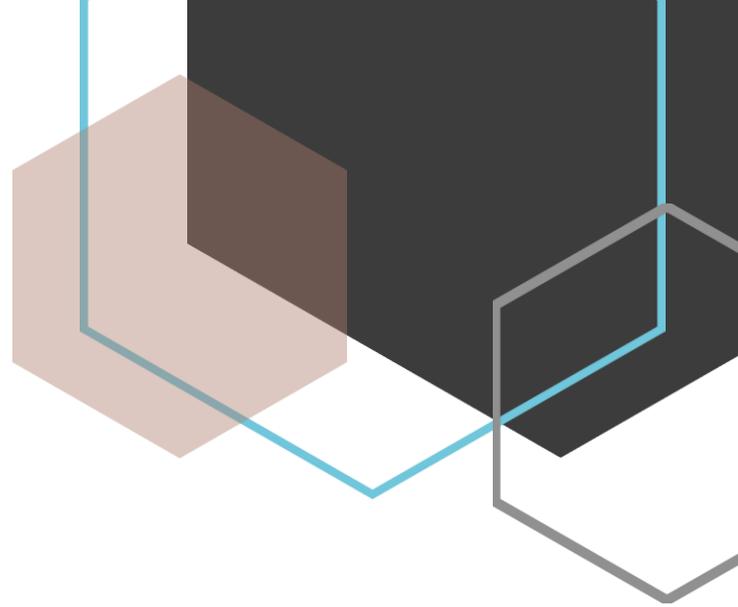




Co-funded by the
Erasmus+ Programme
of the European Union



SCREENING REPORT

ENTREPRENEURSHIP, INNOVATION & STUDENTS TALENT DEVELOPMENT

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
INDIA



Integrating Talent Development into Innovation Ecosystems in Higher Education

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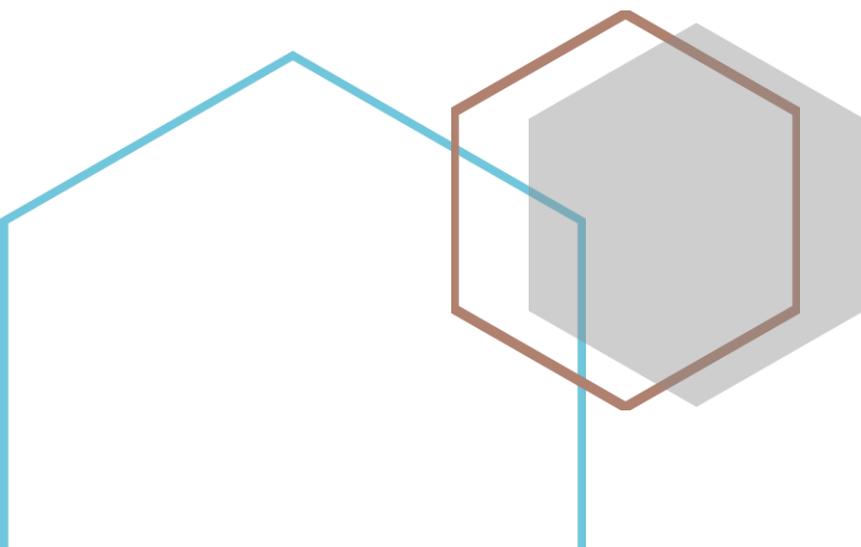


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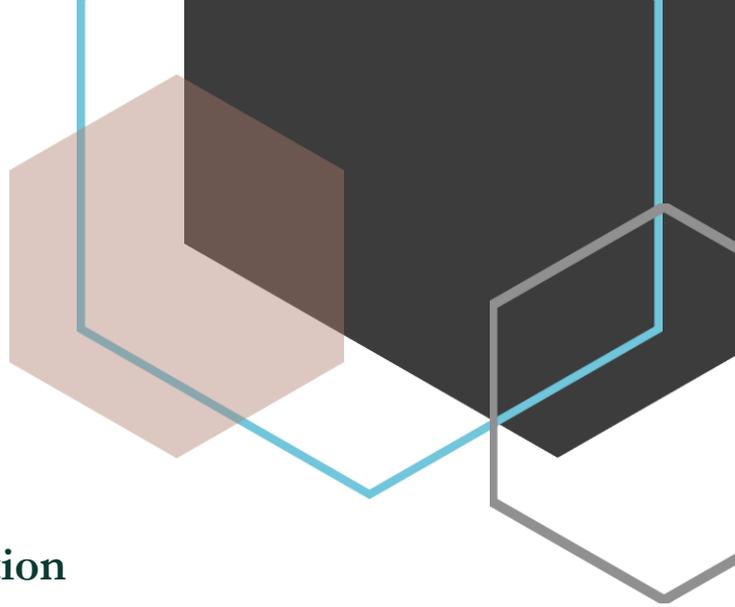
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The report aims at providing a clear picture of the University's starting conditions and capacities in the areas of graduates' employability, innovation capacity and talent development. The reports points out the strengths and weaknesses of the institution in these fields. It has been developed by external experts, representative of the INNOTAL partners.

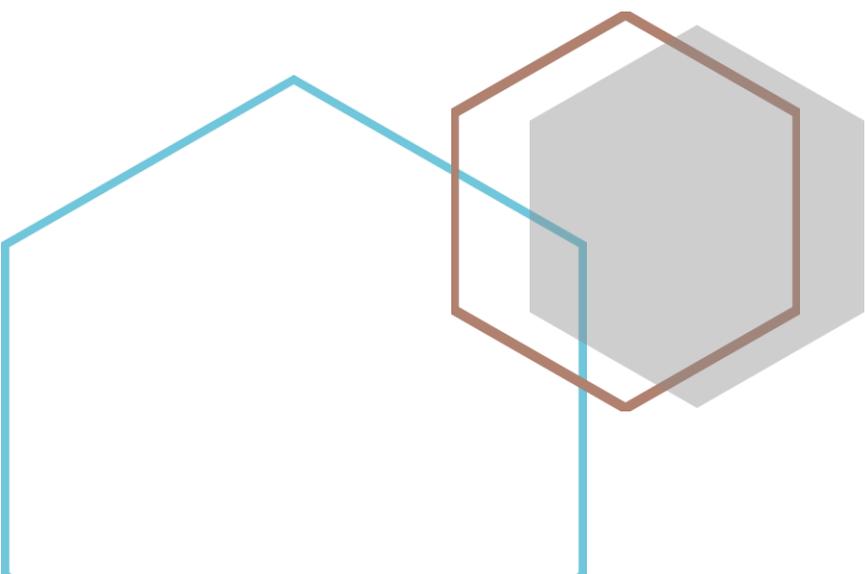
The report can provide insights into the following broad elements of organizational performance of the University:

- organizational motivation, including mission, prevalent culture, incentive structures and support structures
- organizational capacity (structure, physical and financial resources, technology resources, human resources
- leadership, decision-making process, management and inter-organizational linkages);
- c) organizational performance (financial viability, efficiency, effectiveness, relevance)
- external environment (administrative, legal, social, cultural, economic, political, etc.)





