

# **GOVERNANCE DEVELOPMENT PLAN**



**BANKURA UNNAYANI INSTITUTE OF ENGINEERING  
(AFFILIATED TO WBUT)  
BANKURA 722146, WEST BENGAL  
INDIA**

# **INTRODUCTION**

## **GOOD GOVERNANCE: DEFINATION AND IMPORTANCE**

Governance has been defined as “the systems and processes concerned with ensuring the overall direction, effectiveness, supervision and accountability of an organization”. Therefore, every voluntary or community organization is controlled by a governing body that takes ultimate responsibility. This governing body can be a trustee board, management committee, council or board.

Effective governance, at all levels, is one of the most important keys to the improvement of the quality of learning, teaching and a research outcome in India, as it is internationally. In keeping with the current reform initiatives in India, we also believe that effective governance requires strengthening of autonomy with accountability. Enhancing the effectiveness of governing bodies can only be achieved when the governing bodies are themselves both autonomous and fully accountable to stakeholders. The sole purpose of good governance is to support the mission and objectives of individual institutions.

This Good Governance Programme is a Ministry of Human Resources Development (MHRD), National Project Implementation Unit (NPIU) and World Bank initiative. It has been established to support Indian Technical Education Institutions engaged in reforming and strengthening their governance.

Good Governance ensures that stakeholders, including students, faculty and institutional management, have full confidence and trust on the concerned institutions and that all those who have governance responsibilities and accountabilities, both within and outside institutions, carry these out effectively.

The decision to develop and share Good Governance resources came as a result of the second Technical Education Quality Improvement Project (TEQIP-II), which has a key development objective, to ‘Enhance Institutional and System Management Effectiveness’, and ‘Capacity Building to strengthen Management’.

## **TEQIP II: OBJECTIVES**

The objective of the second Technical Education Quality Improvement Programme (TEQIP-II) is to improve the quality of learning, teaching and research outcomes.

The TEQIP Good Governance Programme seeks to support and strengthen the capacity of governing bodies to carry out their duties in guiding and overseeing the activities of technical education institutions in India. Developing effective governance will support institutional long term development and high performance.

## **EXPECTED OUTPUTS OF GOOD GOVERNANCE PROGRAMME**

### **1. INSTITUTIONAL GOVERNANCE SELF-REVIEW**

All TEQIP Institutions are expected to produce a **Self-Review** of their current governance practice.

**2. INSTITUTIONAL GOVERNANCE DEVELOPMENT PLAN** TEQIP Institutions is expected to produce a **Governance Development Plan**. There should be clear, time bound goals from which an **action plan** can be developed and embedded into institutional strategic planning processes.

### **3. INSTITUTIONAL GOVERNANCE GUIDELINES DOCUMENT**

The final output expected of TEQIP institutions is an institutional **Governance Guidelines Document**. This document sets out an institution's governance processes and practices. It should be accepted and owned by the governing body and the Institution as a whole.

### **Key principles for implementation of the programme:**

- To share information willingly, and more importantly promote **sharing experience**
- To support the notion that this is a program that supports institutions, organizations, State and National Governments to work collaboratively, and that through collaboration the sector in general, as well as individual institutions, in particular, will be benefited.
- Given the time remaining before the **TEQIP-II Good Governance Program** closes in December 2014, it is very important that everyone strives to meet any agreed deadlines, and to set a high professional standard for the program
- To develop TEQIP institutions to be ambassadors for good governance and Indian Technical Education.

### **BENEFITS**

**The benefits of good governance are reflected in high achieving institutions that demonstrate:**

- Integrity in appointments at all levels, both external and internal
- Strong leadership and management skills in all of the places where they are needed
- Processes in place for monitoring the quality of teaching and learning, and within institutions for improving that quality with appropriate student involvement
- Processes in place to deliver improvements in research quality (assuming that there is significant research activity)
- Lean and competent administration
- Robust and transparent financial systems, especially regarding procurement, and strong internal and external audit
- Effective and transparent mechanisms to determine remuneration at all levels
- Strong human resources processes such as appraisal, development and dealing with poor performance

- Effective student support arrangements
- Student participation in management and governance at all levels
- Contribution to better performance in accreditation
- Focused awareness of institutional outputs, especially increased employability.

