



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



Shivaji University, Kolhapur



Co-funded by the
Erasmus+ Programme
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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> <p>Shivaji University is dedicated to promote and foster a culture of high quality teaching and learning and to serve societal needs by encouraging, generating and promotion excellence in research and extension activities.</p> <p>- Vision:</p> <p>Shivaji University is committed to meet the Educational, Social, Cultural & Economic needs of the region and the nation to create a just and Humane Society.</p> <p>- Values:</p> <ul style="list-style-type: none"> · Excellence · Inclusiveness · Quality

- Patriotism
- Dignity of labor
- Discovery
- Accountability
- Ethics
- Humane
- Integrity
- Diversity
- Internationalization
- Sustainability
- Responsiveness
- Democracy

Considering the above points, specify the strategic drivers concerning quality management in the context of the specific HEI:

At Shivaji University, Kolhapur (hereafter referred as SUK), we commit ourselves to promote excellence in teaching with a focused implementation of curriculum. In the global 'knowledge economy', it is imperative to nurture the knowledge and skills of the learners for well-being of the nation. In this context SUK has played a significant role for imparting quality curriculum in order to ensure the all- round development of students in terms of knowledge, skills and values. Presently, SUK impart education in four faculties, viz., Science and Technology, Commerce and Management, Humanities and Inter-disciplinary studies. In last few years, new centers, Chairs and Departments were established to start new courses in the frontline areas of knowledge in addition to diversify and enrich the academic content. University has also adopted the mechanism of bridge courses for establishing the

	<p>link between academic courses and the professional curricula. A choice based credit system is implemented since the year 2014. Thereafter there is a swift transition towards implementation of Outcome Based Education (OBE). In order to foster closer connections between academics and the field experiences, emphasis is laid on promoting excellence in curricular aspects by empowering the students with a fine blend of generalist and a super-specialist in the prevailing era of knowledge. Our curriculum embeds a set of core values such as sanctity of truth, integrity, honesty, mutual respect and civility, social responsibility, stewardship of environment and the importance of diversity in all its forms. A few Ability Enhancement Compulsory Courses such as Cyber Security, Disaster Management, Indian Constitution and Good Governance have been initiated in vogue with the learner’s aspirations. The new noteworthy programmes in view of the stakeholder’s demands include Masters in Psychology, Pharmaceutical Microbiology, Medical Information Management (First International program of SUK with Hannover University Germany) and Integrated B.Ed. M.Ed. Program. The journey of the University towards internationalization is marked by the eight unique GIAN programs conducted under the aegis of MHRD. Holistic feedback on curriculum is obtained, analyzed and action is taken to incorporate their suggestions.</p>
	<p><i>Comments, operationalization, and evidences:</i></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>Quality Management and benchmarking unit in the context of SUK is ‘Internal Quality Assurance Cell’. A brief about the same is as follows:</p> <p>IQAC of SUK has framed it’s quality policy and strives to adhere the same by judicious involvement of all the stakeholders. The IQAC performs central role to review and enhance the teaching learning process, structures and methodologies of operations. The university has established ISO 9001:2015 Quality Standards System for effective design and review of the teaching learning processes. While doing so, IQAC obtains the information from five major sources,</p>



1. The need for student centric approach;
2. The feed-back obtained from the stake holders;
3. The report of Administrative and Academic Audit;
4. The expert opinions during interactive meetings; and
5. The guidelines provided by the UGC and industries/employers.

In accordance with the information obtained from the different sources, IQAC has intervene in quality teaching learning in the following way and review it's teaching-learning and OBE.