Introduction



CONTEXT

This report assesses the practices in Dr. Babasaheb Ambedkar Marathwada University (BAMU) related to the development and stimulation of innovation and entrepreneurship among students, faculty, alumni, and within the local community.

The information below is based on data provided by representatives of BAMU during a face-to-face focus group session which took place in La Trinidad, Philippines, on the 21st of March, 2018. A semi-structured questionnaire was used as a discussion scenario. The participants on behalf of the BAMU were prof. Prof. Khillare Yeshwant Kondji, Director of Center for International Relations and Prof. Shankar Bhagwan Ambhore, faculty member. The focus group session was moderated by assoc. prof. Milanka Slavova, PhD, Vice Rector, with the support of Dr. Christian Jelev and Dr. Antoaneta Daneshka – the three of them from the University of National and World Economy in Sofia, Bulgaria. Additional data regarding the items of the questionnaire was drawn from BAMU's web site (www.bamu.ac.in). Data collection, processing and structuring for the purpose of this report reflects the understanding of the moderators. The present report predominantly follows a descriptive approach.

SCOPE

This Report is produced in the frame of the project's first stage, which is focused on preparatory research and understanding the context in which further capacity building activities shall take place. The purpose is to provide an external assessment of:

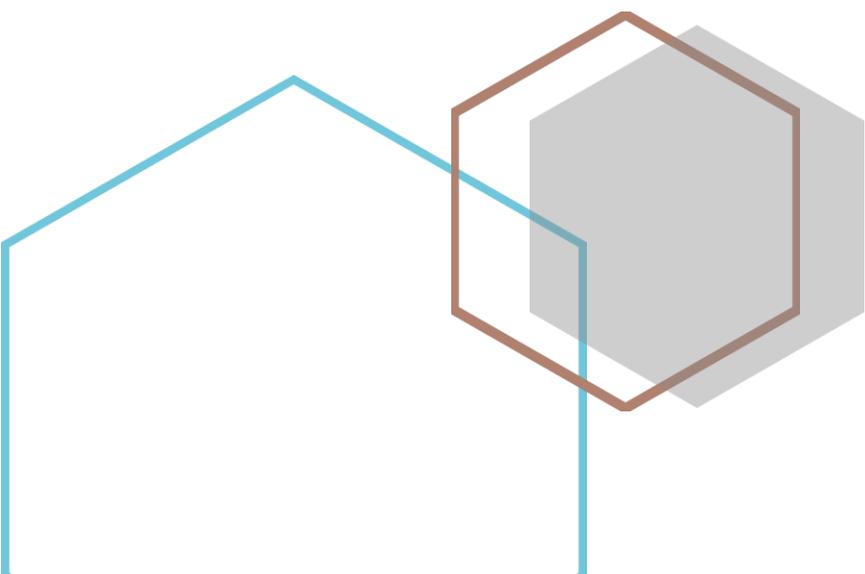
- University capacity to provide entrepreneurship education across various disciplines
- University capacity for innovation
- University capacity for promoting graduates' employability and developing students' talent

The reports aims to provide a clearer picture of the University's starting conditions and capacities related to graduates' employability, innovation and talent development. The report has been developed on the basis of the scorecards developed in the frame of the INNOTAL project.





Profile of the university



ESTABLISHMENT

Dr. Babasaheb Ambedkar Marathwada University (BAMU), formerly Marathwada University, is located in Aurangabad, Maharashtra, Republic of India. It is named after Bharat Ratna "Babasaheb" Ambedkar, an Indian jurist, political leader, academic and the chief architect of the Indian Constitution. This university was established primarily on the initiative of Babasaheb Ambedkar so as to address the lack of higher education facilities in western Vidarbha, Marathwada and North Maharashtra region. The university was established on August 23, 1958. The university has around 428 colleges affiliated to it, which come under four districts (Aurangabad, Jalna, Beed and Osmanabad) of Maharashtra State.

The vision of BAMU as stated on its website is to strive for excellence by creating and imparting accessible but quality education to address changes in society, keeping Research and Development at its core.

The Strategic plan of the university focuses on Expansion, Inclusion and Excellence. It includes short term, intermediate and long term policies to cater to the ever growing number of Higher Education applicants resulting in the enhancement of Gross Enrolment Ratio and hopefully having a positive impact on Human Development Index. Also, it aims at minimizing migration.

The mission of the University is to develop a community of students and academicians which supports the intellectual, professional and moral growth of the students leading to advancement of human knowledge through enterprising research.

MISSION AND VALUES

The mission of BAMU:

- To provide a platform for rural, women, socially disadvantaged and differently-abled groups to achieve Academic Excellence with in-built Employability.
- To carve out a fusion between Academics and Industry with an ultimate aim to identify the gaps and accordingly, design the courses to impart skill based education as per the requirements of the region so as to improve employability and develop entrepreneurial capabilities.
- To provide student centric learning environment and to establish platform for inclusive research leading to the development of a creative thought process amongst research scholars keeping in mind societal needs.
- Nurturing innovative ideas shaping into products facilitating the spinoff and creating awareness to protect Intellectual Property (IP).
- To adopt a perennial process for bringing in excellence in teaching pedagogy by providing ICT based state-of-the-art infrastructural facilitation.
- To impart value added, culturally rich education by adopting the local to global approach.



SIZE OF THE
UNIVERSITY

- To provide an academic corridor for cordial connectivity between the University and its affiliates.
- To ensure good Governance inculcating ‘Accountability’ based on ‘Self-evaluation’ amongst all the stakeholders of the University.

