

Best Practices: First Best Practice

Title of the practice: Expanding the role and functions of the Planning and Monitoring Board

Objectives:

The objectives set forth by the University for the Best Practice of expanding the role and functions of the planning and monitoring board (PMB) are:

1. Ensuring that the university has in place a strategic plan
2. The progress made by the institution in realising the plan and measuring the achievements made
3. The accreditations and the benchmarking that are reflective of the development and growth of an Institution
4. The sustainability of the university in realising the objectives of the university – Reviewing the Financial performance
5. The impact of the ‘idea of a university’ and it’s relevance to the societal needs

The Context:

The UGC (Deemed to be University) Regulations, 2019 and JSS Academy of Higher Education & Research MoA and the Rules provide for the establishment of a Planning & Monitoring Board as one of the authorities of the deemed to be University and has defined roles and functions as below

- i. The Planning & Monitoring Board shall be the principal Planning Body of the institution deemed to be university and shall be responsible for the monitoring of the development programmes of the Institution deemed to be University.
- ii. The Vice-Chancellor shall be the Chairman of the Planning & Monitoring Board. The Registrar shall be its Secretary. It may include seven internal members and three outside eminent experts.
- iii. The constitution, powers and functions of the Planning & Monitoring Board shall be prescribed by the Rules.
- iv. The Planning & Monitoring Board would advise the Board of Management and the Academic Council on any matter which it considers necessary for the fulfilment of the objectives of the institutions deemed to be university.

The recommendations of the Planning & Monitoring Board shall be placed before the Board of Management for consideration and approval. The Planning and Monitoring Board as well as the Board of Management of JSS AHER have often discussed the meaningful role that the PMB can play in the development of the institution. Hence, the roles and objectives of the PMB were defined and the PMB has played a significant role in the progress of the institution.

The Practice: The Planning and Monitoring Board meets at least twice in a year and reviews the progress of the Deemed to be university based on the Objectives mentioned above and uses the below strategies for maintaining the thrust to drive the institution further on its road map.

1. **Supporting and steering strategic and institutional planning** - This ensures that the institution has a strategic plan in place and has a directed growth rather than an organic or evolutionary growth. There shall be an ongoing planning process that will continue to

provide a framework for institutional growth and development into the future, shaped by multiple societal and economic trends

2. **Guiding and nurturing academic planning** - The academic planning addresses the maintenance of an academic profile in terms of student enrolment and programme offerings that are appropriate to the nature of the University, its mission, its strategic goals, and its long-term sustainability. True education requires the personal influence of teachers on students
3. **Analysing available data for providing good governance and management** - Work in this area includes data generation, monitoring and analysis, and the provision of a wide variety of reports and submissions for different stakeholders
4. **The evaluation by the Planning and Monitoring process and closing the loop.** Indicators in this regard may be either qualitative or quantitative, and a combination of the two is often best. The results monitoring focusses on whether you are getting where you want to go, while process monitoring focusses on how efficiently you are getting there.
5. **The relevance of the university and the impact that it is making to the society and are universally recognised and understood**

Evidence of Success:

The evidence of success is visible against each objective of the Best Practice

1. Ensuring that the university has in place a strategic plan

JSS AHER had put in place its strategic plan as early as 2010 with five pillars that were driven with the vision of excellence in education with short term (five year) and long term (ten years) goals. This strategic plan was reviewed in 2017 with the objective of realigning its path by responding to the needs and the advances that had taken place in the university and Education System. The present strategic plan 2017-2025 is in place that is driven by quality and excellence and has redefined its Vision and Mission, Core values, Strategic directions. Based on the strategic plan of the Deemed University, the constituent colleges and University departments too have prepared their Vision and Mission statements and a strategic plan in line with the vision and mission of the deemed to be university. The long- and short-term goals are set with KPI (Key Performance Indicators) for each direction and goal.

2. The progress made by the institution in realising the plan and measuring the achievements made

The Key Performance Indicators that are set by the constituent colleges and the university departments for their respective strategic directions are monitored regularly. Each of the KPIs for academic, research, outreach activities, internationalisation, perception, finance and infrastructure are monitored through committees and quarterly reviews and setting of annual targets. This ensures that the plan and its execution would be percolated to the grassroots level of the HEI with individual performances summing up to the overall performance of the deemed to be university

3. The accreditations and the benchmarking that are reflective of the development and growth of an Institution

The benchmarking of a university allows for a meaningful comparison that is based on their own needs. It includes some elements that are already incorporated in rankings but allows institutions to customise comparisons based on performance vis-à-vis the best, average or lowest performing institutions of same type. This initiative is aimed at enhancing institutional governance and accountability through capacity-building measures based on an evidence-based and inclusive approach

