

**Institutional Development Plan
(A Status and Vision Document)**



**Baba Farid College of Engineering and Technology
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Section 1

Status

Baba Farid Vidyak Society (Parent Body) journey, commenced in 1993 as a primary school and evolved into Baba Farid Group of Institutions (BFGI) by 2005, has been incredibly enriching. Then Baba Farid College of Engineering and Technology started in 2008 with 6 programs. The BFCET takes immense pride in their association with esteemed multinational companies such as Microsoft, Oracle, SAP, HP, and others. As the sole institution the region affiliated with major industrial bodies like FICCI, CII, NSDC, ASSOCHAM, PHD Chamber of Commerce, AIMA, NASSCOM, etc., BFCET has consistently strived for excellence in academics, sports, and extracurricular activities.

Over the years, BFCET students have achieved merit positions at the Board/Institution level, excelling not only in academics but also winning Overall Institution Championship Trophies in competitive Youth Festivals and Sports Events. At BFCET, we recognize the evolving landscape of education in the 21st century and have embraced Education 4.0. This transformation involves a shift from traditional lecture-based methods to modern techniques like Flipped Classroom, Learning Anytime Anywhere, Interactive Classrooms, MOOCs, E- Learning, and M-Learning, fostering problem-solving skills and critical thinking among students.

In 2015, BFCET initiated the School of Skill Development, aligning academia with industry needs. This school, affiliated with NSDC and other prominent Sector Skill Councils, focuses on creating not just graduates but skilled professionals. Our commitment to practical exposure is evident in the allocation of 50+ acres of farm land for students pursuing research-based projects, incubation projects, live organic farming, and other initiatives in agriculture and allied fields.

BFCET laboratories are designed to enhance technical skills, promote critical thinking, and facilitate inquiry-based learning. This year, BFCET is investing significantly to overhaul labs into "Live Labs," equipped with the latest tools and technologies. Additionally, BFCET is establishing Centers of Excellence in collaboration with top multinational companies to provide students with industry- relevant skills and internships.

Furthermore, BFCET is actively involved in social initiatives, dedicating the year 2021 to the "Community Connect Program." Through weekly webinars, BFCET aims to connect with professionals and experts to contribute positively to society. The Department of Social Welfare (Centralised department of BFGI) at BFCET conducts campaigns on tree plantation, health awareness, and collaborates with organizations like Art of Living and advocates for cancer awareness.

BFCET has its own strengths, particularly in terms of its substantial land area and civil infrastructure. Due to its expansive size, BFCET is successful in attracting notable faculty members from diverse backgrounds and various regions of the country, providing students with the opportunity to interact with pioneers in their respective fields.

BFCET is designed as a residential campus, emphasizing the belief that living, studying, and socializing together enhances the overall learning experience. Approximately 30% of the students have opted to reside on campus, fostering a close-knit community. This residential aspect contributes significantly to creating an environment where students can easily find friends with rooms on campus for various purposes, including quick naps or relaxation. It also promotes inclusivity for those who live off-campus.

In considering the modification for BFCET, it's important to highlight these unique strengths, fostering a robust academic and social environment for students. Looking ahead, the vision is to transform BFCET into a Hi-Tech Institution with an industry-friendly curriculum, molding socially responsible citizens. BFCET values and encourages parental involvement, actively seeking suggestions and feedback to continually enhance the institutional ecosystem. The commitment remains unwavering in ensuring the success and holistic development of BFCET students, who are the greatest strength.

Short Term Plan

BFCET aims to fortify its standing and visibility in academia by implementing the following strategies, fostering continuous improvement in education, skills, research, and innovation. These initiatives are designed to attract high-caliber students, elevate academic excellence, and augment the employability of graduates.

Craft a Distinct Vision and Mission: BFCET will articulate a clear and comprehensive vision and mission statement. These foundational statements will delineate the Groups objectives and serve as guiding principles for decision-making. Effective communication of these principles to all stakeholders, including faculty, students, and management, will be prioritized.

Enhance Academic Quality: BFCET will concentrate on elevating the academic quality of its programs. This involves recruiting distinguished faculty; introducing Problem Based Learning (PBL) methodologies, and allocating ample resources for research and development. Regular reviews and updates of the curriculum will ensure its relevance and alignment with current industry needs.

Foster Industry-Academia Collaboration: BFCET will establish robust partnerships with industry entities to narrow the gap between academic knowledge and industry demands by establishing centre of excellences both in the campus and in the partner industry. This includes the development of industry-centric curricula, provision of internships, live problem solving, and strengthening entry and exit competencies of students at different levels by introducing various training modules,

Reinforce the Placement Cell: Strengthening the placement cell will be a priority for BFCET to enhance the employability of its graduates. This involves providing comprehensive training and skill development programs, organizing job fairs and campus interviews, students mentoring through various resources and curating a comprehensive database of potential employers.

Promote Research and Innovation: BFCET will foster a culture of intellectual curiosity and discovery by emphasizing research and innovation. This includes offering incentives for research initiatives, establishing dedicated research centers, fostering innovation and creativity and actively encouraging faculty and students to publish research papers even at UG level and file patents.

Establish a Robust Governance and Management System: BFCET will institute a robust governance and management system to uphold transparency, accountability, and efficiency. This encompasses the development of clear policies and procedures, the formulation of a code of conduct for all stakeholders, and the implementation of a performance appraisal system for faculty and staff.

Upgrade Infrastructure Facilities: To provide an optimal environment for learning and research, BFCET will focus on enhancing its infrastructure facilities. This involves upgrading existing facilities, providing state-of-the-art laboratories, and developing a well-equipped library to support academic endeavors.

These strategic measures are designed to position BFCET for a future marked by academic excellence, holistic student development, and a strong alignment with industry needs. It is proposed to have a structured set of accomplishments for restructuring the educational framework of the group:

Detailed Academic Calendar: Implementing a comprehensive academic calendar at the start of each academic year to ensure systematic planning and execution of all activities.

Orientation Programs: Hosting week-long orientation programs for newly admitted students to acquaint them with group facilities, scope, and expectations.

Inclusive Examination Approach: Adopting a policy of including at least 30% Multiple Choice Questions (MCQs) in various examinations to cater to the needs of differently-abled students.

Regular Interactions with Management: Facilitating regular interactions between the Management and all sections of students and employees at the beginning of each session.

Walk to Library Program: Initiating a "Walk to Library" program at the commencement of each academic year to instill a reading habit and expose students to the extensive resources of the Central Library.

Library Support: Strengthening the Central Library with dedicated staff working until midnight, along with providing facilities like tea/coffee at subsidized rates for readers.

Comprehensive Evaluation Process: Implementing a Comprehensive and Continuous Evaluation process for all academic programs, integrating the semester system with the UGC guidelines.

Transparent Examination Process: Ensuring a fair examination process and making examination results available online within 48 hours. Students will have the opportunity to review answer scripts and clarify doubts.

