TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME (TEQIP)

GUIDELINES ON IMPLEMENTATION OF REFORMS

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NPIU

**National Project Implementation Unit
Ed CIL House, 4th Floor, Plot No. 18 A,
Sector 16 A, NOIDA – 201 301
Uttar Pradesh**

PREFACE

COMPLIANCE OF LEGAL COVENANTS AND REFORMS RELATING TO TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME

One of the preconditions for participation in TEQIP by States and Institutions was their commitment to implement following Reforms, which formed a part of the Project Agreement signed by the States with the World Bank:

1. Grant of autonomies – Academic, Administrative, Managerial and Financial
2. Changing pattern of Non-plan Funding to Block Grant basis to publicly funded Institutions
3. Establishment of four Funds viz. Corpus Fund, Staff Development Fund, Maintenance Fund and Depreciation Fund.
4. Encouraging Institutions to increase recovery of cost of education
5. Permitting Institutions to generate, retain and utilize revenue generated through variety of activities
6. Formulating a policy to enable Institutions to fill-up all existing teaching and staff vacancies
7. Flexibility in academic program
8. Governance system with participation of stake-holders
9. Delegation of decision making powers to senior functionaries with accountability
10. Friendly management system for staff and students
11. Utilization of resources and reducing wastage
12. Student Performance Evaluation
13. Performance appraisal by students and teacher counselling
14. Faculty incentive for CE, Consultancy, R&D, Services to Community etc.
15. Recognizing merit of teachers
16. Packages to attract and retain quality faculty

These Reforms are Legal Covenants and have necessarily to be complied with by all States and Institutions.

NPIU has been organizing Workshops and Meetings to emphasize upon the legal requirement in implementation of these Reforms. During the

Joint-Review Missions it was observed that though the States are all committed and keen to implement these Reforms, they are unable to ensure compliance because of their lack of understanding the process of implementation.

With a view to facilitating the better understanding of the implementation process for the Legal Covenants, NPIU had engaged eminent Experts & Professors in Technical Education to prepare a Guideline Document which can form the basic core of the activity relating to the implementation of these Legal Covenants by the States.

CONTENTS

1. Grant of autonomies – Managerial, Academic, Administrative, and Financial

Specific instructions have already been issued on academic autonomy and what is expected from Lead and Network Institutions. University and Deemed Universities are fully autonomous in all areas except for financial control often exercised by Government/Management to ensure accountability. As long as the local Board of Management is empowered to spend the sanctioned budget and re-appropriate if absolutely necessary under advice from Finance committee and under specified guidelines, the autonomy concept is preserved. Autonomous colleges under a University exercise full academic autonomy except for the Award of Degrees, which is under the University. Affiliated Colleges have to be given autonomous college status for the purposes of this Project. All Institutions are required to have local Board of Management/Governors with full powers for administrative, managerial and financial decisions subject to any guidelines gives by the Government for accountability

Managerial Autonomy

Powers for institutional management through exercising each of the 4 autonomies vest in the BOG (subject to Government Rules/Regulations and as per terms of MOA), which will delegate these to various committees/ functionaries. The functions of BOG (mainly policy decisions, developing strategies, review and monitoring, approvals, etc) are listed on page 42 of PIP (Section-III, item 4.2)

- The BOG shall delegate suitable Academic, Financial and Administrative Powers to various functionaries to streamline the running of the Institution. The BOG shall frame Rules for accountability at each level
- The BOG shall evolve delegation of authority and responsibility to be discharged by the functionaries
- Refer Reform 14.

ACADEMIC

Lead Institutions are required to exercise full or significant academic autonomy.
Network Institutions are required to exercise at least substantial academic autonomy. However, significant or full academic autonomy is desirable.
The following table gives the extent of Academic Autonomy against the parameters, which must be exercised by the Institutions.

Parameters	Full	Significant	Substantial	Accountability	Comments
1.Admission of students based on merit as per State Policy on common entrance examination, counselling, and reservation	Yes	Yes	Yes	State Government mechanism and Court decisions	Institutions have little say except for marketing their programs to attract best students
2.Award their own degrees	Yes	No	No		Only Univ. or Deemed Univ. can award own

					degrees
3.Determine own curricula, course content, curricula implementation and methods of training	Yes	Yes	No	Expert Review including outside experts	Network institutions may only influence desirable changes
4. Add value addition courses as per market demand	Yes	Yes	Yes	Expert advice from stakeholders	Essential for Network Inst.
5.Evolve new methods of summative evaluation and their frequency, conducting examinations and declaring results	Yes	Yes	No	Internal Quality Assurance mechanisms with supervision from Univ. , if desired	Network Institutions Guided by University regulations
6.Develop new methods of formative and internal evaluation as per advice from experts	Yes	Yes	Yes	Internal Quality Assurance mechanism with University . guidance	Need for complete transparency in the evaluation process
7.Enter into collaborative arrangements with outside bodies /experts for curricula development, employment oriented value addition courses, new teaching learning methodologies and innovations	Yes	Yes	Yes	Approval from BOG	Both Lead and Network Institutions can jointly undertake such collaborative arrangements
8.Develop credit based curriculum	Yes	Yes	Desirable	Expert Committee and Academic Council	Network Institutions if not autonomous would have to follow University rules
9.Permit Credit exemption for previous attainments	Yes	Yes	Desirable	Academic Council Regulations	Network Inst. Have to follow Univ. rules
10. Introduce flexibility in the curriculum with choice of electives	Yes	Yes	Desirable*	Academic Council Regulations	*subject to University regulations
11.Develop an effective system for teacher evaluation by students.	Yes	Yes	Yes	Guidelines formulated by Academic Council	This is part of internal QA and would need no approval from Univ. even for affiliated Institutions
12.Consider Network assignment and services	Yes	Yes	Yes	As per CIP and controlled by	Internal arrangement

to community and economy work as part of academic duties				Institutional Project Management Units	
13.To start new courses, new programs and to re-orient and restructure or delete existing programs	Yes	Yes	Desirable	Approval of Academic Council/ BOG/ AICTE/ University, as required after Expert advice in consultation with stake holders	Detailed exercise required before starting new programs
14. Power to send teachers for academic advancement	Yes	Yes	Yes	BOG Guidelines	
15. Introduce innovations in teaching/learning processes through controlled experimentation	Yes	Yes	Yes*	Academic Council	* Need Univ. approval, if not autonomous
16.Freedom to run continuing education, distance learning and e-learning and skill enhancement programs as per market needs	Yes	Yes	Yes	BOG Guidelines	Network Institutions may join Lead in cooperative programs of this type
17. Develop Faculty training needs assessment scheme in line with academic requirements	Yes	Yes	Yes	BOG and CIP	Academic Departments be empowered
18 Develop collaborative academic links with Institutions in the network cluster	Yes	Yes	Yes	Institutional Project Management Units guidelines as per CIP	Academic Departments be empowered
19 Inviting Experts including industry for special lectures	Yes	Yes	Yes		