## **KEY ELEMENTS**

**The Technical Education Quality Improvement (TEQIP-II) Good Governance Program will focus on four key good governance development elements as a continuous process:**

- **Institutional Governance Self-Review**
- **Supporting Governance Development**
- **Implementing Institutional Good Governance**
- **Continuous development through Sharing Experiences**

## **THE INSTITUTION**

Bankura Unnayani Institute of Engineering (BUIE) is the first Government aided Private Engineering College in the district of Bankura to receive the most valuable accolade in the form of grant from World Bank (TEQIP-II). BUIE, established in 1998, is a premiere technical institute known for its academic excellence and value added education. Inspired by the noble cause of education and philanthropic zeal, a group of dedicated harmonious personalities established this charitable, non-profit making technical institute to attain the zenith of quality in the making of Engineers for the service of the nation. BUIE celebrates 16 years of very successful and rewarding existence in providing quality education in technical disciplines. The objective is to induce discipline, competency and character among Technocrats and ultimately create a new generation of Technologists to pull the chariot of civilization further uphill.

With our 7 graduate and 2 post graduate programs to choose from, state-of-the-art infrastructural facilities along with world class and erudite academicians, BUIE offers an atmosphere that is conducive for learning and development for those seeking both personal and professional growth. At BUIE, we value every student and give priority to their needs and expectations. BUIE is affiliated to WBUT (West Bengal University of Technology) and the admission procedure is carried out on the basis of the rank obtained in WBJEE (West Bengal Joint Entrance Examination) conducted by the state Government of West Bengal and AIEEE (All India Engineering Entrance Examination). B.U.I.E. is well known for its academic excellence and is recognized by the All India Council for Technical Education (AICTE), New Delhi.

The campus is endowed with vibrant greenery. The serene ambience motivates students to intellectual pursuits. Moreover, the most beautiful and eco-friendly campus spreads over an area of 42 acres. Away from the claustrophobic atmosphere of the city, the campus provides immense built-up space with the state-of-the-art infra-structural facilities to cater the needs of the budding technocrats. The Institute has air-conditioned Seminar Hall, Training and

Placement Cell along with well furnished Conference Rooms, modern Language Lab., well equipped, well ventilated and highly spacious Classrooms, Department Specific Labs., Computer Labs., Drawing Hall, Common Room with indoor games and gym facilities, well stocked Library along with a vivacious Reading Hall, Nationalized Banking facility, Health Care, Canteen, Administrative Office etc. to meet the requirements of the future engineers.

## **Academic information - Engineering UG and PG programs offered**

### **B. Tech**

- Civil Engineering
- Computer Science & Engineering
- Electrical Engineering
- Electronic & Communication Engineering
- Applied Electronics And Instrumentation Engineering
- Information Technology
- Mechanical Engineering

### **M. Tech**

- Computer Science Engineering
- Electronic & Communication Engineering (Microelectronics and VLSI)

## **Board of governors**

**Prof. Nihar Hazra**

Former Professor,  
Panchmura College, Bankura

Chairman

**Prof. Pratip Mukherjee**

Former Professor,  
Sammilani College, Bankura

Secretary

Director, Technical Education

Govt. of W.B., 10th Floor, Bikash Bhavan, Kolkata – 700 091

Prof. (Dr.) Shubhabrata Datta, Principal

Prof. P. B. Duttagupta

Former Professor, Dept of Electrical Engineering, IIT, Kharagpur

Regional Officer, Eastern Region

AICTE, College of Leather Technology Campus

LB Block, Sector III, Salt Lake City, Kolkata- 700 098

Prof. (Dr.) Ajit Chattopadhyay

WBUT representative

Prof.(Dr.) H. P. Satpathi

Former Professor, Dept of Electrical Engineering,

NIT, Durgapur

Dr. Siddhartha Bandyopadhyay

Govt. College of Engg & Textile Technology,

Berhampore, Murshidabad

Dr. Goutam Sengupta, Industrialist

Prof. Alope Roy, Associate Professor (CSE)

Mr. Ramananda Mukherjee, Asstt. Registrar

## **GOVERNANCE VISION AND MISSION**

### **Mission**

The academic activities of the Institute have been endeavoring to develop analytical and integrative skills of the participants with cultural sensitivities and ethical responsibilities.

