

Section- III

PROJECT DESCRIPTION

3.1 Component–1 : IMPROVING QUALITY OF EDUCATION IN SELECTED INSTITUTIONS

This Component will support around 200 competitively selected Engineering Education **Institutions** to improve Learning Outcomes and Employability and Scale-up Research, Development and Innovation through two **Sub-components** 1.1 & 1.2. The faculty of these **Institutions** will also be offered **Pedagogical Training** through a separately funded **Faculty Development Programme** through **Sub-component** 1.3.

3.1.1 SUB-COMPONENT 1.1 :

STRENGTHENING INSTITUTIONS TO IMPROVE LEARNING
OUTCOMES AND EMPLOYABILITY OF GRADUATES

1. Objective:

To strengthen **Institutions** to improve the competencies of undergraduates in selected **Engineering Institutions**.

2. Scope:

This is a competitive fund that will finance the best Institutional **Proposals** that have the potential to meet the above objective. An estimated 140 new **Engineering Institutions** meeting the **Eligibility Criteria** as described in Section-IV (4.3.1) will be competitively selected from (i) ¹new eligible States and (ii) ²old States to participate in this **Sub-component**.

Following types of educational **Institutions** will be eligible for submission of **Proposals** and if selected, for funding under this **Sub-component**:

- i) New ³Institutions from the old States
- ii) New Centrally Funded Institutions
- iii) ³Institutions from new States
- iv) Engineering Faculty / Engineering Education Departments/constituent **Institutions** of selected **Universities/ Deemed Universities**, and
- v) Private unaided **Institutions** on cost sharing basis⁴

Following types of educational **Institutions** will not be eligible for funding under this **Sub-component**:

- i) State Institutions and CFIs, which have participated in TEQIP-I,
- ii) Polytechnic Institutions,
- iii) Architecture, Management and Pharmacy Institutions or departments, and
- iv) Master of Computer Application Departments / Institutions.

3. Strategy:

The objective of this **Sub-component** will be achieved through implementation of comprehensive and coherent Institutional **Proposals** containing a set of reforms, improvements in faculty competence and quality of teaching, research and **Consultancy**, and improvement in the associated infrastructure. Institutions applying for participation in this **Sub-component** should not apply in **Sub-component 1.2**. Institutions participating in this **Sub-component** will need to compulsorily arrange-pedagogical training for their faculty (**Sub-component 1.3**).

1. New : First time entry to the TEQIP
2. Old : States / Institutions that have participated in TEQIP Phase I (Refer Annex– VIII)
3. Institutions : Government funded, Government aided, Private unaided
4. Funding for Private unaided **Institutions** will be in the ratio of 20:20:60 i.e. 20% by **Institutions**, 20% by State and 60% by the MHRD

4. Deliverables:

The **Institutions** under this **Sub-component** will be responsible for outcomes and measured deliverables (outputs) in terms of:

- A strengthened **Institution** in terms of academic and management capacities as measured by :
 - Obtaining autonomous **Institution** status within 2 years
 - At least 60% of its eligible UG and PG Programmes accredited within 2 years
 - Having at least four Board Meetings per year as documented by publication of the proceedings of the BoG **Meetings** on the Institution's website
- Improved faculty qualifications as indicated by:
 - The share of regular faculty teaching **Engineering** subjects with at least a **Master's** degree or a Doctoral degree over the baseline should be increased by 20% & 10% respectively by the end of the second year of the Project.
 - Within two-years, at least 50% of its faculty members with only a **Bachelor's** degree as their highest degree should be enrolled in a **Master's** degree programme if the **Institution** offers a **Master's** degree programme. In the case the **Institution** offers no **Master's** degree programme, at least 25% of the faculty with **Bachelor's** degree should be enrolled to **Master's** degree programmes at other **Institutions**.