BAMU has more than 400 administrative and technical staff and more than 150 lecturers. It has 9 colleagues as follows:

- The Government College of Art & Science, Aurangabad (Established 1923).
- The Milind Mahavidyalaya, Aurangabad (Established 1950).
- The People’s college, Nanded (Established 1950)
- The Government College of education, Aurangabad (Established 1954).
- The Marathwada College of Agriculture, Parbhani (Established 1956).
- The Manikchand Pahade law college, Aurangabad (Established 1956).
- The Government Medical College, Aurangabad (Established 1956).
- The Yogeshwari Science College, Mominabad (Established 1956).
- The Arts & S.B.L. commerce college, Jalna (Established 1958).

At present Dr. Babasaheb Ambedkar Marathwada University has 39 Departments:

- Department of Marathi Language & Literature
- Department of English
- Department of Hindi
- Department of Foreign Language
- Department of Economics
- Department of Political Science
- Department of Public Administration
- Department of History & Ancient Indian Culture
- Department of Sociology
- Department of Commerce
- Department of Management Science
- Department of Zoology
- Department of Chemistry



- Department of Botany
- Department of Mathematics
- Department of Statistics
- Department of Physics
- Department of Dramatics
- Department of Journalism & Mass Communication
- Department of Library & Information Science
- Department of Pali & Buddhism
- Department of Psychology
- Department of Physical Education
- Department of Environmental Science
- Department of Computer Science
- Department of Education
- Department of Geography
- Department of Sanskrit
- Department of Tourism Administration
- Department of Urdu
- Department of Law
- Department of Biochemistry
- Department of Chemical Technology
- Department of Fine Arts
- Department of Nanotechnology
- Department of Music
- Department of Printing Technology
- Department of Dance
- Department of Lifelong Learning & Extension.

**FUNCTIONS OF THE
UNIVERSITY WITHIN
ITS REGION (AS
PERCEIVED BY THE
UNIVERSITY ITSELF)**

The role of Dr. Babasaheb Ambedkar Marathwada University in the region includes the following objectives:

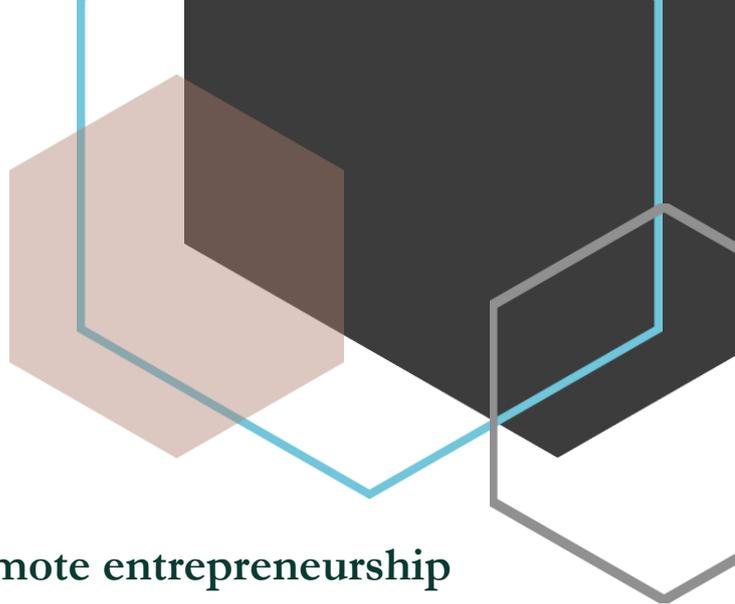
- To play a significant role in the economic, educational, social and cultural development of the people of Marathwada.
- To cater to the need of higher education in the region, organizing, maintaining and city laboratories, libraries, museum and other equipment for teaching and research.
- To cultivate and promote the arts, commerce, science, medicine,



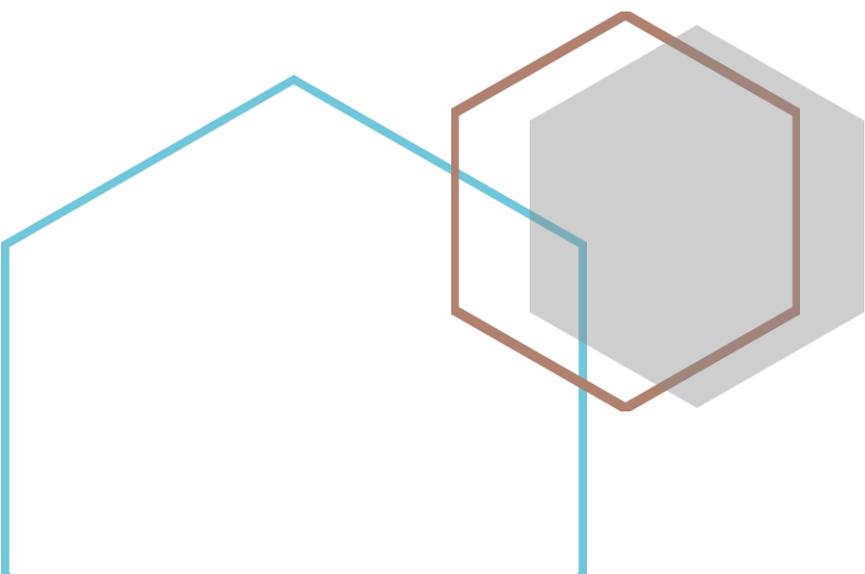
engineering, technology and other branches of learning and culture.

- To contribute to the advancement and dissemination of knowledge in its own departments as well as through its college and recognized institutions.
- To serve as a nursery of leaders in different walks of life - professional, industrial economic, political, social - who can actively help in all direction and in the resuscitation if the region's unique culture.





Capacity to provide and promote entrepreneurship education



PERFORMANCE IN
THE AREA OF
ENTREPRENEURSHIP
EDUCATION

Babasaheb Ambedkar Marathwada University has indirectly incorporated entrepreneurship support and entrepreneurship education in its vision and mission. About 20% of its bachelor and master programs have an entrepreneurial element embedded in their courses, mainly in the Department of Management. There are other departments that either recognize the need of entrepreneurial skills or have included in their objectives the enhancement of entrepreneurship. Unfortunately, the University has not been able to estimate the share of students that get exposed to this Entrepreneurship training

Entrepreneurship education is main objective of Gopinathrao Munde National Institute of Rural Development & Research within the BAMU structure. Also the Funding agency of the university announced in 2017 specific funding schemes - Industry-Institute Interaction Schemes – where support is targeted at the establishment of Entrepreneurship Development Cells (EDC) whose main objective is to encourage students to consider self-employment as a career option and provide training in entrepreneurship. Concrete results from this initiative are as yet unclear and should be monitored during the course of the INNOTAL project..