ADMINISTRATIVE AUTONOMY

- All powers pertaining to meet the objectives of the Institution will vest in the BOG subject to the Government/Legal Regulations and as per the Memorandum of Association / Government Orders.
- Committees, Sub-committees or Advisory Committees in appropriate areas of functioning will support the BOG. The BOG shall constitute such Committees or empower the Director/Principal to do so
- Refer Reform 13

FINANCIAL AUTONOMY

- The BOG shall enjoy Financial Autonomy with regard to preparation, sanctioning and spending the budget to achieve the objectives of the Institution.
- The BOG shall enjoy the powers to appropriate the funds and to re-appropriate the same under certain circumstances
- Proper set of Rules and Regulations are to be evolved to properly exercise the powers of the BOG as per the MOA/Govt Orders.
- Delegation of Financial Powers to various levels of governance and functionaries for efficient functioning is needed and is to be evolved
- Proper pre-audit and audit Rules and Procedures are to be evolved.
- A suitable monitoring mechanism is to be developed so that BOG may take corrective/control measures.

NOTE: **Only the BOG shall authorize all delegated powers to various functionaries and will develop and maintain a Document (Operations Manual) containing the same.**

2. **Changing pattern of Non-plan Funding to Block Grant basis to publicly funded Institutions**

Block Grant is a Legal Covenant to be complied with by the States

This pattern allows institutions to know their recurring/non-plan grant in advance over a period of time. Annual increases due to inflation are indicated in advance. Institutions are free to mobilize additional resources from savings, donation and Internal Revenue Generation (IRG) and keep them additionally to their Block Grant. Block grant does not use deficit financing and does not mean release of funds in a block.

- Allocate/reallocate the block grant to expenditure categories as they deem best serves the Institutions
- Retain revenue generated at the Institute level without reduction in government funding and to use generated revenue for institutional development and for the four funds
- Enhance revenue generation by various means within the broad mandate of the Institution
- Determine packages to attract and retain faculty and staff. However, Institution will be free to improve upon the prevailing All India Council for Technical Education, pay commission norms will have to be kept in view while deciding terms of employment
- Take fiscal decisions for better financial management of the Institution
- Governments are to prescribe broad guidelines for the use of Block Grant and lay down accountability criteria.
- Suggested number of instalments for the release of Block Grants by the Government are two per year
- The BOG shall have the power to allocate or re-allocate the Block Grants subject to the terms of the Block Grants
- Special grants shall be provided as `force majeure' in the event of revision of scales of pay and other unforeseen events

NOTE : The notification from Haryana Government and MHRD are attached   as Annexure A & B for reference and may be adopted with suitable modifications, as required.

3. Establishment of four Funds

Creation and establishment of Four Funds is a Legal Covenant to be complied with by the States and Institutions

Each Institution has to establish following four funds.

- I.   Corpus Fund
- II.   Staff Development Fund
- III.   Maintenance Fund
- IV.   Depreciation Fund

The purpose of these funds is to ensure sustainability of the reform process beyond the Project period. The funds have to be created, sources of input to the funds indicated and rules for utilization of individual funds made by the BOG/ Managing Committee. Sources could be a definite percentage of fees collection from students, savings from block grant, donations from alumni and charitable organizations, IRG including commercial use of facilities, consultancy earnings (institution share), and matching grants from Government/management on IRG etc. (excluding TEQIP grant).

These funds should not be used during the period of implementation of TEQIP since these funds are aimed to make the institutions sustainable beyond the Project period.

There is no need to open separate bank account with the banker for each fund at all. These funds should be reflected in the books of accounts and annual statements of the accounts maintained for TEQIP.

Suggested sources for the Fund

Source of Fund	Corpus Fund	Staff Development Fund	Maintenance Fund	Depreciation Fund
1. Development Fee*	60%	40%	-	-
2. Tuition Fees	Any savings	-	-	-
3. CEP (earning)	-	100%	-	-
4. Consultancy -Institution share	-	50%	25%	25%
5. Other Internal Revenue Generation #	-	-	50%	50%
6. Other income **	100%	-	-	-
7. Savings from Block Grant/ Sanctioned budgeted Expenditure	-	-	50%	50%
8. Matching Grant from the Govt/ Management	100%	-	-	-

* As permitted by the AICTE or the State Government
\# This will include commercial utilization of the facilities like space, playing field, equipment etc.
** This will include donations from industry, alumni, charitable organizations and income earned from any funds other than the Four Funds unless restricted.

The above percentages are suggestive. Institution may enhance or reduce the above percentage depending on the earnings of the institution through different sources.

NOTES

- All fees and other charges recovered from the students can not be used for creating the Four Funds except for Development Fee and savings from Tuition fees as per AICTE/State Government instructions

- Interest on Project Funds must be ploughed back to the Project Funds

- All interest other than above will go to the Corpus Fund

- No income is to be made from formal Networking activities, however income from non-formal Networking shall be considered as IRG

- No element of the government sanctioned Plan Fund shall go to the above Four Funds

The Government / BOG will frame the Rules consistent with the regulations of the competent statutory bodies and judicial pronouncement. Example- Annexure B.

4. **Encouraging Institutions to increase recovery of cost of education**

Education is highly subsidized in the country. The idea is to increase recovery by reducing subsidy wherever possible. While the fees to be charged are decided by the Government), often under judicial pronouncement, subsidies could be abolished or substantially reduced in hostel rents, food and electricity charges in hostels and student canteens, cultural programs, student excursions, sale of books and stationery etc.