These will be the primary outcomes and deliverables that the **Institutions are responsible for. Continued funding beyond the Second year of the Project will be subject to meeting the above deliverables.**

In addition, the supported **Institutions** will be expected to improve performance on the following aspects of a strengthened **Institution**:

- Increased employability of students as measured by:
 - Improvements in the placement rate and the average salary of placement package
 - Improved learning among weaker students as indicated by:
 - The share of the first year students that complete the full first year and transitions successfully to second year (disaggregated by social group)
 - Overall Institutional progress as measured through :
 - Increase in the overall student and faculty satisfaction,
 - Number of registrants for **Master's** and Doctoral degrees (and number of **Master's** and Doctoral graduates),
 - Percentage of external revenue from R&D Projects and consultancies in the total revenue of the **Institution**,
 - Increase in the number of publications in refereed **Journals**, and
 - Increased collaboration with **Institutions** and **Industry**.
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5. Evaluation and Selection:

Selection will be based on evaluation of **Eligibility** and **Development Proposals** prepared using the prescribed formats. The selection process is detailed in Section-IV. Information given in the formats should be verifiable, be to the point and be supported by documents.

It is estimated that about 40-50 **Institutions** will be selected from the new States and 100-110 **Institutions** from the old States.

6. Funding pattern:

The financial allocation to each Government funded and Government aided **Institution** is expected to be in the range of Rs.10.00 crore and for Private unaided **Institutions**, the allocation shall be restricted to Rs. 4.00 crore on cost sharing basis. For planning of fund requirements under various group of activities, refer Section-VI (Table – 4).

7. The following activities are envisaged under this Sub-component:**(i) SWOT Analysis:**

The **Institutions** are required to carry out analysis using SWOT framework to identify Strengths, Weaknesses and to examine the Opportunities and Threats faced, thereby focusing on activities into areas where they are strong, and where the greatest opportunities lie (for **Guidelines** please refer Annex–V). Based upon the SWOT analysis, the **Institution** will prepare an Institutional **Development Proposal** in the prescribed format that seeks to strengthen the **Institution** and increase employability of **Graduates**. When designing their **Proposal**, the **Institutions** can propose a combination of the following activities:

- Improvements in teaching, training, and learning facilities,
- Modernization and strengthening of libraries and / or increasing access to knowledge resources,
- Increased enrolment in existing PG **Programmes**, starting new PG **Programmes**, providing **assistantships**, and enhancement of **Research** and **Consultancy** activities,
- Faculty and Staff **Development** for improved competence based on Training Needs Analysis (TNA),
- Enhanced interaction with Industry,
- Institutional management capacity enhancement,
- Implementation of Institutional reforms,
- Academic support to weak students, and
- Refurbishment (minor Civil Works).

(ii) Improvements in Teaching, Training and Learning facilities:

This will be achieved through:

(a) *Modernization and Strengthening of laboratories/Establishment of New laboratories:* Modernization and strengthening of laboratories may be required for:

- Meeting additional/ new requirements from revised UG and PG curricula
 - Starting of new PG **Programmes**
 - Removal of obsolescence
 - Promotion of research activities for students and faculty
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Establishment of new laboratories may be required for:

