



**GOKUL
GLOBAL
UNIVERSITY**

GOKUL GLOBAL UNIVERSITY

QUALITY POLICY MANUAL

GOKUL GLOBAL UNIVERSITY

VISION

Excellence and Service

MISSION

Gokul Global University is a nurturing ground for an individual's holistic development to make effective contribution to the society in a dynamic environment.



GRADUATE ATTRIBUTES

The primary contribution of Gokul Global University to the society is the graduating student, as stated in the mission statement above. The fundamental basis for the design academic program is the mission statement as operationalized and achievement of these objectives should result in perceptible improvement in the level of academic abilities, personal qualities and skills among the students.

Based on these, the following graduate **attributes** are defined for the students of **Gokul Global University**:

1. Academic excellence

Students should have extensive and in-depth knowledge, understanding and skills on the subjects at internationally recognized levels in their chosen disciplines. Learn ability of the students is an important component of academic excellence. Knowledge, skills and attitude form the core competencies in this attribute.

2. Critical thinking, creativity and innovation

Capacity for problem identification, collection of evidence and analysis. Independent, conceptual and creative thinking ability to innovate through reflect-in-action.

3. Social responsibility.

Awareness, understanding and concern for moral and ethical issues. Understanding and appreciation of social and civic responsibilities of the organization and individuals. Understanding and concern for environmental and social issues at local and global levels.

4. Excellent communication and social, personal, interpersonal skills

Leadership skills, teamwork, Understand and appreciate the importance of inclusivity at work place and effective written, oral communication Skills were practiced in Gokul Global University among employees.

Technological ability to foresee technological changes that affect organization. Recognize the strategic role of technology.

5. Cultural competency

Imbibing the culture of Gokul Global University, respect for National and International cultural diversity.

6. Local and global perspectives

Over a career spanning several decades, the graduates will operate in globalized environment as well as situations demanding deep understanding of local issues. The ability to quickly adjust and be effective in different social, environmental and economic conditions are critical attribute to students aspiring for growth.



QUALITY POLICY

The objective of the Gokul Global University (GGU) would be to achieve the Vision and Mission set for the University and that of GGU and imbibe the attributes articulated above for our students.

To enable this in a sustained manner, the 'Quality' at the GGU will **endeavor to:**

- Engage the students, who are our main stakeholders, in a manner that will create leaders of the future who would make effective contribution to the society.
- Enable the faculty, who engage the students, by providing them the necessary training and exposure to update and upgrade their knowledge through Research work.
- Strive to provide a curriculum that is dynamic and meets the needs of the society.

Towards achieving the above, the Quality Policy will ensure that appropriate sub-policies with necessary guidelines containing benchmarking and appropriate responsibilities are provided in the following key seven areas of Curricular Aspects, Teaching, Learning and Evaluation Research, Consultancy and Extension Infrastructure and Learning Resources Student Support and Progression Governance, Leadership and Management Innovation and Best Practices.

The guidelines and the key parameters to achieve our goals would be reviewed every year and the action able and quantifiable parameters would be set and implemented through the GGU's annual strategic plan initiatives.



CURRICULAR ASPECTS

INTRODUCTION

This section of the document provides policies, guidelines and standard operating procedures that are pursued at GGU with regard to the curriculum design, development and deployment. Curricular aspects, as commonly understood, is one of the primary responsibilities of GGU to be regarded in such away that it reflects all that the Institution rightly stands for and promotes, in all aspects, an alignment with the University's vision of 'Excellence and Service'.

The following are the objectives of curricular aspects:

1. To approach the curriculum design and development systematically.
2. To design and develop curriculum that captures the latest trends and development which are relevant to the present context, meeting the students, facilitators, institution, industry and community at large.
3. To rationalize courses and its content periodically to ensure high level of responsiveness to the dynamic environment.
4. To promote courses which are of international acceptable standards and validated by experts from industry and academicians of repute.

In order to achieve the above objectives, the following are the policies of GGU under Curricular aspects:

1. To develop curriculum that promotes employability, innovation and research.
2. To provide adequate academic flexibility for the students in the program at GGU.
3. To attract International students that would help in cross-pollination of ideas and help in the overall development and the learning process of the students at GGU.
4. To develop curriculum that align with the mission of GGU.
5. To develop that is qualitatively superior and dynamic innature.
6. To design and deliver courses that address competency gaps identified by the industry.

Develop curriculum that promotes employability, innovation and research.

Objectives:

1. Industry practitioners and academic experts review the courses developed at GGU periodically and necessary changes are made in its structure and content, based on there commendations.
2. All the courses must have clearly articulated method of engagement, pedagogy and evaluation where students are incentivized for demonstrating creativity and innovative thinking.



3. Courses must have research component to promote inquiry and scientific thinking.

The guidelines in this regard are as **under**:

The syllabus for each course is sent to industry practitioners / academic experts at least once in three years for review and any suggestions for improvement. Through this process the relevance of the content for each course are verified and acknowledged. The changes recommended by the experts are incorporated in the syllabus to make it more contemporary and relevant. The feedback thus received by course anchors are circulated to all the faculty members who teach the course and after deliberations and consensus recommend necessary changes to the BOS for approval.

All the course plan documents must clearly articulate the methodology/pedagogy that will be used for classroom engagement in detail. For example, if a particular concept in the course is taught through case study methodology, then the same must be clearly mentioned in the course plan.

Evaluation of performance of students in the course is made very clear indicating the rubrics used. The rubrics that are designed or adopted must give adequate weight-age/credence for students to demonstrate creativity and innovate their thinking and solving business/academic problems. Each course plan has at least one component as part of continuous internal assessment based on research. The course plans must make it clear to the students stating expectations to bring in the research component in their assignments. This is primarily done to ensure that a scientific thinking and enquiry process is promoted through the courses designed and offered at GGU.

Provide adequate academic flexibility for the students

Objectives:

1. To provide options for students to choose from the assortment programs, specializations and courses that is on offer from GGU and to ensure that the program offered by GGU is comprehensive by identifying and presenting various courses that the students can choose from based on their interests, career goals and aspirations.
2. To enable students to make choices based on their interest.

The **guidelines** in this regard are as **under**:

The students who intend to join programs offered by GGU will have the opportunity to choose programs offered out of the collaborations with various Universities from time to time.

Having chosen the program, the students have the academic flexibility to pursue a specialization in which they are interested. The student would opt for this, by filling up a form provided to them, exercising the option, during mid-second semester at GGU so that from the third semester, specialization courses can commence. The students submit the filled up form, exercising the option, at the GGU, Office. Generally,



change in the specialization is not encouraged. However, the Director, GGU and / or Dean, GGU, based on the merits of the case, will consider changes within a reasonable period of time.

Each functional specialization will offer choices of courses, across Semesters, for students to choose from, based on the feedback received from the experts from industry as well as academia, from time to time.

The consultations with the Industry experts could be in terms of the industry needs and new developments. The need for academic flexibility could arise due to vastness of the areas in the domain and constraint of time for the students to do more courses. After due deliberations within the respective specializations, recommendations could be made through BOS-GGU.

The courses thus proposed will have clearly articulated the purpose behind offering it as a choice credit course both in terms of its utility from career perspective as well as from specific learning outcomes. This will help the students to make appropriate choice in selecting the courses from the basket of courses offered.

Attract international students

Objectives:

1. To attract students from foreign countries.
2. To promote cross-cultural environment for better learning experience.
3. To create a conducive environment for learning through cross-pollination of ideas and thoughts among students.

The guidelines in this regard are as **under:**

Courses at GGU will be designed in such a way that it has international flavor to it. This can be done by identifying courses from across the Globe to make it relevant for students representing multiple geographies.

Topics that are of international relevance are identified and incorporated in our course content. The pedagogy that is adopted for classroom engagement will be of the standards of universities and institutes of international repute so that the students who come from our universities do not feel that gap between the engagement patterns practiced at GGU. This will also prepare our students to confidently take up opportunities.

