



UNIVERSITAT DE  
BARCELONA



AGENCIA NACIONAL DE EVALUACIÓN  
DE LA CALIDAD Y ACREDITACIÓN

# 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



Co-funded by the  
Erasmus+ Programme  
of the European Union

## **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 7<sup>th</sup> and 8<sup>th</sup> 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 7<sup>th</sup> and 8<sup>th</sup> November 2019 and Barcelona on 7<sup>th</sup> and 8<sup>th</sup> 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), Jadavpur University, the Indian Institute of Technology at Chennai, the Asian Institute of Design at Bengaluru, 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)

EQuAM-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: - Vision: - Values: Considering the above points, specify the strategic drivers concerning quality management in the context of the specific HEI:</p> <p><i>Comments, operationalization, and evidences:</i></p> <p><b>Mission:</b> The mission of Jadavpur University (JU) is to grow further as a diverse and socially responsible learning community, providing a high quality of scholarship and equal opportunity for all.</p> <p><b>Vision:</b> Jadavpur University is an internationally recognised premier university of the country. It is an urban university with a global perspective and is dedicated to creating leaders who will fashion a more humane and just world. The University not only engages itself in teaching and research of international quality, but also provides societal services for the benefit of rural and urban populations. The programmes are directed towards achieving excellence in education and extending the benefits of improved technology to the society as a whole.</p> <p>The faculty members are encouraged to add value to the courses so that students can secure employment or attempt entrepreneurship. Extension programmes and several other courses provide opportunities for the drop-outs at different levels to continue their education. The objective is that they should be able to earn a living and derive the impersonal pleasure of learning at the same time. The University also contributes in evolving modes of digital distance education as part of the National Mission on Education.</p> <p><b>Values:</b> The core values of JU include a commitment to:</p> <ul style="list-style-type: none"> <li>• The highest standards of excellence in teaching, research, creative expression and service to the community;</li> <li>• Advanced learning as a humanising social practice rather than as a competitive exercise;</li> <li>• Regarding the production and dissemination of knowledge as inseparable goals;</li> <li>• Upholding the principle that the culture of reason and learning is indivisible from a concern for the world beyond the campus;</li> <li>• Maintaining principles of democratic governance and intellectual and institutional freedom;</li> <li>• Abiding by principles that do not discriminate on the basis of religion, race, caste, gender and economic status.</li> </ul>



1	<p><b>Proposed structure of the quality management and benchmarking department/unit: links with the governing bodies of the university</b></p>
	<p><i>Comments, operationalization, and evidences:</i></p> <p>Jadavpur University's (JU) Internal Quality Assurance Cell (IQAC) was constituted in 2003 and has been regularly reconstituted following the UGC regulation. The present committee was formed in 2018. The IQAC committee deliberates on specific quality-related issues and suggests strategies and processes to improve them. These suggestions from the IQAC are referred to the statutory authorities of the university, like the Executive Council and Faculty Councils, for discussion and subsequent implementation. The IQAC also gathers and analyzes quality parameters in terms of teaching-learning-evaluation; research and consultancy; student progression and activities; governance and other matters from the university and its stakeholders to better understand and facilitate the progress of JU in academics and research. The IQAC prepares or helps in the preparation of reports and submissions to various accreditation, assessment, and ranking bodies, such as the NAAC, NIRF, AICTE, NBA, and so on. It is not necessary here to reiterate JU's performance in terms of assessment and rankings, which has generally been among the very best in India.</p>
2	<p><b>Quality policy and objectives</b></p> <p><i>Comments, operationalization, and evidences:</i></p> <p>The university puts great emphasis on industry-institute partnerships, which is evident from the revenue the university has generated in the last several years from consultancy, testing, and from collaborative partnerships with industrial houses and other agencies, both Indian and foreign. It is one of the few universities in the country with industry-sponsored academic programmes, with the French multinational group AREVA sponsoring PhD scholars carrying out research in nuclear and renewable energy.</p> <p>Human resource has been one of the strongest attributes of Jadavpur University. Its faculty is one of the best in the nation in terms of both teaching qualifications and research output.</p> <p>Inclusiveness and diversity are two keywords in the University's lexicon. JU has taken special care to provide critical support for the differently-abled, most recently through the development of a mobile app for visually-challenged students. By ensuring that the campus is more disabled-friendly, the university has succeeded in creating an environment which is compassionate and inclusive. It has students from all economic strata and the entire eastern and north-eastern region of India, with many languages, ethnicities and creeds coexisting in a harmony reminiscent of our national character.</p>