ENTREPRENEURSHIP
-SUPPORTING
POLICIES AND
CULTURE

BAMU strives to be an Epitome of Excellence. The mission of the University incorporates entrepreneurship-focused education by designing courses to impart skill-based education as per the requirements of the region so as to improve employability and develop entrepreneurial capabilities. Entrepreneurship and trainings on this subject are included in the responsibilities of the Director of Innovation, Incubation and Linkages of the University.

Director of Innovation, Incubation and Linkages

The Director of Innovation, Incubation and Linkages has the following tasks:

- be the principal officer who shall lead and provide vision to the Centre for Innovation, Incubation and Enterprise with his [sic] dynamism and enterprise;
- spearhead the awareness and training programmes for imparting education on intellectual property rights and related aspects;
- organize training programmes for creating awareness on the importance of entrepreneurship;
- organize and create support system for cultivation and incubation of good ideas into a scalable mode that would eventually culminate into the establishment of small, medium or large industry;
- work towards creating a liaison with national and international bodies and agencies involved in creating and developing entrepreneurial skills in students;
- take steps to facilitate colleges to establish linkages with knowledge-based and other types of industries;
- conduct training programmes to guide the young entrepreneurs in



operational aspects, legal aspects, intellectual property rights, patent related issues, business model creation and financial aspects;

- implement the policies and strategies for promotion of international linkages with premier national and international universities and institutions.

<http://www.bamu.ac.in/Administration/DirectorofInnovation-Incubation-Linkages.aspx>

Similar to the other universities in the region, there is no written institutional strategy on entrepreneurship education. However, this does not prevent the university from involving business in various educational activities such as teaching or occasional visits in the companies.

**HUMAN RESOURCES
CAPACITY FOR
ENTREPRENEURSHIP
EDUCATION**

According to data provided by the University project team, approximately 8% of the total University staff is involved in teaching entrepreneurship courses and all of them have participated in entrepreneurship trainings. This is a very good reference for the university. It is necessary, however, to inquire about the nature of this training in order to judge its real impact.

None of the university employees has temporary work contract in the business field. Business practitioners have not been involved in delivering entrepreneurship courses in any of the degree levels yet but they have been invited as guest lecturers on different occasions. As far as opportunities for staff mobility across the university-business divide are concerned, BAMU recognizes the importance of business involvement and encourages its staff to organize study visits and short-term mobility as well as to deal with cases of real world problems.

**SUPPORT
STRUCTURES AND
LINKAGES
FACILITATING
ENTREPRENEURSHIP
EDUCATION**

The University established University-Industry Interaction Cell (UII) in 2015. Independent Officer on Special Duty (OSD) is appointed to look after University – Industry Interactions. Every year, Industry meet is organized to enhance University–Industry Interaction.

BAMU has a vast research experience targeted to benefit industry and entrepreneurs. Objectives and functions of the research department are given below.

Information for Industry & Investors

Dr. Babasaheb Ambedkar Marathwada University has a strong applied research profile that naturally invites partnership with end-users. Dr. Babasaheb Ambedkar Marathwada University works in partnership with industry, business, government and not-for-profit organisations to answer research questions and where possible seek to translate research innovations into new products, including through licensing or collaborative development.

Successful collaborations are built from understanding end-user requirements, the environment and commercial imperatives and by focusing on outcomes. Research partnerships with Dr. Babasaheb Ambedkar Marathwada University are aimed at providing access to discipline expertise, key networks, resources



and facilities.

Research can be accessed by partners in several ways, including:

- Research partnership
- Research consultancy
- Collaborative funding proposal development
- Engagement of research students
- Access to library collections
- Commercial testing and analytical laboratories
- Problems can be tackled under a consultancy arrangement

The Research Centres also assists researchers in assessing the commercial potential of their research outcomes and provides guidance on Intellectual Property protection.

<http://bamu.ac.in/Research/InformationforIndustryInvestors.aspx>

BAMU also provides support to its students to access placement schemes. This task is managed through the Training and Placement Cell, whose main objective is to “place students in prestigious organizations”. The Training and Placement Cell publicizes information about employment opportunities and makes information available about higher education in India and other countries. Placement talks are arranged and facilities are provided for Campus interviews. A large number of students have been able to secure jobs through the placement in some of the reputed multinational companies, government agencies, etc.

The following student counselling and career guidance activities are organized by the Training and Placement Cell.

- Placement camps in respective Departments
- Seminars and workshops for students about the emerging trends in Higher Education, job profiles, leadership roles, entrepreneurship, market needs and risks, soft skills.
- Mock interview sessions in various Departments.
- Guidance provided to students regarding preparation of résumé, behavioural skills, interview techniques.
- Industrial lecture series to make students aware of opportunities in Industrial employment and research.
- The Training and Placement Cell has concluded Memoranda of Understanding with various organizations, such as i) Tata Consultancy Services and ii) Infosys BPO Ltd iii) Model Career Centre NIELIT. Under these Memoranda of Understanding various training programmes on soft skills and campus placement drives are being organized regularly.