1. The IQAC has conducted 30+ activities like workshops/seminars/conferences including four NAAC sponsored events in last five years;
2. One of the prominent outcome as the result of IQAC efforts is, making education research based and skilled based. This has intensified the research-based activities amongst the students on the campus;
3. One of the IQAC initiatives has led to university level research grant being provided to teaching staff for undertaking the research work through seed money and promote quality in education;
4. Establishing the eco system for e-learning through use of LMS like MOODLE, besides setting up of good number of ICT based class rooms has made teaching-learning an enjoyable experience. The e-learning on SWAYAM and NPTEL is being promoted amongst students.
5. Introduction of value-added courses for enrichment of curriculum has been a priority. It is noteworthy that significant number of value added courses are designed to enrich the curriculum;
6. Problem based learning and project-based learning by introducing field visits, internship and projects is the part of IQAC strategy which has helped in inculcation of employability skills and increasing employment potential amongst the students;
7. Novel initiatives such as “Academic Diary” to design-plan-implement the teaching plan and processes is being practiced;
8. Formation of Curriculum Development Committee/Cell has resulted in regular revision of curriculum;
9. Incentives for Outstanding Work of the Faculty, Staff , Students and Departments besides the teachers having consistently good student feedback is being practiced by IQAC in its meetings;
10. Innovation and Incubation initiatives on the campus have attracted 20 + startups and carved the culture of innovation and entrepreneurship.
11. IQAC Director being from IT background has put in place paperless mechanism to collect the data and process the same scientifically using statistical packages to gain insight and identify the quality gaps.

12. The refurbishment of the basic teaching-learning model due to the renaissance of

online media and its adoption in the higher education realms is being increasingly seen. IQAC encouraged usage of website metrics as an input for curriculum framing through mapping exercise of student surveys.

1. Curriculum mapping and pacing, structuring and restructuring by adopting social media such as blogs, wikis, forums so as to reach out the other stakeholders is being attempted in technologically advanced departments where rapid obsolescence of knowledge is evidenced.
2. Through systematic analysis of the stakeholders' feedback undertaken by IQAC, it was possible to introduce good number of open electives in many programs.
3. In addition to giving emphasis on online mode of teaching-learning, other blended techniques such as think pair share, experiential learning through projects in industries, soft skills improvements by the way of Mock Interview laboratory have also been achieved.
4. The IQAC has taken initiatives to transform the university curriculum on to the **Outcomes Based Education** (OBE). The IQAC has organized 3 training programs related to OBE. The initiative is taken in the design of the OBE FRAMEWORK for the university departments.
5. Employability Assessment test for the advanced learners carried out through professional agency on the guidelines of Niti Ayog has really proven its worth and helping them to grow further professionally.
6. IQAC has established international linkages in quality arena through the European Union funded project. Coordinated by the University of Barcelona with the Indian coordination of NAAC, the project has developed a quality benchmarking toolkit which aims at understanding of the concepts and introducing a culture of benchmarking in India as a mean of encouraging institutional reform and as a tool for measuring how effectively HEIs are governed hence quality of education, research, innovation, and internationalization will be in the DNA of SUK.
7. As a part of internationalization of the quality IQAC meetings with overseas experts were conducted and a thorough bibliometric analysis was done so as to put quality in the context of SUK. This has led to positive results such as QS ranking and other achievements in specialized areas like Materials Science.

One of the unique initiative of IQAC is setting up of "Shivaji University Quality Benchmarking Laboratory (SUK QBL)". The primary aim of the SUK QBL is to validate the quality benchmarking toolkit conceived, designed and implemented as the outcome of the EQUAMBI project. The laboratory is equipped with the requisite equipment procured under the support of Erasmus+ Programme of the European Union through which the support of Information Communication Technology (ICT) steered approach to realize and validate the standard of excellence, motivation and intention using the quality benchmarking toolkit is being pursued. This laboratory will help in realizing the quality

	<p>aspects and standards in all the walks of academics such as teaching-learning, research, evaluation, documentation, thus building a holistic quality culture.</p> <p>Thus IQAC of SUK has blending the quality suiting to the learners needs by adopting internationalized practices and adapting them in the context of the institute so as to fulfill the aspirations of the stakeholders.</p>
	<p><i>Comments, operationalization, and evidences:</i></p>
<p>2</p>	<p>Quality policy and objectives</p> <p>Quality Policy Uncompromising adherence to values and implementation of high quality educational programmes and healthy practices with a view to creating and developing a large and rich pool of selfless young men and women, capable of ensuing for themselves a decent livelihood and meeting the growing needs of a developing society.</p> <p>Goals</p> <ul style="list-style-type: none"> • To make relentless efforts for the spread of university education among classes and communities, which are socially and educationally underprivileged. • To make special provision and for disseminating knowledge and promoting arts and culture in rural areas