Focus on Laboratories and Research: Placing greater emphasis on experimental laboratories and encouraging undergraduate research initiatives.

Incentives for Research: Offering incentives for cutting-edge research by both students and faculty, including token start-up grants for newly recruited faculty to establish laboratories. Recognizing students excelling in various curricular activities.

Internship Opportunities: Encouraging students to pursue summer and winter internships at reputable institutions outside as well as inside the campus.

Nobel Laureate Lecture Series: Organizing a series of lectures highlighting the life and achievements of Nobel Laureates annually. Students will be encouraged to participate, submit abstracts, and pose questions, with the best abstracts recognized on the institution Foundation Day.

These initiatives collectively aim to create a dynamic and inclusive educational environment at BFCET, fostering continuous improvement and preparing students for success in academia and beyond.

Medium-Term Plan for Baba Farid College Engineering:

a) **Promoting Diversity and Inclusivity:** BFCET will actively create a safe and inclusive environment, fostering diversity among students, faculty, and staff irrespective of their race, gender, sexual orientation, religion, or cultural background.

b) **Establishing Collaborations for Knowledge Transfer:** BFCET aims to forge partnerships with industry, government, and academic institutions to facilitate knowledge transfer, innovation, and societal impact, ensuring a dynamic and relevant educational experience.

c) **Prioritizing Professional Development:** BFCET will prioritize the ongoing professional development of faculty and staff by providing access to training, workshops, and conferences. This initiative is geared towards enhancing their skills and knowledge in their respective fields.

d) **Fostering Entrepreneurship and Innovation:** BFCET will promote entrepreneurship and innovation by providing incubation facilities, funding opportunities, and mentorship programs for students and faculty interested in pursuing entrepreneurial ventures.

e) **Ensuring Academic Integrity:** Upholding high standards of ethics, honesty, and intellectual rigor, BFCET is committed to maintaining academic integrity in all aspects of teaching, learning, and research.

f) **Cultivating Community Service and Social Responsibility:** BFCET will foster a culture of community service and social responsibility by encouraging and supporting volunteerism and outreach initiatives that contribute to the betterment of society.

g) **Establishing Robust Feedback and Evaluation System:** BFCET will implement a comprehensive feedback and evaluation system to continuously monitor and enhance the quality of its programs, services, and processes.

h) **Recognizing Achievements:** The group will acknowledge and celebrate the accomplishments of its students, faculty, and staff through various awards, honors, and accolades, promoting a culture of excellence and inspiration.

i) **Optimizing Teacher-Student Ratio:** BFCET recognizes the importance of a balanced teacher-student ratio for an optimal learning environment, striving to maintain an ideal ratio that encourages personalized and engaging interactions.

j) **Integrating Skill, Knowledge, and Attitude in Curriculum:** BFCET is committed to integrating skill, knowledge, and attitude in its curriculum, ensuring students are well-prepared for real-world challenges by focusing not only on theoretical knowledge but also practical skills and the right attitudes towards learning and life.

k) **Fostering Foreign Collaborations:** BFCET will actively pursue partnerships with international educational institutions to promote knowledge exchange, cultural understanding, and collaborative research, enriching the overall learning experience for students.

l) **Embracing a Multidisciplinary Approach:** BFCET will adopt a multidisciplinary approach in teaching and learning, recognizing the need for an integration of different academic disciplines to address real-world challenges, fostering a broader perspective and holistic understanding.

m) **Transforming Assessment Methods:** BFCET will phase out examination systems that promote rote learning and replace them with project-based experiential learning, case studies, and creative assessments. Emphasizing Bloom's Taxonomy, this shift aims to test students across various cognitive levels, fostering a more balanced and meaningful evaluation system.

This comprehensive medium-term plan positions BFCET for sustained growth, academic excellence, and a student-centric learning experience

Governance Enhancement Recommendations:

A robust and transparent governance system is essential for the vitality and accountability of an intellectual community. This not only empowers the faculty but also establishes a mechanism for accountability. It is imperative to have a well-documented policy framework covering aspects like HR policies (Compensation, Appraisals, Awards and Rewards, Promotions, etc.) and Research Promotion policy. It is proposed to have identified a notable deficit in this area, where faculty members lack clarity regarding their roles beyond teaching, and there is a dearth of collaborative initiatives.

To address this, the following approach is proposed:

Board of Governors Meetings:

Arrange BOG meetings every three months for the next year. In the first meeting, the Director should present the institution vision plan for approval. Members of BOG are encouraged to dedicate at least 100 hours in the next year to contribute to the institution's development.

Appointment of Deans:

Deans should be appointed according to the proposed governance structure outlined in **Annexure 1**.

Deans are expected to fully understand their roles and responsibilities.

Organogram Development:

The Director should propose an organ gram involving faculty-led committees, clearly defining roles and responsibilities.

Functional committees like the proctorial board and research promotion committee should be established promptly.

Study and Implement Best Practices:

The Director is encouraged to study websites of other universities to understand and implement best practices in committee structures.

Constituting all required committees based on these best practices should be prioritized.

Regular Monitoring:

The functioning of all committees, including faculty-led ones, should be monitored at regular intervals. The Director should take a proactive role in ensuring the effectiveness of these committees.

These recommendations aim to establish a transparent and effective governance system, promoting faculty empowerment and accountability. The focus is on clear documentation, collaborative initiatives, and learning from the best practices of successful institutions. The continuous monitoring and proactive approach of the Director will be crucial in implementing these enhancements successfully.

1. Long-Term Plan: Vision Document-2035

In alignment with the National Education Policy 2020, the formulation of a Vision Document - 2035, a comprehensive and forward-looking roadmap for the institution is must in future. This strategic exercise necessitates active participation and consultation with the faculty, ensuring a collaborative approach to planning, decision-making, and execution.

Governance Structure Proposal: It is proposed to have a governance structure integral to the Vision Document. This structure emphasizes the importance of a Governing Council, collectively responsible for overseeing institutional activities, steering its future direction, and fostering an environment conducive to achieving the institutional mission.

Governing Council Responsibilities:**Strategic Planning:**

Oversee the creation and delivery of the institutional strategic vision, aligning with the purpose and mission of the institution.

Consider and approve the institution's strategic plan, outlining academic aims, financial, physical, and staffing strategies.

Financial Management:

Approve the financial strategy, annual operating plans, and budgets aligned with the strategic plan. Monitor finances regularly, approving genuine variations and ensuring adherence to the approved financial plan. Receive and approve audited financial statements, periodically monitoring capital and operating expenses.

Human Resources Management: Have responsibility for the institution's human resources and employment policy. Ensure fair determination and implementation of pay and conditions of employment for all categories of employees. Oversee clear and transparent internal grievance and appeal procedures.

Institutional Performance Review: Monitor institutional performance against plans and approved key performance indicators (KPIs), benchmarking against relevant peer institutions. Actively measure and monitor institutional performance, regularly reviewing with a process such as benchmarking. Advise and guide the institution based on KPI reviews, addressing any identified gaps.