Design and deliver courses for industry

The guidelines in this regard are as **under:**

As stated above, beyond the regular courses, add-on courses may be conducted for the students at GGU with or without the help of external agencies.

Definition and purpose of Value Added Course:

Value Added Course (VAC) may be defined as any non-credit course that is either offered directly by GGU or offered by an external agency and facilitated by GGU.

The purpose of VAC may be one of the **following:**

- (a) To impart skills that are not academic in nature. These could be based on proprietary tools or generic tools that are not yet thought to have sufficient academic content to be included for credits.



- (b) To impart knowledge that cannot be offered as part of regular courses. This could be due to the temporary or specific context based application of knowledge or due to inadequate capacity internally to teach the subject.

Skill Based Courses

1. An attempt should be made to include skill-based training into the regular course curriculum. This will have an obvious effect of adding richness to the curriculum in terms of knowledge, skill and attitude.
2. Certificates for skill-based training would add value to the students only if these are from reputed trainers.

Knowledge based courses

1. As far as possible, these courses should be included into the curriculum.
2. In case external support is needed to drive these as modular courses, strategy should be in place for building capacity among the internal faculties.
3. Certifications serve no purpose for these courses. However, the subject should be included in the transcripts as non-credit course to enable students to show case the courses. For this purpose, the courses should be presented during the board of studies for approval.

General Guidelines

1. All VAC (Value Added Courses) should be classified as skill or knowledge based course clearly.
2. Every faculty member, in those particular VAC falls, must attend the course at least once.



TEACHING LEARNING AND EVALUATION

INTRODUCTION

Teaching, Learning and Evaluation is one of the important pillars of our education system. In order to ensure that this is very strong, policies and the guidelines governing them are laid out here to enable the faculty at GGU to follow and comply. The objective is to make the teaching experience for the faculty and the learning experience for students fulfilling.

The following are the objectives of Teaching, Learning and Evaluation:

Offer an inclusive and stimulating environment at GGU for Teaching and Learning recognizing the diversity of the students. Faculty display expert knowledge of their discipline and plan, design, deliver, and improve their teaching and curricula to enhance student-learning experience.

Engage students in a manner that facilitates their learning and enable them to acquire knowledge and be ethical, acting with integrity in intellectual, professional and community pursuits. Faculty carry out the evaluation process following ethical and fair practices and provide the right feedback to the students at the righttime.

In order to achieve the above objectives, the following are the policies of GGU under Teaching, Learning and Evaluation:

1. To analyze and understand the composition of students with diverse backgrounds at GGU.
2. To provide students from diverse background a common induction program that would equip them with a base knowledge and also provide opportunities to learn together at the early part of their stay here.
3. To organize the teaching process in a structured way for all the courses of GGU that would help the students to achieve the learning outcomes based on Knowledge, Skill and Attitude set out in each course.
4. To provide adequate opportunities to advanced and slow learners so that their individual potential gets enhanced.
5. To make the teaching and learning process at GGU student centric.
6. To be innovative in the teaching process that the learning is effective for the students.

To analyze and understand the composition of students backgrounds at GGU.

A detailed analysis based on gender, geographical location, educational background, experience, skill sets etc, will be done at the beginning of the first year



for the newly admitted students and a report should be prepared. Students will be allotted to different sections that would promote diversity to each of the sections. Students will be allotted to different faculty mentors that would promote diversity within the mentor group.

Profile of students of each mentoring group will be made available to the respective faculty. Students will develop SWOT analysis of the self and the faculty mentor will provide guidance on one to one basis for the all-round development of the student. They may also monitor the academic growth and advice/guide from time to time based on the need of the student.

Students are encouraged to sit inside the classroom with students from different geographical and language background so that it promotes the spirit of diversity. The HOD;s of GGU will be responsible for this task.

To provide students with course pack for each of the courses taught at GGU

Guidelines in this regard are as **follows:**

Course Pack for each of the courses taught at GGU will contain the BOS approved curriculum, which should inter-alia contain the suggested textbook, additional reference books and allocation of marks for various components of CIA.

Detailed course plan with the following details will also be prepared before the commencement of the **course:**

- i) Details of the CIA and their learning outcomes.
- ii) Rubrics for the CIAs.
- iii) Additional important contemporary reading materials relevant to the course and that, which will be referred by the faculty during the course.
- iv) Cases that will be conducted during the course.
- v) References of important websites relevant to the course.

Only the essential contents of a typical course pack has been suggested here and the faculty will have the liberty to add depending upon the uniqueness of the course and the pedagogy adopted for the course.

It will be insisted that the students refer to the course pack from time to time during the course so that it enriches his/ her understanding of the subject. Adherence to course plan by the faculty will be assured by the preparation of course plan validation statement in the prescribed format at the end of every session. The same will form a part of the records of GGU.

Adequate opportunities to slow and advanced learners

GGU has a system in place to identify slow and advanced learners mainly based on their academic performance to help them enhance their performance. Faculty mentors inputs are considered to identify the slow and the advanced learners, as they would be more closely interacting with their mentees. Remedial sessions are offered whenever necessary to help the students who are lagging behind in understanding the lessons. Records of the remedial sessions conducted with the details of such



sessions be maintained.

Advanced learners are given opportunities in the **following ways:**

- (a) Participating in higher level programs offered with the sponsorship of corporates
- (b) Assisting the faculty members in research / case writing
- (c) Taking up online certification courses
- (d) Support the fellow class mates in the group assignment activities
- (e) Conducting knowledge sharing sessions during current affairs classes
- (f) Participating in competitions etc.

A report is prepared at the end of the academic year, capturing the tasks undertaken and accomplished.

Teaching and learning process student centric.

GGU will strive to develop learner autonomy and independence by placing the responsibility for learning path in the hands of students while recognizing the individual differences in learners. Focus will be on skills and practices that enable lifelong learning and make students capable of solving problems independently. Students' choice is central to the learning experience.

Towards achieving the above objective, learning will be made student centric through a mix of pedagogic approaches and participatory activities such as case analysis, simulation games, lab experiment, and models, workshops integrated into courses

For some of the other courses, the students create info graphics and create dashboards to depict the learning in a visual manner. Students are also encouraged to make three dimensional models for select courses, design of selling aids and sales promotion props, print advertisements etc. based on creative briefs for each of these courses.

The co-curricular activities such as research paper presentation, debates, organizing business fests and extracurricular activities such as street plays, proscenium, educational visits, fields trips and conducting exhibitions etc. can also improve the creativity in the students.

To be innovative in the teaching process is effective for the students.

GGU encourages innovation in teaching process and thus gives the flexibility for the faculties to experiment new pedagogy.

The following could be some in this direction:

- o Setting up different labs such as marketing lab and operations lab where the students learn specific courses by conducting experiments.
- o Prepare contents and 'play strategy' for an 'Interactive Theatre' where the students enact a situation and solicit the opinion of the participants on a given topic.
- o Field trips where the students visit an organization/ retail shops and conduct interviews etc.,



The responsibility of identifying the courses for different innovative teaching process lies with each faculty handling the course, which will then be discussed with the Associate Dean, GGU. If any funding is needed, a proper proposal with a financial plan will be prepared and presented for approval of the higher authorities.

To corroborate with Industry experts in the teaching and learning

The following are the guidelines issued in this regard:

Industry experts' inputs for the courses

GGU will invite subject matter industry experts to deliver 10% of the total course hours. GGU is committed to provide opportunities for students to get practical experience by associating themselves with industry.

By taking up projects in industry, students will learn latest trends and developments and ways of applying various concepts in real live cases and hence students will be encouraged to take up challenging assignments and strive to fulfill the objectives of the projects.

Organization structure study (OST)

The newly enrolled students spend time in industry and understand the organization structure, role of different functions, key result areas, SWOT specific to the sector and prepare a detailed report. The topics to be covered by students during the OST is provided as a part of GGU Students Hand Book. Students are evaluated for their work on OST at the mentor level and the best OST presentation at the mentor level is given the opportunity to compete with students from other mentor groups, thus encouraging competition for overall better performance. Detailed operational guidelines for the students will be issued separately and be made a part of the GGU Students Hand book.