	<ul style="list-style-type: none"> • To supervise and control the conduct and discipline of the students of the university and to make arrangements for promoting their health and general welfare. • To create a fine band of capable young researchers/teachers with great thirst for knowledge and scientific curiosity. • To promote the study and research of the Marathi language and the history of Maharashtra. • To provide opportunities to the University community to reach his/her highest personnel and professional capability. • To develop the personality and character of students by value education.
	<p><i>Comments, operationalization, and evidences:</i></p>
<p>3</p>	<p>How the university ensures the quality of its programmes</p> <p>IQAC of SUK has framed it's quality policy and strives to adhere the same by judicious involvement of all the stakeholders. The IQAC performs central role to review and enhance the teaching learning process, structures and methodologies of operations. The university has established ISO 9001:2015 Quality Standards System for effective design and review of the teaching learning processes. While doing so, IQAC obtains the information from five major sources,</p> <ol style="list-style-type: none"> 1. The need for student centric approach; 2. The feed-back obtained from the stake holders; 3. The report of Administrative and Academic Audit; 4. The expert opinions during interactive meetings; and 5. The guidelines provided by the UGC and industries/employers. <p>In accordance with the information obtained from the different sources, IQAC has intervene in quality teaching learning in the following way and review it's teaching-learning and OBE.</p>



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	<i>Comments, operationalization, and evidences:</i>
4	<p>Development of teaching and other actions aimed at students</p> <p>SUK Departments have their unique way of designing and implementing student centric methods for enhancing learning experiences and achieve programme objectives. Efforts are made at University as well as at the Departmental level to ensure student centric learning and knowledge management by using ICT tools in the classrooms, providing rich library facilities for self – learning, organizing seminars, conferences, workshops, symposia and debates, ensuring holistic development and enhancing student learning with the help of following activities:</p> <ul style="list-style-type: none"> -Poster presentation -Group discussion -Paper preparation and presentation at conferences -Seminars/Workshops -Quiz competition -Participation in research competition (Avishkar) -Brain storming sessions -Interaction with community for learning -Group projects by the students -Educational tours/field work <p>Further details are as follows:</p> <p>Experiential Learning:</p> <p>The programmes under the Faculty of Commerce and Management (FCM) implements case studies, field visits, role play, exhibitions and market survey. Humanities faculty equips the students with skills in film screening followed by character analysis, communication, drama,</p>



debates, role play and skits. Department of Economics has Budget analysis as an essential component in the curriculum. Geography Department thrusts on field tours complementing GIS while History Department emphasizes on archival, visit to museum and rare document collections and exhibitions. Sociology Department uses street play, role play and Community based learning. Political Science Department undertakes news analysis, event analysis of elections as distinctive learning methods. Music and Dramatics Department arouses the student interest through acts, drama, theatre performance. Law Department uses court visits, moot courts. Programs under the Faculty of Interdisciplinary Studies use simulations, role play, internship, poster presentations; Journalism and Communication department offers visit to Print media centre, T.V. channels, Radio Station, News making and reporting, preparation of News bulletin. Library and Information Science trains the student on open source software. Faculty of Science and Technology implements variety of Experiential methods as Exhibitions, Field visits, Industrial visits, laboratory, practical, experimentation, demonstrations, techno fest, simulations, workshops and error analysis.

Participative methods

FCM implemented Games, Debates, Group discussions, Seminars, Competitions for their programmes. Faculty of Humanities, Language Departments implement Seminars, Discussions, Film making and Debates. Economics, Sociology, Political Sciences, History, Geography Law, Music and Dramatics use Seminars, Discussions, Community survey, Competitions, Quiz while under Faculty of IDS programmes such as Education implements Concept mapping, Mind mapping, Seminars, Reciprocal learning. Library and Information Science use Interactive lectures, Group discussions, Seminars, Journalism and Communication programmes conduct student Seminars. Almost all programmes in Faculty of Science and Technology use Seminars, Group discussions, Interactive lectures notably Statistics Department used Peafowl survey to measure the counts of peafowl on University campus, and Physics use cooperative learning methods, CDS implements Seminars, Think pair share methods.

