



EQUAMBI

Enhancing Quality Assurance Management and
Benchmarking Strategies in Indian Universities

574023-EPP-1-2016-1-ES-EPPKA2-CBHE-JP

Template for the implementation of the Toolkit among the Indian Universities of the Consortium

Version: February, 2020



The Template

Introduction

The following template for the implementation of the Toolkit in the pilot projects of the EQuAM-BI project by the Indian universities of the Consortium is based on the discussions held in the meeting at Barcelona University on 7th and 8th January 2020.

The purpose of designing a template is to allow institutions of higher education to gather the information according to an agreed pattern in order to analyze the information based on comparable items, regardless the diversity of the universities responding filling-in the template. After the presentation of the experiences from the different universities made in the meeting in Bengaluru on 7th and 8th November 2019 and Barcelona on 7th and 8th January 2020, a synthesis of the headlines that the template should contained has been achieved. The template is based on the case studies of the following higher education institutions: Symbiosis International (Deemed University), Javadpur University, the Indian Institute of Technology at Chennai, the Asian Institute of Design at Bangaluru, Shivaji University at Kolhapur, University of Mysore and University of Mangalore.

The template

Each item of the template should be considered as a guideline and an orientation respectful with the institutional environment, and not as a statement to be read and understood literally. Furthermore, an item can be left blank if the university considers it does not apply to its performance.

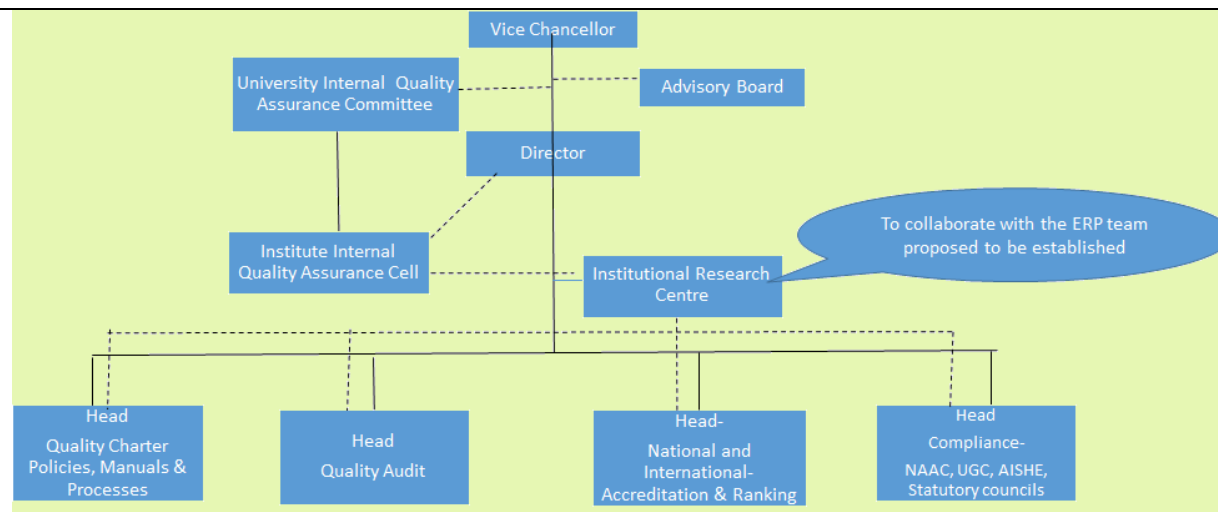
The items of the template are as follows:

0. Higher Education Institution mission, vision and values. From the above points, specify strategic drivers concerning quality management in the context of the specific HEI
1. Proposed structure of the quality management and benchmarking department/unit: links with the governing bodies of the university
2. Quality policy and objectives
3. How the university ensures the quality of its programmes
4. Development of teaching and other actions aimed at students
5. How the university ensures and enhances the quality of its academic staff
6. Management and improvement of material resources and services
7. Research development
8. Community engagement and internationalization strategy
9. Analysis and application of the outcomes to/by the decision-making process of the university
10. Transparency, equity and ethics