Summer Internship Project

Every student will undergo internship for a minimum period of six and not exceeding eight weeks in industry and get exposure to industrial work environment. Efforts will be made to bring established companies to come to the campus to select students for the summer internship. Students will get the required guidance from both corporate and faculty mentor and achieve the set objectives of the Internship. Students are evaluated on the Internship project through viva and SIP report review. Detailed operational guidelines for the students will be issued separately and be made a part of the GGU Students Handbook.

Social Concern Project

Social Concern Project is a one-credit course, which the student at GGU will do as a part of Service Learning Initiative. The purpose of this project is to utilize the academic capability and skill of the students.



Live projects

Students will take up minimum two live projects during their tenure of the program and associate themselves with industry and complete the tasks assigned by the corporate and faculty mentor. Students need not obtain certificate from industry on completion of the live project, though however, a certificate adds more credibility to the work.

Master thesis and industry practicum

Students can opt to do master thesis or industry practicum or choice based course from a specialization different from their chosen one. Students will follow the guidelines provided for master thesis and industry practicum.

Using the service of visiting faculties with industry experience

Apart from fulltime faculty members, the Institute will also use the services of visiting faculties. Guest faculty could play a major role in the curricular and teaching learning process. The guest faculty brings in his/her experience from the corporate and education world to the students. GGU engage guest faculty on a case-to-case basis. The visiting faculties are given orientation on all aspects related to the teaching/learning practices at GGU.

To facilitate and ensure continuous updates of knowledge skill by the faculty.

GGU will have clear action plan to enhance the quality of teachers that will go a long way to build the capacity of the faculties.

Initiatives **such as**

- (a) Quality Improvement Program (QIP)
- (b) Faculty internship with industry
- (c) Continuous education

Quality Improvement Program

Twice a year GGU organize QIP in association with the University's Academic Staff College (ASC). The same is conducted in a structured manner as per the procedure laid out below:

1. As per the directives of the Academic Advisory Committee of the University, the ASC organizes a meeting with all the Deans, HODs and Directors of all the Deanery / Department and decides the theme and sub themes of the QIP, duration and other related guidelines. Accordingly, the themes and sub-themes are adopted by GGU, for the QIP.
2. The Dean will nominate two faculty coordinators for conducting the QIP program during a particular academic year.
3. The faculty coordinators in consultation with the Director/Dean and based on the theme and sub theme identify the resource persons (internal and external), with the assistance of the Head of Specializations.
4. The faculty coordinators of the QIP finalize a final schedule of the program with the details of the topic, resource persons and time schedule. After the approval of the Director/Dean, the program detail is submitted to the ASC for their approval.



5. Each QIP will be conducted for three days and each day may have four sessions of one and half hour each.

Faculty internship with industry

GGU will facilitate faculties to keep themselves abreast with the industry practices in order to be relevant and effective inside the classes. In order to achieve this, every faculty will undertake industry internship for a minimum period of 15 days once in a cycle of three years. The company and the area of internship will be in line with the specific area of expertise of the faculties and will be approved by the HoS. The faculties submit a report after completion of the internship on the learning outcomes and the possible benefit of the program in terms of teaching, learning, research and consultancy opportunities. The Dean of GGU from each department, may approve for reimbursement of the expenses incurred subject to the extant guidelines of the University. After completion of the internship, the faculty can also share the resultant knowledge during FEPs held at GGU.

The Placement Office could help with corporate contacts to identify internship opportunities for the GGU faculty, who need the help.

Role of faculty:

- To observe the work of the manager in their day-to-day job, in their particular domain. Works had owing gives a chance to understand a role and its responsibilities better.
- To evaluate, reflect, and assess how the industry works.
- To share the insights with the industry managers and have meaningful discussions regarding the area of operation.

Benefits of the program

- To get adequate exposure to the real world of work.
- To get adequate exposure to latest trends in the industry.
- To take the learnings to the classroom and also share experience the fellow faculty and students.
- To obtain experiential knowledge, which will help in better appreciation of our courses and effective engagement in the classrooms.
- To have diversification of the portfolio of personal experience.
- To promote relationship with industry experts and help build professional network.

Continuous education

Faculties are expected to pursue research in the chosen area and hence will be supported in the process. The faculties are encouraged to attend International conferences and are reimbursed the delegate fees subject to the guidelines of the



University in this regard. The faculties are expected to pursue continuous education to upgrade the knowledge in the chosen area of expertise. They can choose to undergo any form of training/workshop based on the need with the prior approval of the HoS and be provided reimbursement of the regard.

Fair evaluation system for the students.

The evaluation and feedback mechanism play a key role in the teaching and learning process and GGU has dynamic processes with respect to objective assessment and feedback mechanism.

The **guidelines** in this regard are as **under**:

Academic Standards:

GGU will have well-articulated guidelines to help students follow set of practices that are expected in an academic environment.

The practices could include, the **following**:

- Understanding the importance of maintaining the writing standards/ referencing while preparing project reports, academic essays, assignments etc.
- Understanding the importance of literature review.
- Rules to be followed while preparing Summer Internship Reports, Master Thesis, Live Project reports and Case Study analysis etc.
- Rules to be followed while carrying out Role Plays, Socio/ Psychodramas etc.
- Preparation of Learning Diaries/ Log books/ Journals

Conduct of midterm and end term exams

The midterm and end term exams are conducted for the applicable courses, in association with the Office of Exams, Gokul Global University. Rather than being just a tool for assessment, the exams are devised as a learning tool. The course plan clearly define the aspects that are to be covered in both mid and end term exams. The key for the midterm will be prepared by the course anchor and circulated to the students by the respective faculties handling the course within a reasonable period of time, so that the key also serves as a good purpose of learning.

End term exams are conducted in the same way in association with the Office of Exams, Gokul Global University. To ensure standardization of assessment, a detailed key is prepared and discussed at length during the board meeting involving all the faculties connected to the course, before the commencement of valuation.

GGU will follow **single evaluation system**, the detailed procedure of which is discussed here **under**:

Non-exam based evaluation

Each specialization will identify courses that are better assessed through

different modes such as projects, models, open book exams, labs, term papers, field based assignments etc.

Technologies adopted for assessment

Technology will be an enabling factor in carrying out the assessment of different academic deliverables of the students. Other than the question bank used at the University level for generating question papers, Turnitin, the plagiarism software will also be used to check the similarity of the students project, especially the summer internship report and the masterthesis. The rubrics of grading the assignments will also be generated in the 'Moodle' wherever applicable to grade the online submission of the assignments. The underlying objective of all technology-enabled assessment is to bring in transparency and efficiency in the assessment process.

Student performance and Learning outcomes

There will be alignment between the syllabus, course plan, learning objectives and expected learning outcome in terms of knowledge, skills and attitude. In order to complete the cycle, every course have a feedback mechanism to appraise the extent of achievement of the intended learning outcome.

There will be different ways to collect and analyze the data of the learning outcome of the **students**:

Single evaluation system for assessing the end term exam

End term papers will be evaluated through single evaluation system, duly reviewed by competent member of the valuation board.

The procedure to evaluate the scripts will be as follows:

- i. Internal evaluators of the respective course first evaluate answer scripts. Marks can be indicated on the answer scripts by the evaluator without any comments.
- ii. 20% of the scripts from each bundle of 20 scripts (four scripts per bundle) will be randomly chosen for review by internal/external reviewers.
- iii. Internal and external reviewers carryout the evaluation/review as per the consensus on the evaluation pattern arrived at the Board meeting scheduled by the course coordinator.
- iv. The reviewer will carry out blind review without seeing the marks awarded by the internal evaluator.
- v. The reviewer will record the marks on the front sheet of the script with the date, time of there view and signature



Selection of reviewers for valuing the end term papers

- i. Reviewers will be appointed internally by GGU.
- ii. Internal reviewers will be selected based on the recommendations of the respective HoS, which will be further subjected to the approval by the HoD.
- iii. Internal reviewers will conduct only review and not evaluate the respective subject.
- iv. In case of external reviewers, the list of reviewers will be submitted to the Registrar, Gokul Global University for final approval.