Problem solving methods

FCM use Lateral Thinking, Puzzles, Brain storming while Faculty of Humanities implemented Community based projects. IDS Faculty have projects, Dissertations, Problem based learning methods while Faculty of Science and Technology all the departments have projects, Dissertations and PBL. MOODLE/MOOCs, Radio programmes, self-developed- Videos, PPTs/Skype presentations, CAI, Google maps, E-Journals/books/e-learning resources are extensively used.



	<p><i>Comments, operationalization, and evidences:</i></p>
<p>5</p>	<p>How the university ensures and enhances the quality of its academic staff</p> <p>Human Resource Management is strengthened by</p> <p>A. Creating and appointing following positions.</p> <ul style="list-style-type: none"> • Research Professor • Adjunct Professor • Associate / Assistant Professor • Transgender Employee • Chief Executive Officer • Incubation Manager • Skill Development Officer • Training and Placement Officer • Research Fellowships <p>Quality Sensitization in and around the University by conducting good number of events (most of them NAAC sponsored) such</p>



	<p>as Seminars/Conferences/Workshops with some of the following selected themes:</p> <ul style="list-style-type: none">○ Integrating Information and Communication Technology (ICT) for Quality Improvement in Higher Education○ Impact of Assessment and Accreditation on Higher Professional Institutes○ Innovative Teaching-Learning Practices○ Importance of Administrative and R &D Audit Processes○ Coursework for Quality Research○ Avoiding Plagiarism in Research○ Effective Implementation of NAAC Criteria○ Sustaining Quality in Higher Education○ Benefits of Autonomy for Accreditation○ Inculcating Value System in Students :Pedagogical Practices in Higher Education○ Program Outcomes (Pos), Course Outcomes(Cos), Program Specific Outcomes (PSOs)
	<p><i>Comments, operationalization, and evidences:</i></p>



6	<p>Strategic drivers of the university concerning quality management</p> <p>The vision and thrust area of the university is, <i>“to fulfill the education, social, cultural and economic needs of the region”</i>.</p> <p>In view of attaining the mission, vision and thrust area, the university authorities have developed the strategic approach by designing Vision Document, Perspective Plan and Institute Development Plan. The following table briefly describes the salient features on the initiatives taken by the university to address the vision and thrust areas.</p> <table border="1" data-bbox="257 699 1384 1297"> <thead> <tr> <th data-bbox="257 699 392 770">Sr. No.</th> <th data-bbox="392 699 813 770">Vision/Thrust area</th> <th data-bbox="813 699 1384 770">Strategic Action</th> </tr> </thead> <tbody> <tr> <td data-bbox="257 770 392 1297">1</td> <td data-bbox="392 770 813 1297">Educational</td> <td data-bbox="813 770 1384 1297"> <p>Academic programs for holistic personality building including employability, research mindset, values and ethics.</p> <p>Entrepreneurship based program such as Agro Chemical and Paste Management, Master of Rural Studies, Professional Ethics,</p> <p>Skill based courses and activities</p> <p>Creation and enrichment of knowledge resources by contributing to ‘Marathi Encyclopedia’, scholarly publications and by conserving endemic germplasm through lead botanical garden.</p> </td> </tr> </tbody> </table>			Sr. No.	Vision/Thrust area	Strategic Action	1	Educational	<p>Academic programs for holistic personality building including employability, research mindset, values and ethics.</p> <p>Entrepreneurship based program such as Agro Chemical and Paste Management, Master of Rural Studies, Professional Ethics,</p> <p>Skill based courses and activities</p> <p>Creation and enrichment of knowledge resources by contributing to ‘Marathi Encyclopedia’, scholarly publications and by conserving endemic germplasm through lead botanical garden.</p>
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	2	Social	Gender sensitization including the transgender.	
			Water harvesting initiatives on entire campus.	
			University owned RO plant.	
			Support services and skills imparted to <i>divyang</i>	
			Capacity building of farmers to address their economic, social and emotional issues through training in sericulture, tissue culture, aquaculture, apiculture and organic farming	
	3	Cultural	Chairs and Centres instituted to address socio-economic-scholarly ethos in the name of visionary reformers: Rajarshi Shahu, Dr. Babasaheb Ambedkar, Mahatma Gandhi, Mahaveer, Sharadabai Pawar, Annabhau Sathe, Comrade Datta Deshmukh.	
			Safeguarding and propagation of endemic literature, folk art and regional dialects such as 'Tukarambava Chi Gatha', 'Chandgadi Marathi'	
			Focus on Maratha history and promotion of thoughts and work of Chatrapati Shivaji Maharaj and other great leaders.	
			teaching of vocal music and different	