- Introduction of new PG Programmes
 - Existing UG and PG Programmes
- (b) *Modernization of Classrooms:* Classrooms could be modernized to have Smart Boards and Computers linked to LCD Projectors with Screen, which can hold greater attention of the students than mere lecturing. Guest Lectures or Class Lectures organized through V-SAT, Video Conferencing, Audio Conferencing can also be considered depending upon need and feasibility. The classrooms need to be equipped accordingly.
- (c) *Updation of Learning Resources:* Continuous updating of Learning Resources (Books, LRs and Software's) and procuring the same is part of the improvement to be brought about in the teaching learning process. Course specific software to improve teaching learning process may be procured, as required. The faculty needs to be encouraged and trained to use modern equipment and course-specific software.
- (d) *Procurement of Furniture:* Furniture may be required for modernization of the laboratories, establishment of new laboratories, libraries, computer centers and classrooms. Provision would need to be made for such procurement in the Institutional Proposal.
- (e) *Establishment / Upgradation of Central and Departmental Computer Centers:* The Institutions may need to focus on modernization/upgradation of Computer Centres to meet curricular and research requirements. It is desirable that Computer Centers be kept open for extended periods beyond Institution hours and on non-working days. Proper connectivity with Campus-wide Networking needs to be ensured. Purchase of the required Computers at one go may be avoided; it may be phased to ensure that the latest systems are procured. The Institutional Proposal should include the number of computer systems with purpose and estimates with time frame.
- Institutions would need to enter into Annual Maintenance Contracts for the computers procured under the Project after the expiry of warranty period. Wherever possible, replacement of computers/components by the suppliers/manufacturers to ensure upgradation of the computers procured may be considered.
- (f) *Modernization/Improvements of supporting Departments:* Upgradation of teaching and training facilities in the supporting Departments may be considered and included in the Proposal so that their contribution is enhanced. The faculty belonging to these supporting Departments may also be extended benefits under Faculty Development limited to Pedagogical Training and subject area training.
- In Physical Education, funding will be for supporting the training of trainers for enhancing their proficiency and knowledge and also for the training of students participating in games and sports at the University and above levels.

(iii) Modernization and Strengthening of Libraries and / or increasing access to knowledge resources:

Libraries, which are part of every Institution, promote self-learning and also support the teaching learning processes. There is a widespread need to keep the libraries open to the maximum extent. There are Institutions where libraries are kept open for 24 hours a day throughout the week.

Modernization of libraries could include conversion to Digital Libraries, which would occupy lesser space and make space available for other activities. The **Institutions** can also become member of Indian National Digital Library in Engineering Sciences and Technology Consortium (INDEST-AICTE **Consortium**). Purchase of books should be through CDs to the extent possible. Even old books, which are available in CDs, should be located and purchased. There needs to be a CD **Bank** with proper identification and accessibility. The library could be reorganized with adequate computers and connectivity to hostels, departments through Campus-wide Networking. Subscription to the latest **e-Journals** related to the **Institution** or otherwise could be made. The **Proposal** of the Institution should clearly indicate the actions that are proposed to be taken for Modernization of Libraries including the cost involved. The Project Institutions are required to avail essentially the benefit of the existing Information and Communication technology (ICT) scheme of MHRD under National Mission on Education.

(iv) Increased Enrolment in existing PG Programmes, Starting new PG Programmes, Providing Assistantships and Enhancement of Research and Consultancy activities:

Increased output of **Post-Graduates** and **Doctorates** is of crucial importance for meeting the large requirements of faculty and for meeting the needs of the **Industry**. It is also essential to encourage the passing out **Graduates** to join PG Programmes and also pursue **Research Programmes** for being employed as faculty. Starting of new PG **Programmes** could also be a part of the **Proposal**. The Project will fund only those new and existing PG **Programmes** that are AICTE approved and for which the availability of required faculty is assured. Institutions receiving funds under the Project are encouraged to seek enhancement of Post Graduate seats from AICTE so as to increase the enrolment in PG courses.

Students sponsored from **Industry** will be allowed to be enrolled in all PG **Programmes**. GATE qualified students shall receive **assistantship** as per AICTE norms from the Government sources. The non-GATE students selected by the **Institutions** will receive teaching / research **assistantships**, for which they will devote 8-10 hours per week in classroom and laboratory assignments. Institutions should plan to utilize 8-10% of the total Institutional Project outlay on giving **assistantship** to **Master's** & Doctoral students. The Institutions may also seek powers to convert the unfilled GATE and **Industry** sponsored seats to non-GATE and non-**Industry** sponsored seats (open/general) respectively so that seats do not remain vacant.