Performance Monitoring of Leadership: Implement suitable arrangements for monitoring the performance of the head of the institution and managerial/administrative positions. Establish a robust governance structure to ensure credibility, transparency, and quality in the institution operations.

By implementing this governance structure, the institution aims to not only achieve its envisioned goals but also operate with integrity and transparency, fostering a culture of continuous improvement and excellence. This strategic approach positions the institution for sustained growth and relevance in the dynamic educational landscape

2. The Students:

It is important for the faculty to recognize the challenges and strengths of the students coming from nearby rural areas with diverse cultural backgrounds and lower learning levels. The faculty should not hold a negative perception about them and instead focus on grooming them as ideal products for the employers. This requires a change in attitude and a willingness to guide the transformation process.

It is also important to recognize that these students are as ambitious and career-conscious as their urban counterparts, but they lack focus on what they should do. The faculty can play an important role in identifying their potential, targeting areas where they can excel, making them dream, and helping them realize those dreams. Beyond the curriculum add-on employable skills on Sundays can be offered to the students to improve their employability and make them more marketable to employers.

Teachers should identify skills relevant to their subjects and offer them as add-on programs to students. Experts can be hired to impart these skills, and the institution should commit the budget to support these skilling programs. Such initiatives will lead to improved placements, improved acceptability of the institution amongst clients, and improved admissions, which will ultimately benefit the institution and its students.

3. Admissions:

It is important for the Institution to honor the commitment it made to the students regarding job guarantees. This will not only build the trust of the students but also enhance the credibility of the Institution. The Institution needs to adopt a multi-pronged strategy to fulfill this promise, and all stakeholders, including faculty members, must take ownership of this responsibility.

As suggested, the Institution can consider various measures to improve its admissions strategy. These include:

- a) ***Incentive-based faculty and employee referrals:*** The Institution can incentivize its faculty and employees to refer eligible candidates for admission.
- b) ***Incentive/consultancy based admissions of Admission consultants:*** The Institution can tie up with admission consultants who can assist in identifying eligible candidates for admission. The consultants can be incentivized for successful admissions.
- c) ***Enrollment, Train and Place (ETP) model of experts:*** The Institution can explore the ETP model, where experts can train and mentor students and provide them with employment opportunities.
- d) ***Fee structure in consonance with local market:*** The Institution can consider adjusting its fee structure in line with the local market to make education more accessible to students.

- e) **Scholarships for meritorious students and girls etc.:** The Institution can offer scholarships to meritorious students and girls to encourage them to pursue higher education.
- f) **Promises on the quality of academics with a focus on skill development programs:** The Institution can focus on providing quality education and skill development programs to equip students with the necessary skills for employment.

Overall, it is important for the Institution to take proactive steps to fulfill its commitment of job guarantees and to continuously improve its admissions strategy to enhance its reputation and attract more students.

4. Students Induction Program:

Transition from school to institution can cause concern for many students. One issue is the gap between students' prior expectations and the realities of institution life, which can cause significant distress, poor academic performance and increased drop-out rates if not managed effectively. To manage the transition of students into institution successfully, universities need to be proactive in working to minimize any potential discrepancies between what students expect of institution.

- a) A common expectation of students is that a institution education will enhance their academic and vocational prospects and employability also.
- b) Nearly one third of first year students expected that lecturers would use similar teaching styles to those they had experienced at school. Thus, students found themselves unprepared for the more relaxed and informal style of teaching they encounter at institution. With regard to expectations about the style of teaching that students may encounter at institution, there was an interesting distinction reported
- c) Students exhibited a preference for small tutorial-style classes, as opposed to larger lecture-type classes
- d) Expectations of positive staff-student interaction and mutual understanding seem to be vitally important for students' successful transition into institution
- e) Experience problems in coping with the academic demand.
- f) Experience financial difficulties during their degree
- g) Language barrier, homesick, fewer friends

An issue that needs to be considered is that where students have few or inaccurate perceptions of institution education prior to undertaking undergraduate study this may contribute to a disengagement from the educational and social aspects of institution life. Such disengagement can have detrimental effects on students' academic performance, their personal and social development, and may also affect student retention. A need for better preparation, aided by appropriate communication between teachers and students. Institutions too need to offer appropriate academic, attitudinal, and social preparation courses for incoming students. This should be a process, rather than an event and, in addition to academic preparation, linked to peer-mentoring and staff-student interaction opportunities, **The following modules of induction / orientation program be started from next academic session at least for 3 weeks.**

- a) Physical Activity
- b) Creative Arts
- c) Mentoring and Universal Human Values
- d) Familiarization with College, Department/Branch
- e) Literary Activity

Proficiency Modules:

- a) Lectures & Workshops by Eminent People
- b) Visits in Local Area
- c) Extra-Curricular Activities in College

Overall, it is important for universities to actively address the transition of students from school to institution to ensure their success and retention. This involves managing students' expectations, providing appropriate academic and social preparation, and fostering positive staff-student interactions.

Additionally, offering various modules in the induction/orientation program can help students in their personal and academic development and ease their transition into institution life

5. Students Activity Centre:

The establishment of student clubs within the Students Activity Centre (SAC) provides a platform for students to explore their interests and gain valuable skills outside of the classroom. These clubs cater to a diverse range of interests, including technical, cultural, social, recreational, health, and welfare needs.

The **Cultural Club** promotes cultural exchange and awareness, allowing students to learn about different cultures and traditions. The HR Club provides a platform for students interested in human resource management, and the Marketing Club focuses on marketing and advertising techniques. The Entrepreneurship Club aims to help students develop their entrepreneurial skills and start their own businesses.

The **IT Club** provides a platform for students interested in technology, while the Sports Club focuses on promoting physical fitness and sportsmanship. The CSR Club aims to create a culture of social responsibility among students, encouraging them to give back to society. The Media Club focuses on journalism and media-related activities, while the Finance Club focuses on financial literacy and management.

The **Literary Club** promotes the love of literature, while the Dramatics Club focuses on theater and acting. The Environment Club is focused on creating awareness about environmental issues and promoting sustainable practices. The Coding Club focuses on programming languages and software development, and the Application Club is focused on creating mobile and web applications.

The **Gaming Club** provides a platform for students interested in gaming and game development, and the Web Development Club is focused on creating and maintaining websites. The IDEA Lab is a space for students to collaborate and work on innovative projects, fostering a culture of creativity and innovation.

Each club is overseen by a faculty member who provides guidance and support to the students. Suitable space within the campus should be earmarked for these clubs to hold the meetings, events, and activities. The SAC and student clubs are vital components of a vibrant and engaging campus community that fosters personal growth and development, prepares students for life beyond college, and enhances the overall student experience.