- Collect cost and expenditure data on various Cost Centres viz:

  1. Academic – class, library, lab etc
  2. Residence – Hostels
  3. Transport
  4. Canteen
  5. Sports
  6. Student Services
  7. Misuse/ abuse of facilities etc.

- Analyze the data.
- Find hidden or deliberate subsidies
- Recovery (removal of subsidy) should be consistent with State/Institution Fee prescribed by the Fee Committee
- **Keep in mind sensitivities of students and other stake-holders**

5. **Permitting Institutions to generate, retain and utilize revenue generated through variety of activities**

This is an essential reform and must be used as an incentive to Institutions to seek elimination of wasteful expenditure, identify new sources of revenue and increase their IRG substantially. The revenue so generated must not be used by the States against deficit financing of institutional grant but be allowed to be used for the development of the Institution through formulated guidelines for their proper use.

Revenue Generation

1. A greater empowerment of the Institutions by the Government in case of Government funded and aided Institutions and by the private management in case of private institutions is desirable.
2. In order that the faculty and/or the staff feels encouraged to develop and take up revenue raising activities and programmes over and above their routine academic and other duties in the institution, they should be given an appropriate share of the revenue earned as an incentive
3. The department/college/institution should recognize such activities in assessing concerned faculty/staff for their performance, for whatever purposes such as awards or promotions
4. The concerned persons should be given due freedom to utilize part of the earnings to develop office and laboratory facilities, purchase of literature and attendance at conferences
5. A wide spectrum of activities is known to be possible for raising revenue and should be undertaken in earnest by the various institutions:

   - Consultancy projects sponsored by private or public sector industry
   - Sponsored research Projects*
   - Offering continuing education programmes tailored as needed
   - Offering specially designed degree programmes for candidates from public sector undertakings
   - Reach out as at 3rd and 4th bullet above to the neighbouring SAARC countries/States
   - Industry-Institute interactive programmes ensuring mutual benefits including revenue generation for the institution
   - Commercial activities eg commercial use of facilities, earning from incubation centres and step

* Incentive as financial share of the revenue is usually not permitted in sponsored projects, but improving facilities for personal academic research and travel for attending conferences could be permitted as per rules of the sponsoring organisation.

Utilization of resources and reducing wastage

This is a vital area for improving efficiency and cost effectiveness of the educational process. Resources are many: academic space, hostel and faculty accommodation, playgrounds,

equipment, faculty expertise, staff expertise, etc. Optimum utilization of these resources would need careful planning. Utilization factor of teaching and laboratory space could be considerably improved by proper timetabling. Teaching, laboratory supervision, research and consultancy activities, continuing education, network exchanges, service to community and economy could all be optimized for best output by planning and fitting the right person for the right job and giving them due authority, responsibility and incentives.

Reduction of wastage could be achieved through automation and reduction of paper work, electricity and water saving, outsourcing of routine tasks, preventive maintenance, employing persons with multiple skills or training existing personnel for advanced work/multiple skills, keeping longer working hours for all facilities e.g. computing, library, laboratory and testing services, marketing unutilised facilities like auditorium, seminar halls, playing fields bibliographic or testing services. Some of the services, like security, sanitation etc. may be outsourced.

6. **Formulating a Policy to enable Institutions to fill up all existing Teaching and Staff Vacancies**

Excellence cannot be achieved through part-time, ad-hoc or contract faculty as they lack commitment to the Institution. Vacancies must be filled subject to any rationalization of cadre necessitated by student increase/decrease, and curricula compulsions. Visiting faculty do add academic value to the courses due to their expertise or industrial experience but their number should preferably be limited to 10-15% of the regular cadre and they are not normally given full responsibility for any academic course. Ban on filling vacancies by some state government must be immediately lifted and AICTE norms for student/teacher ratio be persevered

- Re-assess and rationalise the requirement of the total faculty (including Physics, Chemistry, Mathematics and Social Sciences) by following the norms of AICTE.
- The faulty to student ratio recommended by AICTE is 1:15. This requirement is **Mandatory** and has to be followed by all institutions under TEQIP. It is suggested that an attempt should be made to have a preferred ratio of 1:10. For the Post Graduate courses the ratio of faculty to student should be 1:10 but preferably it should be 1:8.
- All posts considered to be equivalent to teachers are not to be considered in the calculation of teacher student ratio.

Example of Calculation

Calculate the load and restructure as per the Lecture: Tutorial: Practical (LTP) of all subjects taught as follows:

Assume a class of 120 students. Such a class has to be broken into 2 sections of 60 students per section.

1. If we assume a subject having an LTP loading of 3-1-2 (5 credits) then the contact hours would be $3 + 4 + 8 = 15$ hours per week. For the class of 120 the contact hour would be 30 hours per week.
2. If the subject loading is 3-1-0 then the contact hours per section $3 + 4 = 7$ hours per week and for the class it would be 14 hours per week.
3. For a subject loading of 3-0-0 the contact would be 3 hours per week per section and 6 hours per week for the class.
4. Thus if a semester has 4 subjects of 3-1-2 loading and one subject of 3-1-0 loading then for a class of 120 students the total contact hours would be **134 hours** per week on an average per semester. .
5. For the 8th semester with Project load and 2 courses of 3-1-0 load would be similar and approximately be 134 hours per week. In the project 2 students per group are assumed and loading of 9 hours per week for a group is used for calculations.
6. Considering 4 semesters running at a time the total contact hours would therefore be 4 x 134 = 536 hours. These contact hours include the main department and the sister departments like Physics, Mathematics etc. helping it. The requirement of Faculty for each department can only be calculated following these norms for actual classes engaged since Electives would mean more than five subjects may be offered in a semester.

7. Load expected per faculty is 14 hours per week. One unit of a department is assumed to consist of Professor- 1, Asst Professors- 2, and Lecturers- 4 with contact hours as 8,12 and 16 hours respectively. This will mean 14 contact hours per week per faculty.

Further assume that the strength of a department is calculated on the basis of actual contact hours plus 10 percent extra to take care of vacancies due to leave, training, reserves etc. However it could be 15 percent as a liberal incentive.