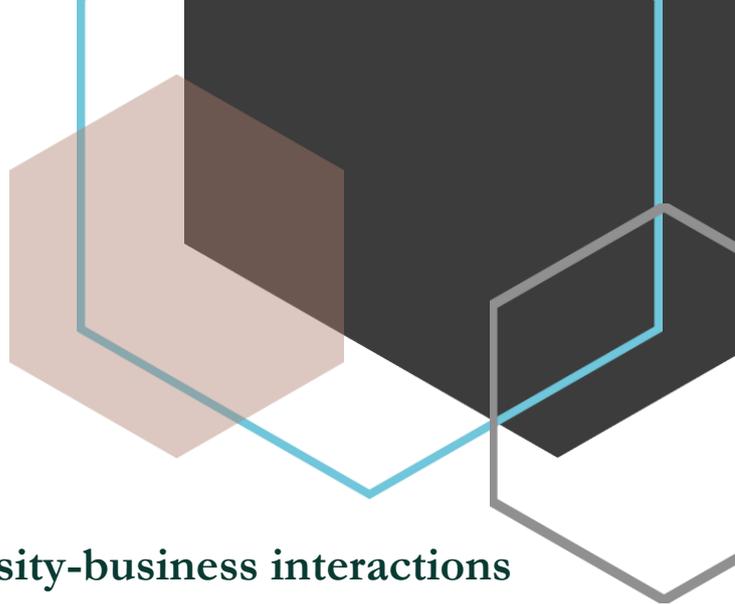
ADAPTATION OF
TEACHING METHODS
TO FACILITATE
ENTREPRENEURSHIP
EDUCATION

The teaching methods in BAMU include home assignments, class tests, field work and practical experiments. In addition, the students prepare real-world case studies of their own by visiting corporate offices. No information has been provided about the prevalence of this method or about its concrete application. However, if case studies are indeed used regularly, this constitutes a good foundation for further improvements in the design and delivery of entrepreneurship education.

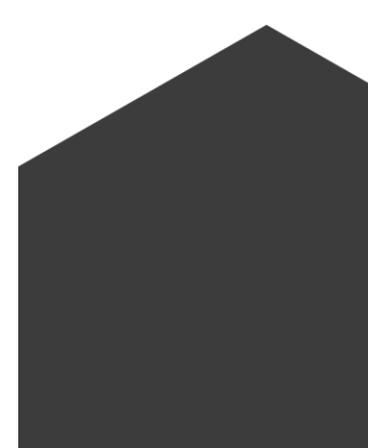
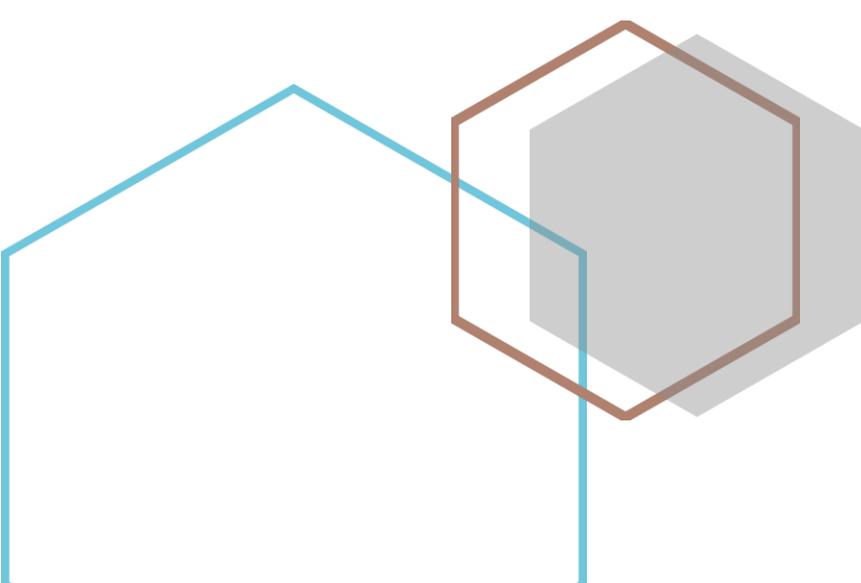
The University is implementing reforms in examination as suggested by the Rajesh Agarwal Committee constituted by the Government of Maharashtra. These reforms include extensive use of ICT in the examination and evaluation process.

The University team has indicated that a competency-based approach in assessing the results and impact of studies is applied through the examination process. No details have been provided and research on the available evidence does not support this claim. Similarly, the University team has indicated that teaching at BAMU promotes and monitors the development of students' soft skills. However, no details or examples were given. Again, if these claims are substantiated, this would be a great foundation to build on in future project activities.





Innovation capacity and university-business interactions



PERFORMANCE IN
THE AREA OF
INNOVATION AND
UNIVERSITY-
BUSINESS
INTERACTIONS

INNOVATION-
SUPPORTING
POLICIES AND
CULTURE

The funding for R&D at BAMU is entirely provided by the state. The proportion of academic staff holding international and national research grants out of the total number of full-time academic staff is 80% (mainly national funds). About 2% of the representatives of the academic staff are holding industry research grants. The current number of weighted publications per full-time employed academic staff (averaged over the last 3 calendar years) amounts to 70-80, while the number of citations in Scopus and Google Scholar database per full-time employed academic staff (averaged over the last 3 academic years) amounts to 1600. The relative number of intangibles in the form of patents, licenses, copyrights, trademarks, policy recommendations, etc., produced per full-time employed academic staff currently reaches 2%, from patents mainly. To demonstrate this drive for excellence, the research department publicises the First Five Achievers of the University as per Scopus Index

(<http://bamu.ac.in/Research/ResearchExcellence.aspx>).

Support for innovation is visible at BAMU. In 2016, a new research centre has been established - RUSA Centre for Advanced Sensor Technology.

The RUSA Centre for Advanced Sensor Technology aims to be a common platform for the students and faculty members of the Universities / Colleges across the state of Maharashtra and their affiliated institutions, individuals and established entrepreneurs to hone the necessary skills of research in Sensor Science and Technology, study of economic demands and accordingly shape the ideas into marketable products (more information is available at <http://bamu.ac.in/default.aspx?alias=www.bamu.ac.in/rusa-cast>).

Research objectives and policy of BAMU

- Healthy people
- Resilient societies: Understanding cultures in a changing world and building ethical, just and inclusive communities
- Prosperous economies
- Secure planet
- Innovative technologies
- In conducting excellent and high impact research around these future- shaping research priorities, BAMU seeks to realise the following key research objectives:
 - to accelerate world-leading research performance
 - to prepare world-ready higher degree research candidates
 - to engage as a world recognised research collaborator of choice
 - to deliver research with world-changing impact.

As already mentioned, BAMU does not have its own funding resources and relies heavily on government seed funding. It has developed and published a



clear list of potential funding opportunities for research projects (see box):

Funding opportunities for research projects

- University Grants Commission (UGC): Major and Minor Research Projects
- All India Council for Technical Education (AICTE):
 - ✓ Research & Institutional Development Schemes
 - ✓ Modernization & Removal of Obsolescence Scheme (MODROBS)
 - ✓ Research Promotion Schemes (RPS)
 - ✓ Industry-Institute Interaction Schemes

Areas of research support

Engineering and Technology, Architecture , Town Planning, Management , Pharmacy, Hotel Management and Catering Technology, Applied Arts and Crafts etc.