6. Academic Ambience:

Incorporating cultural, co-curricular, and co-scholastic committees can indeed enhance the overall academic experience for students and contribute to a sustainable discipline among them. Such committees provide a platform for students to showcase their talents, develop new skills, and work in teams, which are all essential qualities valued by the industry.

Moreover, these committees can also help students to foster a sense of community and create a vibrant campus culture, which can improve their overall well-being and engagement with their academic pursuits. By encouraging student-led initiatives and participation, universities can create a more inclusive and diverse academic environment that fosters learning beyond the classroom.

In addition to enhancing students' skills and engagement, these committees can also provide opportunities for faculty members to mentor and guide students, and collaborate on innovative projects that contribute to the overall academic mission of the institution.

Overall, incorporating cultural, co-curricular, and co-scholastic committees can complement quality academics and contribute to a more sustainable and dynamic academic culture.

7. National Credit Framework(NCRF):

That sounds like a great initiative! The National Credit Framework (NCRF) has the potential to revolutionize the education system in India by integrating academic education and skilling. With the unified credit accumulation and transfer framework applicable to school, higher, and vocational education, it can provide pedagogically innovative combinations and multiple entry and exit points for students.

The Institution's efforts towards the effective and timely implementation of NCRF and providing multiple entry and exit options for students can help promote lifelong learning principles and better employability prospects. By doing so, students can gain a comprehensive education experience, acquire diverse skills, and increase their chances of employability.

It will be interesting to see the impact of NCRF in the long run and how it transforms the education and skilling landscape in India.

The Institution shall start its working for effective and in time implementation of NCRF and Multiple entry and multiple exit options for the students for better employability.

8. Curriculum Development:

Outcome-based education (OBE) is a student-centered approach to learning that emphasizes the acquisition of skills and knowledge rather than the completion of a curriculum. It requires a change in traditional input-based education approaches, where the focus is on curriculum

development and result-oriented assessment. In OBE, the learner is at the center of the education system, and the emphasis is on skill and knowledge-oriented development of the learner.

To Strengthen OBE, it is essential to define course objectives and learning outcomes. Course objectives should be designed with the specific learner group in mind, and they should be broader, aspirational statements that inspire learning in any given environment. Learning outcomes should be completely measurable and observable, and they should be aligned with Bloom's Taxonomy objectives for an effective learning environment. Bloom's Taxonomy is a framework that categorizes learning objectives into six levels of cognitive complexity, and it provides appropriate verbs for each level of activity.

When developing outcomes, the OBE curriculum should focus on five categories of skills: life skills, basic skills, professional and vocational skills, intellectual skills, and interpersonal and personal skills. In addition to these categories, there are five trans disciplinary skills that students develop as they involve themselves in the learning environment: thinking skills, research skills, self-management skills, communication skills, and social skills.

Overall, OBE requires a shift in the focus of education from the completion of a curriculum to the acquisition of skills and knowledge. It empowers learners to take ownership of their learning and provides them with the tools they need to succeed in their personal and professional lives.

9. Review of Effectiveness of BoG

It is important for Governing bodies to regularly monitor their own effectiveness and the performance of their institution against its planned strategies and operational targets. This ensures that the institution is fulfilling its primary accountabilities and achieving its goals.

In order to promote openness and transparency, the governing body should be responsive and accountable to the legitimate demands of stakeholders such as government, staff, students, sponsors, and the public. They should ensure that high ethical standards are maintained to ensure public trust and institutional integrity.

The Governing Body should also play a major role in supporting collaboration and liaising between key external stakeholders such as government, industry/employers, alumni, etc. This promotes partnerships

and enhances the institution's reputation and influence.

It is the responsibility of the Governing Body to ensure the health and safety of employees, students, and other individuals while they are on the institution's premises and in other places where they may be affected by its operations. This includes having a written statement of policy on health and safety and appropriate mechanisms for its implementation.

Regulatory compliance is also an important duty of the Governing Body. They should ensure that the institution is compliant with the statutes, ordinances, and provisions regulating their institution. Additionally, the governing body should actively monitor the institution's implementation of any affirmative actions mandated by the government.

Leadership is crucial for the success of the institution. Therefore, the Governing Body should identify and nurture capable individuals at an early stage. It is also important to have representation from the industry, academia, alumni, administrators, and students on a rotational basis to ensure a diverse perspective.

10. Pedagogical Abilities:

Pedagogical abilities refer to the skills and knowledge that faculty members possess to effectively deliver the curriculum and facilitate student learning. To achieve the graduate attributes, it is important to incorporate student-centered pedagogy, which involves active and collaborative learning, problem-based learning, and technology-enabled learning. Faculty members should be equipped with the following pedagogical abilities:

- a) ***Mastery of the subject matter:*** Faculty members should possess in-depth knowledge and understanding of their subject area, which is necessary to guide students towards achieving the graduate attributes.
- b) ***Competence in teaching and learning strategies:*** Faculty members should be well-versed in different teaching and learning strategies and be able to select and use the appropriate strategies based on the learning outcomes and student needs.
- c) ***Ability to create a positive learning environment:*** Faculty members should be able to create a positive and inclusive learning environment that fosters collaboration, critical thinking, and creativity.
- d) ***Effective use of technology:*** Faculty members should be able to integrate technology effectively into their teaching to enhance

student engagement and learning outcomes.

- e) ***Continuous professional development:*** Faculty members should engage in continuous professional development activities to enhance their pedagogical abilities and keep up-to-date with the latest teaching and learning practices.

By developing these pedagogical abilities, faculty members can effectively deliver the revised curriculum and support students in achieving the graduate attributes

11. Academia-Industry Interface:

Here are some key takeaways from their recommendations:

- a) Create an Industry Institute Partnership Development Cell (IIPC) headed by a Dean who is appointed specifically for this task.
- b) Make internships mandatory for all students with credit value for at least six months.
- c) Develop relationships with corporate managers through joint projects, internships, student projects on live problems of the industries, thesis work and guest lectures.
- d) Encourage corporate managers to come forward with internship programs, awards for academic excellence, and campus interviews to help the institution get the right profile of candidates for different vacancies.
- e) Each school within the institution should have its own IIPC, and there should be collaboration across all schools and departments.
- f) The institution should focus on understanding the products and services of different companies in the region and help students get trained in those areas.
- g) The institution should strive to maintain a positive relationship with corporate managers by avoiding controversial issues and focusing on its own responsibilities and obligations.

By doing so, the Institution can help its students get better placements, and also help the industry by providing them with the right talent for their businesses.

12. Infrastructure–Academic and Physical:

- a) ***Conduct Soft Skills and Personality Development Programs:*** The institution should hire at least 3 teachers with expertise in conducting such programs. These programs should be an integral part of the curriculum of all courses with at least a 2 credit course in

each semester. This will improve employability of the students.