To set up, construct, establish, run, maintain and manage all types of activities of the institute to harness the power of technical education with an objective



towards socio-economic and technological development of the District and its society.

To empower the students with high standard of perseverance, dedication, quality and ethical value of life.

## **Vision**

To harness talent, knowledge and addressing developmental concern of India and thereby promoting Socio-economic growth of this district.

To provide institute for teaching and instruction of high standard leading to Bachelor, Postgraduate, Doctoral and Postdoctoral degrees in Engineering science and technology and also in such other branches of learning as it deem fit.

To prepare the future citizen of the country, competent enough to contribute significantly for betterment of the society.

## **The Goals**

The Goals of the institution is contrived based on the fusion of mission and vision guided by the core values nurtured by the institution:

1. Amelioration in teaching-learning process through continuous evaluation and calibration that inflates the quality of higher education
2. To develop the present infrastructure in order to suit the rapid technological changes and requirements.
3. Introducing new PG courses in technical disciplines.
4. Aggrandize Industry-Institute Interaction
5. Quality Improvement of Faculty and Staff
6. To become an autonomous institution
7. To induce discipline, competency and character among Technocrats and ultimately create a new generation of Technologists to pull the chariot of civilization further uphill.

## **GOVERNANCE PURPOSE OF B.U.I.E.**

It is our hope that by implementing this Good Governance Programme we will benefit our institution and the students, faculties and staffs as a whole. The institution governance continuously endeavors to strengthen its facilities to improve learning outcomes, to achieve calibrated improvement in the quality of technical education both at UG and PG levels, and to uplift employability of young technocrats. These goals are achieved to a greater extent by exploiting the emerging opportunities in the form of infrastructural development, faculty and staff development, R & D activities and Industry-Institute Interaction provided by the TEQIP II project.

### **The Beneficiaries**

The main beneficiaries are the students, faculties, staffs, institution, the society and industries. Some of the benefits for each of the stakeholders are described in brief as follows:

#### **Students**

- Improved employability
- Increased industry-institute interaction
- Better adaptability to industry needs
- Better academic ambience
- Scope for research activities
- Support to financially and academically weaker students
- Training programmes (Technical and Soft Skills), workshops, seminars, conferences both National and International organized by the Institution under Finishing School Project.

#### **Faculty**

- Better opportunity for enhancement of knowledge and management capacity
- Quality Improvement
- Industrial exposure
- Consultancy, testing and R & D opportunities

- Increased Opportunities for professional growth

### **Institution**

- Motivated, creative and qualified faculty
- Sustained efforts to accomplish the Vision
- Better adaptability to global needs
- Recognition at National and International level
- Academic Autonomy
- Enhanced IRG

### **Society**

- Opportunity for better education
- Skill development opportunities
- Better accessibility to technical environment
- Easy availability of technical support

### **Industry**

- Availability of high quality human resource satisfying their pre-requisites
- Result oriented sponsored R & D projects
- Technology transfer
- Exposure to the academic environment and expertise

## **GOVERNANCE VALUES**

### **Primary accountabilities**

- To actuate the mission and strategic vision of the institution
- To facilitate the institution in order to accomplish and foster their mission and primary objectives for learning, teaching and research through strategic planning
- To cinch the establishment and monitoring of proper, effective and efficient systems of control and accountability
- To admonish institutional performance and quality assurance arrangements
- To make suitable arrangements for monitoring

## **Openness and transparency in the operation**

- Promulgate an annual report on institutional performance
- Providing as much information as possible to students, faculty, public and potential employers on all aspects of institutional activity related to academic performance, finance and management.
- Ensuring that all reported information, including that conveyed in marketing campaigns, is truthful
- Orchestrating proceedings of governing bodies blatantly as much as possible that is permissible by statutes
- Student admission information to insure public trust and confidence
- Maintaining a register of interests of members of its governing body ensuring that vacancies are widely publicized both within and outside the institution