- **Enhancement of Research activities :**

The selected **Institutions** would promote increased participation of faculty in research, Projects and **Consultancy**, for e.g. through merit recognition and fiscal and career incentives. Institutions, which already have **Research Programmes**, should encourage PG students to join **Research Programmes**, as explained in para above.

- **Enhancement in Consultancy activities :**

Institutions need to market services that they can offer to the **Industry**. The **Industry** should be encouraged to give live problems to the Institution for solutions. The faculty who has expertise should be encouraged to take up **Consultancy** assignments, which would directly and indirectly benefit the Institution, faculty and students. Internal Revenue Generation (IRG) would receive a boost, and some of the income should be shared with faculty, staff and students as per the BOARD OF GOVERNORS approved Institutional norms. Regular interactions through **Consultancy** are likely to promote a healthy and useful relationship between the **Industry** and Institution. Care should be taken that **Consultancy** services offered to **Industry** do not affect the teaching schedules and processes. Institutions need to develop a strategy for enabling faculty to secure **Consultancy** assignments and to

complete them timely and successfully. The strategy in this regard is to be detailed in the full **Proposal**.

(v) Faculty and Staff Development for Improved Competence based on Training Needs Analysis (TNA) (for **Guidelines refer Annex – VI):**

Enhancing Faculty and Staff competence would receive focused attention under the Project. The faculty development should be closely linked to the overall goals of the **Institution** and the Institutional **Proposal**, and coordinated with the proposed investment in equipment, learning resources and facilities. Institutions should plan to spend at least 10% of the total **Proposal** outlay on faculty and staff development.

• **Enhancing Faculty Development:**

Faculty Development needs to be carried out through the following main activities:

a. Qualification upgradation:

Institutions are expected to encourage faculty to upgrade their qualification from **Graduate** to **Post-graduate** and from **Post-graduate** to Doctoral degree. If the facilities are available within the Institution, the same need to be maximally utilized. Alternatively, the faculty could be deputed to other Institutions for enhancement of qualification. Part time or sandwich **Programmes** can also be considered where feasible and necessary.

b. Subject knowledge and research competence upgradation:

Subject knowledge upgradation is to make the faculty aware of the advances in knowledge, technologies and research methodologies for improving his/her own performance and for the benefit of students. Short term and long term courses are available within India including summer schools arranged by Government **Organizations, Institutions** and **Professional Societies**. Faculty should be on the lookout for appropriate opportunities. The Project plans to develop and periodically update a web-based training calendar on the NPIU's website for the benefit of all **Engineering** faculty.

c. Participation in Seminars, Conferences, Workshops etc.:

Faculty is to be encouraged to participate in **Seminars, Conferences and Workshops**, both National and International. Participation in such fora would give a good exposure on the developments taking place in different areas. The faculty participating in such fora, need to be also encouraged to visit close-by **Institutions** and laboratories of his/her interest. Besides, accrual of benefits to students and in their own researches, such participation is expected to bring about collaborations with academic **Institutions** and R&D organizations within and outside the country. The Institutions are required to establish collaboration through MoUs.

d. Pedagogical Training:

The need for Pedagogical Training using the latest teaching methodologies is strongly felt for improving the teaching and training competence of faculty. The training is to be offered in two modules: (i) Basic Pedagogy (ii) Advanced Pedagogy, each of one week duration including both theory and hands on learning. The target is to cover the entire faculty from the Project Institutions and to also extend the benefit to a large number of faculty in non-Project Institutions. More details are given in the Section-III, under **Sub**-component 1.3.

The following areas may be given importance while formulating the Action Plan for faculty development:

- Upgradation of qualifications
- Improving competence in teaching-training
- Development of modern learning resources and teaching aids
- New techniques in research
- Improving competence in research and **Consultancy**
- Deputation to **Seminars, Conferences** and presentation of research papers
- Interaction with peer groups within India and abroad
- Establishing linkages with academic and research **Institutions** and **Industry**.
- Management of **Industry** interactions
- Student counseling
- Student performance evaluation

The Institutions should submit a detailed Action Plan on the Faculty development in their respective Institutional **Development Proposals**. The above activities will be funded from the Project.