3	<p><b>How the university ensures the quality of its programmes</b></p> <p><i>Comments, operationalization, and evidences:</i></p> <p>The governance, leadership and management of Jadavpur University have been guided by the principles laid down by the founding parents of the university, who set up the National Council of Education, Bengal, in 1906, as an alternative to the colonial system of education put in place by the then British rulers of the country.</p> <p>In all the years since then, Jadavpur University has prided itself on its democratic, consensus-based, inclusive decision-making processes, which involve all members of the larger Jadavpur University family and create an ambience of constant striving for excellence in all spheres of activity. Leadership in Jadavpur University is not a top-down matter, but one that takes into account all stakeholders and pays due attention to the apparently most junior member of the community. Teachers are encouraged to take active part in all decision-making processes and contribute to administrative structures and functioning right from the time they join the university. This makes it possible to depend upon a pool of talent that can serve the university and remain true to its vision, instead of depending upon a few charismatic individuals.</p> <p>Strategies for managing knowledge have evolved organically at Jadavpur University and this, in turn, is due to the university’s inclusive and essentially democratic character. The university’s internal feedback mechanisms (from students, staff, and so on) coupled to its strong international links mean that such strategies are constantly evolving to take into account, and keep pace with, changes and developments elsewhere in the world; such a dynamic system also successfully fosters global competencies among Jadavpur University’s members including, most importantly, its students.</p>
4	<p><b>Development of teaching and other actions aimed at students</b></p> <p><i>Comments, operationalization, and evidences:</i></p> <p>The hallmark of Jadavpur University’s academic philosophy is to let academic courses emerge organically, from the tried and tested systems and protocols already in place in the university. Instead of proposing courses and then planning research and teaching around them, it has been the practice at Jadavpur University to give priority to research and then create an enabling mechanism so that the fruits of such research can be translated into courses – from certificate/diploma to PhD levels –taught in classrooms and laboratories. An example of this is the way in which the Faculty of Engineering and Technology (FET) increased the number of its departments as a result of specialization and teachers’ engagement with new and cutting edge areas of research. Efforts are always underway to strike a balance between teaching and research, and to ensure that the fruits of research reach the wider community beyond the university.</p>





	<p>The university's Schools of Interdisciplinary Studies (under the Faculty of Interdisciplinary Studies, Law and Management, FISLM) are units where basic research is carried out at the very frontiers of knowledge, which is subsequently, when deemed appropriate, translated into courses; in recent years, the university was the very first HEI in the country to offer a Postgraduate Diploma Course in Digital Humanities and Cultural Informatics, devised and offered by the School of Cultural Texts and Records, and incorporating in its contents the fruits of research on digital humanities carried out at the School over the last decade. A similar process is followed in other Schools. There are 21 such schools in JU, many of which offer courses up to the MPhil and PhD levels.</p> <p>JU also has 43 centres (which are units smaller than schools), which carry out research in niche areas, and some of which design and offer courses as well. These may be regular university courses (such as, for example, the Generic Elective courses centered on Rabindranath Tagore, offered by the Rabindranath Studies Centre), or the six-month certificate course on "Translation as a Skill", offered by the Centre for Translation of Indian Literatures.</p> <p>It will be obvious that the university's protocols for creating new courses are both dynamic and flexible and this enables new courses to emerge from research programmes and not the other way round.</p>
5	<p><b>How the university ensures and enhances the quality of its academic staff</b></p>
	<p><i>Comments, operationalization, and evidences:</i></p> <p>Jadavpur University's recruitment policies are determined by UGC regulations and State Government guidelines. Internally, enrichment of its human resources, in the form of its teachers, is done by the university through regular orientation and refresher courses, organisation of seminars, workshops, seminars, colloquia and symposia which enable its teachers to keep abreast of developments in the wider world of academe, both nationally and internationally. Its strong network of international collaborations, membership of international academic networks (e.g. SYLFF, Erasmus Mundus), and regular visits by scholars of international repute enable its teachers to be in touch with their peers around the world. All of this enables Jadavpur University to meet the challenges of a rapidly-changing world and tailor its curricula accordingly.</p> <p>The University takes programs under different external funding to enable the faculty members to do networking with their national and international peers and attend seminars and conferences abroad for presenting papers and invited talks and thus exchanging research ideas in their field of expertise. These exchanges taken up on a regular basis by the faculty members keep them updated in their areas and help them in the teaching of the courses as well as in guiding research.</p> <p>JU adheres strictly to UGC norms for all appointments. Since full-time appointments are dependent upon the UGC, followed by State government sanction, there are not always sufficient numbers of sanctioned posts in these newly-emerging, and rapidly changing, areas of study.</p>