## **Effectiveness and performance review of governing body**

- Effectiveness is measured against both an institution's statement of primary accountabilities
- Structures and processes will be revised accordingly, as part of the governing body's ongoing regular review processes

## **Regulatory Compliance**

- The Governing body ensures compliance with the statutes, ordinances and provisions regulating their institution, including regulations by statutory bodies, such as the AICTE and UGC, as well as regulations laid out by the State Government and affiliating university and takes all final decisions on matters of fundamental concern to the institution.
- The regulatory compliance includes demonstrating compliance with the '**not-for-profit**' purpose of education.

## **GOVERNANCE SWOT ANALYSIS**

### **Strengths**

- Reputed government aided college

- Financial stability
- A group of dynamic, well-experienced and erudite faculty members, which works efficiently as a team
- Average age of the faculty members in the institution is within 25 - 35 years
- The admission process is very transparent and done on the merit basis as per the rules of Govt. of West Bengal
- 16 years of extensive experience in planning and execution in setting up off new departments and laboratories
- Excellent performance of students in University and other competitive exams like GATE, IES etc.
- Adequate number of class rooms and laboratories and are being constructed for facilitating the budding engineers with hassle free and quality education.
- Out-reach programmes for the students, faculties and staffs of the institution ( Skill Development Programmes)
- QIP facility is extended to the faculty members that helps in improving the quality of education as well as quality and qualification of the faculties.
- Well placed & supportive alumni in India and abroad
- It is a college of unique distinction and propounds a unique system of education structured on values and combines the tenets of academic excellence with corporate professionalism.
- Relentless efforts of the Institute are geared towards enhancing students' strengths, addressing their weaknesses and thereby increasing their confidence.
- The Institute has distinguished academicians having expertise in their respective areas of specialization.
- BUIE is one such institute where faculty/student ratio is 1:15. All the faculty members are post graduates and some of them have PhD degrees and are highly experienced and competent.
- BUIE is a volcano of activities, ideas and ambitions. We have a healthy blend of academicians, policy makers, administrators and managers to run the institute effectively.
- The Institute has a Training and Placement Cell for fine tuning of skills and aiding careers. It aims to develop the required skill sets and transform the young technocrats into overall package to make them highly demanding to potential employers and to get them placed in the top notch companies. In fact, many **BUIEans** are recruited by MNC Companies.
- Sufficient land is available for future development of the institution

## **Weaknesses**

- Poor industry-institute interaction
- Inadequate number of Research and PG programmes
- Less number of PhD faculties
- Location related disadvantage
- Accreditation not yet granted
- Entry of low ranked students
- Lack of funds for human resource development and training activities since the institute fully dependent on the tuition fee of students as the source of income
- Slow pace of up-gradation of laboratories, digital library and intranet facilities
- Lack of soft skill development programmes, affecting the employability of students
- Lack of freedom in curriculum design
- Lack of interaction with national/international institution

## **Opportunities**

- Huge opportunity for developing Industry - Institute Partnership
- Huge opportunity for developing Research and research infrastructure to bridge the gap between supply and demand of Post Graduates and PhD's in the area of engineering and technology.
- Huge opportunity for starting new M.Tech., PG programmes
- Huge opportunity for lab development of supporting departments
- Huge opportunity for starting an Alumni association
- Huge opportunity for developing networking with eminent National and International Institutes and eminent laboratories
- Huge opportunity for generation of internal revenue
- Huge opportunity for faculty and staff quality up gradation and training
- Huge opportunity for procurement of grants from CSIR, MHRD, DOE, DST, DRDO etc.
- Huge opportunity for Accreditation of all existing B.Tech. Programs and autonomous Institute status.

- Availability of trained engineers with good technical knowledge and exposure in the job market to cater global competition
- Scope for need based consultancy, testing and calibration facilities for the industry and technical knowhow for entrepreneurs.
- Scope for offering demand based continuing education programmes for students in all departments.
- Adequate scope in planning, execution and implementation of projects of local self Governments like Gramma Panchayath, Block Panchayath, Zilla Panchayath.