- b) ***Thorough Assessment of Available Infrastructure:*** A committee of few senior faculty members and the Registrar should be constituted to have a thorough assessment of the available infrastructure and submit a report on the additional academic infrastructure required to be created year wise over the next 5 years presuming an additional intake of 750 students each year. This will help identify the gaps in the current infrastructure and plan for future expansion.
- c) ***Utilize Teaching Labs and Equipment:*** The teaching labs and equipment should be made functional and utilized to provide hands-on experience to the students. The institution should ensure that the necessary accessories are procured to make the equipment functional. This will improve the quality of education and employability of the students.
- d) ***Maintain Infrastructure:*** The institution should have its own mechanism for maintenance and up keep of the infrastructure, facilities and equipment. Building and maintenance committee should be constituted to look after maintenance of physical infrastructure on the campus. The Classrooms, library, playgrounds, gymnasium, laboratory equipment, and instruments should be maintained properly to ensure that they are in good condition.

By implementing these recommendations, the Institution can improve the quality of education and employability of its students, and attract more students to its campus.

13. Research Footprint:

Besides teaching, another important objective of a Institution is the promotion of research. No doubt, few faculty members are engaged in research, there are concerns about the number of publications rolling out of the Institution and quality thereof. Culture of patents is missing. Non availability of senior researchers and Research Labs is one important reason for this lack of emphasis.

Hiring of few teachers with proven track record at a senior level holds the key to this issue. Even otherwise, they need to be hired immediately with requirement of research guides for the research scholars in view. The Institution should also identify thrust areas for research and establish at least two (2) research facilities, to begin with. An expert lecture/workshop

by a patent attorney should be organized to sensitize the community about the basics of patent writing, filing and publishing as per the mission of GOI

GOI MISSION: There are many areas of basic research that strategic departments would find use full to meet their varied requirements. These include

basic research on materials, fluid dynamics, cryptography, coding theory, atmospheric sciences, electro-optics, lasers, Nano science, scientific aspects of hydrogen as a fuel, photo-voltaic, machine learning, basic semi-conductor physics, quantum information and quantum computing, as well as various areas of study in the social sciences, humanities, and languages.

STATE GOVERNMENT MISSION: States may wish to promote research of special interest to their geography through the state Universities, e.g., for health and disease control, or for the promotion and preservation of State languages, literature, arts, culture, artifacts, manuscripts, heritage sites, etc. through suitable research (again, a representative from the State could be included on the relevant Subject Committees if so desired). Humanities and Applied Sciences have to be an important School in any Institution since it provides basic/fundamental support to promote research in other Departments as well.

CONCLUDING REMARKS

- a) Research is an important – even essential – component of an institution's mission: knowledge creation and dissemination are key
- b) Developing a robust research program requires careful planning including evidence-based assessment
- c) An institution's research plan must consider its institutional ancestry, resources, talents and capacities of current staff, and its realistic, practical opportunities
- d) Research talent is a first-order concern, so recognition, retention, and recruitment of well-trained, creative, and passionate scientists and scholars should be a priority
- e) Researchers require time, not only for their work but for their development: an institution's expectations of research performance should be balanced in a reasonable way with

teaching duties

- f) Opportunities for collaboration are desired and in fact necessary for an institution's researchers
- g) "Without resources little can be achieved..." Systematic analysis can lead to new sources of research funding
- h) All researchers are expected to submit articles to institutional repository Contribute to Open Access journals
- i) Governance requires monitoring and evaluation, but policy should determine measures of performance and not the reverse
- j) Bilbao metric indicators, when used properly according to best practice, can usefully supplement peer review of the institution's research program and of individual researchers
- k) Universities seeking to establish a research program should consider using indicators in special and new ways, such as determining performing conditions and providing support to deserving researchers who have not yet made their mark

In conclusion, the promotion of research is an essential objective of any institution. It requires careful planning, evidence-based assessment, and the recruitment and retention of talented researchers. The Institution should identify thrust areas for research and establish research facilities with the latest equipment related to basic sciences. A culture of patents should be established and opportunities for collaboration should be created. Universities should also seek new sources of research funding and use bibliometric indicators to supplement peer review. Finally, universities should encourage their researchers to contribute to open access journals and distribute their key insights online. By implementing these measures, the Institution can establish a robust research program and fulfill its mission of knowledge creation and dissemination.

14. Quality-Teachers, Academics And Collaboration:

The quality of teachers and academics is crucial for the success of a institution. To attract and retain talented researchers, the institution must provide a supportive and stimulating environment that offers competitive salaries, benefits, and resources for professional development. The research facilities must be equipped with the latest technology and infrastructure to facilitate cutting-edge research. Collaboration among researchers, both within and outside the institution, is crucial to enhance the quality and impact of research. The institution should encourage

researchers to seek out new sources of funding to ensure the long-term sustainability of the research program. In addition to traditional peer review, bibliometric indicators can provide valuable insights into the quality and impact of research. Open access publishing and online distribution of research findings can facilitate wider dissemination of knowledge and increase the visibility and impact of the research. Overall, a successful research program requires a multi-faceted approach that involves careful planning, effective management, and a supportive culture that encourages creativity, innovation, and collaboration.

The existing cost structure of higher education institutions is no longer viable with the current enrollment decline. Strategic collaboration and partnerships with other institutions can potentially provide financial stability, brand extension and value to the student through additional course offerings. Every institution is expected to plan for long-term success begins with identifying areas of collaboration, structuring partnership opportunities and gaining internal stakeholder buy-in.

Collaboration is a framework that allows individuals and Universities to join hands for pursuing mutually interesting and beneficial academics and research. These enable sharing of knowledge, resources, experiences, and ideas and are of immense benefit to the academic community. It leads to saving of time and money, increased efficiency, sharing of research expertise, enhancement in the quality of research, and capacity building of the faculty.

15. Capacity Building:

It is great to see that the organization recognizes the importance of community engagement and faculty development programs in achieving transformational goals. Building the capacity of the community to lead the transformation is crucial for the success of any initiative. Faculty development programs play a vital role in this process, as they help to enhance the skills and knowledge of the faculty members, who in turn can impart their learning to the students.

It is commendable that the organization is willing to invest in faculty development programs and allocate financial resources for the same. The suggestion to identify the training needs of the faculty and hold FDPs on a regular basis is a step in the right direction. It is also important to align the curriculum with the recommendations of NEP-2020 and empower the faculty to revise the same through statutory bodies like BOS.

The suggestion to form a group of interested teachers with a Professor as the group leader and designate the leader as Dean (Faculty Development) is a good one. This will provide a structured approach to faculty development and ensure that the specific needs of the faculty are identified and addressed. Holding FDPs on a regular basis will help to keep the faculty members up-to-date with the latest developments in their field.

The suggestion to hold specific FDPs in the next 3-4 months and make it mandatory for newly appointed teachers to undergo a 300-hour capacitybuilding program is also a good one. This will help to ensure that the faculty members are equipped with the necessary skills and knowledge to deliver quality education to the students.

Overall, the organization seems to be on the right track in terms of community engagement and faculty development. By investing in these areas, the organization can build the capacity of the community and achieve its transformational goals.