- Considering the above calculations the number of faculty members required for a department having UG admissions of 120 students per year can be calculated. The load of Departments like Physics, Chemistry, Social Sciences and Mathematics can be calculated similarly
- Faculty Structuring has to be done department wise; UG and PG programmes are part of the same department.
- **The target date to complete the rationalising and restructuring the faculty is June 2006.**
- Care should be taken not to disturb the existing faculty.
- If required the new posts according to the norms of AICTE have to be created within six months. However it has been noticed that large number of vacancies exist in many Institutions and those could not be filled due to various reasons including non-availability of funds from the governments concerned. Some of the" classical" departments have more teachers than the formula of the AICTE whereas the requirements of faculty are in the newer departments.
- New posts required for new courses as shown under rationalizing scheme above should be filled by TEQIP funds. **After the project is over, these posts shall be supported through additionality through Block Grant.**
- **Visiting Faculty** Visiting faculty can be of two types: one who brings additional value to a course due to his special expertise or professional experience, and the other who substitutes for a vacant faculty position. The first category is rarely available for taking full academic responsibility of any course for the whole semester and should normally be associated with a full-time faculty. The second category should be utilized against a vacant post to the extent of 16 contact hours per week throughout the semester. It is desirable that this category of visiting/contract faculty handles his/her academic load in the semester with full responsibility and accountability under the guidance of the HOD.
- **Recruitment**: the recruitment of competent faculty should be an on going process. **The Institutes under the TEQIP programme may recruit faculty on an ad hoc / contract basis, if necessary. They should get it regularised within six months**. The process could be by advertisements in the newspaper, technical magazines, website, invitation, search committees, visit to the institutions etc.

Cautions:

1. No teacher should be dislodged from his position in the process of restructuring and rationalising. If there is an excess of teachers in a particular department they could be retrained and encouraged to teach other courses, if required.
2. Sensitivities of the faculty, administration and management have to be kept in mind.
3. The exercise of rationalisation and restructuring has to be transparent and should involve larger number of faculty.
4. The whole exercise should conform to the rules and regulations of the UGC, AICTE, and respective BOG.

Benefits:
1. Reducing the overload of the existing faculty.
2. Improving the teaching –leaning process
3. Give more time to the faculty to do research and engage in R&D activities as well as consultancy.
4. This will encourage the faculty to form viable research groups.

7. **Flexibility in academic program**

Flexibility could include multipoint entry, introduction of credit scheme and choice of a large number of electives, with course curricula permitting students to choose subjects to suit their career aspirations. Flexible pace of earning credits with minimum and maximum specified per semester, carrying over credits, registering more credits than required, having audit courses, choosing courses from other disciplines are a few other examples of curriculum flexibility

It is suggested that the Institutions adopt the following Credit Scheme. This is mandatory for the Lead Institutions. Mentor should help the Institutions to recast the existing curricula to Semester based Credit scheme.

Suggested Credit Scheme

1. A subject is assigned number of credits depending upon its importance and the weight apportioned to it in the scheme of subjects being taught in a semester. Though various Universities across the world have used different measures for defining a credit, in general, one lecture hour per week (contact hour) is given the weight of one credit. It also means that a student has to devote 2 to 3 hours of self-study per week at home for one credit. The tutorial in the presence of a formal instructor is also assigned one credit for one hour of work. In a similar vein the laboratory work is assigned credits and normally two to three hours of Laboratory work in a subject per week is assigned one credit.
2. Based on the above credit definition the number of credits for formal instruction or lectures should be between 12 to 15 but not exceeding 15 in a week. Tutorials are necessary and important where problems solving is involved.
3. Considering Lectures, Tutorials and Laboratories It is suggested that 25 credits should ordinarily be the formal load of a student in a week.
4. Subjects of 1 credit should not be encouraged. 2 to 3 credits per week are optimum in subjects where there are no tutorials and laboratories.
5. Ordinarily 5 theory subjects should be taught in a semester but in special circumstances 6 or 7 theory subjects may be permitted in a semester but all within the maximum limit of 15 credits in a semester (special cases are discussed later).
6. From the credit definition above the student should not have more than 28 hours of formal load in the college. In fact the formal hours of work should be within this limit and preferably not exceed 25 hours per week. This would lead to a total workload of fifty hours per week for the student counting both formal and self study hours.
7. For the failure cases the Institution may run a Summer semester of minimum six weeks duration
8. The total number of credits in an 8-semester programme for the award of a Degree should therefore be 200. Since a wider range of electives may be offered it would be difficult to adjust to 200 credits exact for every student and therefore it is suggested that the credit requirement be kept flexible to have 200 +or- 5 credits as the norm for eligibility of the degree.

Core and Electives:

1. The whole programme could be divided into core, non-core, electives, and audit courses covering engineering / technology, sciences, project and professional development that includes management, humanities and social sciences. The core programme should be designed very carefully. The distinction between core and non-core is important in the sense that non-core subjects cannot be treated as compulsory whereas all core subjects are compulsory.
2. The distribution of credits could be:
   - Engineering and Technology; 125 credits
   - Sciences; 35 credits
   - Professional Development; 25 credits
   - Industrial Training of 2 credits
   - Project plus Final Viva-voce; 13 + 2 = 15 credits (2 credits are for final viva-voce)
3. The distribution between core and elective could be:
   - Core; 100 credits or 50 percent approximately
   - Electives; 45 credits or 25 percent approximately
   - Non-core; 40 credits or 20 percent approximately
   - Project plus Final Viva-voce; 13 + 2 = 15 credits.

Number of Electives:

1. Non-core subjects could be those subjects that are not elective per se but a student may change or take another non-core subject from his own department or from a sister department. For example 26 to 30 credits for general electives would give the student an opportunity to choose around 9 to10 elective courses in his own discipline giving him an opportunity to study the subject in great detail.
2. A list of available electives would be given and if required one would be able to group the electives in such a way that a student would be able to study three or four subjects related to same topic. This has also been named as "Streaming of Electives"
3. The student after fulfilling the requirement of specified core subjects may take other subjects from the non-core areas to complete the balance of credits. He could take subjects of his choice from any department including his own subject to his eligibility and adjustment of the timetable. The non-credit subjects are like 'soft' electives and allow a student to study subjects of his interest, maybe outside his own discipline.
4. There should be no restriction on the choice of non-core subjects except the timetable and eligibility.
5. An idea of "Free Elective" has also been experimented with where the student can take one extra 'elective' from a different department in each semester. The credits of this elective subject are not counted within the required 25 credits but the grade obtained is added and used to calculate the SGPA and CGPA. By opting for such Free Electives a student can improve his CGPA without increasing his 25 and 200 credits limits. It is a good scheme to entice the students to take 'specially tailored' subjects from different departments. This is a different idea from the Auditing of courses.