## **Threats**

- Admission of low ranking students from WBJEE may thwart academic progress of the Institution
- Unless accreditation of the programmes are achieved academic growth and institutional standing will be severely effected
- Unless attractive, motivational and encouragement schemes are introduced, it will be difficult to retain key faculty and staff
- Disruptive power supply severely effects functioning and quality of the laboratories
- There is serious competition from other good and well equipped private institutions - so BUIE must grow and grow fast
- Unless management capacity is developed through regular scientific training, growth of the institution will get severely stunted
- Volatility of political situation is severely affecting the institute functioning
- High pace of change of technology leading to a faster obsolescence of laboratory equipments

## **Strategic plan**

Based on SWOT analysis, the strategic objectives are formulated to address the weaknesses and threats identified. For each strategic objective, a number of strategies and specific actions are developed which exploits the strengths and opportunities. A closer examination of the SWOT analysis reveals that

Institutional Strategic Plan should focus on the improvements that are related to students, teaching methods and faculty.

Strategic Objectives are as follows:

1. To provide the best quality technical education to students from the rural community
2. To provide best of class employment opportunities to the students
3. To generate outstanding research that contributes meaningfully to the rural development
4. To have the state of the art, latest and the very best of the best facilities
5. To attract, retain & nurture the finest faculty and staff who are committed to make the vision a reality
6. To generate easy low cost, yet technologically innovative business opportunities & rural entrepreneurship development

### **Challenges for implementing the strategic plan**

- Shortage of faculty
- Time consuming approval process of University, AICTE and NBA
- Slow response of industry for enhancing interaction
- Disturbance in academic schedule due to faculty deputations
- Time consuming process of appointment of faculty

**The strategic objectives can be explored in detail considering the thrust areas of the institution. The areas can be grouped to form the following**

***i. Educational processes***

***ii. Human resources***

***iii. Physical resources***

***iv. Governance***

***v. Building relationships***

***vi. Financial resources***

### **Educational processes**

Academic programmes are the core functions of the Institute. The institute focuses on the basic activities for education, research and services to the society,



which is articulated in the Institute's Mission Statement. All the departments emphasis on education at the graduate level and activities that will initiate research environment. The University awards the degree and the institute has no freedom in curriculum designing. Hence the institute is looking forward into a stage of academic autonomy when it can diversify its activities related to academics. The success of teaching – learning process depends ultimately on the effectiveness of the course delivery methods. Radical changes must take place in the way in which the course matter is delivered in the classroom.

**The main goals of the educational processes are:**

- Improvement in teaching-learning process through continuous assessment that enhances the quality of higher education
- Introducing new full time PG programmes & strengthening of existing PG programmes
- Enhancement of research and consultancy activities

**The main strategic initiatives are**

- New PG programmes has been proposed so that there must be at least one in each department
- Bridge and remedial classes and expert talks are arranged for the students
- Industrial visits for students in their respective areas
- Learning environment utilizing QEEE, NPTEL
- Process of NBA Accreditation for all eligible departments
- Modernization of class rooms
- Reforming the course delivery methods

A model of blended MOOCs (Massive Open Online Courses) model of instruction is being adopted in the institution. Outside class time, students may take a MOOC offered by any of the elite institutions (including IITs, over the QEEE platform) and meet in class with local faculty for discussions, problem-solving, group projects, and lab work. This approach gives students more faculty and peer support than in a conventional lecture session.

**Human resources**

The human resources are the important resources in an educational institution. This includes the students, faculty and the staff of the institution. The strategies

are focused on the efforts for improving the education and initiating research in the institute.