- **Enhancing Staff Development:**

The staff in an **Engineering Education Institution** fall under two categories:

- a. **Technical Staff:**

The Technical Staff in laboratories and workshops **needs** to be trained in **it's** functional areas including operation and routine maintenance of both the existing and new equipment. They also need training on workshop instructions, upkeep of Institutional services, etc. The training can be organized within the **Institution** or at the supplier/manufacturer premises. The technical staff also **needs** to be motivated and encouraged to go for training and to use **it's** newly acquired expertise for the benefit of students and the **Institution**.

- b. **Administrative Staff:**

The Administrative Staff also needs training in **it's** functional areas, particularly in the use of modern office equipment, software, office automation, maintenance of records, procedures, etc. The training should also cover motivation for time and material efficiency, and friendliness towards faculty and students. The training may preferably be organized within the **Institution** with the help of suitable organizations.

Procedure to be followed:

Based on the Training Needs Analysis, Faculty & Staff Development Plan **needs** to be done for each faculty and staff linking the Institution's objective and requirements. This should also cover career progression of the faculty and staff.

Based on the above, comprehensive Faculty and Staff Development Plans (separate for each group) need to be made on a yearly basis with the approval of the BOARD OF GOVERNORS. The Faculty and Staff Development Plan should contain details of the venue, dates, duration and organization where the

training is to be conducted. Once the Plans are approved, deputation of faculty and staff should be done on a regular basis.

Accountability:

The faculty and staff after undergoing training are expected to :

- Prepare a **Report** on the training undertaken and the experience gained. The **Report** should also include the aspects that can be transferred to the teaching-learning process, research, equipment utilization and, administrative and financial functions.
- Share their experience with students and other faculty/staff across Institution through **Seminars/ Talks**.
- The **Report** from the faculty should be hosted on the Institution's web site and linked to NPIU's web site.

(vi) Enhanced Interaction with Industry:

The Central Advisory Board of Education (CABE) has suggested a strong need for developing effective synergies between research in the **Universities** and their application in and utilization by the **Industry** to the mutual advantage of both the systems. Likewise, **Industry** should be persuaded to establish organic linkages with the **Universities** to seek solutions of problems faced by the **Industry**.

Industry-Institute-Interaction Cell should be formed in each Institution to promote links to benefit students, faculty and the **Industry** with the objective of building collaborative interdisciplinary research by engaging actively with Industry for offering real life solutions. Specific steps being taken should be part of the **Proposal** related to the Action Plan (for **Guidelines** refer Annex-IX).

a) The key areas in which **Industry** can contribute for the benefit of the Institution are:

- Participating in curriculum design, curriculum implementation, student assessment, training of students, exposing students to new technologies, and providing experts for certain instructional sessions;
 - Providing opportunities for student groups to undertake problem-solving Projects;
 - Participating in such bodies as the Board of Governors, Academic Council, Boards of Studies, Faculty Recruitment, Committees, etc;
 - Assisting **Institutions** in establishing new laboratories, providing literature on new technologies, and offering their shop floors as substitutes for laboratories;
 - Training students, faculty and technical staff in new technologies and processes;
 - Collaborating in sandwich programme offerings;
 - Participating in joint R&D activities;
 - Delivering expert lectures;
 - Industry senior personnel serving as adjunct faculty;
 - Utilizing Institutional resources (manpower and physical) for industrial manpower training;
 - Developing Post Graduate Education in areas of current and potential high demand; and
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- Providing assistance for improving employability including entrepreneurial training, specialized skill training, and training in softer skills required by **Industry**.

b) The key areas in which academic **Institutions** can contribute for the benefit of **Industries**:

- The existing expertise available with university set-ups, **National** labs and **Institutions** can be utilized by the **Industries** for technology assessment, up-gradation and absorption in the **Industry**.
- Laboratories in the **Institutions** must create a niche for themselves by targeting in the select areas of excellence.
- Institutions need to encourage and enhance the activities to boost the country's economy through developing new knowledge innovations and technologies which can be adopted by **Industries**.
- The professionals from **Industries** can act as adjunct faculty in the **Institutions** and faculty can be deputed to **Industry** to gain industrial experience.