	This shortcoming is usually overcome by teachers reeducating/retraining themselves in the relevant areas and by the appointment of research fellows with the relevant training. The faculty-students ratio at JU is approximately 1:13 at present.
<b>6</b>	<b>Strategic drivers of the university concerning quality management</b>
	<p><i>Comments, operationalization, and evidences:</i></p> <p>The university's highest policy-making body is the University Court; the highest executive body, which decides on matters related to the running of the university, is the university's Executive Council; Faculties have Faculty Councils; departments have Boards of Studies and schools have Academic Committees. For academic matters, issues are sent from the Boards of Studies/Academic Committees to the Faculty Councils to the Executive Council (sometimes routed through the Examination Board if so necessary) and, finally, to the University Court. Individuals who run the university on a day-to-day basis include the Vice-Chancellor and the Pro-Vice-Chancellors, the highest functionaries of the university. The Registrar is in charge of non-academic and administrative matters, whilst the Vice-Chancellor and his deputies, the Pro-Vice-Chancellors, are in overall charge of all academic matters. The Finance Officer looks after all financial matters pertaining to the university; the Controller of Examinations looks after all examination-related matters; the Dean of Students looks after all matters related to students. Assisting the Registrar in discharging duties are three Joint Registrars. The Deans of the four faculties are in overall charge of all matters, especially academic matters, related to their respective faculties. Heads of Departments and Directors of Schools are in charge of their individual units. Centres of Study, which are usually located within departments and faculties have Coordinators looking after them. The university's internal organisational structure and decision-making processes have evolved over time and have, so far, served the university effectively in fulfilling its mandate to its students, to the community outside the university's confines, and to society at large.</p>
<b>7</b>	<b>Research development</b>
	<p><i>Comments, operationalization, and evidences:</i></p> <p>Jadavpur University has the rare distinction amongst state-funded educational institutions in India of fostering a culture of collaborative and participatory research of the highest standard. The quality of the research output of its faculties (including the recently-founded specialized and dedicated faculty for interdisciplinary research) can easily be compared to any world-class educational institution. All the stakeholders of Jadavpur University benefit from this research-oriented educational environment, which has received kudos from the NAAC, NIRF, as well as international recognition from, among others, the Times Higher Education World University Rankings. Over half of the University's 37 departments receive special assistance from government agencies, such as DST-FIST, UGC-CAS, and so on. The University was one of the first few to receive the tag of UPE (University with Potential for Excellence) of UGC and got funding support under DST PURSE (Promotion of University Research and Scientific Excellence). The facilities developed under these funding supports helped in the development of Research</p>



infrastructure in the University. The University has also used its fund support from RUSA (Rashtriya Uchchataara Shiksha Abhiyan) to support the research of the faculty members by supporting projects in the identified thrust areas.

Dynamism and flexibility have been core strengths, right from the days of the National Council of Education (which later transmuted into Jadavpur University), dating back to the first decade of the 20th century. JU has evolved its present system of centres, schools, departments and special programmes, which allow it to participate in cutting-edge areas of thinking and research without abandoning the well-defined structure of classes, examinations, and so on. JU has always changed with the times, in many instances, actually leading the change (it has some of the oldest engineering and humanities departments, not just in India but also in Asia).