Remuneration for external reviewers

- i. As the number of scripts for papers may be very less and only good quality evaluators from reputed institutions/organizations are sought to be employed as reviewed from time to time.
- ii. For internal evaluators and reviewers, the current system of remuneration will be followed.

Scheduling, Board Meetings and Allocation of Scripts

- i. All answer scripts will be allocated for evaluation to faculty members (including visiting faculty members) teaching the subject randomly (as is being done now) as per the schedule drawn up by the evaluation coordinators.
- ii. Board system will continue and answer keys are deposited on the day of the board with the Exam Centre by the course coordinator.
- iii. Answer scripts will be provided to the evaluators in units of twenty as is being done.

Re-evaluation Process

Students can apply for re-evaluation within 15 days after announcement of results.

RESEARCH CONSULATNCY ANDEXTENSION

INTRODUCTION

Research, Consultancy and Extension is considered as the strong back bone of GGU and critical for knowledge development. Academic excellence needs to be supplemented by research prowess. Research promotion and output add value not just to GGU but also to the industry and society. In order to provide enriching and fulfilling 'knowledge-culture', GGU believes in formulating related policies, processes, guidelines and adequate initiatives to develop and promote research culture at GGU.



The following are the objectives of Research, Consultancy and Extension:

- Aspire towards global competency by promoting research activities and facilities and create intellectual research environment
- Provide an infrastructure and allocate significant resources for completion of research projects and assignments.
- Promote interdisciplinary research and feasibility studies by collaborating with different research institutes and industries.
- Promote various types of research publications.
- Establish links with Local and International partner institutions.
- Organize training and workshops in related research and consultancy disciplines.
- Develop mechanisms to undertake consultancy activities and extension services.

In order to achieve the above objectives, the following policies are pursued at GGU:

1. To promote strong research culture and inculcate research abilities amongst faculty and students
2. To keep pace with the advanced and new research infrastructure requirements
3. To promote interdisciplinary research among research scholars
4. To encourage researchers to participate in national and international conferences
5. To promote various research publications by faculty members and students
6. To facilitate external research inputs for gaining research excellence
7. To continuously check malpractices and misconduct in research by student or faculty researchers.
8. To establish collaboration with other universities, public and private sectors and identify R&D projects including consultancy services which could be undertaken at the institution
9. To sensitize students towards sustained community development and institutional social responsibilities as part of extension activities.



To promote strong research culture and inculcate research ability amongst faculty and students.

A Research Cell (RC) at GGU will be constituted to promote a strong research culture amongst the faculty and students of GGU. The RC will consist of a minimum of two faculty coordinators and advisory members with PhD and strong research background with expertise in guiding and publishing. The Dean, GGU, will constitute the Cell.

The RC at GGU will be responsible for policy and operations relating to research activities, research committee organization and operations, quality research publications, scholar progression strategy and processes and promoting research culture amongst faculty and students.

Plan of action includes initiation, facilitation, integration and support of academic research projects and establishing external collaborations with other research groups as well, from other institutions. The RC is especially meant for bringing to the notice, the contents of research schemes to faculty, assisting and guiding them to submit research proposals and reviewing research activities undertaken by the faculty and students at GGU.

Objectives of the Research Cell

- *To create zeal amongst faculty and students towards research and innovation.*
- *To create Centre of Excellence in niche areas of research.*
- *To work closely with the industrial needs that eventually will result in new or improved products, processes, systems or services that can increase the company's productivity.*
- *To ensure smooth functioning and effective research at GGU.*
- *To have periodical interactive session with researchers.*
- *To enhance research skills and research opportunities.*

The above-mentioned objectives of research cell will be achieved through the following activities:

i) Support in Publication development, screening and choice of journal:

The primary purpose of the RC is to encourage quality research by providing assistance in identifying the research problem, methods to review literature, drafting of research proposal, writing of research papers, using APA style of citations in



research reports etc., providing facilities in terms of library, addition of reference books and subscribing to research journals. In addition, the RC will extend support to the researcher in completing or publishing of research work. If any research paper is rejected by any journal, the RC can provide necessary guidance on improvising of the paper or research findings. The RC will help researchers with suitable resource or contact for the continuation of the research, if required.

ii) *Liaison with Quality Improvement Process (QIP) Committee*

Research Cell GGU in liaison with QIP committee will involve value adding inputs during GGU QIP meets to spread the knowledge on various aspects of research related work. The QIP meets could be seen as an important forum to bring in more efficacies in the faculty research work.

iii) *Faculty Development Program (FDP)*

Faculty Enrichment Programs provide opportunities for the GGU faculty to gain knowledge by attending to the presentations made by researchers, from outside the GGU, pertaining to their variety of research work, by asking pertinent questions and having an inquisitive mind to question the researchers work. The RC of GGU will try to hold at least one FDP in a year.

iv) *Selection of Overlapping Domain Expert*

Research Cell will liaison with all the specializations at GGU to identify areas where inter disciplinary research is possible. Meetings with specialization heads will be scheduled by the RC to understand and help nominate appropriate faculty to work in case of interdisciplinary studies such as behavioral finance, consumer behavior or behavioral economics etc., within and outside GGU.

v) *Linking Interdisciplinary research work with Government or Non-Government funded projects*

Research Cell will motivate researchers to align their research inline with the funded projects of various Government and Non-Government entities. The Cell will also extend its support to assist the researcher in writing proposal for such funded projects.



To keep pace with the advanced and new research infrastructure

Continuous efforts will be made by GGU to improve infrastructure requirements to facilitate research. The Management will identify the requirements through consultations with the HoD, HoI and members of the GGU. GGU will provide the following infrastructure support for researchers:

i) Office space; library facilities, laboratories, adequate electronic facilities (hardware and software) and services, Wi-Fi, uninterrupted power supply, along with various other administrative and support services.

ii) Well-equipped **Knowledge Centre**, which enables access to a large number of research databases, leading e-journals and other online resources through desktops and laptops. Researchers will be provided with active institutional membership to premium research databases like Springer, Emerald, JSTOR, SSRN, Google Scholar and ProQuest. Library officials' help may be sought to provide training to every student and faculty on the recent methods of collection of literature by e-sources and search articles from refereed journals.

iii) Centers associated with research within the University will facilitate to create avenues and provide assistance for inter and intra research projects and may provide opportunity to provide relevant research training and enhance the research skills.

iv) Statistical support may be provided with the support of Centre for Advanced Research and Training (CART) through facilitator courses on NiVo, R, MATLAB, SPSS, SAS, and AMOS. In addition, regular training and workshops on writing research papers, technical writing, theses writing etc. may also be organized on a regular basis.

v) GGU will subscribe to latest and useful corporate database such as Prowess to facilitate secondary research,

Promote interdisciplinary research among research scholars

Academically oriented interdisciplinary research brings in a fresh perspective to academic enquiries by bringing insights from new disciplines. This is especially true for disciplines that have reached the limits of their methodological capacity. It is therefore one of the primary engines of the evolution of disciplines. GGU will aim at developing conceptual links using a perspective in one discipline to modify a perspective in another discipline.



This will be achieved by one or more of the **following**:

- Involving different research techniques developed in one discipline to elaborate a theoretical model in another one.
- Modifying or extending of theoretical frameworks from one domain to apply in another.
- Developing new theoretical framework that re- concept allies research in separate domains as it attempts to integrate them.

GGU will also promote interdisciplinary research in the **following ways**:

- i. Support researchers from emerging disciplines by providing assistance for Major Research Projects (MRP), Minor Research Projects, Monographs, and Working papers. The Associate Dean, GGU will closely follow up on the progress of these types of research projects for its compliance as per the guidelines issued by the Centre for Research, Gokul Global University or GGU.
- ii. Faculty members will initiate the development process by creating a tentative interdisciplinary research agenda and submitting a proposal to the research committee of GGU. They will also bring together faculties, industry experts and domain experts and promote contribution of research findings to enterprises/organizations/corporates/society.
- iii. Researchers will work in parallel with contributions from specific disciplines to address common research issues. They will provide a shared conceptual framework, theories and concepts with a broad thinking and publish joint research papers highlighting multi-disciplinary research findings.