(vii) Institutional Management Capacity Enhancement:

Improving **Managerial and Administrative** abilities of Heads of **Institutions**, Deans, Heads of Departments, **Senior Faculty** and officials through specifically designed **Training Programmes** is an important Project activity to support effective implementation of reforms, to improve development, planning and implementation, and monitoring. The expected outcomes are enhanced management capacity, helping the **Institution** to gain increased autonomy, and improved internal and external efficiencies of **Institutions**. The NPIU will develop appropriate training curricula in this regard, identify training **Institutions** and organizations, and develop an annual training schedule. **Institution's** leaders are also encouraged to participate in other relevant **Orientation** and **Training Programmes**. All **Institutions** are expected to participate in the **Training Programmes**.

All SPFUs, in conjunction with the **Institutions**, are required to conduct **Orientation Programmes** for BoG **Members** to keep them well informed of the Project design and implementation requirements, and their role in respect of both Project implementation and overall Institutional development.

(viii) Implementation of Institutional Reforms:

The eligibility conditions for selection of Institutions under this Sub-component envisage implementation of academic and non-academic reforms in a span of 2 years. The **Institutions** that fail to implement the reforms may be debarred from further funding. The reforms are:

(a) Curricular Reforms :

The Central Advisory Board of Education (CABE) under MHRD has suggested that each **Institution** should exercise innovative approaches in undertaking periodic revision of curriculum every two to three years and an intensive revision every four to five years depending on the developments in the subject area. The main purpose of revision of curricula and syllabi for Engineering Education disciplines at UG and PG levels is to effectively prepare students to meet the labor market requirements. Involvement of employers including core **Industry** is an essential requirement.

The Yash Pal Committee Report 2009 to advise on Renovation and Rejuvenation of Higher Education also has stressed that all syllabi should require the faculty and students to apply what they have learnt in their course, on studying a local situation,

issue or problem. There should be sufficient room for the use of local data and resources to make the knowledge covered in the syllabus come alive as experience.

Project **Institutions**, which are affiliated to Universities, will need to get the revisions in the curricula approved by the **Competent Authorities**. The Project will finance, on a voluntary basis, these affiliating **Universities** for establishing modern **Curriculum Development Centers** for undertaking effective curricula development/revisions for the benefit of both the Project and non-Project **Institutions** (for details please see Innovation Fund under **Sub-component 2.1**).

Institutions, which are autonomous, can carry out the curricula development and revision themselves by establishing mechanism that would ensure that the curricula meet labor market requirements.

All new and revised curricula, among others, need to imbibe the following:

- Innovations in teaching and student evaluation methodologies
- Design skills, communication skills, entrepreneurial skills, information processing, creative and innovative thinking, leadership skills
- Problem solving Projects from **Industry**
- Elective courses
- Extensive use of media
- Invited expert lectures from **Industry** and field
- Visits to and training in **Industry**
- Multi-level and multi-background entry credit exemptions

(b) Exercise of autonomies :

Academic, Administrative, Managerial and Financial: For Institutions selected under **Sub-component** “Strengthening Institutions to improve learning outcomes and employability of Graduates”, obtaining Autonomous Institutional status from the UGC / the affiliating University within 2 years of joining the Project is mandatory (refer Annex-I & II). Institutions are also expected to obtain and exercise reasonable levels of Administrative, Financial and Managerial autonomies. The details of the **Financial, Managerial and Administrative** autonomy to be exercised by Institutions are given in Annex-I.