Council of Scientific and Industrial Research (CSIR):

1. Research Schemes
 2. Sponsored Schemes
 3. Emeritus Scientist Scheme
 4. Research Fellowships/Associateships
 - ✓ Shyama Prasad Mukherjee Fellowship
 - ✓ Senior Research Associateship
 - ✓ Recognition of Excellence
 - ✓ Shanti Swarup Bhatnagar Prize
 - ✓ CSIR Young Scientist Award
 5. Other Science and Technology Promotion Programmes
 - ✓ CSIR Programme on Youth Leadership in Science.
 - ✓ CSIR Diamond Jubilee Research Interns Award Scheme.
 - ✓ Visiting Associateship Scheme.
 - ✓ Partial Financial Assistance for holding National/International Conferences/ symposium/ Seminar/ Workshops in India.
 - ✓ Partial Travel Grants to Research Scholars.
 - ✓ Entrepreneurship Support to Research Scholars.
 - ✓ Faculty Training Programme and Adoption of Schools and Colleges by CSIR Laboratories.
- **Defence Research and Development Organisation (DRDO)**

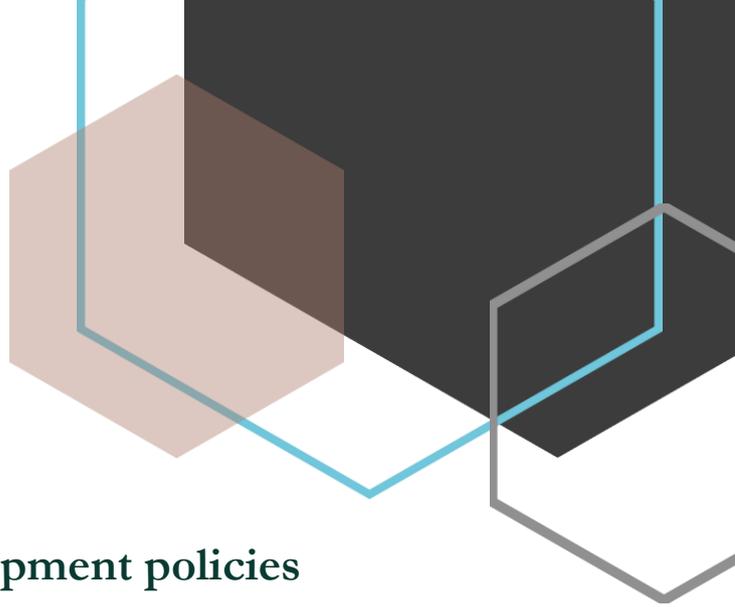


HUMAN RESOURCES
CAPACITY FOR
INNOVATION AND
UNIVERSITY-
BUSINESS
INTERACTIONS

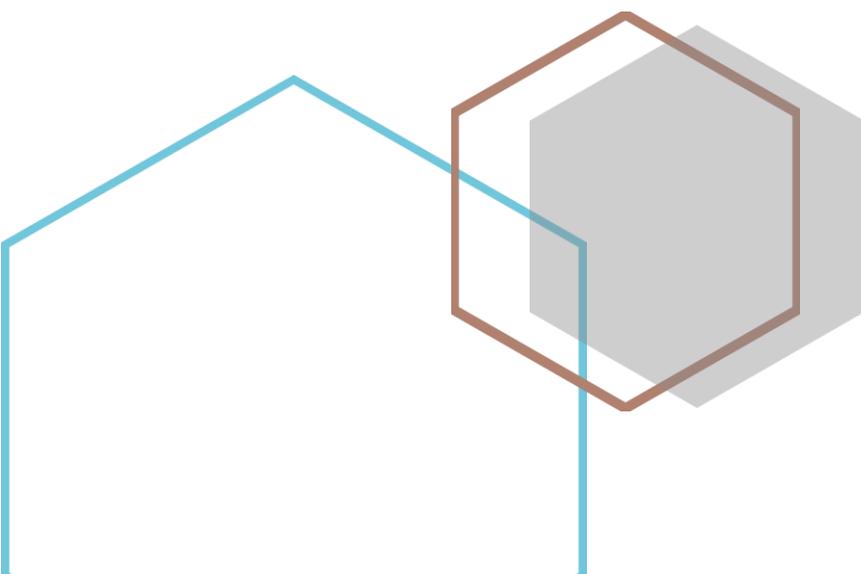
Regarding faculty-oriented research support, the University claims to implement research and research training planning and policy both at a faculty and at an individual level. Faculty-undertaken applied research is appreciated although attestation rules do not include participation in applied research as a strict requirement.

As many as 10% of the students in bachelor and master programs at BAMU are involved in research projects. The relative number of PhD degree completions per full-time employed academic staff (averaged over the last three academic years) amounts to 100%. Moreover, 90% of PhD completions are done within planned schedule.





Student talent development policies



CAPACITY TO ATTRACT AND RETAIN TALENT

While BAMU does not implement an explicit marketing strategy, it has nevertheless introduced measures to attract talented students:

- a students' corner on the website containing all the sub-sections necessary to help students easily enrol in BAMU
- provisions for merit-based scholarships
- provision of placement services
- student development activities
- physical ambiance
- a student-teaching staff ratio of roughly 20:1;
- opportunities for distance learning (however, no part-time options are available yet);
- A quality management system for academic excellence is in place. An 'Internal Quality Assurance Cell' (IQAC) ascertains the effectiveness and efficiency of various academic and operational processes at the University. IQAC conducts academic and operational audit of all academic units of the university, ranging from individual faculties to entire schools.

The share of foreign students is about 2% (in all the three levels of degree programs), coming mainly from the Middle East.

At the exit of the system, about 5% of graduates started work in their field of study within six months after graduation or board exam.

STUDENT WELFARE SUPPORT

Student welfare is an important component in the overall management of student matters.

Student Hostels

The University provides hostel facilities for students. It has four Female Hostels and several Male Hostels, equipped with basic facilities. Hostel accommodation is provided based on merit and in proportion to students' strength in different academic programmes offered on campus. Single rooms are reserved for research students and fellows while triple rooms are provided to post-graduate students. Each hostel has a mess hall where quality food is made available to the students at reasonable rates. Mess halls are run by an authorized contract personnel.

