Council (IIC) in accordance with the MHRD guidelines to formulate the Innovation and Startup Policy, facilitate the activities of all the three entities mentioned above and also achieve tech-connect with industry through industry chambers, business incubators, and business-to-business channels for which the IP policy has been special formulated. The programmes of the IIC are in accordance with the MHRD's Innovation Cell Guidelines and also include calls in technology development, an example of which has been a call for ideas to develop mobile phone-based ECG monitors and quarantine monitors for the Covid situation. The IIC also organizes showcasing of University technologies through trade shows like the International Engineering Sourcing Shows organized by the EEPC India.</p> <p>Jadavpur University involves postgraduate and undergraduate students in live projects, either as formal assignments for dissertations or undergraduate projects, or as interns, an example of which can be found in http://www.jaduniv.edu.in/requiredfiles/display_notices.php?nc=Events&type=l</p> <p>This regular feature of the University facilitates the exposure of students to the latest technology, equipment, and scientific/technological/experimental methods.</p>
4	Practice	<ul style="list-style-type: none"> Organizing events and workshops to create awareness about entrepreneurship

		<ul style="list-style-type: none"> • Mentoring the aspiring entrepreneurs by providing necessary guidance on business planning; entrepreneurial finance; start-up and business related laws; app, software and website development etc. by arranging events and bringing in suitable mentors • Training the interested students about investing through virtual stock markets • Organizing Business Plan competitions and helping students to prepare for Business Plan competitions organized by other institutes such as IITs and IIMs <p>Overall grooming of the students</p>
5	Timeframe of the Good practice	2016 onward
6	Targeted group / Beneficiary group (Student /Faculty / Management / Higher education provider.....)	All of them.
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	<p><i>Stage/Phase of the activity in which GPs is involved HE</i></p> <p>1. Access: YES <input type="checkbox"/></p> <p>2. Retention: YES <input type="checkbox"/></p> <p>3. Graduation: YES <input type="checkbox"/></p> <p>4. Transition to working life: YES <input type="checkbox"/></p>
7	Institutional Policy for inclusion of GPs	<p>Jadavpur University has long followed a "bottom up", rather than a "top down", approach when it comes to good practices. Typically, a good practice emerges from the experience from individual teachers, or students, or, sometimes, from administrators. This is then extended, tested, and refined at the level of the school, department, or section. Once the broad contours of the good practice are established, the good practice is extended to other units of the University. Proof of this may be found in the way in which the demand from students led to the formation of a joint initiative of university students and the Business Incubation Centre, Jadavpur University, to nurture and inspire the creative minds of the students, as also noted above. It is a good practice that is now an integral part of the institutional DNA of the University. Acknowledgement of this has come not only from various assessment and ranking agencies, but also from the projects that have been initiated and funded by various organisations and agencies, both Indian and foreign. Student innovation and entrepreneurship has not only been acknowledged within academia and industry, but also received considerable coverage in the press.</p>

		<p>Even during the Covid-19 pandemic, innovation, often led by students, continues to flourish at the University, as evidence of which, the following may be cited.</p> <p>(i) Development of a device to tell if a coughing person is a Covid-19 carrier Two students of Jadavpur University have developed an intelligent device which will analyse if a coughing person is a COVID-19 carrier. The details of the model have been submitted to the ICMR. https://economictimes.indiatimes.com/news/science/jadavpur-university-students-develop-device-which-can-tell-if-a-coughing-person-is-a-covid-19-carrier/articleshow/75442327.cms</p> <p>(ii) Developing an app to disseminate genuine info on Covid-19 The 'infobank' will contain all verifiable and accurate information on the disease. https://www.hindustantimes.com/education/jadavpur-university-students-developing-app-to-disseminate-genuine-info-on-covid-19/story-m89OFLcmH9Vxp4XR3KpbEI.html</p> <p>(iii) Design for low-cost ventilator Jadavpur University duo win hackathon for coronavirus solution https://www.telegraphindia.com/calcutta/ju-duo-win-hackathon-for-coronavirus-solution/cid/1763908</p> <p>(iv) Developing low-cost three-layer mask to fight Covid-19 These masks are being distributed amongst the needy; the West Bengal Government has also indicated an interested to purchase a bulk quantity of such masks https://timesofindia.indiatimes.com/city/kolkata/jadavpur-university-to-develop-affordable-3-layer-masks/articleshow/75002129.cms</p> <p>(v) Development of software (MOXA) to detect persons in the street without mask. The system is likely to be very useful if we can install the software on the CCTVs installed in the streets. Jadavpur University is in touch with the Kolkata Police HQ to use this software for the development of proper equipment.</p>
8	<p>Factors that required for successful implementation of GPs</p>	<p>A strong and supportive administration, willing to try out innovation, both in teaching, research, and assessment; a cooperative work culture; democratic decision-making, where the views of all stakeholders are taken into consideration before decisions are made or policies formulated; and an ambience of working together as a team, irrespective of rank and position within the institutional hierarchy.</p>