JSS Academy of Higher Education & Research also ranks among top 50 universities/Higher Education Institutions in India for the last four consecutive years by NIRF- National Institutional Ranking Framework by MHRD, Government of India and is currently ranked 34th among 1479 universities of India in NIRF Rankings 2019. We are also ranked 4th among all the Private Higher Education Institution in India in the recently released ARIIA (Atal Ranking of Institutions on Innovation Achievements) Rankings 2019

JSS AHER has also been granted graded autonomous status Under “Institutions Deemed to be Universities” by UGC. The UGC has granted JSS AHER as Category-I Deemed to be university and is accredited with A+ Grade (CGPA of 3.48 out of 4) by National Assessment and Accreditation Council (NAAC) during 2018 re-accreditation

JSS AHER has made a remarkable progress in its international benchmarking. The Times Higher Education World University Ranking (THE) (2019) being ranked among top 500 Universities globally and among top 3 Higher Education Institutions nationally. In 2019 Subject Ranking under the category of Clinical, Preclinical and Health, JSS AHER made a mark with 251-300 rank band globally and ranked first in India. In the recently released THE Impact Rankings we have been ranked in the band of 101-200 and are ranked 1st In India. JSS AHER presently has 63 Collaborations with nationally and internationally acclaimed academic institutions, Industry partners, health service providers and research centres.

The other accreditations from ACPE, NABL, NABH, ISO, NBA are the feathers in the cap of JSS AHER. Being monitored by statutory councils with regards to compliance for all the requirements for imparting various professional programmes also ensures our quality and excellence

The National institutions ranking framework (national)- NIRF, and Times Higher Education (THE) ranking framework has helped JSS AHER to assess itself when compared to peers of the same type with regard to size, focus area of education, regional and subject specific parameters

Being in the top few in both benchmarks nationally and internationally has made JSS AHER aspire more to be in benchmarking itself to much better and higher positions in the future thereby making a mark in quality, excellence, governance, accountability and sustenance

4. The sustainability of the university in realising the objectives of the university - Financial performance

The Long-Range Planning process launched 2018 with a set of strategic directions for JSS AHER has already started showing excellent results even at early stages and shows that there are exciting times for the deemed university as we look to create a shared vision for the future. The financial KPIs are the most widely used category among higher education institutions. They include measures regarding revenues, expenditures, assets, liabilities, fund balances, and fund raising, gross profit and net profit. The indicators which is used to assess our performance is to check the Operatory cash flow, calculate the Revenue Vs target ratio, Expenses Vs Budget ratio, keeping track of working capital, maximum utilization of assets, assets Vs liabilities and Quick ratio (ability to use liquid asset for immediate financial flexibility)

At JSS AHER, the annual accounts are prepared which assesses our performance in respect to revenues, expenditures. The Budget estimates prepared is discussed, and prepared. Revision of Budget occurs mid-year.

The strategies involved in revenue generation including student enrolment, research grants, consultancy and other sources is carefully monitored and planned

5. The impact of the ‘idea of a university’ and it’s relevance to the societal needs

The ‘Idea of a University’ as visualised by Newman in the true sense has been seen happening at JSS AHER. The coming together of the Health Sciences focus Institution was the beginning, keeping together and expanding responsibly showed the progresses and working together gave several successes the institution

Most importantly the Times Higher Education University Impact Rankings 2019 which are the only global performance tables that assess universities against the United Nations’ Sustainable Development Goals has ranked JSS AHER as the first institution in India to have made an impact that is meaningful and relevant. This University Impact Ranking included 470 universities from 76 countries. JSS Academy of Higher Education & Research was ranked in the band of 101–200 in Times Higher Education University Impact Rankings for the first time, with this rank band JSS AHER stood 1st in India among the 11 Higher Education Institutions that participated from India. This result is based on JSSAHER scaled and pre rounded performance on Sustainable Development Goals, and the top SDGs of JSSAHER which brought the Impact Ranking for the Institution in the Times Higher Education University Impact Rankings 2019 were

- SDG 3 : Good Health and Wellbeing = 46th Rank in the world
- SDG 12 : Responsible Consumption and Production = 16th Rank in the world
- SDG 16 : Peace, Justice and Strong Institutions = 91th Rank in the world
- SDG 4 :Quality Education =201–300 the Rank in the world
- SDG 5 : Gender Equality & SDG 8 : Decent Work and Economic Growth =201+ the Rank in the world
- SDG 9 : Industry, Innovation and Infrastructure = 201–300 the Rank in the world
- SDG 10 : Reduced Inequalities & SDG 11 : Sustainable Cities and Communities= 101–200 the Rank in the world
- SDG 13 : Climate Action= 101–200 the Rank in the world
- SDG 17 : Partnership for the Goals = 201–300 Rank in the World