			instrumental (Indian)skills.	
			Sections and Chairs for promoting the regional culture inclusive of modi lipi, conservation of regional heritage through preservation of rare documents	
	4	Economic	Incubation and start-up scheme.	
			Skill development programs for society at large to enhance the capabilities both economic and vocational.	
			Earn & Learn Scheme and Work on demand to support the economically weaker sections and inculcate dignity of labor.	
			Auditing governance of government schemes.	
	5	Encouraging Research & Extension	Good number of national and international MOU/collaboration/linkages with HEIs and organizations.	
			Spearheading IPR culture and technology transfer through incubation and start-ups.	



			<p>Tapping research potential at UG/PG level and strengthening the eco-system by supporting students/post-docs/grassroot workers/teachers through corpus.</p> <p>Active participation in disaster management like flood and draught besides societal activities leading to enhancing quality of life.</p> <p>Sensitizing the masses to reduce carbon footprints through outreach programs.</p>	
<p>The university has translated its vision/mission/goals into action through vision document, perspective plan and institutional development plan. This has signified in marching from local to global with excellence in all the walks of scholarly pursuits through its quality management strategies steered through the IQAC.</p>				
<p><i>Comments, operationalization, and evidences:</i></p>				
<p>7</p>	<p>Research development</p> <p>In the journey spanning five decades, a fine band of capable young researchers/teachers with great thirst for knowledge and scientific curiosity have been nurtured with proven qualities of global citizenship.</p> <p>In this context, the university has adopted multi-fold approach such as;</p> <ol style="list-style-type: none"> 1. Promoting and motivating teachers and research scholar for research projects and research funding; 2. Providing research funding from university corpus to undertake action based research; 			



3. Modernization and upgradation of common facility centre;
4. Strengthened sophisticated analytical facility;
5. Setting up of Innovation and Incubation centre and supporting startups;
6. Promoting a proactive IPR culture;
7. Construction of Research scholar hostel and girls' hostel for earn and learn scheme.

Proactive policy towards research, the corresponding metrics especially publications over 6710, Citations around 90000 and h-index 102 are showing exponential growth.

RUSA grants have helped to formulate specialized centres namely Center for Natural Products and Alternative Medicine, Resource Center for Inclusive Education, Center for VLSI System design, Center for Nano Fabrics and augmenting Sports facility and infrastructure. The department of Computer Science has been awarded with the project on Cyber Security and Data Science by MHRD under PMMMMNMTT to train teachers on pan India basis. The faculty and a student of the Marathi department have been honoured with the Sahitya Akademi Award for Literature.

The research investigations at university has addressed the local, regional, economic and global issues. Few representatives are as follows:

1. Generation of hydrogen through Solar light
2. Development of Anti-cancer therapeutic
3. Development of battery material
4. Nano-fabrics
5. Big Data Analytics for Societal Applications
6. IoT and Drone Programming
7. Conversion of plastic in to diesel
8. Development of tissue culture and distribution of plantlet to farmers
9. SMART material development for health monitoring and information system
10. Research and development of Anti-diabetic tablet
11. Fire side additive catalyst with Kaizen Catsol
12. Water less urinals