9	Evidence of success/ impact or realization the objectives and Success factor	Students have been sensitised, and are organising as well as attending symposia, conferences, workshops, and other events - both inside and outside the country - where student-led entrepreneurial activities are focussed upon. Students have received generous funding from agencies, and institutions, including under RUSA 2.0, presently underway in the university.
10	Promotion of Good Practice	As a premier institution, Jadavpur University has long been a model and exemplar for other institutions of higher education, especially in eastern India.
11	Activities carried out to achieve the good practice objectives	As mentioned above.
12	Sustainability of the practice	It is both durable and sustainable.
13	Validation /Received awards	This good practice has received due acknowledgement from national and international accreditation and ranking agencies, including NAAC, NIRF, RUSA 1.0 and 2.0, UGC, Times Higher Education World University Rankings, QS World University Rankings, among others.
14	Publication	Yes
15	Details of the contact person	Name: Samantak Das Position: Professor of Comparative Literature & Director, IQAC, JU Tel: +91-9434212841 Mob: +91-9434212841 Email: iqac.16@gmail.com; samantak.das@jadavpuruniversity.in Website: jaduniv.edu.in

Abbreviations

APQN	-	Asia-Pacific Quality Network
A&A (A/A)	-	Assessment and Accreditation
AACCUP	-	The Accrediting Agency of Chartered Colleges and Universities in the Philippines
ABET	-	Accreditation Board for Engineering and Technology
AC	-	Academic Council
ACA	-	Academic Co-operation Association
ACCSB	-	Advance Collegiate Schools of Business
ACE	-	The American Council on Education's
ACM	-	Associates of Computing Machinery
ACODE	-	Australian Council on Open, Distance and e-learning
ACP	-	Academic Calibration Process
ACQUIN	-	Accreditation, Certification and Quality Assurance Institute
ACSC-AA	-	Association of Christian Schools and Colleges Accrediting Agency
AD	-	Academic Director
AHELO	-	The Assessment of Higher Education Learning Outcomes
AICTE	-	All India Council for Technical Education
ALCUCOA	-	Association of Local Colleges and Universities Commission on Accreditation
AMC	-	Annual Maintenance Contract
ANECA	-	The National Agency For Quality Assessment And Accreditation of Spain
ANOVA	-	Analysis of Variance
ANQAHE	-	Arab Network for Quality Assurance in Higher Education
APQI	-	Asia Pacific Quality Information Portal
APQR	-	Asia-Pacific Quality Register
AQA	-	Academic Quality Agency
AQAA	-	The Atlanta Quality Assurance Association
AQAN	-	ASEAN Quality Assurance Network
AQAR	-	Annual Quality Assurance Report
AQF	-	Australian Qualifications Framework
ASB	-	Asian Development Bank
ASEAN	-	Association of Southeast Asian Nations
ASHE	-	Agency for Science and Higher Education
ASIIN	-	Accreditation Agency Specialized in Accrediting Degree Programs in Engineering, Informatics, the Natural Sciences and Mathematics
ASKe	-	Assessment Standards Knowledge Exchange
ASP	-	Academic Support Programme
AT	-	Assessment Team