Annex . The template (enlarge the boxes as needed)

EQAuM-BI Erasmus+ Project	
Template for the implementation of the Toolkit	
Nr	Item from the quality assurance policy and management of the university
0	<p>- Mission:</p> <ul style="list-style-type: none"> • <i>to inculcate spirit of 'Vasudhaiva Kutumbakam' (the world is one family)</i> • <i>to contribute towards knowledge generation and dissemination</i> • <i>to promote ethical and value-based learning</i> • <i>to foster the spirit of national development</i> • <i>to inculcate cross-cultural sensitization</i> • <i>to develop global competencies amongst students</i> • <i>to nurture creativity and encourage entrepreneurship</i> • <i>to enhance employability and contribute to human resource development</i> • <i>to promote health and wellness amongst students, staff and community</i> • <i>to instill sensitivity amongst the youth towards the community and environment</i> • <i>to produce thought provoking leaders for the society</i> <p>- Vision: <i>Promoting international understanding through quality education</i></p> <p>- Values: <i>Diversity & Inclusion, Integrity and Honesty, Transparency & Accountability, Social Commitment, Gender Equity</i></p> <p>Considering the above points, specify the strategic drivers concerning quality management in the context of the specific HEI: Strategies are our response to internal or external forces that impact the performance of the organization. Our quality objectives are driven by the following strategic drivers</p> <ol style="list-style-type: none"> 1. <i>The need to standardize / streamline the processes and operations to enhance efficiency and effectiveness</i> 2. <i>The need to optimally utilize the available resources</i>

	<ol style="list-style-type: none"> 3. <i>The need to meet and exceed stakeholders' expectation</i> 4. <i>The need to strengthen networks and collaboration</i> 5. <i>The need to gain national and international visibility</i> 6. <i>The need to comply and fulfill regulatory and statutory requirements</i> 7. <i>The need to cope up with the dynamically changing higher education environment</i>
	<p><u>Comments, operationalization, and evidences:</u></p>
<p>1</p>	<p>Proposed structure of the quality management and benchmarking department/unit: links with the governing bodies of the university</p> <p>As per the statutory requirements of the UGC, the University had a duly constituted Internal Quality Assurance Committee at the central level and Quality Improvement Cells at the constituent level. The leadership of the university has established a robust Quality Management and Benchmarking department that will reflect the University's belief that SIU's quality initiatives should go beyond the 'minimum essentials' to the 'maximum possible'. As a result, the proposal to establish a Quality Management and Benchmarking Department was approved by the University's Board of Management. The proposed structure for the same is diagrammatically depicted below. (This is expected to undergo changes after the Advisory Board Meeting)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> <p>Quality Management and Benchmarking Department of SIU</p> </div>



QMB facilitates:

- To establish, implement and review the policies/practices, with a view to ensuring their continuous suitability through improvements as necessary
- To ensure optimal utilization of resources for achieving the desired outcomes.
- To contribute to building mechanisms to help enhance stakeholder satisfaction besides complying with relevant statutory and legal obligations.
- To ensure requisite regulatory compliances / meeting accreditation standards to enhance quality.