S.No.	Type of Capacity Building Program	Duration (hrs) Total 300hrs
1	Orientation Of Newly Inducted Teachers	16
2	Teachers As Role Model	6
3	Communication Skills	12
4	Soft Skills	18
5	Team Building	6
6	Self-Grooming	6
7	Universal Human Values	8
8	Importance Of Body Language	4
9	Life Skills	12
10	Transforming Classrooms	6
11	Engaging Students–Today Forever	6
12	Building Positive Spaces: Effective Classroom Management	6
13	Gender Sensitization in Schools	6
14	The Differentiated Classroom: Reaching Out to Every Learner	6
15	Project Based Learning	6
16	Inquiry-Based Education	6
17	Inclusive Teaching: Why and How	6
18	Bringing Technology into Classrooms	6
19	Tips For Effective Teaching	4
20	Understanding the Learning Process	4
21	Poor Class Performance–Causes and Remedies	6

22	Academic Leadership	12
23	Leadership, Style and Strategies of Leadership	4
24	Emotional Intelligence	6
25	Inter–Personal Communication Skills	6
26	Lesson Plan Techniques	4
27	Capacity Building Program On use of ICT in Teaching	18
28	Outcome Based Education	12
29	Guidance and Counseling Program at Classroom Level	4
30	Bloom’s Taxonomy in Detail Including All Domains of Learning and Assessment	12
31	How To Deal Students with Special Needs	2
32	Behavior Management for all Stake Holders	2
33	Remedial And Enrichment Program for Students	2
34	Designing of Various Instructional Materials	12
35	Comprehensive Assessment Module	4
36	Sustainable Development	4
37	Paths To Valid and Reliable Report Writing for funding	4
38	Research Innovation and Proposal Writing	6
39	Harnessing The Power of Rubrics	4
40	How to conduct laboratory classes	6
41	Aligning the academics with NEP-2020, with a focus on curriculum designing	6
42	Entrepreneurship and the concept of business incubators	6
43	Research methodology	6
44	Programming skills such as Python and tools on Data Analytics, AM OS, SPSS, etc.	12

One FDP can be targeted every two months at a later stage.

16. Skill Development Centre Plan:

- a) Conducting regular market research: The demand for skilled workforce keeps changing with time, and it is important to stay updated on the latest trends and job requirements in the market. Conducting regular market research can help identify the skills and courses that are in demand, and can be added to the list of courses offered.
- b) Engaging with industry associations: Industry associations can be great partners in skill development initiatives. They can provide valuable insights into industry trends, help design courses that are relevant to the industry, and also provide support in terms of funding or other resources. Engaging with industry associations can help strengthen the link between

- academia and industry, which can benefit both parties.
- c) Collaborating with international universities: The global economy is highly competitive, and it is important for Indian students to have exposure to international best practices and standards. Collaborating with international universities can help bring in global expertise and help Indian students stay updated on the latest developments in their respective fields.
 - d) Emphasizing on soft skills: While technical skills are important, soft skills such as communication, teamwork, and problem-solving are equally critical in today's workplace. Emphasizing on soft skills training can help students become well-rounded professionals who are better equipped to succeed in the workplace.
 - e) Providing placement support: One of the biggest challenges faced by students after completing a course is finding a job. Providing placement support services such as resume building, interview preparation, and connecting students with potential employers can help improve the employability of students and increase the success rate of the skill development initiative.

17. Centres of Excellence:

It is a great suggestion to establish centers of excellence (CoE) in the Institution to impart special employable skills and to promote inter disciplinary learning. These centers can help the students to acquire new skills and competencies that are in demand in the industry, thereby improving their employability. The CoE can also contribute to the academic discipline and ambience of the Institution and enhance its brand value.

It is rightly suggested that the CoE should be faculty-driven, with external expert support, and the Institution should be open to hiring expertise on a regular basis wherever felt need is there. This will ensure that the CoE is up-to-date with the latest developments in the field and can provide the students with the best possible training.

The suggestion to incorporate a minimum level of computer skills into the curriculum of all subjects is a timely one, given the increasing importance of digital skills in today's world. The establishment of a CoE in computer skills can further enhance the digital skills of the students and help them to acquire higher- end skills like programming, which are in high demand in the industry.

The idea of offering add-on certification programs in little higher-end computer skills courses like web development is also a good one, as it will provide the students with an edge over their peers and improve their acceptance in the core industry.

It is suggested to have the establishment of various centers like Emerging Technologies, Community Connect activities, Educational Technologies, Soft skills, Sustainable Development, Value Education, etc., which are all relevant in today's context. The Institution can consider establishing these centers based on the faculty expertise and students' interests.

In conclusion, the establishment of centers of excellence in the Institution can go a long way in improving the quality of education, promoting interdisciplinary learning, and enhancing the employability of the students.

18. Focus on Innovation:

Creating a culture of innovation on a institution campus requires a deliberate effort from its leaders. It involves creating an environment where experimentation, creativity, and risk-taking are encouraged and rewarded. Here are some key strategies for fostering a culture of innovation:

- a) ***Reward innovation, even if it fails:*** Failure is often an inevitable part of the innovation process. Leaders should encourage their teams to take risks and try new things, even if they don't succeed the first time. Rewarding these efforts can help to create a culture that values experimentation and learning.
- b) ***Train faculty and staff in Design for Innovation techniques:*** Design for Innovation is a structured approach to problem-solving that can help teams to generate new ideas and solutions. Leaders should invest in training programs to teach their faculty and staff these techniques, so they can apply them to real-world challenges.
- c) ***Foster cross-departmental teams to solve problems:*** Bringing together people with different backgrounds and expertise can lead to more innovative solutions. Leaders should encourage teams that cut across departments and disciplines to work together on projects and initiatives.
- d) ***Clearly define problems that must be addressed:*** To innovate effectively, teams need a clear understanding of the problem they are trying to solve. Leaders should work with their teams to identify the key challenges facing their organization and prioritize which ones to tackle first.

- e) ***Understand your customers (students):*** In order to create innovative solutions that meet the needs of your stakeholders, it's essential to understand their needs, preferences, and pain points. Leaders should invest in research and data analysis to gain a deeper understanding of their customers.
- f) ***Provide time for unstructured time:*** Innovation requires time and space for exploration and experimentation. Leaders should provide their teams with the resources they need to work on new ideas and initiatives, without being constrained by rigid schedules and timelines.
- g) ***Don't impose too many rules:*** Too many rules can stifle creativity and innovation. Leaders should create a flexible, open environment that allows for experimentation and risk-taking.
- h) ***Listen with an open mind:*** Effective innovation requires active listening and collaboration. Leaders should be open to feedback and ideas from their teams and stakeholders, and work to create an environment that encourages open dialogue and constructive criticism.
- i) ***Encourage prototypes:*** Prototyping is a key component of the innovation process, allowing teams to test and refine their ideas before implementing them. Leaders should encourage their teams to develop prototypes early and often, to iterate and improve their solutions.
- j) ***Use data and observation:*** Innovation should be grounded in data and evidence. Leaders should invest in data analysis and observation tools to gather insights and feedback on their initiatives, and use this information to refine and improve their solutions.