Around 70% of the applications for university dormitories or the requests for providing support for finding living premises are approved.

Health Centre

A Health Centre has been functioning at the University since 1998. The Centre is well equipped, including with an X-ray machine, Nebulizer, Autoclave for sterilization, two consulting room, Dressing room Dispensary room, Registration room, X-ray room.

Other health-related activities include the organization of National Health



Programmers in collaboration with the Students Welfare section and the National Services Scheme, the organization of lectures on health by specialized doctors, etc.

Day Care Centre

Dr. Babasaheb Ambedkar Marathwada University has a Day Care Centre for the children of University employees and students/employees of University supporting institutions who are in the age group of 0 months to 4 years. It is intended to help employees and students reconcile work/study and personal life.

Student Counselling Centre

The centre provides various welfare services. By means of guidance and counselling, students are provided with information, clarifications and helped to address their grievances so that they can pursue their studies successfully.

Last but not least, legal advice services for students are available on the campus.

As of now, BAMU has attracted about 10% mature students (over 29 years of age) to its student audience. Students with disabilities are about 2% of all the students enrolled. It is notable that there is environment with universal design for students with disabilities on campus – lifts/ramps, walking aids and specially designed toilets in all the buildings. An adapted teaching process for disadvantaged students has been applied, while an adapted assessment and examination process has not been used yet.

BAMU strives to maintain standards of excellence as an Academic Institution. In this regard, the University ensures that the best possible environment exists for all students, irrespective of their socio-economics class. The University has formed a Student Council.

Student Council

The Post-Graduate Students Council is formed after the nomination of Representatives by the different departments of Dr. Babasaheb Ambedkar Marathwada University. Election is conducted to appoint the President and Secretary of the University Students Council.

Students' affairs cover a wide variety of activities and every aspect of student life on campus. Dr. Babasaheb Ambedkar Marathwada University administration provides students with the chance to shape not just their academic years at the institution, but also explore a myriad of other opportunities for their future. Given this free reign, students at Dr. Babasaheb Ambedkar Marathwada University can experience management outside the classroom too, working for and pushing initiatives that can make a difference to students, the institute and the environment that the University is a part of. The Students' Council co-ordinates and manages all academic, extra-curricular and day-to-day activities of student life. As representatives of a diverse and eager student community, the Students'

CAPACITY TO
ATTRACT AND RETAIN
STUDENT TALENT
FROM
DISADVANTAGED
GROUPS AND THE
GROUP OF NON-
TRADITIONAL
LEARNERS

PERFORMANCE IN
DEVELOPING
STUDENT TALENT



Council exists to ease and complement the quality of life and learning on campus.

Objectives

- To ensure efficient provision of all welfare services to students
- To facilitate efficient and effective communication between the student community on one hand and the University Administration on the other
- To ensure the establishment and maintenance of an effective students leadership
- To facilitate the establishment and effective management of all clubs and societies within in the University
- To offer guidance and counselling in all aspects to students
- To offer support and facilitate participation of students in co-curricular activities such as games, drama, music, clubs and societies, etc.
- To develop and sustain recreational facilities and activities for all students
- To maintain standards and the discipline of all students
- To offer guidance, support and assistance where possible to students with financial difficulties
- To maintain a University and Welfare climates conducive to learning, ensure a safe and secure environment where basic needs are met; encourage appropriate forms of behavior; and protect students from harm

<http://www.bamu.ac.in/student-welfare/AboutCenter.aspx>

POLICIES/STRUCTURES FOR DEVELOPING STUDENT TALENT

BAMU provides support for student talent development by facilitating and coordinating the process of creation and development of student organizations (through the Student Council), organizing national youth festivals, arranging for internships, etc. For instance, the University has an initiative called Earn & Learn scheme (described below) and a Student's Aid Fund which helps poor and needy students purchase books and makes arrangements for their medical treatment.

Earn & Learn Scheme

With a view to providing financial help to poor and needy post graduate students of various University Departments, the University is implementing the 'Earn and Learn Scheme'. In the beginning, this scheme was taken up with very limited available funds as the university used its own financial resources. In time, the scheme has expanded. Currently, Earn & Learn is implemented very successfully with considerable financial income, with 417 beneficiary students, among which 90 are females. 40 students from M.Phil.



EMPOWERING
STUDENTS AS
STAKEHOLDERS IN
UNIVERSITY
GOVERNANCE

and Ph.D. programmes are earning 1000 Rs. per month while helping in office work at different sections of the University. The students working under the Earn and Learn scheme receive 20/- Rs. per day for a work time of two hours.

<http://www.bamu.ac.in/student-welfare/ActivitiesSchemes/EarnLearnScheme.aspx>

BAMU students participate in the Student Council but not in other decision-making bodies at the University such as the Department Councils and the Academic Council. Participation in the Student Council is facilitated through the availability of clear and transparent procedures for student involvement.

According to the BAMU project team, student empowerment as stakeholders in university governance is also taking place by asking students to provide information (e.g. through surveys) on various core aspects of their experience such as the design of the curriculum, quality of teaching, student learning, assessment methods, and resources available to students to support them. Students are also asked to provide information on some additional aspects of their experience at the University such as the availability and quality of student support services, as well as the quality of the university social life.

SUPPORTING
STUDENTS' CAREERS

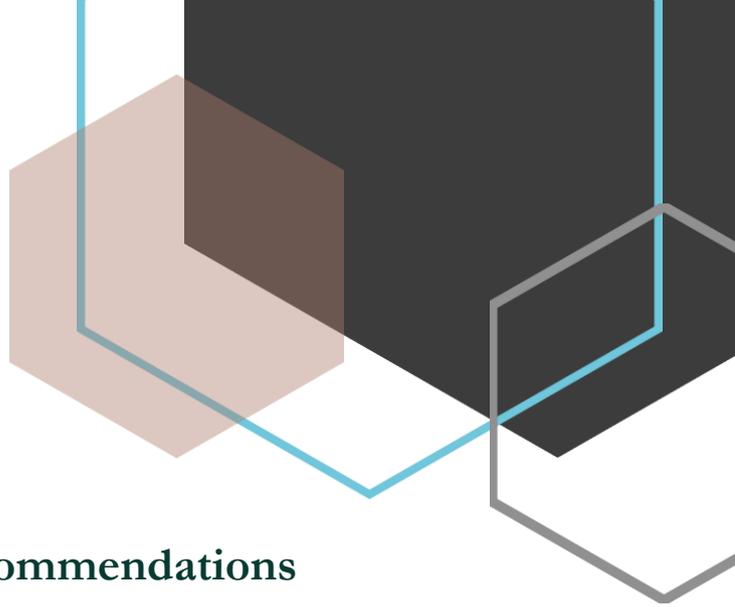
BAMU, through its Training and Placement Cell, provides career guidance throughout the whole student lifecycle. A long-term strategy to place students in prestigious organizations has been outlined at the University. The Placement Cell's work has been described above.