	<i>Comments, operationalization, and evidences:</i>
2	<p>Quality policy and objectives</p> <p><u>QUALITY POLICY</u></p> <p>Quality Policy of SIU: The University is committed to providing quality education focused on promoting international understanding and is in line with global standards with sustained efforts to meet and exceed stakeholders' expectations, to benchmark its activities against the best in class and to meet national and international standards within the framework of its Vision and Mission statements. Continuous improvement shall be the guiding principle of all our endeavours.</p> <p><u>QUALITY OBJECTIVES</u></p> <p>The important quality objectives of the Institute are:</p> <ol style="list-style-type: none"> 1. To regularly upgrade the quality of education and allied offering provided by the University 2. To build & sustain the capabilities in students that help them meet the challenges in their personal and professional life. 3. To inculcate attributes of Global Citizenship 4. To ensure the availability of adequate resources to effectively sustain the quality management system in the university 5. To ensure stakeholder satisfaction through continuous improvement 6. To achieve continuous quality improvement in compliance with national & International quality parameters and maintain standards as defined. 7. To improve quality, relevance and quantum of research and innovations maintaining high standards of ethics 8. To foster collaborations with peers, industry, community, government and non-government organizations to further the cause of education.
	<i>Comments, operationalization, and evidences:</i>



<p>3</p>	<p>How the university ensures the quality of its programmes</p> <p>The university has adopted Outcomes based perspective to education and established a platform which facilitates a self-sustaining cycle of quality improvement. The cycle includes the following phases</p> <ol style="list-style-type: none"> 1) Defining Outcomes 2) Designing Curriculum 3) Designing and implementing learning experiences 4) Assessing performance on Learning outcomes 5) Using the analytics obtained to improve the quality of programme <p>The involvement of relevant stakeholders at various stages helps align the programme design and delivery with expectations from the stakeholders which is a key indicator of quality.</p> <p>The programme design is validated through a sound academic governance structure involving Programme Review Committee (PRC), Board of Studies (BoS), Academic Council (AC) and Board of Management (BoM), which has representatives from relevant constituencies (Stakeholders).</p> <p>Further, in the interest of improvement of quality of all the SIU programmes offered, the Academic Council has given norms pertaining to the following to which Compliance is ensured.</p> <ol style="list-style-type: none"> 1) Credit Definition 2) Experiential Learning 3) Interdisciplinary offerings (<i>Floating Credits – Service Learning, Liberal Arts, Skill Development, Projects/Internships, Inter-Institute Credit Transfers</i>) 4) Choice available to students (CBCS) 5) Flexibility within programme structure (Audit and Flexi-credit courses) 6) Global Immersion Programmes



	<p>The quality of implementation is ensured through academic audit conducted by a peer team every semester, where the observations, deviations and innovative/best practices are taken note of and action is initiated with the intent of improving the quality.</p> <p>While the Outcome based model ensures that efforts are made to improve performance on the learning outcomes, a separate system ‘Outcome Metrics and Performance Indicators’ (OMPI) has been established to monitor and improve performance on key outcome indicators.</p> <p>Further, a third party curricular Audit is conducted periodically to ensure the quality of programme design. The inputs from the audit are considered while designing or revising the programme curriculum.</p> <p>It is observed while implementing the initiatives that the gestation period for OBE model is 5- 7 years and there are possible gaps between</p> <ol style="list-style-type: none"> 1) Actual Exit outcomes desired and explicitly stated outcomes 2) Explicitly stated outcomes and Programme Outcomes 3) Programme Outcomes and Curriculum Designed 4) Curriculum courses and the Course outcomes defined 5) Course Outcomes and Learning Experiences 6) Course Outcomes and Assessments designed 7) Assessments and Aggregated analytics obtained 8) Analytics and improvement plans based on the same. <p>However, we believe that the self-sustaining cycle would help is keep improving the quality positively and consistently.</p>
	<p><u>Comments, operationalization, and evidences:</u></p>
<p>4</p>	<p>Development of teaching and other actions aimed at students</p> <p>Student centricity is the hallmark of Symbiosis International Deemed University policy framework and translates into teaching & learning processes aimed at developing their career aspirations & nurturing their holistic personalities which is inclusive of</p>



soft skills, organizational skills, interpersonal skills, camaraderie, team building, institute building, community building & nation building traits founded on a spirit of internationalization, co-operation & collectivism to achieve a greater good as specified in the graduate attributes.