AUN	-	ASEAN University Network
AVRC	-	Audio-Visual Research Centre
BCUD	-	Board of College and University Development
BL	-	Blended Learning
BoS	-	Board of Studies
BQA	-	Education and Training Quality Authority
CAL	-	Computer Aided Learning
CAR	-	Cordillera Administrative Region
CAS	-	Center for Advanced Studies
CAT	-	Common Aptitude Test
CBCS	-	Choice Based Credit System
CBHE	-	Cross Border Higher Education
CBT	-	Computer Based Teaching
CC	-	Creative Commons
CCA	-	Climate Change Adaptation
CD	-	Compact Diskette
CDC	-	College Development Council
CDGDC	-	China Academic Degree and Graduate Education Development Centre
CEA-AVU&C	-	Center for Education Accreditation belong to the Association of Vietnam's Universities and Colleges
CEAIE	-	The China Education Association for International Exchange
CEC	-	Consortium for Educational Communication
CEDA	-	Committee for Economic Development of Australia
CEENQA	-	Central And Eastern European Network of Quality Assurance Agencies in Higher Education
CEMCA	-	Commonwealth Educational Media Center for Asia
CEQARD	-	Center for Education Quality Assurance and Research Development
CETQA	-	Center for Education Testing and Quality Assurance
CGPA	-	Cumulative Grade Point Average
CHEA	-	Council for Higher Education Accreditation (USA)
CHED	-	Commission on Higher Education
CIQG	-	CHEA International Quality Group
CMNHS		The School of Oral Health of College of Medicine Nursing and Health Sciences
COD	-	Centres of Development
COE	-	Centres of Excellence
COHSSIP	-	Committee for Humanities and Social Science Improvement Programme
COL	-	Commonwealth of Learning
COSIP	-	Committee for Science Improvement Programme
COSIST	-	Committee for Strengthening of Infrastructure Improvement Programme in Science and Technology

CPE	-	Colleges with Potential for Excellence
CPRC	-	Curriculum and Pedagogy Review Committee
Cr	-	Criteria
Cr-GPA(s)	-	Criterion-wise Grade Point Average(s)
CSA	-	Centre for Social Action
CSEQ	-	College Student Experiences Questionnaire
CSIR	-	Council of Scientific and Industrial Research
CUAA	-	Internationalization ranking for Chinese universities
DAC	-	Discipline Academic Committee
DBM	-	Department of Budget and Management
DEEWR	-	Department of Education, Employment and Workplace Relations
DELNET	-	Developing Library Network
DEP	-	Distance Education Programmes
DGHE	-	Director General of Higher Education
DHERST	-	Department of Higher Education, Research, Science and Technology
DMH	-	DeTao Masters Heritage
DQAC	-	Discipline Quality Assurance Committee
DRM	-	Disaster Risk Management
DRR	-	Disaster Risk Reduction
DRS	-	Departmental Research Support of UGC
DSA	-	Departmental Special Assistance of UGC
DSL	-	Directed Self Learning
DST	-	Department of Science and Technology
ECA	-	European Consortium for Accreditation in Higher Education
ECAR	-	Educause Center for Applied Research
ECB	-	Evaluation Capacity Building
EDF	-	European Development Fund
EFA	-	Education for All
EFTS	-	Equivalent Full Time Students
EHEA	-	European Higher Education Area
EMRC	-	Educational Multimedia Research Centre
ENIC	-	European Network of Information Centres
ENQA	-	The European Association for Quality Assurance in Higher Education
EQAAs	-	European Quality Assurance Agencies
EQAF	-	Evaluative Quality Assurance Framework
EQAP	-	The Educational Quality and Assessment Programme
EQAR	-	European Quality Assurance Register for Higher Education
EQAS	-	External Quality Assurance System
ESA	-	Education Services Australia
ESD	-	Education for Sustainable Development
EU	-	European Union