6. Auditing of courses should be encouraged. Credits assigned to this subject will not be counted for the total credits taken and the grade obtained will not be taken into account while calculating SGPA and CGPA. However the grade card will show the Audit Course attended and the grade so obtained.

Flexible Programme:

1. There has been a feeling that not all students need take the full load of credits in every semester. The perception is growing that by allowing the students to register for fewer numbers of credits in a given semester we would help the student to learn at his pace. The situation may arise due to illness, preoccupation in trying to earn his living or whatever. Fortunately, in India, the parents support majority of the students financially and they are interested in their wards passing out in the given time of four years. However provision must exist for allowing a student to register for lesser number of credits in a semester. This would also help students who are attending the programme on a part time basis. He would take longer period to complete his degree but it could still help the student to cope with some unforeseen problems.

2. The minimum number of credits that a student must register is suggested to be 15 credits in a semester. It is required that the students complete the eight-semester programme in sixteen semesters maximum.

3. Again if a student can manage the load he may be permitted to register for more credits than the 25 credits specified. Naturally such a student should have better than average CGPA -- suggested 7.5 and above. The maximum number of credits he can take in a semester be limited to 30 credits. By such adjustments a student may complete the programme in seven semesters only, alternatively he may complete all subject credit requirements by the seventh semester and concentrate on the project only in the eighth semester.

4. After registering for the core subjects a student may choose non-core and elective subjects to complete the 25 credits norm from a basket of electives and non-core subjects available.

5. If the credits system along with core, non-core and electives is standardized the transfer from one college to another would be a possible and a student can carry over the credits from one place to another.

6. Most of the colleges follow a very rigid system of admitting students only in the first year at the beginning of the programme. With a credits system a student may be admitted on transfer from other colleges in the later semesters also. This lateral entry may prove beneficial to a number of students who may require a change for some reason. The flexibility of the system should allow students to carry the credits from one course to another on a transfer. These transfers or lateral entry may be permitted depending upon course already done.

Grading:

1. Letter Grades have become universally accepted, though the methods of awarding the grades have been different. Marks are invariably awarded by the teacher first and later converted to letter grades either by using a distribution formula or by a linear conversion.
2. Strong case exists for either of the two systems of converting marks into grades. However for smaller class sizes of say 50 students or less the distribution system is not recommended.
3. A seven point 'passing' grading system has been found to be most sensible.
4. Linear Grades System with like A+, A, B+, B, C+, C, D, E and F is illustrated. The grade D is the pass grade. The grade E is necessary because if a student gets less than 30 marks the credit point is zero and the SGPA gets pulled down in a very non-linear fashion. Thus a student who is getting poorer marks gets a SGPA that is even poorer. With a grade E he has to register in the subject again and has to get a grade D or better.

	Marks	Grades	Credit Points
Less than	20	F	0
More than	20	E	2
Ditto	30	D	4 [Pass grade]
Ditto	40	C	5
Ditto	50	C+	6
Ditto	60	B	7
Ditto	70	B+	8
Ditto	80	A	9
Ditto	90	A+	10

a. There shall be no Supplementary examination. A student who has obtained F or E grade has to register in a Summer semester, attend all classes and appear in the examination and obtain a pass grade.
b. CGPA of 4.5 should be considered as PASS.
c. In general a subject may have lecture, tutorial, assignments, and laboratory component. The normal practice is to club Laboratory marks with the Theory marks and award a common grade. However keeping the Laboratory marks and grades separate from Theory and assign a separate grade is better. The students have a tendency to neglect the Theory and obtain a pass grade in combination with Lab marks.

5. The assessment of student learning should be based on an "integrated approach" to Practical and as well as academic learning and integration across academic disciplines. The Academic learning will have an integration of classroom teaching and innovative and creative laboratory practices. These would include all components of problem solving exercises, tutorials, home assignments, quizzes and continuous assessment. It does not rule out the implementation of new learning environments where we may involve modern educational technology, e-learning, student led problem solving teams, CD based tutorials, learning laboratories, on-line learning materials and services of other campus professionals. The role of the faculty may also change to a facilitator, a mentor, a lecturer for short period, leader of intense discussions among the students, and an assessor of students.

8. **Governance system with participation of stake-holders**

Stakeholders for Institutions in higher technical education are many: students and their parents, faculty, staff, employers, community leaders, government, quality assurance bodies, University, Network partners etc. It may not be possible to include all stakeholders in the governance of the Institution but mechanism should be evolved for interacting with those who find no direct representation in the governance system

It is suggested that the following Committee may be formed for the governors of the Institutions:

1. **Board of Governors (BOG):** This Committee may consist of the Chairman of BOG and other stakeholders as well as nominated members as per the Act/Memorandum of Association (MOA). It is expected that representatives of all stakeholders will be represented in the BOG. The BOG should meet at least four times a year. The Board may constitute a **Executive Committee** of its own for executive decision under its preview
2. **Academic Council/Committee:** As per Act/MOA
3. **Finance Committee:** As per Act/MOA
   (These two Committees will have representatives of the faculty as its members)
4. **Building and Works Committee:** As per BOG
5. **Purchase Committee:** As per powers delegated by Director/Vice Chancellor
6. **Disciplinary Committee:**
7. **Institute Development Committee:**
8. **Students Affairs Committee:**
9. **Library Committee:**
10. **Grievance Committee:**
11. **Anti Sexual Harassment Committee (ASH):**
12. **Any other Advisory Committees (as per need):**

All the above Committees (5,6,7,8,9,10,11,12) will be formed by the Director with approval of the BOG and will consist of representatives of stakeholders, functionaries of the University including students in some of the Committees where the presence is required.

The Director should ensure that opinion of all stakeholders on issue related to institute governance is available to the management through their representation in some committee.