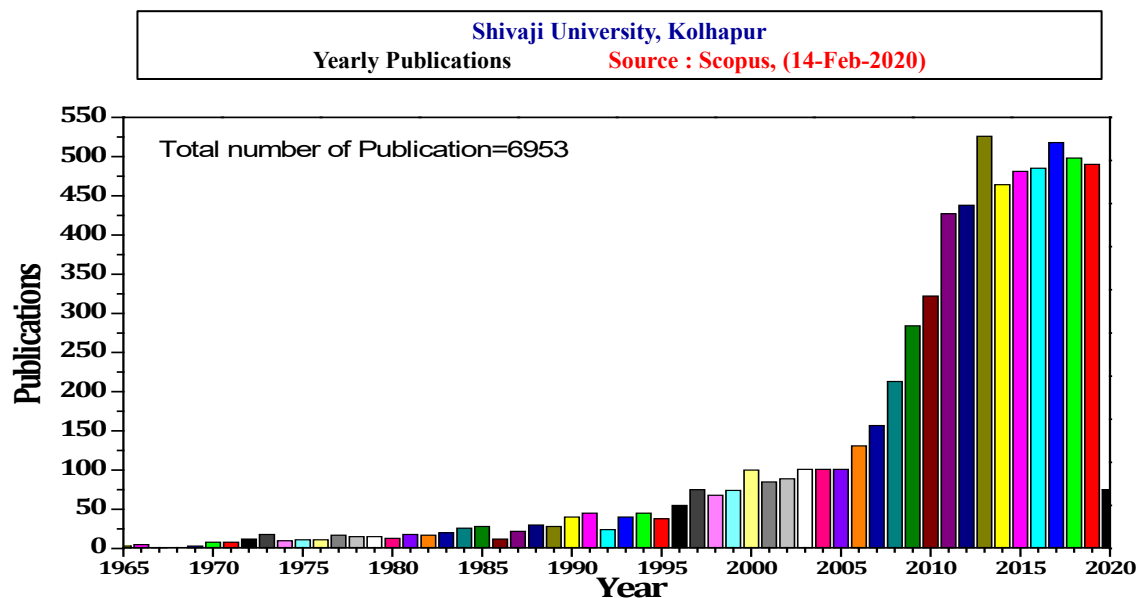


13. Sericulture
14. Jaggary byproduct development
15. Biodiversity
16. Marathi Literature and dialects
17. Linguistics and ELT
18. Poverty and social Inequality

Thus by the way of the scholarly research and consultancy services, the university has made its mark and contributed immensely on technology development, social development and economic development of society.

Following graphs showcases research strength of SUK





Comments, operationalization, and evidences:



8	<p>Community engagement and internationalization strategy</p> <p>The university has addressed the social issues by organizing series gender sensitivity programs. Amongst them, the programs conducted for transgender was highly appreciated by the society.</p> <p>Heavy rainfall in 2019 affected University jurisdiction badly; the relief operations were taken up on large scale by university authorities along with other stakeholders which include providing shelter, food, cloths, portable water to affected people, fodder to domestic animals, maintaining cleanliness/hygiene and supporting affected colleges financially.</p> <p>Supporting economic needs of the society is core of our mission. The skill development initiatives beyond university campus like “Skill on Wheels”, “Skills to society” and organization of Mega Job Fair are exemplary of the above.</p> <p>The university efforts in sustenance of fostering the culture of high-quality teaching and learning, research in cutting edge domains and extension have been appreciated by society and apex bodies.</p> <p>The purpose and objective of all research and development, teaching-learning and extension activity is to fulfill the needs of society and tap the untapped potential of young minds. The network and linkages of the university at home and abroad have resulted in the journey towards excellence as envisaged in its vision, mission and goals.</p> <p>SUK has conducted eight programs under the MHRD initiative of Global Initiatives of Academic Network (GIAN). Besides following policy is in place:</p> <ul style="list-style-type: none"> • International Student Admission Policy • Admission to International Students with on Campus residential facility • Fulbright fellow from, USA • Research Professor from USA • Visited Foreign Faculty on campus under various programs