EU-PacTVET	-	European Union Pacific Technical Vocational Education and Training in Sustainable Energy and Climate Change Adaptation Project
FFM	-	The Fiji Funding Model for Higher Education Institutes
FHEC	-	Fiji Higher Education Commission
FIEB	-	first stage of a new project of Internet testing for Bachelor graduates
FIST	-	Fund for the Improvement of Science and Technology Infrastructure
FJD	-	Fiji Dollar
FNU	-	Fiji National University
FQF	-	Fiji Qualifications Framework
FRDP	-	The Framework for Climate and Disaster Resilient Development in the Pacific
FSM	-	Federated States of Micronesia
GAA	-	General Appropriations Act
GAC	-	German Accreditation Council
GAO	-	The U.S. Government Accountability Office
GAQA-Net	-	Global Alliance of Quality Assurance Networks
GATE	-	Graduate Aptitude Test in Engineering
GATS	-	Global Agreement on Trade in Services
GATS	-	General Agreement on Trade in Services
GDETA	-	General Department of Education Testing and Accreditation
GDP	-	Gross Domestic Product
GGP	-	Guidelines of Good Practices
GIS	-	Geographical Information System
GIZ	-	German aid agency
GMAT	-	Graduate Management Admission Test
GQAR	-	Global Quality Assurance Register
GRE	-	Graduate Record Examination
HCERES	-	The French High Council for the Evaluation of Research and Higher Education
HEC	-	Higher Education Commission
HEEACT	-	Higher Education Evaluation & Accreditation Council of Taiwan
HEEC MO	-	Higher Education Evaluation Center of the Ministry of Education
HEED	-	Higher Education and Evaluation Development
HEIs	-	Higher Education Institutions
HEQAAC	-	Higher Education Quality Assurance and Accreditation Council
HERN	-	Higher Education Research Network
HES	-	Higher Education Services
HESF	-	Higher Education Standards Framework
HESI	-	The Higher Education Sustainability Initiative
HFA	-	Hyogo Framework for Action
HKCAA	-	Hong Kong Council for Academic Accreditation

HKCAAVQ	-	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
HKQF	-	Hong Kong Qualifications Framework
HKSAR	-	Hong Kong Special Administrative Region
HODs	-	Head of the Departments
IAAHEH	-	Indonesian Accreditation Agency for Higher Education in Health
IAS	-	Indian Administrative Services
IBCs	-	International Branch Campuses
ICDE	-	International Conference on Data Engineering
ICHR	-	Indian Council of Historical Research
ICPR	-	Indian Council of Philosophical Research
ICSSR	-	Indian Council of Social Science Research
ICT	-	Information and Communication Technology
IDEAL	-	International Distance Education Accreditation League
IEEE	-	Institute of Electrical and Electronic Engineers
IEET	-	The Institute of Engineering Education Taiwan
IHE	-	Internationalization of Higher Education
IIQA	-	Institutional Information for Quality Assessment
IMHE	-	Institution Management in Higher Education
INFLIBNET	-	Information and Library Network
INQAAHE	-	International Network for Quality Assurance Agencies in Higher Education
INSA	-	Indian National Science Academy
IPCC	-	United Nations Intergovernmental Panel on Climate Change
IPR	-	Intellectual Property Rights
IQAC	-	Internal Quality Assurance Cell
IQAS	-	Internal Quality Assurance System
IQAU	-	Internal Quality Assurance Unit
IQRP	-	International Quality Review Process
IRU	-	Innovative Research Universities
ISA	-	Institutional Quality Assessment
ISACs	-	Industry Standards Advisory Committees
ISR	-	Institutional Social Responsibility
IUC	-	Inter University Centre
IVE	-	Hong Kong Institute of Vocational Education
JCSEE	-	The Joint Committee on Standards for Educational Evaluation
KHDA	-	Knowledge and Human Development Authority (UAE)
KI	-	Key Indicator
KI-GP(s)	-	Key Indicator-wise Grade Point(s)
KMO	-	Kaiser-Meyer-Olkin
KPI	-	Key Performance Indicators

LMS	-	Learning Management System
LoI	-	Letter of Intent
LUCs	-	Local Universities And Colleges
MDG	-	Millennium Development Goals
MHRD	-	Ministry of Human Resource and Development
MIR	-	Minimum Institutional Requirements
MIS	-	Management Information System
MNCEA	-	Mongolian National Council for Education Accreditation
MoC	-	Memorandum of Contract
MOE	-	The Ministry of Education
MOET	-	Ministry of Education and Training
MOF	-	Ministry of Finance
MOOCs	-	Massive Open Online Courses
MoU	-	Memorandum of Understanding
MPI	-	Macau Polytechnic Institute
MQA	-	Malaysian Qualifications Agency
MRAs	-	Mutual Recognition Agreements
MSCHE	-	The Middle States Commission on Higher Education
NAAC	-	National Assessment and Accreditation Council (India)
NAAs	-	National Accrediting Agencies
NACUBO	-	National Association of. College and University Business Officers
NAFES	-	National Agriculture and Fisheries Education System
NARIC	-	National Academic Recognition Information Centre
NCEA	-	The National Certificates in Educational Achievement
NCPA	-	National Centre for Public Accreditation (Russia)
NCR	-	National Capital Region
NCTE	-	National Council for Teacher Education
NEASC	-	New England Association of Schools & Colleges
NET	-	National Eligibility Test
NGO	-	Non-Governmental Organization
NHESP	-	National Higher Education Strategic Plan
NILOA	-	National Institute for Learning Outcomes Assessment
NIRF	-	National Institutional Ranking Framework
NME-ICT	-	National Mission on Education through Information and Technology
NPE	-	National Policy Education
NPTEL	-	National Programmed Teaching Enhanced Learning
NQFs	-	National Qualifications Frameworks
NSSE	-	National Survey of Student Engagement
NTS	-	National Toppers Scheme
NWCCU	-	Northwest Commission on Colleges and Universities
NZQA	-	New Zealand Qualifications Authority