Problems encountered and Resources Required:

The understanding of the roles and functions of the Planning and Monitoring board by the nominated members was a challenge initially but with the clearly defined objectives for the PMB, it was easier for the members to understand the functioning of the PMB over a period. There was also an overlap of the functions of the PMB and the Board of management which was sorted out in the objectives and functioning of the PMB

Best Practices: Second Best Practice

Title of the practice: The benchmarking of the Deemed to be University in the National and international ranking frameworks

Objectives:

The objectives set forth by the University for the Best Practice of Benchmarking of the University in the National and International ranking frameworks are

- i. Create awareness about the National and International Ranking frameworks
- ii. Evaluate and comprehend the criteria for evaluation of institutions by various ranking agencies
- iii. Prepare, review and submit the information in the prescribed formats of the ranking agencies
- iv. Liaise with the ranking agencies and provide supporting information as required
- v. Analyze and review the rankings obtained and incorporate desired actions into the strategic plan
- vi. Compare performance with peer groups and learn from the best practices followed at other institutions

The Context:

Increasing competition, demands for accountability, and higher volumes of available information are changing the methods of how institutions of higher education operate. Among the improvement strategies and techniques such as Total Quality Management (TQM), Continuous Quality Improvement (CQI), and Business Process Reengineering (BPR), Benchmarking has emerged as a useful, easily understood, and effective tool for staying competitive

The strategy of benchmarking is important both conceptually and practically, and is being used for improving administrative processes as well as instructional models at colleges and universities by examining processes and models at other schools and adapting their techniques and approaches

Benchmarking attempts to answer the following questions:

- How well are we doing compared to others?
- How good do we want to be?
- Who is doing it the best?
- How do they do it?
- How can we adapt what they do to our institution?
- How can we be better than the best?

In this context, the JSS Academy of Higher Education & Research has adopted the policy of participating in the eligible National and International Rankings to benchmark and understand the position of the Deemed to be University in comparison to its peers both Nationally and Globally.

The Practice:

The Bureau of Quality and Statistics (BQS), JSS AHER has listed out the National and International ranking agencies where the Deemed to be University is eligible for participation. The BQS also prepares a calendar and time frames for submission of data to each ranking agency. The BQS collates and compiles information with the help of the internal quality assurance cell coordinators from the constituent colleges, University departments and offices.

The information is recorded as per the format of the ranking agencies. The data is reviewed by the administrative authorities and then submitted to the respective ranking agency.

The BQS also liaises with the National and International ranking agencies for providing supporting information and organizing of workshops with Times Higher Education and QS Rankings for better understanding of the data points, the ranking process and the outcomes

Evidence of Success:

As a result, and the impact of this best practice of participating in the various rankings the JSS Academy of Higher Education and Research, today is recognized nationally and internationally as a University known for its quality and excellence and has benchmarked itself in various National and International rankings:

QS Star Ratings: The Journey of the international Ranking and Ratings began with the submission and preparation for QS Star ratings. The QS rated JSS AHER with a 4 star rating which was one of the first for an institution from Southern India with focus on Health Sciences

NIRF Rankings: The National Institutional Ranking Framework has placed JSS AHER in the top 50 institutions consistently for the past 4 years in the Universities Ranking Category and within top 75 institutions in the Overall category. The JSS AHER has consistently strived to move ahead in the National Rankings and in the previous years has been ranked at 34th Place in the Universities Category.

Times Higher Education Rankings: The JSS AHER made a debut in the THE World University Ranking by securing a rank in the band of 401 – 500 being one of the 3 institutions to be placed in the top 500 category due to the high impact of the citations. The Times Higher Education also placed JSS AHER in the rank band of 251 – 300 for the Clinical, Pre-Clinical and Health category

NAAC Reaccreditation: The JSS AHER was successfully graded with an ‘A+’ Grade with a cumulative CGPA of 3.48 for its second cycle of reaccreditation by NAAC in the Revised Accreditation Framework of NAAC

Problems encountered and Resources Required:

Participating in the ranking and accreditations of various National and International agencies requires a thorough understanding of the process, the evaluation outcomes and the specific data requirements. The collection and compilation of such data was a challenge since the data inputs would differ at various time points from the constituent colleges and Departments.

The help of an IT framework which could mobilize and ease the process of data submission with document validation would help the submission of the data to the different agencies