The BAMU team claims that career guidance is available to all students during certain stages of the student lifecycle through the Bureau of guidance and information centre for students. It should be noted that the authors could not find clear evidence about the existence of this Bureau or details about its activity.

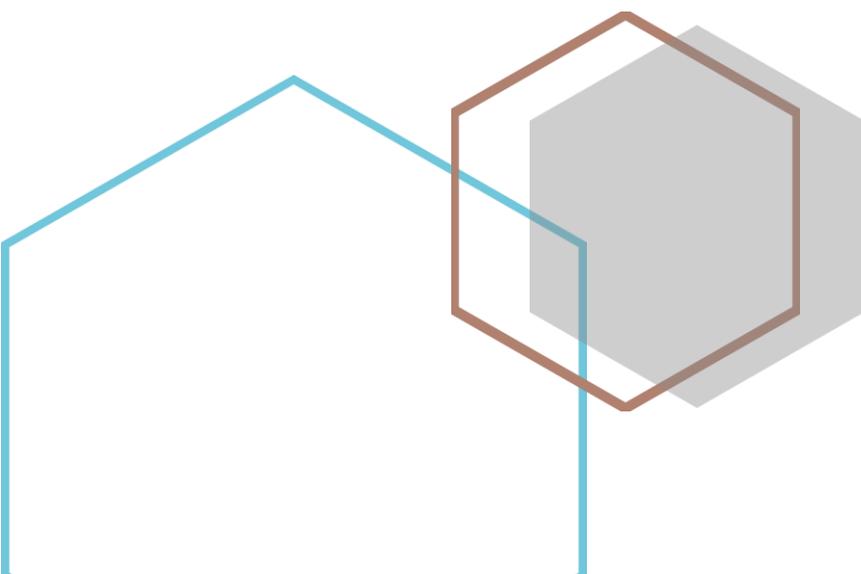
There is no career guidance which is specifically targeted at disadvantaged students.

The university monitors the career paths of its former students. For this purpose, a dedicated alumni database is maintained. Additional information can be collected through the alumni association.





Conclusions and recommendations



CONCLUSIONS

BAMU is relatively old and respected university striving to provide high-quality higher education in the region. The University has quite a big variety of departments in the various fields of knowledge starting from the department on language and literature, passing through economics and zoology departments and ending with dance and culture departments. The University is active in offering various internship and support for finding a job to its students. Specialized support – financial, legal, etc. – is provided for all students including the disadvantaged groups. Around 20% of the courses at BAMU focus on entrepreneurial skills. Unfortunately, the University has not been able to estimate the share of students that are exposed to this Entrepreneurship training. Despite the fact that the university authorities are doing their best to support the students in their career search, only 5% of the graduates manage to find a job within 6 months after their graduation and this is a field for further improvement. The other field in which further improvements have to be made is the field of research and innovation activities.

Strengths:

- BAMU follows high academic standards and constantly updates its approach in order to be able to respond to the needs of the business and industry.
- An institutional support for the students is provided through the Student Council, which is part of the overall University strategy for Students' Development.
- The University provides various opportunities (from internships, help for placement, conferences and workshops with companies) assisting students in their efforts to find employment.
- The university participates in a number of governmental funding schemes that can provide opportunities for its staff and students to be innovative.
- Support structures, such as the RUSA Centre for Advanced Sensor Technology are operating within the University, which provides ground for strengthening the links with industry and local community.
- BAMU implements a strategy for improvement of residential environment, including through the provision of student hostels, active student welfare office, and day care centres.
- Different scholarships are available for the students.
- A quality management system for academic excellence is put in place.
- Students appear to be empowered as stakeholders, providing information on various aspects of their University experience.
- The university monitors the career paths of its former students by maintaining an alumni database.



RECOMMENDATIONS

- The partnerships with local industries and state government bodies should be developed further. Employers and industry representatives should be more actively involved in curriculum development, teaching, and participation in decision-making and consultative bodies of the BAMU.
- More efforts should be dedicated to research improvement although a lot has been done so far.
- Entrepreneurship-related research projects need to be included in the University's research portfolio.
- In order to enhance relations with industry, it is highly advisable that a written institutional strategy on entrepreneurship education be elaborated.
- Although all of the university staff that teaches entrepreneurship-related courses has received some entrepreneurship education, other staff members should also be trained in Entrepreneurship to the extent possible. To the extent permitted by regulations and law, faculty members should be encouraged to take up temporary work contracts in the business field as well as consultancy projects on real world problem cases, and to utilize this knowledge in teaching and research. Moreover, business practitioners should be involved in delivering entrepreneurship courses in all of the degree levels.
- The university should look for additional funding opportunities – international and industry based - in order to become less reliant on governmental support.
- It is recommended that a specific written institutional strategy on innovation, innovation support or knowledge transfer to the external environment be developed.
- The share of foreign students at BAMU is quite low, with foreign students coming mainly from the Middle East. Further efforts should be made in terms of improving and implementing the University's internationalization strategy.
- Additional flexibility of the education process might be added by offering part-time learning options.
- Opportunities for attracting student talent from traditionally under-represented groups, e.g. mature students and students with disabilities, might be further explored. Further efforts should be made to adapt the teaching, assessment, and examination processes for disadvantaged students.
- The participation of students in University governance should be strengthened by allowing them to take part in decision-making bodies at the University.
- Although career guidance is available to all students, the share of



students finding a job soon after graduation is quite low. Therefore, additional efforts might be made for providing career guidance to all students as well as enhancing relations with the business and the industry both on regional and national levels.

The information as collected and presented for the purpose of this screening report is to be further used as a basis for developing a university capacity building strategy aimed at promoting graduates' employability and developing students' talent through innovation.