OBE	-	Outcomes-Based Education
OBQA	-	Outcomes-Based Quality Assurance
ODCA	-	Online Distance Courses and Assessment
ODL	-	Open Distance Learning
OECD	-	The Organization for Economic Co-operation and Development
OERs	-	Open Educational Resources
OERu	-	Open Educational Resources University
OLT	-	Office for Learning and Teaching
OMR	-	Optical Mark Recognition
ONESQA	-	The Office for National Education Standards and Quality Assessment
OPAC	-	Online Public Access Catalogue
OSCE	-	Objective Structured Clinical Examination
PAA	-	Programme Area Accreditation
PAASCU	-	Philippine Accrediting Association of Schools, Colleges and Universities
PaCE-SD	-	Pacific Centre for Environment and Sustainable Development
PACFOLD	-	Pacific Centre for Open and Flexible Learning for Development
P-ACP	-	Pacific-African, Caribbean and Pacific countries
PACUCOA	-	Philippine Association of Colleges and Universities Committee on Accreditation
PAPSCU		The Philippine Association of Private Schools, Colleges, and Universities
PASUC	-	Philippine Association of State Universities and Colleges
PDCA	-	Plan-Do-Check-Act
PICs	-	Pacific Island Countries
PIs	-	Performance Indicators
PMA	-	Philippine Military Academy
PMMA	-	Philippine Merchant Marine Academy
PNG	-	Papua New Guinea
PNPA	-	Philippine National Police Academy
PPP	-	Program Performance Profile
PQAF	-	Pacific Quality Assurance Framework
PQAR	-	Programme Quality Annual Report
PQF	-	Pacific Qualifications Framework
PQRS	-	Pacific Register of Qualifications and Standards
PR	-	Periodic Review
PRAN	-	The Peer Review of Assessment Network
PRT	-	Peer Team Review
P-SIDS	-	The Pacific Small Island Developing States
PT	-	Program Team
PTR	-	Peer Team Report
QA	-	Quality Assurance
QAAs	-	Quality Assurance Agencies

QAA	-	the UK Quality Assurance Agency for Higher Education
QACHE	-	Quality Assurance of Cross-border Higher Education
QAC-UGC	-	Quality Assurance Council of the University Grants Commission
QAS	-	Quality Assurance System
QBBG	-	Quality Beyond Border Group
QCT	-	The Quality Circle Team
QECs	-	Quality Enhancement Cells
QQA	-	National Authority of Qualifications and Quality Assurance for Education and Training
RAF	-	Revised Accreditation Framework
RMIs	-	Republic of Marshall Islands
ROL	-	Record of Learning
RPL	-	Recognition of Prior Learning
RUS	-	Regional University System
RUSA	-	Rashtriya Uchchatar Shiksha Abhiyan
SAARC	-	South Asian Association for Regional Co-operation
SAITM	-	South Asian Institute of Technology & Medicine
SAM	-	Self-Assessment Manual
SAP	-	Special Assistance Programme
SAR	-	Self-Assessment Report
SBS	-	Subject Benchmark Statement
SDGs	-	Sustainable Development Goals
SDI	-	Strategic Design and Innovation
SE	-	Sustainable Energy
SEEI	-	Shanghai Education Evaluating Institute
SET/SLET	-	State Level Eligibility Test
SJR	-	SCImago Journal Rank
SLOs	-	Student Learning Outcomes
SLQACC	-	State Level Quality Assurance Co-ordination Committee
SNIP	-	Source Normalized Impact per Paper
SRAP	-	Student Research Associate Programme
SSR	-	Self-Study Report
SSS	-	Student Satisfaction Survey
SUCs	-	State Universities and Colleges
SWOC	-	Strengths, Weaknesses, Opportunities and Challenges
TC	-	Tropical Cyclone
TEI	-	Teacher Education Institution
TELS	-	Tertiary Loans Scheme
TEQSA	-	The Tertiary Education Quality and Standards Agency (Australia)
TESDA	-	Technical Education and Skills Development Authority
TLO	-	Threshold Learning Outcomes