(c) Establishment of Corpus Fund, Faculty Development Fund, Equipment Replacement Fund and Maintenance Fund :

Establishment of the four **Funds** is essential to ensure that the developmental activities continue beyond the Project period. It is, therefore, essential that all Institutions establish the four **Funds** and put substantial amount in each **Fund** at least as per the prescribed mechanism (refer Annex-I).

(d) Generation, retention and utilization of revenue generated through variety of activities :

As the eligibility condition for States and Union Territories, all Project Institutions will be permitted to generate, retain and utilize the entire revenue, generated by them including income from tuition fee and other fees and charges from students. All Project Institutions are expected to increase revenue generation from such

activities as self-financing teaching and training programmes, testing services, **Consultancy** and research, innovations, patents, commercialization of R&D outputs, sharing of high-tech equipment with **Industries**, public usage of infrastructure for academic activities, etc. (see Annex-I).

Institutions are to utilize the revenue for building up the **four** funds, development activities, offering incentives to faculty and staff, instituting awards and rewards for students, faculty and staff, etc. with approval from the BOARD OF GOVERNORS in accordance with rules developed in consonance with Government **Guidelines**, if any. These rules need to be in place in each **Institution** within 2 years of joining the Project. Institutions need to periodically report increases in the IRG generated.

(e) *Filling-up all existing teaching and staff vacancies :*

As an eligibility condition for States and Union Territories, Government funded and aided Project **Institutions** will be authorized to fill existing faculty and staff vacancies on long-term contract (11 months or more), pending regular appointments. All **Institutions** are accordingly expected to reduce vacancies for faculty and staff to 10% or less of the sanctioned positions within 2 years of joining the Project. Where needed, the Board of Governors may recruit the desired faculty with incentives.

(f) *Delegation of decision-making powers to **Senior Institutional Functionaries with accountability :***

Delegation of adequate powers to **Senior Functionaries** like Deans and HoDs with accountability is expected to help better implementation of Project. The powers and responsibilities of the Director/Principal, Deans, HoDs, Professors and other senior faculty in the department, laboratory in-charges and other functionaries should be clearly made in a decentralized administrative environment and be made available to all concerned. Even junior faculty and staff should know their authority and responsibility for which they would be held accountable.

As a measure of Financial Reforms, adequate financial powers to the Director/Principal of the Institution and other functionaries are to be delegated by the Board of Governors. The suggested minimum financial power to be delegated is as under:

- i. Director/Principal/Dean (In the case of University Institution) - Rs. 50.00 lakh for single purchase order
- ii. Head of the Department or equivalent: Rs.1.00 lakh for single purchase order
- iii. All expenditure above Rs. 50.00 lakh would have to be approved by the Board of Governors. Similarly all expenditure above Rs.1.00 lakh by the Head of the Department shall be approved by the Director

All actions of the Director in connection with Continuing Education Programmes, Faculty Consultancy, and Faculty Development Programmes, Industrial Consultancy Programmes, approval of **Seminars and Conferences** should be reported to Board of Governors.

The details are given in Annex-I.

(g) *Improved Student Performance Evaluation :*

Evaluation of students have to be on a continuous basis, which would provide opportunities for improvement. Publication of results in the shortest period, allowing the students to see the evaluated papers are some of the innovative

measures that can be adopted. Students and faculty will benefit largely from this reformation of student evaluation process. The faculty may identify the academic weaknesses and then counsel the students as to how they may improve their performance. A brainstorming by faculty with students can help to identify various options for performance improvement. Transparency, fairness, consistency and accountability in grading must be ensured. The aggrieved student may be allowed to see the evaluation. Weak students should be given every opportunity to improve. This will develop a greater respect for the Institution by the students.

The details are given in Annex-I.