By following these strategies, institution leaders can create a culture of innovation that fosters creativity, experimentation, and learning. This can help their institutions to stay ahead of the curve, and meet the needs of their stakeholders in an ever-changing environment.

19. Career Counseling and Development Centers:

Strengthening a career counseling and development cell to offer guidance and coaching for competitive exams is a great idea. It can help students from nearby rural areas who are interested in government jobs to prepare for these exams and increase their chances of success.

Hiring two teachers, one each in English and Mathematics, is a good start. These teachers can provide coaching and guidance to students on the specific skills tested in competitive exams. However, it is important to ensure that these teachers are qualified and experienced in coaching for competitive exams.

In addition to coaching, the career counselling and development cell can also provide guidance to students on selecting the right career path. This can include information on different career options, their requirements, and the skills and qualifications needed to pursue them. The cell can also offer assistance with job search and application processes.

To make the cell more effective, it is important to promote it among students and raise awareness about its services. The cell can use various methods, such as social media, pamphlets, and outreach programs, to reach out to students and inform them about its services.

Overall, establishing a career counselling and development cell can be a great step towards helping students from rural areas to prepare for competitive exams and achieve their career goals.

20. Internationalization at Home:

The strategy of "Internationalization at Home" is indeed critical for universities seeking to foster an international learning environment and prepare students for the challenges of a globalized world. By integrating international dimensions into the curriculum and creating collaborative communication with foreign universities, Institution can achieve several important goals.

Firstly, it can become a more attractive study destination for foreign students who are seeking a high-quality education and an immersive cross-cultural experience. This will not only enhance the diversity of the student body but also promote intercultural exchange and understanding among students from different backgrounds.

Secondly, it can foster international competencies in faculty and students, including intercultural communication, global awareness, and adaptability to diverse environments. These competencies are increasingly valued by employers in today's globalized economy, and they can help students to thrive in their careers and contribute to society.

Thirdly, it can develop a global mindset in learners, which means that they are able to think critically and creatively about global issues and take responsible actions to address them. This can help to shape students as global citizens who are proud of their Indian identity and committed to making a positive impact on the world. Fourthly, it can promote active linkages between Institution and foreign higher education institutions, leading to opportunities for student and faculty exchanges, joint research projects, and other forms of academic collaboration. This can enhance the reputation of the institution and facilitate knowledge-sharing and innovation across borders.

Finally, it can improve the global ranking of Institution in internationalization indicators, which are increasingly used to assess the quality and impact of higher education institutions worldwide. By demonstrating its commitment to internationalization at home, Institution can enhance its visibility and reputation in the global higher education community.

21. Plan for Internationalization:

1. The Institution's plan to **establish MoUs with reputed institutions/universities** in the UK, Germany, Russia, US, Canada, etc. is an excellent initiative to provide international exposure to students, scholars, and young teachers. These collaborations can offer opportunities for student and faculty exchanges, joint research projects, and other academic activities. Such partnerships can also lead to the development of new programs, courses, and certifications that align with international standards and best practices.
2. The establishment of a **Sophisticated and Analytical Instruments Centre** can be a valuable resource for researchers and students, both from within the institution and outside. Access to cutting-edge scientific equipment can enable high-quality research and development activities, enhancing the institution's reputation as a center of excellence in science and technology. Moreover, allowing students from schools and colleges to visit and interact with different departments, laboratories, and the central library can inspire them to pursue higher education in the institution and foster love for learning and research.

22. Development of Centre of Leadership Development

The development of a Centre of Leadership at a institution is typically driven by a desire to provide students with a comprehensive education that goes beyond academic learning. The aim is to provide students with the knowledge, skills, and tools to become effective leaders in their chosen fields. A Centre of Leadership can offer various programs, such as workshops, seminars, and mentorship programs that help students develop leadership skills.

The development of a Centre of Leadership may also involve the hiring of experienced faculty members or practitioners in the field of leadership. These individuals may be responsible for designing and implementing leadership programs that help students build their leadership capabilities. Furthermore, the Centre may partner with industry leaders and experts to provide students with exposure to real-world leadership challenges and opportunities.

To develop a Centre of Leadership, a institution typically needs to invest in infrastructure, resources, and personnel. This may involve securing funding from external sources, such as grants or donations, and building partnerships with organizations and businesses that share a commitment to leadership development. Overall, the development to a Centre of Leadership a institution can provide students with a valuable opportunity to develop leadership skills and gain exposure to a wide range of leadership styles and practices

23. Community Outreach

These are the various activities that are proposed to be conducted periodically under the Community Outreach Programme:

- a) The students and faculties/administration shall conduct various activities as part of the Community Outreach Programme.
- b) Two or three near by **villages shall be adopted** under this programme.
- c) The students and faculties shall voluntarily **take tutorial classes** for underprivileged children in nearby schools and undertake other related activities.
- d) The Institution may **conduct short-term certificate programmes** in communicative English on receipt of requests from neighboring schools.
- e) Periodic interactions are to be held with the Gaon Panchayat members, retired people, and leading personalities of the villages

in the vicinity to maintain a sound relationship with the neighboring populace.

- f) The Institution shall take **initiative to establish a vibrant** and mutually beneficial relationship with the neighboring industries.

The Institution shall **conduct summer and winter internship** programmes for undergraduate students of other colleges/institutions to encourage them to undertake research and on-the-job training.

24. Short Term Institution Operations

1. Establish an active **Innovation Club** and Centre for Innovation, Incubation, and Entrepreneurship to encourage students in innovation.
2. Establish an **INSPIRE Teachers** Club for regular interactions and meetings.
3. Frame a policy of granting faculty members a "**Research Semester**" to devote full-time to research activities.
4. Put into operation a food waste-based biogas generation facility and partially replace LPG with it in hostel messes.
5. Adopt a policy of replacing conventional lights with **energy-efficient LED lights**, starting with the Guest House.
6. Impart training for **the holistic development** of all employees, including induction and orientation programs for new and continuing teachers, in-house training for administrative and ministerial staff, and refresher courses for technical staff. Depute staff members for training at ISTM, New Delhi, NITTTR, Chandigarh, etc.
7. Maintain a **24x7 security arrangement** supervised by a Security Committee consisting of faculty members and officers. Have a single point of entry under the round-the-clock watch of security personnel.
8. Install CCTV cameras at vital locations on the campus.
9. Maintain an impeccably **clean campus**, including all roads, buildings, and public toilets. Place dustbins at different locations to ensure a clean environment.
10. Discourage people from chewing paan and gutka by educating them about the ill-effects. Ensure that paan and gutka pitting does not occur even in academic blocks.
11. Provide public toilets at different locations to ensure that the campus remains free of open urination.
12. Strictly maintain a "**No smoking**" policy on the campus.
13. Ensure that all equipment and instruments in laboratories and

central facilities are maintained in good condition and kept in operation.