Proper formulation and functioning of these Committees would lead to transparent, congenial, fair and participated management based on mutual trust.

It is suggested that a small Working Committee of the BOG members may be nominated by the BOG to work on behalf of BOG and disposal of matters referred to it quickly.

9. **Delegation of Administrative and Financial powers to senior functionaries with accountability**

Decentralization of authority with proper accountability is the hallmark of good governance. In many institutions delegation of authority does not trickle down below the Principal. While most of us want autonomy to function without visible control from the top, we are not often willing to share the same autonomy with people below us in the hierarchy. The powers and responsibilities of the Principal, heads of department, Professors and other senior faculty in the department, laboratory in-charges and other faculty functionaries should be clearly specified in a decentralized administrative environment and be available to all concerned. Even junior faculty and staff should know their authority and responsibility for which they would be held accountable. An Operations Manual for all institutions /department containing rules and regulations, powers and privileges, and accountability measures should be available for reference to all faculty, staff and students (for academic rules) concerned.

(a) Exercising Financial Autonomy

- As a measure of Financial Reforms adequate financial powers to the Director and other functionaries be delegated by the BOG. The suggested minimum financial power to the delegated are as under:

  i.   Director-Rs. 20 lacs for single purchase order
  ii.   Head of the Department or equivalent: Rs. 50000 for single purchase order
  iii. All expenditure above Rs. 20 lacs would have to be approved by the Board of Governors. Similarly all expenditure above Rs. 50000 by the Head of the Department shall be approved by the Director

- If required, re-appropriation within the Budgeted amount may be done by the Director and report it to the Finance Committee. Re-appropriation may be 10% (say) of the sanctioned budget Head
- Any re-appropriation above 10% in the Budget Heads has to be taken to the Finance Committee and BOG for approval.
- The BOG shall evolve Rules and Regulations for disbursement of Loans and GPF advances to the faculty and staff, staff and faculty development including training within Indian and abroad, fellowship programme, medical, conveyance, commercial activities and identify the functionaries who shall exercise the powers on its behalf.
- BOG shall evolve Rules and Regulations and delegated powers to Director, librarian, registrar, finance officer, estate officer, workshop superintendent, Director, Deans, controller of exam, in-charge computer centre and any other functionaries.
- The BOG shall delegate power to the faculty concern for operating the R&D Projects, consultancies, CEP, conferences/seminars etc.
- The BOG shall make norms for operating Four Funds and operating recurring expenditure
- The management of private institutions must give equal grant to the savings from non-plan expenditure to encourage efficiency.

(b) Exercising Managerial Autonomy

- All academic, administrative, financial procedures and decisions should be as transparent as possible and care should be taken to involve maximum participation of faculty/ staff in the decision making process.
- 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 BOG.
- Director should approve all R & D Projects and sponsored projects.
- The appointing authority based on the recommendations of the appropriate Committee would take all Rewards and Disciplinary actions.
- All Disciplinary actions against class one officers and the Board of Governors/ Chairman on the behalf of BOG will take the faculty.
- All appointments of faculty and class one officers shall be through Statutory Selection Committee and the Board of Governors. All other positions should be filled with selection committee and appointments made by the Director and report to BOG.
- On the recommendation of the Head of the Department Director will approve the deputation of staff to attend seminars, conferences, and industrial training programmes. BOG shall evolve the norms for the same.
- On the recommendation of Head of the Department of the department concerned the Director may approve a faculty member to avail one day per week leave for Consultancy work. BOG shall evolve the norms for the same.
- It is suggested that Directors/ Principal should delegate some of his powers to the Deans, Heads of Department and Professors as the case may be.
- The Institute shall facilitate the Principal Investigator of the R & D and Sponsored Projects to handle all functions and have powers regarding management and financial expenditure. These financial actions of the Principal Investigator should be subject to the Internal Audit Rules.
- It is desirable that the holdings of the library shall be checked and audited every three years
- It is suggested that if the BOG may appoint a Working Committee/Advisory Committee to carry out some of the activities on periodic basis. Such Committees shall normally be chaired by the Director of the Institution and may have some members from the BOG itself and some senior members of the Institution. This Committee is normally advisory to the BOG.

10. Friendly management system for staff and students

Management's role should be to assist development of a proper academic ambience and culture in the Institution with friendly interaction and ease of accessibility to faculty, staff and students, to simplify administrative and bureaucratic procedures by cutting down or eliminating red tape, to develop conflict resolution mechanisms, to promptly handle legitimate grievances and requests for rendering services. Management should be seen and perceived not as controllers of the educational process but as friends and co-workers engaged in the common mission of providing high quality education and services to students and the community and building an Institution of excellence.

Highlights

- Quality improvement should focus on management's role as a facilitator.

- Globally the management mindset is changing from being an inspector (boss) to a friendly advisor (partner) to help improve the systems.

- Management needs to develop a progressive academic environment where faculty is encouraged to contribute his best. Wherever the faculty requires a justified management support, the same needs adequate facilitation.

Steps

- Management should facilitate vision development towards academic excellence.

- The management should aim at greater community service efforts and lead by example. It should facilitate and motivate faculty members in this direction. Rewards and recognitions for community work may be installed.
- The management should identify common needs and develop transparent and helpful processes for it.
- Administrative and bureaucratic procedures must be simplified.
- Develop a culture of participative decision making, academic process development, planning on quality improvement, procurements, new courses and new facilities for the benefit of students.
- Management needs to develop a progressive academic environment where faculty is encouraged to contribute its best.
- Development of conflict resolution mechanisms is very essential. The management must facilitate processes that are constructive and bring synergy amongst faculty and other stakeholders.
- Ensure free flow of information and its easy access by one and all about the various rules and processes developed by the management.
- Develop a culture of participative decision making with students and faculties.
- Friendly interactions must be promoted. Globally best institutions use regular socialization towards achieving this aim.
- Management must develop processes that offer equal opportunity for growth and happiness. The competition must not induce unhealthy stresses. On the other hand a healthy competition may help all to improve.
- Ensure free flow of information and easy access to all about the various rules and processes developed by the management. The rational and benefits of these must be explained to all concerned. Lack of knowledge often leads to fear / frustration.
- The management processes must be so designed that it offers a single window service for most of the faculty and student requirements.