The University encourages its faculty members to undertake sponsored research projects with both governmental and non-governmental funding support. A number of prestigious projects of national importance, funded by DRDO, ISRO and BRNS, have been undertaken by the faculty members of the University. The faculty members are also engaged in International collaborative projects with partnering institutes from Germany, UK, USA, Australia, Norway, Finland, Japan, Tunisia etc. at various times.

The university puts great emphasis on industry-institute partnerships, which is evident from the revenue the university has generated in the last several years from consultancy, testing, and from collaborative partnerships with industrial houses and other agencies, both Indian and foreign. It is one of the few universities in the country with industry-sponsored academic programmes, with the French multinational group AREVA sponsoring PhD scholars carrying out research in nuclear and renewable energy.

It continues to provide vital inputs to critical sectors such as defence and atomic energy, not to mention other areas of the Indian economy, a fact acknowledged through being identified as a knowledge partner by the NITI Aayog and as a nodal centre for syllabus creation by the RUSA Secretariat. JU has been chosen as a Mentoring Institute in the TEQIP-III programme of the MHRD. It is also now a member of the Confederation of Indian Industries and has been chosen as one of the few institutes in the country by the Ministry of Commerce, Government of India, to showcase its technical prowess at the India Engineering Source Show 2018, Chennai. It was one of the earliest HEIs to play a pivotal role in the Integrated Guided Missile Development Programme initiated by Dr. A.P.J. Abdul Kalam, which led to the establishment of a dedicated Advanced Technology Cell (ATC) for coordinating DRDO projects at JU, a continuing relationship that has culminated with an agreement to set up a larger centre funded by the DRDO, to be housed in the West Annexe of the JU Main Campus.





<b>8</b>	<p><b>Community engagement and internationalization strategy</b></p> <p><i>Comments, operationalization, and evidences:</i></p> <p>JU has very strong outreach activities and community and societal engagements, which attracted particular appreciation of NAAC during the last accreditation. The University runs a community radio station (Radio-JU 90.8 MHz) with great success. The university students actively participate in NSS (National Service Scheme) to organize various programs particular for the people from disadvantaged background. The Adult Continuing Education department of the University offers various diploma and certificate courses on vocational subjects to help people in life-long learning and employment generation. The University faculty members and research scholars are engaged in research projects of societal impact in the areas of health, clear drinking water and clean energy etc.</p> <p>JU has for long had strong ties with HEIs across the globe, including those ranked among the best in the world, and it will be of little use to merely provide a list of such institutions.</p> <p>The university has worked closely with institutions from Europe for the EU-funded Project E-QUAL (King’s College, London, University of Bologna); it participates actively in the Erasmus+ and SYLFF programmes which involve the best universities in Europe, and others spread across the world, respectively. Three of the top 15 universities in the world –Princeton, Yale, Columbia (THE World University Rankings, 2018) – are participants in the SYLFF programme and there are many others in the top 100 who are active in the European Erasmus Network. There is a student exchange programme with Harvard University (Global Rank 2018: 6<sup>th</sup>) and joint courses offered with Cornell University (Rank: 19<sup>th</sup>).</p> <p>Mention has been made above to JU’s active participation in the GIAN programme, here it will be enough to state that GIAN speakers have come to JU from some of the top HEIs in the world, including Sapienza University of Rome, University of California, Berkeley, Monash University, Melbourne, in the past year. Ties to these HEIs are active and will be used to enrich teaching and research collaboration in future. As digital knowledge dissemination gains strength and ICT assumes an even bigger role in higher education, an exponential growth in the internationalization of education using digital media and cyberspace is also envisaged.</p> <p>There are also ongoing collaborations with other institutions spread across the globe at the individual faculty member, school or department, faculty and university levels. For example, JU is a member of the International Nuclear Security Educators’ Network (INSEN) a body of the International Atomic Energy Agency. There are a dozen Humboldt Fellows among the faculty members of JU, with active connections to some of the best universities and research institutions in Germany, the current DAAD Research Ambassador is a faculty member too; there are several JSPS (Japan Society for the Promotion of Science) Fellows, with similarly strong ties to HEIs in Japan; there are, likewise, Fulbright, Charles</p>
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	<p>Wallace and other Fellows among faculty members with active ties to world-ranked HEIs.</p> <p>With many faculty members serving as Visiting Professors of foreign HEIs and a large pool of alumni who teach in universities across the world, JU can quite easily extend its internationalization of research and teaching, using existing relationships, even whilst it forges new bonds.</p> <p>Therefore, JU already has something like a global presence, even if it is still relatively small compared to some of its international partners and the above-mentioned are just a few instances of JU's active international links.</p>
9	<p><b>Analysis and application of the outcomes to the decision-making process of the university</b></p> <p><i>Comments, operationalization, and evidences:</i></p> <p>The academic and governance outcomes are analyzed in different executive and advisory bodies of the University and remedial measures are taken as required. The academic outcomes are analyzed in the respective Board of Studies (BOS) of the departments. Every department has a Teacher-Student committee, where the feedback from the students are sought and transmitted to the respective BOS for consideration. The BOS also has external members, either reputed academician in the area or from industry, who place opinion in the decision-making process. The decisions of the BOS are discussed in the Faculty Council and then forwarded to the Executive Council for discussion and adoption.</p> <p>Separate statutory bodies also analyze the outcomes in different areas, e.g. the Admission committee deals with the admission process of students at UG and PG levels, Doctoral committee decides issues on PhD matter, Examination board on the examination related issues etc.</p> <p>The Planning and Development committee considers the infrastructural plans and related work, Library committee analyzes and takes decision on purchase, maintenance books, journals, e-books and depository, Finance Committee plans budget and monitors the expenditure.</p>
10	<p><b>10. Transparency, equity and ethics</b></p> <p><i>Comments, operationalization, and evidences:</i></p> <p>JU is of the opinion that fostering the highest global standards of transparency, equity, accountability, efficiency, and ethics cannot be achieved unless the university and all its stakeholders adhere to certain core values, which include <b>contributing to national development, fostering global competencies</b> and <b>inculcating a sound value system among students</b>, as also <b>promoting the use of technology</b>, without which one cannot remain in the quest for excellence at the global level. The university will accord the highest importance to academic autonomy, removal of red-tapism to enhance its competitiveness, transcend boundaries of its home state, nurture a mindset that transcends narrow regional boundaries to cater to the nation as well as the world and ensure a considerate and supportive administration which is receptive to the needs of stakeholders,</p>