14. Encourage **internal revenue generation and start fish farming** and horticultural activities.

Bestow the responsibility for hostel administration, including **day-to-day functioning and running of the hostel mess**, on students under the supervision of Wardens. Ensure that hostel resources are not unutilized and unoccupied hostel rooms are given to part-time occupants for a fair amount of charge/tariff. The Institution shall encourage and support research activities among the faculty members by providing necessary infrastructure, funding and other resources.

15. The Institution shall promote and encourage the **use of renewable energy sources** like solar energy and wind energy to reduce its carbon footprint and promote sustainability.
16. The Institution shall provide a **platform for students to showcase their talents and creativity** through cultural events, sports competitions, and other extracurricular activities.
17. The Institution shall **ensure a safe and secure campus** environment for all students, faculty and staff members by implementing necessary security measures and conducting regular security audits.
18. The Institution shall establish a **Grievance Redressal Cell** to address any grievances or complaints from students, faculty and staff members in a timely and effective manner.
19. The Institution shall **promote diversity and inclusivity** by encouraging the admission of students from different backgrounds, religions, and nationalities.
20. The Institution shall **establish partnerships with other educational institutions** and industry partners to provide students with opportunities for internships, industry projects, and other professional development programs.
21. The Institution shall **establish a strong alumni network** to connect with and engage with former students and promote their involvement in the growth and development of the Institution.
22. The Institution shall regularly **conduct academic and administrative audits** to evaluate the effectiveness and efficiency of its operations and identify areas for improvement.
23. The Institution shall **promote academic excellence** by recognizing and rewarding outstanding students, faculty and staff members through various awards and incentives.
24. The Institution shall **promote ethical and responsible behavior** among its students, faculty and staff members by

establishing a Code of Conduct and implementing strict measures to prevent any form of academic or professional misconduct. The Institution shall establish an Alumni Association to keep in touch with its former students and to engage them in various activities for the betterment of the Institution.

25. The Institution shall **organize various co-curricular activities** such as debates, quizzes, essay writing competitions, etc. for the overall development of the students.
26. The Institution shall encourage its faculty members to **participate in conferences, seminars, and workshops** to enhance their knowledge and skills.
27. The Institution shall provide **opportunities for research and development** to its faculty members and students.
28. The Institution shall maintain **transparency in all its administrative and financial activities**.
29. The Institution shall **ensure the safety and security** of its students, staff, and faculty members. CCTV cameras shall be installed at strategic locations on the campus, and a dedicated security team shall be appointed to ensure the safety of all.

25. Baseline:

Some suggestions on the given parameters for consolidating the existing status on various quality parameters for the last 3-5 years:

1. **Number of publications:** This can include the number of research papers published by faculty members and students in reputed journals, conferences, and proceedings. It can also include books, book chapters, and patents.
2. **Number of Faculty Development Programs conducted:** This can include the number of workshops, seminars, training programs, and conferences conducted for faculty members to enhance their teaching and research skills.
3. **Number of Guest Faculty visited/ Expert Lectures held in the Institution:** This can include the number of eminent scholars, industry experts, and practitioners invited to the institution for guest lectures, talks, and seminars.
4. **Number of Skill Development Programs organized with the details as an annexure:** This can include the number of skill development programs organized by the institution for students to enhance their employability and entrepreneurship skills.

5. ***The number of students sent for internships:*** This can include the number of students who completed internships with reputed organizations and the duration of their internships.
6. ***The percentage of student placed:*** This can include the percentage of students who secured employment within six months of completing their degree.
7. ***Average CTC of the students placed:*** This can include the average salary offered to students who secured employment through campus placements.
8. ***Number and details of companies visited the Institution for placement:*** This can include the names of companies that visited the institution for campus placements, the number of students recruited, and the job profiles offered.
9. ***Number of job fairs held:*** This can include the number of job fairs organized by the institution in collaboration with industry partners.
10. ***Number and details of Conferences, Seminars, and Symposium held:*** This can include the number of conferences, seminars, and symposiums organized by the institution, the themes, and the participation details.
11. ***Academic Results:*** This can include the pass percentage of student in different courses, the number of students securing ranks, and the performance of students in competitive examinations.
12. ***Highest and lowest Pay Package:*** This can include the highest and lowest salary packages offered to students who secured employment through campus placements.
13. ***Number of Startups:*** This can include the number of startups launched by students and alumni of the institution, their domains, and their success stories.
14. ***Number of students opted for higher studies:*** This can include the number of students who pursued higher education in reputed institutions in India and abroad.
15. ***Number of MOUs with Industries:*** This can include the number of Memorandums of Understanding signed between the institution and industry partners for collaborative research, consultancy, and placement activities.
16. ***Institutional Research Grants (IRG):*** This can include the grants received by the institution for research projects and consultancy services.
17. ***Status of Collaborations:*** This can include the details of the collaborative projects, joint research, and consultancy services with national and international institutions.

Consolidating the above parameters for the last 3-5 years can provide valuable insights into the performance of the **institution** and help in identifying areas that require improvement. It can also serve as a baseline for evaluating the impact of quality initiatives and planning future strategies for enhancing the quality of education and research.

26. Expected Achievements (2029):

It is true that a learning institution needs to be self-dependent for sustainability purposes. This means that the institution should have a solid financial structure and management to be able to operate and provide quality education even when external sources of funding are no longer available.

Employability	90% graduates readily employable.	Developing skilled, job-ready and productive graduates.
Supply of labour to global markets	Internationalisation of Education.	Enabling graduates with global skills, who can be employed by or serve workforce-deficient countries.
Research	✓ To Build Research Culture	Developing research-focused university that deliver high-quality research output and research-focused graduates.
Innovation	At Least 5 start-ups in a year	Promoting increased industry participation in research and innovation.
Entrepreneurship	Enhancing Entrepreneurship Culture	Creating a conducive educational, financial and mentoring ecosystem

This can be achieved through various means such as increasing enrollment, diversifying revenue streams, reducing expenses, and investing in long-term sustainability strategies.

Expanding to other parts of the country or even internationally can be a viable option for universities to increase their student population and revenue. However, this requires careful planning and execution to ensure that the quality of education is not compromised and that the expansion is financially feasible and sustainable in the long run.

Furthermore, being globally-oriented and research-oriented is important for universities to remain relevant and competitive in the ever-changing landscape of education. This requires universities to continuously adapt and improve their programs, curriculum, teaching methods, and research activities to meet the needs and expectations of students and stakeholders.

In conclusion, being self-dependent, globally-oriented, and research-oriented are essential for the sustainability and success of a learning institution. However, achieving these goals requires strategic planning, effective management, and continuous improvement.