University strives to foster an ambience, where new ideas germinate, strike roots and grow wings through teaching & learning innovations. University also believes in the philosophy that teaching and research have to be inseparable because the task of the university is not only to impart knowledge to the young minds but to give them opportunities to create their own knowledge.

In order to facilitate the students to attain the desired outcomes SIU adopts a multi - pronged approach, where differentiated teaching and learning strategies are adopted to ensure continuous learning.

At the programme level, following learning interventions are adopted:

- a. Bridge courses
- b. Remedial classes
- c. Enrichment programmes including seminars, workshops Quizzes, subject expert interactions.
- d. Advanced learning opportunities in terms of electives as a part of programme offering for advanced learners
- e. Global Immersion Programmes
- f. Credit Transfer for SWAYAM based courses.
- g. Value added courses

At the course level the faculty members adopt differentiated instruction offering a variety of learning options designed to tap into different readiness levels, interests, and learning profiles which encompasses,

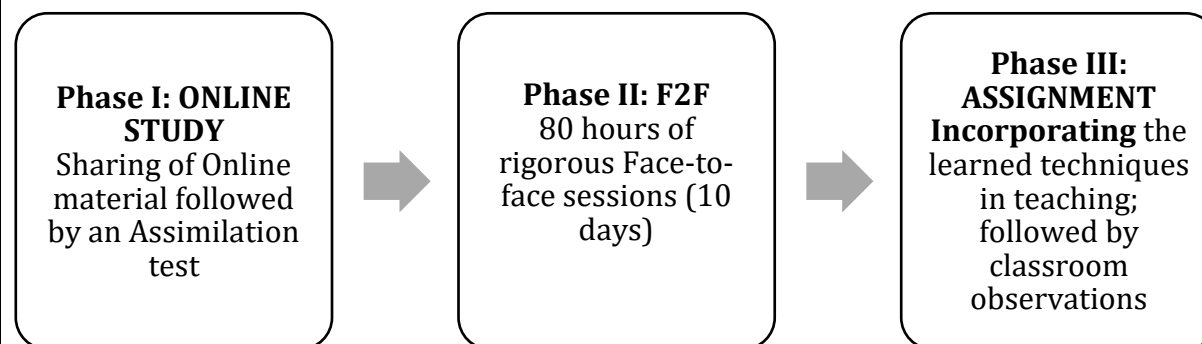
- a) a variety of ways for students to explore curriculum content,
- b) a variety of sense-making activities or processes through which students can come to understand and "own" information and ideas, and
- c) a variety of options through which students can demonstrate or exhibit what they have learned.



	<p>A judicious methodological mix including experiential learning, project based learning, simulations amongst others are adopted to facilitate attainment of the outcomes. The insights obtained from the analytics based on outcome attainment is used to improve teaching learning.</p>
	<p><i>Comments, operationalization, and evidences:</i> It is observed while implementing the initiatives that the gestation period for OBE model is 5- 7 years and there are possible gaps between</p>
<p>5</p>	<p>How the university ensures and enhances the quality of its academic staff The University ensures and enhances the quality of its academic staff through adoption of a stringent recruitment policy. After recruitment, the University has undertaken a number of faculty empowerment programmes that not only helps in capability building but also build a sense of belongingness with the University.</p> <p>1) <u>Recruitment practices:</u> To ensure selection of good quality candidates the selection process involves:</p> <ul style="list-style-type: none"> (a) Detailed scrutiny of applications by Dean of Faculty (b) Evaluation of Research Publications by Symbiosis Centre for Research and Innovation (c) Demo Lecture conducted for each candidate and evaluation report sent to Selection Committee (d) Induction process <p>2) Faculty Development and empowerment: The Symbiosis Teaching Learning Resource Centre has been striving to contribute to enhancing quality of academic offerings and research through comprehensive, systematic, continuous training and development programmes. Faculty Development Programmes (FDPs) focus on:</p> <ul style="list-style-type: none"> •Teaching-Learning-Evaluation •Research Methodology