Promote various research publications by faculty and students

GGU will facilitate the dissemination of research findings through publication in peer-reviewed journals, books, conference proceedings and/or theses. In order to achieve this objective, GGU will emphasize the **following**:

- i. Experienced faculty researchers will help less experienced colleagues to develop research skills, particularly those skills relating to research planning, research design and publication.
- ii. Faculty will engage actively in collaborative research activity and will encourage students to participate in seminars and conferences to present papers, as an integral part of the post-graduate course.



- iii. Faculty members will be made aware of ratings of different reputed journals and their impact factors through updated mails or workshops and will be encouraged to actively serve on the editorial boards of National and International journals.
- iv. Group discussion will be organized to keep abreast of recent search developments in the subject and will publish research findings in the form of Book Chapters, Books with ISBN, Conference Proceedings/Journal/ Online Journal, Citation in SJR/SNIP, h-index and RGscore.
- v. Faculty will consider peer-reviewed journals for paper publication.
- vi. Obtaining a doctoral degree may prove basic research competency and the faculty members with Doctorate degree will be encouraged to take up the role of internal guides to students pursuing M.Phil.
- vii. Students who have completed a master's dissertation or pursuing M.Phil. will be encouraged to submit an article for publication based on their dissertation.
- viii. Research by masters' and doctoral faculty forms an important component of GGU's research effort. At GGU it will be encouraged to recruit masters' and doctoral candidates who will contribute to the research plan and help meet GGU's research objectives.

Facilitate external research inputs for gaining research excellence

With a view to strengthen the research culture and increase the awareness among faculties about the various aspects of research, GGU will encourage the visit and discourse of reputed researchers from other institutions and industry. Programs will be organized in the campus where the researchers of eminence are invited to visit the campus. Visit of such renowned researchers and professors will create a research environment develops attitude/aptitude of innovation and research awareness among the faculty

Continuously check malpractices and misconduct in research by student or faculty researchers.

GGU is committed to maintaining the integrity and probity of academic research and therefore regards it as fundamental that research should be conducted according to ethical guidelines defined by the wider research community. Guidelines for responsible and ethical practice in research is as **follows:**

- The University's subscription to anti-plagiarism software such as "**Turnitin**" will be utilized to check the similarity levels in the work done by researchers in all works such as dissertation, theses, reports, publications or book chapters. Every faculty will be allotted a login username and password for the purpose.
- Researchers will present their work at internal and external research progress



meetings to ensure research integrity. Candidates submitting M.Phil. and Ph.D. will make the following submission, ***"that no part of the thesis is published in part of full from this or any of the universities in India"***.

The following are the guidelines to be followed for Ethical Research Practices:

a) Integrity of data

Following are the guidelines to ensure integrity of **data**:

- Reporting of accurate conclusions shall be based on genuine recorded data or observations.
- Avoiding of either a false statement or an omission that distorts the research record.
- Avoiding reporting anticipated research results or findings that are not yielded at the time of submission of the research work.

b) Use and Misuse of Data

- All relevant observations should be reported. If a subset of data needs to be disregarded as an outlier, then reasons should be stated and a confirmation should be sought by an approved statistical test.
- To reject any research finding in the published paper, the reasons for rejection should be stated.
- Background for significant negative results should be reported.

c) Ownership of and Access to Data

All researchers who plan to undertake research activity shall be aware that ownership of the data obtained in studies performed lies with GGU. Reasonable access to data, however, will normally not be denied to any member of the research group in which the data was collected.

d) Criteria for Authorship

Appropriate credit will be given to all authors for their roles in the research. If more than one person contributes significantly in terms of formulating the research problem, interpretation of results and writing of the research paper then all contributors will be responsible to defend the publication against criticism. All authors will agree to the order of authorship and obtain permission for use of any



copyrighted material.

e) Self-citations

Citation of one's own unpublished work is possible with a written permission in the form of a letter from an editor or publisher stating that publication has been approved.

f) Duplicate Publication

Publishing the same article in various websites are strictly not allowed as this leads to self-plagiarism. An author is also not allowed to divide a research paper that is self-contained into a number of smaller papers merely for the sake of expanding the number of items in the author's bibliography. Each research paper, from the major research work/thesis, with distinct objectives, complete facts, figures and outcomes of the research will fulfill the criteria of publication requirement at GGU.

g) Managing Risk in Research

No potential physical or psychological harm, pain, discomfort or stress to participants shall be caused while conducting research. Non-physical risk shall be avoided which includes invasion of a participant's privacy, damage to their relationships, beliefs or social standing as a result of disclosing personal information.

Special attention shall be given while addressing sensitive topics, such as beliefs, painful reflections or traumas, experience of violence or abuse, illness, sexual behavior, illegal or political behavior, people's gender or ethnic status. Researchers shall inform participants in advance to discontinue participation whenever they feel so during personal interviews or focus group questions if wordings cause them distress, anxiety or embarrassment.

Researcher shall obtain permission for use of unpublished instruments, procedures, or data that other researchers might consider theirs (proprietary). Appropriate permission from concerned for use of photographs, audio or video recordings or archive material that is of a sensitive or confidential nature received during data collection, shall also be obtained. Researcher shall protect the confidentiality of research participants, organizations, third parties, or others who were the source of information presented in the manuscript.



INFRASTRUCTURE AND LEARNING RESOURCES

With adequate infrastructure and learning resources, the vision, mission of an institution could be reached effectively. Hence it is important to make use of these sources available optimally. We are blessed at Gokul Global University to have this facility in abundance and also at GGU. Infrastructure would include class rooms and the facilities inside the classrooms, the labs associated directly with GGU, the library, the online databases to which GGU have subscribed and similar such facilities which the GGU has availed.

Objective:

The objective of GGU with respect to Infrastructure and Learning resources is to enable the faculty and student use the physical and intellectual resources optimally and thereby promote quality teaching and learning. Hence the policy of GGU with matters related to Infrastructure and Learning Resources will be asunder to protect and optimally make use of the infrastructure and learning resources provided by the University to GGU. To leverage on the infrastructure and learning resources to achieve the mission of GGU.

The following guidelines are issued in this regard: **Physical Infrastructure:**

1. It will be ensured that all the classrooms have adequate physical resources with Internet facility.
2. All the classrooms will have latest teaching devices including LCD facility with audio.
3. All the faculty cubicles will be provided with computers, Wi-Fi, intercoms, printer access etc.
4. Video recording facility will be available in one of the classrooms in each of the campus for the purpose of bringing about improvement in the delivery of lectures by the faculty.
5. A wheel chair will be made available in case of need arising for the students, faculty or others.
6. Both the floors of GGU will have adequate washrooms/restrooms and the same will be maintained well at all times.
7. Waste management initiatives will be under taken with utmost commitment at GGU in both the campus.
8. It will be the responsibility of the faculty and students to maintain the infrastructure resources provided to GGU by the University in good condition and ensure that no damage is caused to any of them.
9. It will also be the responsibility of the faculty and the students of GGU to ensure



that the audio and LCD projectors inside the class rooms are switched off whenever they are not in use, along with other electrical equipment.

10. In order to make effective use of the University library, a library review committee will be constituted at the GGU asunder.

Library Review Committee: The Committee is the formal link between GGU and the Central library of the University. It aims to enhance the quality usage of library resources at GGU. Constitution of the committee. The HoD will head the Committee involving two nominated faculty members from each campus.



STUDENT SUPPORT AND PROGRESSION

At GGU student support is provided to ensure that the students after their two- year graduate program emerge as a responsible citizen with overall development and who will make impactful contribution to the society.

The objective of this key parameter, student support and progression is as **follows**:

- Enhance the overall development of the student.
- Help the students secure a career to progress well in life.
- Provide a forum for the students to come back as alumni and contribute to the development of GGU /University.