**The main goals with regard to the human resources are:**

- Improvement in teaching-learning process through continuous assessment that enhances the quality of higher education
- Support for academically and/or financially weaker students
- Quality Improvement of Faculty and Staff
- Research and consultancy services that address the immediate and long-term needs of the society

**The main strategic initiatives are:**

- Finishing school for students
- Assistance to academically and/or financially weaker students
- Providing seed money to faculty for research
- Deputing faculty for quality improvement
- Training need analysis
- Short term training programme for faculty in subject domain and pedagogy

**Physical resources**

The main goals with regard to physical resources are strengthening the present infrastructure for facilitating academic, research and consultancy services, and to maintain it to suit the rapid technological changes

**The main strategic initiatives are:**

- Process for starting in-house facility as a technology incubator for helping the startups'
- Modernizing of the existing class rooms and laboratories
- Starting of new laboratories for improving the quality of education and initiating research
- Utilizing government grants such as TEQIP, MODROBS, DST etc. improving the laboratories and research facilities
- Financial support from NABARD for infrastructure development

**Building Relationships**

The major reason for the failure of teaching-learning process as it exists in a majority of the technical institutions across the country is the undue focus on rote

learning, whereas the thrust should have been on problem based (case study based) learning. The problem based learning approach can be implemented successfully, only through sustained interaction with industry or with practicing engineers and technologists.

**The main goals with regard to building relationships are:**

- To expose the faculty as well as the students to emerging technologies as well as industrial practices
- To motivate and help engineering graduates to start independent ventures
- To encourage faculty to take up research and development problems of industry as well as government organizations
- The problem based learning approach through sustained interaction with industry
- Collaborative programmes with industry
- To keep the value of social commitment as a government institution

**The strategic initiatives are:**

- Incorporating sandwich learning activities with industry
- Possibility of collaborative programmes with industry
- MoU with industries for sharing of resources in possible areas
- Interaction with local self-government bodies
- Outreach programs to the society with the help of National Service Scheme

**Financial resources**

A group of dedicated members with philanthropic zeal established the college in the year 1998 under WBUT in compliance with the 'not-for profit' purpose of education. All the internal revenue generated in terms of tuition fee, consultancy etc. are retained in the institution. However, the institution is supported financially by the government through grant and plan funds.

The main goal of BUIE is to develop as a financially sustainable institute fostering education and research.

**The strategic initiatives in this area are:**

- Starting new UG batches in Engineering and new PG programmes
- Encouraging research and consultancy for internal revenue generation

- Various grants have been utilized for improving the laboratories and research facilities
- TEQIP grant has been utilizing for overall academic growth

## **GOVERNANCE PLAN**

It is to be noted that the Institution is going through a transition phase after it has been admitted into the TEQIP project. The principal aim of TEQIP project is to transform the existing structure into an autonomous one. The new system has to consider the interest of the various stakeholders in formulating the policies. Also it has to develop an inclusive and sustainable model for growth.

It is assumed that the government will deliver policies, which include a clear place for higher education, create autonomous structures for institutions and establish clear criteria for interventions and formulate in finance policies in tune with TEQIP guidelines as per the Memorandum of Understanding.

The Governing bodies will act as the custodian of values, mission and purpose mentioned in the previous chapters and will guide the institution in asserting its autonomy and accountability.

### **The governance plan of this institution will have two phases**

1. Successful transformation of the institute into an autonomous one
2. Governance during Post TEQIP phase

### **Governance during TEQIP phase**

This phase which extends to the end of TEQIP project is the most crucial in terms of the Development of a successful governance plan in post TEQIP phase. It is assumed that after the successful completion of TEQIP, the institution will have Administrative, Managerial, Financial and Academic Autonomy.

Presently the institution enjoys, substantial financial and administrative autonomy, but lacks managerial and academic autonomy.

TEQIP phase envisages granting of all these autonomy. At the end of TEQIP phase, it is expected that institution will be able to rationalize the fee structure, will

receive *Block grant* for recurring expenditure on a generally agreed formula based on the institutional parameters like, no of students, faculty and staff, infrastructural facilities etc.

During this phase the governance of the institution will be done various committees formed for the institutional development.

The following Committees formed for the implementation of the TEQIP project will guide the Transition to an autonomous Institute

- Academic
- Procurement
- Faculty & Staff Development
- Equity Assurance
- Financial Aspect
- Civil works
- Industry Institute Interaction Cell
- Finishing School
- Monitoring & Evaluation
- Management Information System Administration
- Institutional Reforms

### **Governance in post TEQIP phase**

It is assumed that towards the end of the project the institution will be autonomous in all respects as prescribed by in the Project Implementation Plan. Governance plays a major role in achieving the strategies defined by the mission of the institution. Changes in the organizational structure will help in improving work culture, decision making and institute's overall performance.