Benefits
- A proper working ambience will facilitate better learning.
- Relations between students and faculty will improve.
- Elimination or red-tape will lead to tremendous time savings.
- Transparency in the processes involved will ensure fair play.
- Free flow of information will facilitate awareness about policy changes.
- A grievance addressing mechanism will promote all round satisfaction.
- Participative decision-making will improve quality of education.

11.   Utilization of resources and reducing wastage

This is a vital area for improving efficiency and cost-effectiveness of the educational process. Resources are many: Academic space, hostel and faculty accommodation, playgrounds, equipment, faculty expertise, staff expertise, etc. Optimum utilization of these resources would need careful planning. Utilization factor of teaching and laboratory space could be considerably improved by proper timetabling. Teaching, laboratory supervision, research and consultancy activities, continuing education, network exchanges, service to community and economy could all be optimised for best output by planning and fitting the right person for the right job and giving them due authority and responsibility. Reduction of wastage could be achieved through automation and reduction of paper work, outsourcing, preventive maintenance, employing persons with multiple skills or training existing personnel for advanced work/multiple skills, keeping longer working hours for all facilities e.g. computing, library, laboratory and testing services, marketing unutilised facilities like auditorium seminar halls, playing fields, bibliographic or testing services.

Highlights
- Institutions have significant potential for improving resource utilizations. This needs to be done judiciously without affecting the quality of education.
- Management may consider several options: multiple shifts feasibility, using part of the resources for the benefit of local industry, training community and deprived sections during evening or holidays, running continuing education programs, inviting network institutions to share some facilities etc.
- Careful planning may help optimum utilizations of the resources. Proper timetabling and multi-skilled workers can increase teaching/ effective lab space utilization.
- Outsourcing various activities like security, canteen, health services etc may help achieving better effectiveness and utilization of resources.
- Empowerment of faculty may help in utilizing teaching and laboratory resources for research, teaching weak students, consulting and sponsored R&D activities.
- The management can first identify key resources on the investment basis (also academic value addition basis if needed). Then its present utilization can be worked out. A system analysis as to who are the other stakeholders (faculty, staff, management, industry, community etc) that may benefit. Accordingly faculty/staff may be encouraged to develop new programs for wider use.
- Some rationalization (especially on computing resources) may help to improve laboratory equipment usage by several internal and external end-users.
- While starting new courses or new programs, the institution can benefit from the integrated use of several facilities. A good planning is helpful.
- Computer based automation can help reduce paperwork, space, manpower etc and must be carefully analysed. Library information systems can help improve the utilization of books and other reading material.
- Use of OHP and LCD can help to increase the efficiency and effectiveness of teaching. The various resource wastages can be avoided.
- After normal working hours the facilities such as auditorium, seminar halls, fields etc may be offered to community and small industry, entrepreneurs etc.

Steps

- Careful planning must do optimum utilization of all resources.
- Use proper timetabling to improve utilization factor of teaching/lab space.
- Identify the key resources not only on the investment basis but also on the basis of the importance of knowledge contributed through them. These critical resources must be managed through a well designed management system.
- Planning and selecting the right person for the right job and giving them due authority and responsibility are very important. Mutual acceptance is helpful.
- Computer based automation must be encouraged to reduce wastage.
- The management must identify alternative options such as outsourcing various activities to achieve better effectiveness and utilization of resources.
- Management must encourage efforts for marketing of the under-utilized facilities. This must be done without compromising the quality of education.
- Empowerment of faculty to exercise a certain level of flexibility can help in utilizing teaching and laboratory resources more effectively.
- Management must encourage participative decision making to help concurrent use of limited resources wherever feasible.

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Benefits

- Proper utilization of resources and waste reduction.
- Improved efficiency and cost-effectiveness of the educational process.
- Service to community and economy can be optimised for best output.
- Institution can benefit from the integrated use of several facilities.
- Resources saved can be utilized for advancement of existing facilities.

12. Student Performance Evaluation

Student Performance Evaluation is generally of two types: summative and formative. The summative ones carry marks/grades and lead to the student's final performance grading, while the formative ones are used to encourage the student to do better by pointing out his mistakes and advising him how to perform better. Such evaluations are instrumental in real learning promotion since these are not used for grading purposes although grades/marks are given to keep track of improvement in performance. To make the summative evaluation robust and reliable, a number of tests must be taken; one annual or semester examination may not give reliable evaluation. Fairness and transparency in grading must be ensured. Tests may include open-book, closed book, oral, take-home test, co-operative work tests, assignments, tutorial submission etc. some summative and many formative. The more the variety of tests, the greater is the reliability and robustness of evaluation.

- Student performance up-gradation is the basic goal for any good Institution
- The present practice of merely evaluating is not sufficient. It is basically inspection focused. The Quality emphasis must inspire a marked improvement-focused approach.
- Thus a new process must be evolved with this focus in mind. This may be adapted to bring about improvement-focused reform. Some sample process will be introduced for guidance.
- The formative angle must be given adequate importance. There should be some summative and many (greater variety of) formative evaluations. The variety may include identifying how students approach various types of problems (quantitative, qualitative, logical reasoning etc). Even the presentation approach may be tested. Then the teacher may identify how to improve these based on student performance.
- Students and teachers will benefit largely from this reformation of student evaluation process. It must be re-designed to improve formative inputs as well. The teacher may decide to lead by example by giving examples of how to answer some mock test.
- The examples of using formative approach are giving mock tests, mock assignments, mock quizzes, mock presentations etc. Note that these are not meant for student evaluation for grading etc. These are to be used for identifying the areas of improvement.
- The teachers may identify improvement directions through formative efforts and then counsel the students as to how they may improve their performance.
- While summative evaluation involves marks and/or grade assessment etc (present status), the formative ones must be used to encourage the students to perform better. The formative inputs should not be counted for summative evaluation.
- The formative evaluation must be used to help the student improve his performance by pointing out the areas of potential improvement, related to various deficiencies and weaknesses identified by the teacher in various forms of tests/assessments.
- Such formative evaluations are useful in real learning promotion, as it is not used for grading purposes. A brainstorming by faculty with students can help to identify various formative options that may add significant value addition. It should be made amply clear to the student that formative tests are for improvement only.
- However, a combination of formative and summative (grading/marks) will help keep track of improvement in performance. The teacher and students need to self-assess how the formative inputs are beneficial.