In order to achieve the above objectives, the following **policies** are pursued at **GGU**:

1. To have a strong mentoring system that would bring in all round development in the students by the time they complete the two-year program at GGU.
2. To offer a well-structured holistic education that would make the students socially responsible which helps to lead a well-balanced life.
3. To provide adequate opportunities for the students of GGU to participate in various literary, cultural, sports activities for their overall development.
4. To provide placement opportunities to all the students at GGU and prepare them suitably to meet the corporate expectations and challenges.
5. To provide guidance for those students who aspire to become entrepreneurs.
6. To provide adequate opportunities for the alumni of GGU to contribute to the development of GGU.
7. To provide opportunities to the students at GGU to express their ideas, opinions through proper forum that could improve the overall functioning of GGU and also to express their grievances connected to all aspects while doing their program, including matters such as ragging etc. if any and seek proper resolution of the same.

For implementing each of the above policies, detailed guidelines are provided in the **following sections**:

Strong mentoring system allround development in the students

Objectives

Mentoring is a highly valuable development activity where a more experienced and knowledgeable person guides a less experienced and less knowledgeable person to achieve one's career goals and objectives. It is dealt with compassion, credibility and

common sense. It is one-on-one ongoing interaction between the mentor and the mentee focusing on his/her individual development in terms of communication skills, presentation skills, time management, and discipline, punctuality, and leadership skills among others.

Context:

GGU firmly believes that these factors aim at building an individual's capacity as future business leaders by working on the Strengths, Weaknesses, Opportunities and Threats. Mentoring ensures that the protégé builds his/her knowledge base through various means and modes currently in vogue. A structured mentoring framework is provided to each mentor while retaining their professional independence to effectively deliver sessions to a heterogeneous mix of cohorts. The framework is designed to deliver the requisites of reading habits, current affairs update, group learning from peers and clear articulation of matters at hand. The framework also takes into account the fact that mentees come from varied academic background and profiles. It enables the system to standardize the activities and essential knowledge points to be acquired by a management student.

Activities during mentoring:

Mentees will get updated on the major indices like Sensex, NYSE, Gold price, Silver price, GDP, various foreign exchange rates and other important economic parameters, which a manager ought to know. News points could include National, International, politics, corporate world, sports and technology and also latest happenings in various industry /sectors.

Learning Outcome:

Other than the academic engagement, mentees benefit from the multi-varied activities provided through the mentoring sessions. Students develop a habit of keeping themselves updated on the latest happenings in the business world. They learn to interpret various economic indices on a regular basis. They develop presentation skills, communication skills, leadership skills apart from time management and punctuality.

Expected Outcome:

Holistic sessions enable the management students to develop in a holistic manner, equipped with various skills and lessons besides achieving academic & professional competence. This would help them in their performance as confident, competent, sensitive, value driven future managers.



CORPORATE INTERFACE

Objectives

The following **objectives** with respect to students are to be achieved through **Corporate Interface**:

1. To understand the practical functioning of organizations.
2. To learn about corporate challenges.
3. To become aware of the role of different people in an organization.
4. To become aware of career opportunities.
5. To recognize the need for development of professional skills.
6. To bring focus on specific aspects of the students' studies like marketing, human resource management, finance and general management.
7. To assist students in adopting to the corporate culture and make their transit to the corporate world smooth.

INDUSTRIAL VISIT

Objectives

The objective of the Industrial visit is to help students gain first-hand information regarding functioning of the Industry which presents the students with opportunities to plan, organize and engage in active learning experiences both inside and outside the classroom.

The students will be able to:

- To understand the process
- To experience seamless integration at work
- To become aware of the role of different people in an organization
- To become aware of career opportunities
- To recognize the need for health and safety in the workplace
- To focus students on specific aspects of their studies like lean operation specialization students focus more on learning processes.

Placement opportunities to all the students at GGU and prepare them corporate expectations and challenges.

Objectives:

GGU Placement Office will function with the following objectives:

- i. Alignment of job profiles with the student specialization.
- ii. Placement in reputed companies for appropriate growth of students.



- iii. Participation of diverse companies including startups in the placement process.
- iv. To ensure good and deserving remuneration for our students.

The following **general guidelines** are provided to the Placement Office of GGU with respect to **placement of students**:

Student eligibility:

All GGU students who register in the University KP for placement services and satisfy the other norms such as minimum attendance for classes, completing a minimum of two live projects, attending at least one external fest, attending the external training programs regularly and actively participate in the specialization activities will be eligible to participate in the placement process and will follow the guidelines set here under.

A student can participate in the placement process of accompany subject to the following **conditions**:

- The Placement Office has confirmed the student's registration.
- The registered student meets the requirements/eligibility criteria specified in the job description by the prospective organization.

Student Code of Conduct:

- It will be mandatory for the students to register for the company, to participate in the company's process.
- Students will be formally dressed and personally well-groomed for the placement process. Students will display confidence worthy of the GGU graduate attributes and maintain decorum at the placement proceedings.
- Students will be punctual and be present in the room assigned for the placement process, by the placement office.
- Attendance for the pre-placement presentation is mandatory after registration, to be eligible for further placement process.
- Students will be allowed to drop from the placement process for an organization only after attending the pre-placement presentation by the organization.
- Students who register and do not attend the pre-placement presentation on more than three occasions will not be allowed to appear in any other future placement event that take place at the GGU.
- Students who proceed for subsequent processes, after attending the pre-placement presentation by the organization will not drop from the process in-between until the whole process is complete.
- It will be ensured that all the post job-offer communications that take place between the student and the organization will be only through the



Placement Office.

Job Offer for a student-

- Once a student gets selected and the student's name appears on the final list declared by the organization, through the Placement Office, after the selection process, it would be deemed that the student had an offer and thereafter the student would not be allowed to appear in any other subsequent organization's selection process, except under exceptional situations which will be decided by the Placement Office on a case to case basis.

Acceptance of an offer by the student:

- Offer from an organization to a student is deemed to be accepted by the student and the student will not be allowed to appear for subsequent campus placement process.
- A student who has accepted an offer will join on the given joining date, not earlier than completion of all the University exam process for the program and not earlier than the last working day of the academic year, unless permitted by the Director / Dean GGU specifically, for a deserving reason.

The following are the **guidelines** with regard to students development programs relating to **Placements**:

Objectives:

- To develop the required skills in the areas of career, soft skills including communication.
- To develop professional competitiveness' with strong grounding in ethics, human values, sense of social responsibility and environmental consciousness.

Student Development Programs:

The program provided by GGU has a well-coordinated system for student support and mentoring. Students are supported through their mentoring in academic studies, sports and cultural activities. They are guided for the development of their career, soft – skills and language skills. They are trained to develop professional competitiveness as well as develop ethics, human values and sense of social responsibility and environmental consciousness.

Career Mapping:

Career mapping will be conducted for the first year graduates before they choose



their specialization in order to help them understand the various skill sets and competencies required across specializations. This session is conducted by an industry expert with long years of experience. This helps students develop better perspective and understanding of the different specializations and the skill sets required to help them make more informed and better decisions.

Personal enhancement and development programmes:

GGU will have robust training program that enables students to be better prepared for campus placements. The second year students who are eligible for placements will undergo internal training programs that focus on creating awareness about the selection process of various companies.

Placement and training programmes will cover career orientation, employ ability skills, personality development, interpersonal communication and aptitude skills. The training programmes will be organized throughout the academic year. The students are also counseled by the faculty members of the department on career options.

Internal Training:

The Internal training will cover **inter-alia**:

- **Resume Building:**

- The standard Gokul Global University template will be circulated, and suggestions on strengthening the resume visibility, do's and don'ts, what must be on the CV etc. will be shared. Students will also be encouraged to consult the trainer and get their CV's revised before the beginning of the placement season.