- Adopting Technology/ Educational Technology
- Exposure to High-Impact Academic Practices

As a part of training and development interventions for the faculty, the University's Teaching Learning Resource Centre has recently revised the format of its Faculty Development Programs to train the faculty of the University on Teaching-Learning-Evaluation (Andragogy) and Research Methodology (RM). STLRC introduced the '3- phase Faculty Development Programme (FDP) on "Andragogy and Research Methodology" (ARM)' in October 2018 and has successfully conducted 13 batches of the said FDP. More than 300 faculty members have been benefitted by this FDP.



The university is also gearing up to have its own Massive Open Online Course/s (MOOCs) to establish its international reach and offer unique and quality online courses.

In this regard, a small team has been set under the aegis of Symbiosis Teaching Learning Resource Centre (STLRC), to inspire and mentor faculty members as MOOC instructors. The focus is to create MOOCs which are learner-centric. Various initiatives are being undertaken up to handhold and support this process. These include focused workshops, online courses, and group meetings.

	<p>STLRC continues to be a support system, working dedicatedly for the capacity building of the entire faculty of Symbiosis International (Deemed University). Symbiosis also provides avenues for its faculty members to grow into leadership positions so as to build capacity of the nation.</p>
	<p><i>Comments, operationalization, and evidences:</i></p>
<p>6</p>	<p>Strategic drivers of the university concerning quality management The university has set of defined strategic drivers (enlisted in question no 1) emerging from its internal & external environment. SIU QMS strives to institutionalize Quality assurance systems, processes and tools with the manifestation of the strategic drivers to attain the desired outcomes. The institutionalization has been attained through a combination of interventions which include structure, process and platforms, which ensure the employment of strategic drivers and help the university progress in the desired direction.</p> <p>Structure</p> <p>Governance structure of SIU: the governance structure at SIU is constituted of BoM, PMB, BoS, AC, IQAC, Finance Committee, BUD which has external stakeholder representation and contributes in ensuring the relevance of processes/Practices being adopted.</p> <p>QMB structure: The department has designated manpower which is responsible for implementation of the Quality initiatives identified by the governance structure.</p> <p>Processes</p>

	<p>Audit Mechanisms: Audit processes contribute to ensuring control and monitoring mechanisms that aids in effective decision making and resource utilization.</p> <p>Budgetary control mechanisms: The university has well-articulated financial management policies and procedures built on sound governance principles. It ensures resource availability to support the planned initiatives and facilitates judicious utilization of the available resources.</p> <p><i>Platforms</i></p> <p>LMS and other online Applications These tools ensure optimal utilization of resources and real time availability of data and analytics to facilitate decision making.</p>
	<p><i>Comments, operationalization, and evidences:</i></p>
7	<p>Research development</p> <p>The University has undertaken a multi-pronged approach to improve and sustain a research culture amongst the faculty. Towards this end, some of the practices are listed below:</p> <p>Research development initiatives at SIU</p> <p>Initiatives for Capability (ability to do good quality research) Building</p> <ul style="list-style-type: none"> • Dedicated Faculty Development Programmes on research related topics • Regular Workshops/Seminars/Sensitization sessions for students and teachers • Financial support to teachers for traveling abroad to present research papers in conferences and develop research network • Fellowships to meritorious Ph.D. students (Junior and Senior Research Fellowships) • Seed money to researchers of the range of INR 1,50,000 to INR 10,00,000 to work on selected research topics • Investment in Research Journal Databases to cater the needs of all the disciplines



- Subscription to research learning material such as SAGE Research Methods
- Subscription to/purchase of software tools for data collection (online/offline) and statistical analysis
- Subscription to/purchase of software tools for research collaboration and copyediting.
- Research budget to individual constituent to support research of students and teachers
- Creation of 45 research clusters for bringing together researchers working in the same area but in different constituents and experienced and novice researchers
- Establishing collaboration with other institutions/research organizations/academic forums for providing relevant exposure to the teachers and students
- Constitution of the Research Advisory Board of the University and the Advisory Committees for the Research centres for providing the strategic directions to the research in the University