and especially pro-active to the needs of minorities and disempowered groups.

**Contributing to national development:** Jadavpur University is the child of the National Council of Education, Bengal, which was founded in 1906 precisely in order to create an Indian institution of higher education with a strongly patriotic and nationalist character, one which would lead the way in contributing to national development. The university has always sought to remain true to this vision of its founders.

**Fostering global competencies, especially among students:** Its many international collaborations and exchange programmes which enable its students to spend time in leading foreign institutions (e.g. SYLFF, Erasmus Mundus) mean that Jadavpur University's students are systematically and regularly exposed to the leading trends in higher education across the world. Frequent visits by national and international experts and scholars, and the opportunities these afford students to interact with them also go a long way in developing global competencies among the university's students.

**Inculcating a sound value system among students:** Ethical and moral values have always formed a part of the ethos of Jadavpur University; its founders had an essentially ethical vision of the function of a university in a colonial society; the oath administered to students at the university's annual convocation stresses this ethical aspect of their education and the importance of values in conducting oneself in the world outside the university. In addition, students are made to sign an undertaking against ragging and other forms of unacceptable conduct at the time of admission.

**Promoting use of technology:** As one of the oldest and best technological institutes of the country (ranked 5<sup>th</sup> among all Indian universities; NIRF 2017, consistently rated among the best technology universities by NISTADS, in terms of research, publications and performance), JU has long been at the forefront of promoting appropriate technology for higher education (e.g. it is one of the pioneers in the emerging fields of education technology and digital humanities). It must, and will, continue to do this in future.



### **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 24<sup>th</sup> February at the latest to the following e-mail address: [rillavori@aneca.es](mailto:rillavori@aneca.es)**

Madrid, February 3<sup>rd</sup>, 2020