- **Group Discussion(GD):**

- Training on-group discussion helps students be better prepared and will cover contemporary and frequently given topics. Mock GDs' and role-plays enable students in improving their articulation skills, body language etc. and hence adequate training will be provide to enhance their competencies to be successful in the placement process.

- **Interview:**

- Training for attending interviews enhances skills required to be successful in personal interviews. Insights including appropriate grooming, sample questions, presenting oneself, attitude, body language and things to carry are shared. Role-plays and mock interviews help build the student's confidence.

Refresher:

- Refresher sessions will be held with the help of faculty playing the role of interviewers / panel members to help the students improve their



performance in the placement process.

Guidance for those students who aspire to become entrepreneurs.

Objectives:

- To provide incubation support to budding ideas.
- To promote entrepreneurship culture among students.
- To provide support to the interested students on various facets of entrepreneurship.

Entrepreneurship Development and Research Cell at GGU will engage in activities that promote and foster the spirit of entrepreneurship amongst students and alumni of GGU.

The Cell will be headed by a coordinator. The students mentoring will be done by the coordinator who will be experienced in this regard along with other management faculty and the services will be offered free of any service charges to the aspiring students and alumni. No office space will be provided nor any funding facility for ideas incubated. The profits or losses from the business venture solely belong to the entrepreneur.

Adequate opportunities for the alumni of GGU to contribute for the development of GGU.

GGU will maintain a robust database containing the details of the alumni capturing the essential details about the alumni.

GGU will provide opportunities to the alumni by hosting two formal alumni meets during the year to coincide with the Independence day and Republic day.

The **objective** of these meets will be as **follows**:

- To keep the alumni of GGU informed of the new initiatives at GGU.
- To enable them to network with their fellow alumni students.
- To share with us their experience in the corporate world and the feedback that they would like to provide us for our improvement and development.
- To provide them the forum to rejoice their student days at GGU to share their success with us.
- To form the alumni team to carry forward the alumni related initiatives related to GGU.

During the meets, information will be updated in the database maintained by us regarding alumni like their contact details, place of work, designation etc.



GGU will provide a platform through the social media like face book and twitter for our alumni to exchange useful information.

Opportunities to the students at GGU to express their ideas, opinions through proper forum that could improve the overall functioning of GGU

Context

Given the diversity of the programs offered at GGU, the fast paced Semester based delivery, and the fact that many of the students live away from their homes, it is to be expected that some of the students may have grievances from time to time, and look forward to a standard policy/guideline frame work that would provide clarity on its redressal.

Student Grievance and Redressal Committee

Recognizing the need to define clear authorities that would hear the issues and work towards resolving them, GGU will form a Student Grievance and Redressal Committee. This is a Standing Committee made up of the Director, Associate Dean, HoD, HoS as may be needed, Campus Coordinator (if required), and if needed, a female faculty will be accompanies in case the aggrieved for female students. The HoD will be the convener and Secretary General of the Committee.

Role and scope of the Student Grievance and Redressal Committee

The Student Grievance and Redressal Committee at GGU will act as the fact- finding body that will arrange to investigate each complaint received from the Student. The committee will be open to receiving complaints from student of any of the courses offered and run by GGU. A pre-requisite is that the complainant must be a bonafide student of GGU. Complaints canal so be made by the parent(s) or the guardian of the student.

The Student can bring complaint of whatever nature including one of sexual and/ or ragging like harassments, inappropriate communication forms and modes, inappropriate messaging using SMS, WhatsApp, Twitter, Facebook and such other, undue favors and attention etc.

The Student Grievance and Redressal Committee will not pronounce punitive measures based on the report of the investigation. It will, however, make clear recommendations, which will amicably resolve the grievance.

The draft report will be circulated among each member who is expected to read and



raise objections, if any. If there are no objection(s) or objection(s) raised have been resolved to the satisfaction of the member raising it, the report of the investigation will be signed and dated by all members who were present.

The signed report will be forwarded to the Registrar who will table and discuss the report at the University level Student Grievance and Redressal Committee. One or more members of the GGU Student Grievance and Redressal Committee may be called upon to attend the University level meeting.

On due deliberations, the University level Student Grievance and Redressal Committee will convey in writing to the Committee at GGU, the decision, remedial and/or punitive measures, which will be communicated to the Student who initiated the complaint.

Appeal

Complainant Student, if not satisfied with the outcome of the investigation and the decision, can appeal in writing to the Registrar within 10 days of the receipt of the committee's findings.

Process

Complaints, in duplicate, describing in adequate details, events and occurrences in writing (either through letters or emails) will be submitted to any of the members of the committee by the Student desirous of an investigation. Complaint letters have to be supported with appropriate evidence including message transcripts, photos/videos, call records etc.

Each complaint received will be serially numbered and basic details of the complaint will be recorded in the Register of Student Grievance maintained with the HoD. The duplicate copy of the complaint will be initialed to acknowledge receipt and the same will be returned to the complainant. The HoD will promptly but no later than 2 working days, convenes the meeting of the Student Grievance and Redressal Committee. Depending upon the nature of the complaint, the Committee will set the optimum time lines for conducting of the investigations and reporting. In any event, each complaint must be disposed in two weeks from the date of lodgment.

Counseling Centre:

GGU will also provide counseling service to the needy students through there sources available at the University.

Functions of the **counseling** center are as **under:**

- a) To counsel and help students overcome stress related to their academics and personal life.



- b) To provide psychological support as students pursue their academic and personal goals.
- c) To help students grow in self-understanding, cope with their immediate situations and aid future decisions.
- d) To guide students in psychosocial maturity.



GOVERNANCE AND LEADERSHIP

The quality of Governance and Leadership in an institution indicates the quality of several practices that the Institution follows, taking an institution from being good to being great. Governance and Leadership issues have come to the fore in many organizations leaving the future of the Institution to destiny. A very conscious effort to build these areas go a long way in the building of an Institution. At GGU, as is the case with our University, these areas are as important to any other Institution of repute and worthy of its name.

The following are the **policies** of GGU governing Governance and Leadership, **at GGU:**

1. To drive the initiatives of GGU with the mission of GGU as focus, in alignment with the vision, mission and core values of the University.
2. To have well defined structure of leadership at GGU.
3. To inculcate the core values adopted by the University to the students and the faculty of GGU.
4. To promote development of GGU through a strong internal process and annual Strategic Plans.
5. To provide the necessary empowerment and independence to the faculty with accountability, to pursue the mission of GGU.
6. To provide the students a grievances redressal system.
7. To have a Faculty appraisal and performance review system that would help in their personal growth and development and also the overall performance of GGU.
8. To take all eco-friendly initiatives as per the need of the hour, in whatever activity that it does.
9. To remain transparent by providing more details about the activity of GGU, through our University website.

To implement the above policies effectively the following guidelines are issued.

Drive the initiatives of GGU with the mission of GGU as focus, in alignment with the vision, mission and core values of the University.

The mission of GGU is as **follows:**

To develop a community of Social Responsible, Creative and Enterprising leaders in a Globalized, Knowledge based and Dynamic environment.

The Vision, Mission and Core Values of Gokul Global University is contained in the charter of the University.

All activities, programs, initiatives at GGU will have in their objective the above



elements present so that the mission of GGU and the vision, mission and core value principles are achieved.

Well defined structure of leadership at GGU.

Dynamic leadership with clear vision and good governance practices.

GGU is a department of Gokul Global University. The University's Statutes, Ordinances and Regulations guide the academic and teaching activities of GGU also. The Director, Dean, Associate Dean and the Head of the Dept report to the University Management on matters relating to teaching, teaching standards, research, operations and finance, faculty, research and other areas, on a regular basis.

With the above background, GGU will provide a dynamic leadership with clear vision and will believe in good governance and optimum utilization of its resources. GGU will strive to realize its mission statement based on the core values of the University through the holistic and integrated development of students. Being secular in its operations, it will strive to provide quality management education by creating a stimulating environment to achieve its mission.

GGU's leadership will actively and regularly interact with its stakeholders. Regular meetings/discussions can be held between Dean, HOD, faculty, students, alumni, industry and other officials in different forums. Overall, GGU will promote a culture of participative management by creating opportunities for frequent meetings and consultations.