Initiatives to facilitate good quality research

- Rating for research performance in terms of quality of research outcome for appraisal and promotion
- Incentives for good quality research publications
- Recruitment of the faculty members after the review of research credentials based on the defined research parameters
- Deputation of teachers only for research for a duration of six months or a year
- Building dedicated laboratories and centres for research in a specific discipline
- Establishing dedicated central office for promoting and facilitating research in the University
- Formulation of the guidelines, policies and processes to facilitate the operationalization of the right research ecosystem in the University
- Support in terms of the circulation of discipline-specific external funding opportunities, their requirements and then arranging for all required documents and handholding for writing research proposals
- Providing the list of good quality research journals in different subject areas to save the researchers from the predatory journals
- Enhancing the quality of doctoral research through appropriate expert support, stringent scrutiny of quality and progress of the work and timely feedback system



	<ul style="list-style-type: none"> • Supporting the research at the Faculties of studies, constituents and research centres through the committees of the external experts • Providing end to end support for inventions and innovation for creation of Intellectual Property in terms of patents, designs and trademarks
	<p><i>Comments, operationalization, and evidences:</i></p>
<p>8</p>	<p>Community engagement and internationalization strategy</p> <p>Extension and Outreach activities: Aligning with its mission “to instill sensitivity amongst the youth towards the community and environment”, the University has mandated that all Under Graduate programmes will have service learning course of four credits in the curricula. All Post Graduate programmes have a course or course-components involving extension activities for developing the constructive attitude of the youth towards community and environment concerns for the attainment of sustainable development.</p> <p>SIU has institutionalized <u>extension activities</u> in multiple ways. At the University level, a separate department Symbiosis Community Outreach Programme and Extension (SCOPE) has been set up to facilitate, implement, monitor and assess the impact of extension and outreach activities of the constituents. Twenty-three villages and hamlets in the immediate neighbourhood have been adopted by the University for conducting extension activities such as legal aid, financial awareness, guidance on nutrition etc. through SCOPE for bringing positive changes in the mindset of the people in these villages with the contribution of the academic fraternity of the University. In addition, off-campus constituents have also identified villages to work for the welfare and development of the community. All constituents of the University have formally constituted committees and/or cells dedicated to take up the extension and outreach activities for fulfilling the institute social responsibility.</p> <p><u>Outreach Activities:</u> Apart from extension activities explained above, constituents have also been conducting outreach activities. These have led to substantial benefits to the recipients and attracted several accolades. SIOM’s effort on RTE benefitted about</p>



sixteen students and helped the school to develop an effective infrastructure. Their effort on achieving menstrual hygiene has been recognized by Sandvik India, leading to a Diversity award in 2017. SSBF, SIMC and SIOM have taken up research projects on socially relevant topics such as sustainable development goals, microfinance, social entrepreneurship, women empowerment, civic engagement and others. There have been number of awareness and learning campaigns run by the constituents of the University on Food waste, E-waste, Water Waste, Carbon Footprint, health, nutrition, hygiene, Thalassemia, Cancer, HIV/AIDS, tuberculosis, autism, participation in voting, biodiversity, ethical conduct and other relevant topics. Students take up the activities such as tree plantation and adoption, swachhata abhiyaan, study of curriculum of Schools in ICT and Water Management, Traffic Management, Orphanage visits, Old Age Home Visits, Electricity Audit etc.

The University has adhered to its commitment to contribute to the society by utilizing its knowledge and human resources through its manifold initiatives and actions.