	<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>Decision making a.k.a ‘Effective Governance’ is decisively important for fulfilling the aspirations of the stakeholders and is very much essential for overall success of the University. This section highlights the proposed reforms in governance to complement the academic and research vision foreseen by SUK 2025. Presently, the University administration is in a phase of transition towards e-governance. The administrative information being published on the internet, presently includes administrative orders, general circulars, academic calendar, notification for admission etc. Recently the University has successfully launched the recruitment portal for speedy processing of the faculty applications. The bio-metrics system for monitoring the staff attendance has also been successfully installed by the University. However the main hindrance in comprehensive automation of the holistic functionality of University administration is the incompatibility between the hardware and software as they were developed, procured and commissioned in different timelines. In view of this the next action plan includes comprehensive development of the software modules on compatible platform to attain the desired outcome in addition to the sharing of common database.</p> <p>Action Plan... ICT enabled e-governance is in place with the following expected outcomes :</p> <ul style="list-style-type: none"> • Information-driven: Information and communication technology (ICT) based e-governance structure has ben brought in and the administrators are oriented and trained to use the ICT effectively .

	<ul style="list-style-type: none"> • Accountable: Effective measures such as file movement system is in place to reduce the delay in decision making. Teams for trouble shooting are delegated from various sections of the administration to deal with the problem areas. • Collaborations and resource sharing amongst the administrative units is ensured for optimum use of resources. • Transparent: Under the framework of Maharashtra Universities Act, the administration operates in an open manner, making available detailed information and procedure to the public subjecting the decision-making process for facilitating stakeholders. • Participatory: The University guarantees every effort to aptly include all relevant stakeholders in decision making process that affects the institution’s vitality, resources, and future, and thus ensure that their voices are heard and carefully considered. • Efficient and Effective: The administrative operations of purely academic nature research and related to the affiliated colleges is appropriately structured to maximize efficiency and effectiveness in delivery of services and management of the institution strategies. The administrative sections look forward to effectively execute the directives of University authorities from time to time.
	<p><u>Comments, operationalization, and evidences:</u></p>
<p>10</p>	<p>10. Transparency, equity and ethics</p> <p>The Shivaji University profile presented through this template reflects transparency in its operations as well as commitment towards equity, excellence and accomplishments with ethics at its core. SUK is making a significant transition towards ICT driven paradigm that has enabled to fulfill the aspirations of the stakeholders in the most effective, efficient, transparent manner besides promoting democratic values. SUK has also showcased forerunning of the University in facilitating and promoting innovative programs, research, technology incubation, product innovation and extension work. There are noteworthy ‘Quality</p>

	<p>Initiatives’ evolved in a framework within which SUK stakeholders examine and enhance scholarly pursuits to enable to achieve aspiration of excellence. SUK believes in benchmarking as an essential tool for improving performance, an apt step taken under the European Union’s Erasmus + scheme in partnership with NAAC, Bangalore. Galaxy of distinguished, innovative, academic programs in the quest towards internationalization is the true attributes of ‘ scholarly pursuits as portrayed in this document. Employability being a product of the skills, knowledge and personal attributes, SUK has strived to improve them through many initiatives under ‘Skill and Entrepreneur Development’. A spin-off benefit in terms of escalation in ‘h’ index and research funding inlay is a result of greater focus on building research facilities and putting the policy in place for nurturing passionate researchers working in the thrust areas of national importance. The reforms echoed in the ‘Examinations and Evaluation’ complements transparency to the teaching and learning process, helps to attain effectiveness of student learning and promotes an environment where unceasing progression is ingrained in the institutional culture. Many steering initiatives to instill a spirit of community service are nurtured by encouraging the students to participate in several outreach programmes, sports, cultural and extracurricular activities. All the SUK stakeholders from different walks of societal life have joined the University in these quality initiatives and thus a constant quest to scale newer heights and set new standards in transforming SUK to achieve “global standards” is being pursued. SUK further commit to make every effort towards taking place as a leading university of global excellence without uncompromizing committment to access, equity, inclusion and excellence.</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: rllavori@aneca.es

Madrid, February 3rd, 2020