ACADEMIC ADVISORY BOARD(AAB)

In order to achieve the above, the Dean, GGU will constitute an Academic Advisory Board comprising of industry leaders to help in providing the direction to the strategic objectives of GGU. The AAB will meet once in six months and consider various agenda appropriate to obtain reiteration on the strategic direction of GGU and to help in obtaining new strategic direction, keeping the dynamic nature of the environment, within which the GGU is functioning.

Devising the Strategic Plan

At GGU, the team consisting of Dean, Associate Dean and the HoD devise the strategic plan in line with its core competencies and the priority goals. A SWOT analysis may also be done to identify the long term goals for GGU. Inputs from AAB and directions given by the IQAC of the University, shall be a part of the plan while devising strategic plans annually. Systematic and well thought out strategic plan will be drawn up every year to guide the department in their activities.



Implementing the DRM

Once the responsibility matrix has been finalized, the respective faculty member discusses the action items and the time frame (from the four time periods) to carry out different milestones of the actions at the individual level.

The members are then assigned **Key Result Areas (KRAs)** based on the DRM.

Monitoring and Control of the DRM

The members assigned with the action to execute the plan then complete the task and update to the person responsible to monitor. As and when an action is complete, the respective member responsible for monitoring update in a Google spreadsheet with the status and brief explanation of the action. The online Google spreadsheet is shared with all the members concerned and all the completed actions are turned into green, the plans in progress are in yellow and the plans which could not be completed is colored in red.

Follow up of DRM and planning for the next cycle

Every action plan is marked with specified, measurable expected outcome and the impact of such outcome is articulated and taken up for the purpose of summarizing the future course of actions. The plans, which could not be completed in a particular period, are taken up in the next cycle.

Necessary empowerment and independence to the faculty with accountability to pursue the mission of GGU.

The faculty of GGU will be empowered in the **following ways:**

Each of the faculty at GGU will choose the area where they would like to be an expert over a period of time gaining deep knowledge and reputation. This will enable the faculty to publish research papers and offer consulting to organizations that may require the services. Each of the faculty at GGU will be provided opportunities to share their research work with fellow faculty and seek suggestions, improvements and other necessary inputs. Each of the faculty at GGU will interact with the Industry experts and forge an academic community that will further the process of gaining and spreading new knowledge for themselves as well as for the society in general.

Students a grievances redressal system.

Please refer to the detailed guidelines provided under students Support and Progression.



Transparent by providing more details about the activity of GGU, through our University website.

GGU will endeavor to post GGU related information on a continuous basis at the University website and will post the following information **amongst others**:

1. Faculty profile.
2. Details of programmes that are offered at GGU.
3. Curriculum with syllabus details for various programmes offered as above.
4. Various events / activities conducted at GGU.
5. Application procedure for various programmes offered at GGU.
6. Infrastructure facilities at GGU.
7. List of distinguished Alumni of GGU.
8. Faculty research publications.
9. Some of the important policies such as 'Students Grievances Addressing Mechanism', 'Anti- Ragging Policy', 'Students Counseling Support' etc.



INNOVATION AND BEST PRACTICES

Innovation is all-pervasive and GGU will strive to promote innovation and best practices in the areas of curriculum development, teaching, learning, assessment and research that would lead to student / faculty progression with the support of necessary infrastructure and learning resources.

The **objectives** of the policy is to support the following amongst **others**:

1. Promoting innovative practices to lay the pathway to achieve academic excellence by following inclusive practices and stakeholders' relationship.
2. Developing innovative courses that can promote skills and provide the necessary flexibility in choosing courses through the options of choice based courses, by the students.
3. Using different assessment strategies to fulfill the diversity in the learning process.
4. Usage of information and communication technology inside and outside the classrooms for effective engagement.
5. Creating learner centered environment where students are active and responsible learners.
6. Grooming the students both personally and professionally to be able to meet challenges.
7. Creating an environment of knowledge sharing and peer learning both to the teachers and students.
8. Building physical infrastructure and learning resources to promote innovation in every aspect.

To achieve the above **objectives** the following policies are **formulated**:

Innovative curriculum development

A structured procedure is to be followed to develop innovative curriculum with an aim of developing leaders who are ethically and morally grounded and poses the skill sets valued by industry. The curriculum is aimed to inculcate the requisite quantitative, qualitative, analytical and problem-solving skill of the students. The courses will be classified into various types in terms of core and speculation and mandatory vs. optional. Courses will be in line with the latest dynamics of the business such as on technology, analytics, sustainability etc. Every course will have modules on ethical dimension, sustainability and governance issues that would sensitize the students.

Separate modules on different life skills of the students in-terms of personal, inter personal and societal skills will be developed in line with the practice of the



University and be delivered to the students in an interactive way including but not limited to role plays and Interactive Intimate Theatre.

Innovative Pedagogy

Complete autonomy will be given to the faculties to try different innovative pedagogical methods including 'think, pair and share', 'experiential learning through simulated physical labs', 'online simulation games', 'research based learning', 'blended MOOCs' etc., The faculty will continuously update herself/himself by attending seminars and programs on the teaching, learning methodologies from time to time to incorporate the latest practices followed in world class Institutions.

Innovative Assessment

Moving away from exam based to more open and flexible method of assessments including open book tests, peer evaluated assignments, projects, models, essays, audio visual submissions, wiki creations, research papers etc., will be the focus of GGU. There will be a balanced approach of having different assessment patterns to meet the diverse learning styles of the students. Such non exam based assessments will be clearly articulated, emphasizing the need for having such assessment depending on the nature of the course, need of the industry etc. A clear process with continuous assessments and rubrics will be developed for those courses to ensure rigor and objectivity in assessment.

BESTPRACTICES

GGU has followed some of the following best practices and the enthusiasm will be continued to provide value to our students, being the main stakeholders of our University.

Academic Advisory Board and Curriculum Development Committee

GGU has set up an Academic advisory board having representation from renowned industry practitioners and academicians to guide and support the curriculum development process. A Curriculum Development Committee is set up to study and recommend changes for the syllabus keeping in mind the dynamic business environment.

Lab Based Learning

Every specialization at GGU has developed courses, which are taught through labs to give hands on experience to the students. Skill development is the main objective of such lab-based courses.



Academic Standard Book

A handbook on the detailed guidelines on various academic deliverables prepared at GGU. Providing the same to the students will help them improve the quality of assignments prepared by them for evaluation. The handbook among other things will have details on the expectation on various assignment types, the guidelines and the rubrics of assessment.

Induction to First Year Students

An induction program conducted for the newly admitted students to bring the diverse students to the same platform and training on key skills required to adapt to business school way of learning. The induction program will contain various modules including APA style of referencing, writing skills, bridge courses, excel training, orientation to the culture of the University in general and GGU in particular. These modules will be refined from time to time based on the feedback provided by the students and the faculties.

Video Capturing of Class Room Sessions

The practice is likely to serve multifold objectives including self-evaluation of teaching style of the faculty members, enablement of repeat of the classroom teaching sessions to students that would enable better learning.

Use of Information and Communication technology

Various tools of ICT employed in the teaching learning and assessment practices. Students can have access to the various teaching and learning and support services enabled through technology. Learning Management System (such as Moodle, Google class room), Student support through ERP (Knowledge Pro), wide usage of online resources for research and learning (JSTOR, ProQuest, Prowess) to be made available to students. These technologies would also be updated as per the need and developments in the area of databases.

Faculty Peer Learning

With a diverse nature of the faculty members, there is ample scope for learning from each other. Every newly joined faculty is allotted a buddy, who is a senior faculty who will orient the new member on different practices followed at GGU. The newly joined member will attend the classes of other faculties on mutually convenient time to help learn the different styles of classroom delivery. Apart from this, during every faculty meeting, there will be a knowledge sharing session where a select faculty member will discuss contemporary issues in the business, in line with his/her area of research.




Registrar
Gokul Global University, Sidhpur