Internationalization

Since its inception in 1971 Symbiosis has been strongly committed to the internationalization of higher education. Having its foundation in the vedic thought of ‘Vasudhaiva Kutumbakkam’ (the world is one family), the vision of the University is ‘to promote international understanding through quality education’. True to its vision the university has kept internationalization as a very strong focus in all its activities and believes that it is much needed in today’s globalized world.

Its internationalization policy provides a clear road map to guide its leadership on how to emphasize the consolidation and broadening of existing partnerships, enhance the University’s growing international reputation for excellence, and ensure that students receive valuably significant ‘international’ experience/exposure. The University believes that a diverse and integrated student cohort, with international students from diverse countries and backgrounds, and across all disciplines, gives all students an international experience; a concept uniquely called ‘Internationalization @ Home’. It is also equally significant that the university’s academic reputation is also determined by the types of students and staff we attract, the quality of our international partners, and the extent to which our alumni are proud to identify with us.

This Internationalization Policy is based on the following beliefs and commitments:



- a) SIU believes that the quality of research and knowledge gained by its graduates will be enhanced by hiring faculty having an international background and by inviting international faculty on short and long term engagement to teach, conduct faculty development programs, seminars, workshops, joint research publications and research grants among other academic activities.
- b) SIU believes that its students should receive an international exposure by encouraging them to participate in Global Immersion Programs such as semester exchange/summer-winter schools and internship programs. SIU Scholarships offered to students after a rigorous selection process, ensure that deserving students get the opportunity to travel abroad for study/research/internship without financial constraints holding them back.
- c) SIU's regional focus has traditionally been on West Asia and Africa with a view to capacity building and hence is strongly committed to offering scholarships for deserving African students keen for under graduate and post graduate studies.
- d) SIU will strive to enrich the quantity and quality of its international partnerships. The university collaborations in the past require review to ensure that they are relevant today and active in contributing to a enriched teaching-learning-research ecosystem. The focus will now be to forge partnerships that offer multiple benefits across more than one Faculty and build targeted relationship based on alignment of academic-community interests and research goals.
- e) SIU is committed to enhance its research capacity by establishing research centres and clusters. While framing the research strategy, SIU believes that research partnerships and knowledge exchange should have real-world benefits for society, culture, the environment and the economy and will work with its international partners to this end.

Internationalization Mission:

The overarching priority of the Symbiosis Centre for International Education (SCIE), the central office for all international efforts, activities and initiatives at SIU, is to further strengthen the university's global footprint. Given its genesis, the University's aspirations are international and must therefore be measured in that context. This commitment to internationalization must be reflected in all areas of university life, its organization, culture and governance - from its students and staff, to its collaborations, and in the important academic and societal contributions it makes.

Symbiosis Centre for International Education has three distinct departments to help achieve these objectives:

International Promotions & International Student Relations.

International Student Admissions & Student Events.

Initiatives & Collaborations.

	<p>Through these departments, Symbiosis Centre for International Education aims to achieve the following strategic goals:</p> <ol style="list-style-type: none"> 1. International Student Recruitment & Expansion in key markets. 2. Enhance teaching & learning (with an emphasis on research) and enrich student engagement. 3. Internationalization @ Home. 4. Strengthen quality assurance processes for Internationalization. 5. Strengthen the SIU Brand Internationally.
	<p><u>Comments, operationalization, and evidences:</u></p>
<p>9</p>	<p>Analysis and application of the outcomes to the decision-making process of the university</p> <p>SIU has in principle adopted the indicator based approach to quality monitoring and improvement. The approach manifests in various tools including Outcome Based Education(OBE) model adopted for programme evaluation, Audit and OMPI.</p> <p>As a part of OBE, performance on the learning outcomes is measured and the analytics on course level outcomes is utilized by the respective faculty for improvement of Teaching, Learning and Assessment interventions, which include decisions related to change of methodological and assessment interventions, differentiated teaching and tools etc. The analytics on attainment of programme level outcomes are used by programme managers to improve the curriculum planning and delivery which include decisions pertaining to introduction of new courses, rearranging logical progression, revision of existing courses and contents etc.</p> <p>The Audit process at SIU, monitors the performance on set benchmarks. Identified gaps are acted upon and evidence of correction of gap is monitored during the subsequent cycle of Audit. Similarly, the Output Metrics and Performance Indicators (OMPI) tool is used to capture performance on pre-identified indicators ‘beyond learning outcomes’ which are reviewed and efforts are made to improve performance on the indicators.</p>