TMAC	-	Taiwan Medical Accreditation Council
TNAC	-	Taiwan Nursing Accreditation Council
TNE	-	Transnational Education
TOEFL	-	Test of English as a Foreign Language
TQM	-	Total Quality Management
TVET	-	Technical and Vocational Education and Training
TWAEA	-	Taiwan Assessment and Evaluation Association
UCUES	-	University of California Undergraduate Experience Survey
UGC	-	University Grants Commission
UNDP	-	United Nation Development Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations Children Educational Foundation
UNISDR	-	The UN Office for Disaster Risk Reduction
UNO	-	United Nation Organization
UPR	-	University Portfolio Report
URL	-	Uniform Resource Locator
URoA	-	Universal Record of Achievement
USAID	-	The United States Agency for International Development
USIC	-	University Science Instrumentation Centre
USP	-	University of the South Pacific
UST	-	University of Santo Tomas
UTAS	-	The University of Tasmania
UTAUT	-	Unified Theory of Acceptance and Use of Technology
VLE	-	Virtual Learning Environment
VMGO	-	Vision, Mission, Goals and Objectives
VNHEQAS	-	Vietnam higher education quality assurance system
VNU	-	Vietnam National University
VNU-CEA	-	VNU Hanoi Center for Education Accreditation
VPET	-	Professional and Vocational Education and Training
VTC	-	Vocational Training Council
VTCO	-	Vocational Training Council Ordinance
WBT	-	Web Based Teaching
Wi-Fi	-	Wireless Fidelity
WSCUC	-	Western Association of Schools and Colleges Senior College and University Commission
WWW	-	World Wide Web
YHEEC	-	Yunnan Higher Education Evaluation Center
YRC	-	Youth Red Cross

Good Practice Template for Indian & European Partner Institutions

Title of the Good Practice:

Name of the Institution:

Country:

Region:

SI	Component/Factors	Description / Requirements
1	Title of the good practice	Describe the good practice of your institution in detail?
2	Purposes and objective the good practice	Mention the goals and objectives aimed at to achieve by implementing Good Practice?
3	Context	Describe the Context that required initiation of the good practice?
4	Practice	Methodology of the practice with steps involved in implementing the practice?
5	Timeframe of the Good practice	Since when the good practice is in use
6	Targeted group / Beneficiary group (Student / Faculty / Management / Higher education provider.....)	
6a	Phase of the practice (In which phase the practice is addressed) If student is the target audience,	Stage/Phase of the activity in which GPs is involved HE 1.Access <input type="checkbox"/> 2.Retention <input type="checkbox"/> 3.Graduation <input type="checkbox"/> 4.Tranition to working life <input type="checkbox"/>
7	Institutional Policy for inclusion of GPs	
8	Factors that required for successful implementation of GPs	
9	Evidence of success/ impact or realization the objectives and Success factor	A. Good Practice Outcome B. Describe the conditions that required for implementation of good practice successfully?
10	Promotion of Good Practice	Steps take taken to promote Good Practice at National/ Regional/ International level?
11	Activities carried out to achieve the good practice objectives	
12	Sustainability of the practice	Duration and sustainability
13	Validation /Received awards	Relevance for replication at international level. Describe this how GPs are replicated by other

		institutions in other countries?
14	Publication	Is the good practice published by National/ International Recognized Quality Assurance Agencies or together with partners, in which case please specify the names of the partner organisations? URL of the Practice (if any) / Related website (if any) or link
15	Details of the contact person	Name: Position: Tel: Mob: Fax: Email: Website:

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DE MONTPELLIER



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NICOSIA



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