The institution enjoys substantial autonomy in managerial, administrative and financial areas as it is not under direct government. All the internal revenue generated in terms of tuition fee, consultancy etc are retained in the institution. Almost all the managerial and administrative matters are done at the institutional level. Expecting academic autonomy will be achieved towards the end of the project, the activities will be streamlined by introducing the following units.

Institutional Governance is the distribution of authority and functions among the units within a larger entity, the modes of communication and control among

them, and the conduct of relationships between the entity and the surrounding environment.

### **Role of the Principal**

The Principal will be the chief executive of the institution, responsible for advice to the governing body in relation to strategic direction and is accountable to the governing body for the effective management of the institution. The governance functions and of BOG and the executive responsibilities of the principal will be clearly demarcated.

### **Controller of Examination**

This office will be responsible for conducting the examination including preparing the question papers, evaluation and publishing the grades. The office will be responsible for introducing modern automation tools to reduce administrative works. The office has to periodically review the evaluation process and suggest modifications in tune with emerging trends like:

- Peer evaluation of assignments
- Online submission of assignments
- Automated quizzes

In general it will not be confined, to just conducting the written examination, but devise innovative methods for student evaluation

### **Dean (Academic)**

The office of the Dean is the most important in the context of Academic Autonomy. The office of the Dean will be responsible for all academic matters, including the curricula revision, faculty training, faculty quality up gradation etc. Dean will also be responsible for innovating instruction delivery, equity assurance etc.

He will also be responsible for policies and mechanisms for student mobility (including credit transfer) within and between institutions and states, and outside India. He will also develop Framework for faculty appraisal and faculty development scheme including training and need analysis.

### **Academic Council**

An Academic Council will be formed with representatives from all disciplines giving special emphasis on experts from industries. The body will be responsible for the following:

1. Formulating and revising the curriculum
2. Credit transfer
3. Introducing new courses based on the needs of the society as well as Industry

### **Registrar (Administration, PLANNING & Finance)**

The structure of governance includes the role of institutional governing boards and presidents, their participative structures, their procedural rules and sanctions, their policies for resource allocation, and their arrangements for performance management, monitoring and reporting. Registrar will be responsible for most of the procedural and administrative matters. In addition to the routine administration the following functions will be entrusted with the registrar

1. Ensuring the block grant for the institution based on an acceptable formula
2. Formulate the budget
3. Establish incentives for the faculty and staff for performance
4. Rationalize the fee structure
5. Creating and attracting endowments
6. Interact with funding agencies, including UGC, AICTE, and CSIR to attract projects for the institution

### **Conflict Resolution and Redressal**

In higher education, governance processes deal with multiple dimensions of an institution: how it exercises authority; how it relates to internal members (students and staff); how it relates to external stakeholders (government, business, local community, and international institutions); how it makes decisions; and how far it delegates responsibility for decisions and actions internally.

Internal conflicts arising out of this will be dealt with the conflict resolution and redressal unit be instituted. The Unit will have following functions.

1. Resolve the conflicts among various functional units that may arise due the introduction of new governance structure
2. Redress the grievances of faculty, staff and students
3. Resolve the differences of opinions among the stakeholders

## **Industry Institute Linkage**

The unit will have responsibilities including attracting Industry investment in higher education and at the same time involving Industry in framing curriculum, skill development and evaluation of graduates. The office will also be responsible for encouraging experts from private industries serving as faculties and researchers at the institution. Similarly faculties will be encouraged to serve industries by attracting R&D projects from various Industries. Moreover, the unit will be responsible for awarding credit for industry based trainings.

### **Followings are the general functions assigned to the unit**

1. Student internship
2. Establishing consultancy centre
3. Establishing Incubation and innovation centre
4. Starting tailor made programmes for industrial personals
5. Skill development centre