	<p>The academic governance structure seeks rationale for changes suggested in the inputs or processes proposed in the light of the analysis of past performance which ensures that the performance on the outcomes is analyzed and utilized for improvement.</p> <p>The 'quality assurance structure' within the university ensures, in consultation with the concerned department, that the indicators used for performance monitoring are aligned with the quality enhancement objectives and expected strategic direction decided by the university.</p>
	<p><i>Comments, operationalization, and evidences:</i></p> <p>While the indicator based approach adopted helps the university provides alignment with the strategic direction and helps set the expectations across university, the approach is in nascent stages and comprehensive set of indicators with high degree of mapping to University's strategic intent will evolve and mature over a period of time.</p> <p>The approach is evident in the implementation of OMPI, OBE and Audit practices of the university.</p>
<p>10</p>	<p>Transparency, Equity and Ethics</p> <p>The University has a robust governance mechanism which reflects transparency, equity, diversity and effectiveness.</p> <p>Ethics is one of the core values of the University and permeates across initiatives, programmes and governance practices. All activities undertaken by the university are aligned to its Vision and Mission. The leadership team comprises Chancellor, Pro Chancellor, Vice Chancellor, nine Deans, 36 Directors of constituent units, Officers and Heads of Departments of the university. In addition, the university has statutory bodies such as BoM, AC, BUD, Deans Council, Planning and Monitoring Board, BoE, BoS, Finance Committee, Independent Ethics Committee- all of which have been constituted as per the statutes and also ensuring that all stakeholders have a fair representation. They exercise their authority through a participatory and consultative decision making process following the UGC regulations.</p> <p>The University's academic, administrative and financial processes are fully automated ensuring transparency and supporting effective decision-making. The entire admission process- starting from the entrance test to securing admission to a programme- is executed on-line and ensures fair and merit-based selection process.</p>

	<p>Additionally, there are mandated committees which operate as per the guidelines laid down by UGC. These are Grievance Committee, Internal Committee, Gender Discrimination Committee, Anti-ragging Committee, Anti-discrimination Committee both at the constituents and at the university level having teacher representation.</p> <p>At the constituent level, several committees are constituted to ensure academic and administrative accomplishment.</p> <p>The University has constituted standing committees comprising directors and teachers to review and recommend action on routine academic and administrative matters.</p> <p>Additionally, the University also constitutes need-based committees comprising directors and teachers to review and recommend action on specific academic and administrative matters that may arise from time to time.</p> <p>Efforts are made to ensure effective and efficient governance through aforesaid bodies/committees to provide well received, world class education in diverse disciplines. The representation of relevant stakeholders on the various committees coupled with a sound disclosure and grievance redressal mechanism reflect transparency in governance.</p> <p>The University fosters a culture of equity and diversity by admitting students from all the states of India and from about 85 countries. Over the years, a good number of them hold prestigious positions in their respective countries and act as good-will ambassadors of the university.</p>
	<p><i>Comments, operationalization, and evidences:</i></p>

Conclusion

The template should be filled-in as under the coordination of a person responsible for quality management but collectively with the contribution of representatives of the various departments, and units involved in the processes mentioned in the template.

The final version should be checked and approved by the person in charge of contributing to the EQuAM-BI Project on behalf of the institution of higher education.

This version should be filled-in by each higher education institution partner of the EQuAM-BI Project and be sent before 24th February at the latest to the following e-mail address: rlavori@aneca.es

Madrid, February 3rd, 2020