(h) Performance appraisal of faculty by students :

Evaluation of faculty performance on a periodic basis should be implemented. It should be used for taking remedial actions for improvement of teaching learning process. The main purpose should be to help a faculty to improve his/her teaching/training skills. The assessment by students and the counseling which may follow such assessment should be aimed at helping faculty recognize weaknesses and remedy them to improve the learning of students. An exit assessment taken at the end of the course gives an insight into the total effectiveness of the course and the learning achievement and deficiencies and may be useful for future delivery of the course by the faculty. Faculty must be taken into confidence during each assessment and the benefits to the faculty / student and the improvement in quality of education should be well explained. Continually motivate faculty for greater quality and encourage them to do better. This will ensure a proper mix of proficiency and efficiency in the quality of instruction offered to students.

The details are given in Annex-I.

(i) Faculty incentive for Continuing Education (CE), Consultancy and R & D :

The initiatives taken by faculty members should be encouraged through proper incentives and clear **Guidelines**. All faculty members are required to get involved in **Services to Community and Economy** and encouraged to participate in organizing and/or attending CE programmes, to offer **Consultancy** to **Industry** and to take part in R&D activities in the Institution. The Institution should prepare at the beginning of every semester, a faculty engagement chart which should indicate not only the faculty teaching commitments, but also his/her expected involvement in administration, Continuing Education, collaborative activities, research and development activities including curriculum and laboratory development, **Consultancy**, and services to community and economy. Faculty efforts for good achievements in this direction should be suitably recognized by the management. Institutional efforts for consulting to **Industry** and involvement in R&D should also be adequately encouraged.

The details are given in Annex-I.

(j) Accreditation of eligible UG & PG Programmes :

Accreditation of programmes is one of the quality assurance mechanisms. The bench-marks for eligibility of **Institutions** have been given in Section-IV. The accreditation target to be achieved by the end of the second Project-year is 60% of the eligible UG and PG Programmes and 100% accreditation obtained and applied for the eligible UG & PG Programmes by the end of the Project. Institutions need to take appropriate actions to obtain accreditation of eligible PG and UG Programmes within the specified time-frame and also for renewal of accreditation during the Project period. Institutions are required to give their **Plan of Action** for

getting the eligible **Programmes** accredited in the Institutional Development Proposals (IDPs).

(ix) Academic support for weak students:

As a part of criteria for selection of the **Institutions** and the States, commitment is being taken from the States and **Institutions** that under the Programme, the reservation of seats for students as per the **Policy Framework** will be continued. It is proposed to improve the academic performance of SC/ST/OBC/academically weak students through innovative methods, such as remedial coaching classes and skill development classes for increasing the transition rate and pass rate with the objective of improving their employability. For more details refer Section-IX. Institution should plan to spend at least 4% of the Institutional Project cost for providing academic support for weak students.

(x) Refurbishment (Minor Civil Works):

The Civil Works to be undertaken by the **Institutions** will be prioritized as follow:

a. Repair works:

The works under this category could be, repair of old structures and / or non-functional components of the existing building. These works may include replacement of leaking pipes or broken toilet fittings, repair of damaged flooring or plaster, etc.

b. Refurbishment works:

Under this category, the works that can be undertaken will be related to changing the existing functions of a room / space to a new proposed function. For example: provision of electrical, water supply and/ or waste disposal arrangements in an existing room which is proposed to be used as a laboratory.

c. Extension to Existing Buildings:

The **Institutions** can construct an additional area in continuation to an existing building within the campus. However, the **Institutions** shall provide justification on the utilization of existing space.

The expenditure on refurbishment (minor Civil Works) should not exceed 5% of the Institutional Project cost.

Note 1 : The activities like establishment of a new Institution, large scale Civil Works, introducing new UG Programmes will not be eligible for funding.

*Note 2 : The Private unaided **Institutions** are expected to carry out all the above listed activities. However, these **Institutions** will receive limited fund only for the activities listed in Section-II (Table-1).*