- For a reliable and robust evaluation process a number of summative tests must be taken (> 3 suggested).
- Transparency, fairness, consistency and accountability in grading must be ensured. The aggrieved student may be allowed to see the evaluation.
- Tests may include open book, surprise test, mock test, closed book, oral, take-home, group test, assignments, tutorials etc. Proper emphasis to group work must be promoted.
- The tests must have components like fundamentals of academics, industry relevant problems and innovative questionnaire/creativity development challenges. More the variety of tests, the greater will be the robustness of evaluation.
- Weak students should be given every opportunity to improve. This will develop a greater respect for the institute by the students.
- Many a times the student doesn't have an idea of how he/she to perform better, though he/she possesses the knowledge. The formative approach will help achieve this.
- As an education system the aim is to improve the quality product from the institution. So a combination of summative and formative tests to judge the various attributes of students is very important.

Steps

- Organize regular workshops for the faculty, to sensitize them towards Total Quality Management as applied to Education. It is important to change the conventional mindset from inspection to a quality improvement mindset. Performance evaluation is both summative (measure) and formative (improve).
- There should be some summative and many (greater variety of) formative evaluations. The variety may include identifying how students approach various types of problems (quantitative, qualitative, logical reasoning etc). Even the presentation approach may be tested. Then the teacher may identify how to improve these based on student performance.
- Students and teachers will benefit largely from this reformation of student evaluation process. It must be re-designed to improve formative inputs as well. The teacher may decide to lead by example by giving examples of how to answer some mock test.
- The examples of using formative approach are giving mock tests, mock assignments, mock quizzes, mock presentations etc. Note that these are not meant for student evaluation for grading etc. These are to be used for identifying the areas of improvement.
- Set new goals for a fair, consistent, transparent and accountable evaluation. Any student wanting to cross check his evaluation must be welcomed.
- Transparency, fairness, consistency and accountability in grading must be ensured. The aggrieved student may be allowed to see the evaluation.
- Tests may include open book, surprise test, mock test, closed book, oral, take-home, group test, assignments, tutorials etc. Proper emphasis to group work must be promoted.
- The tests must have components like fundamentals of academics, industry relevant problems and innovative questionnaire/creativity development challenges. More the variety of tests, the greater will be the robustness of evaluation.
- Ensure, at least three summative evaluations in a semester. Starting one at 4 weeks followed by a mid-semester evaluation. These are for the purpose of mid-semester corrections and also in identifying critically where the teachers/students need more improvement in the teaching/learning process.

- Facilitate faculty efforts to help students improve their performance through improved knowledge and by better presentations.
- Develop modus operandi for various types of assessments including open book tests / closed book tests /take home tests / assignment / tutorial / group work test /oral presentation etc. Brainstorming with students will give more inputs.
- The evaluation must test not only the fundamentals taught but also the innovative skills of the students. Promote a healthy culture for dealing with some challenging and industry relevant problems.
- Identify mistakes and achievement of desired levels of performance. Develop a detailed academic improvement plan. This can be made mandatory for weak students. There performance improvement must be closely monitored.
- Set a process of monitoring the improvement in the performance of all students. A self-assessment by the teacher and the resulting counselling sessions with academically weak students must be encouraged.

Benefits

- Improvement in students' knowledge, abilities and competencies.
- Improvement in students' self- directed learning and innovative thinking.
- Weak students will get adequate guidance and opportunity to improve.
- Academics will be closely related to industrial relevance and will prepare students in solving challenging semi-structured problems (industry cases etc).
- Standardization of the evaluation and quality improvement processes.
- Development of a knowledge base for improvement and its documentation for future use. Interim change in teacher will have minimal effect in the performance.
- A quality improvement focused education system will thus evolve.

13.   Performance appraisal of Teacher by students and Teacher Counselling

This is a very useful tool in improving teaching effectiveness. The purpose of this evaluation should be clearly understood. The main purpose should be to help a teacher improve his teaching/learning management skills, both the assessment by students and the counselling which may follow such assessment are to help him recognize his weakness and remedy them to improve the learning of students. There are various variations of the frequency of such

assessments. Weaknesses in delivery, lack of interactivity, emphasis on self-learning, choice of assignments can all be remedied if the assessment is done during the early part of the course, say after 10 lectures. An exit assessment taken at the end of the course gives an insight to the total effectiveness of the course and the learning achievement and deficiencies. This assessment is useful both for the teacher who is going to take the next level of the course with the same batch of students (to ascertain the level of knowledge and skills gained in the prerequisite course) and the teacher who delivered the course to rectify his shortcomings for the next batch of students he may be taking the same course (by noting what portions require more emphasis, what additional knowledge skills and applications to be included). A combination of an initial assessment, an exit assessment along with a mid-tem assessment would be the ideal solution as this would allow self-correction by the teacher as the course progresses and would produce high teaching/learning effectiveness.

Teachers must be taken into confidence for these assessments and the instruments so designed as to eliminate casual, bogus or faulty assessment. The teacher should share the results of the assessment only with his Head of Department. Some Institutions publish the assessment to reward good teaching like best teacher awards etc. Teachers are always apprehensive that these assessments could affect their promotion or vertical mobility. They must be assured that this is not the purpose and in any case since promotion opportunities occur only in five years, counselling would have improved the assessment grading of even the poorest teacher over this period.

- This is a very useful tool in improving teaching effectiveness. It is important to re-emphasize, that the basic purpose is to help the teacher improve without feeling threatened about job loss or promotion etc.
- Preferably there must be three stages for teacher evaluation- 1. Early (say 1 month), 2. Mid-Course (2-3 months) and 3. Final (End of Course).
- The first two should be utilized for mid-course corrections to help teacher to become more effective.
- The final assessment is aimed at both assessing the improvements as well as collecting feedback that may be useful for future delivery of the course by the faculty.
- Teachers must be taken into confidence during each assessment and the benefits to the teacher/ student and the improvement in quality of education should be well explained.
- Process must be designed for effective data collection for teacher evaluation.
- Each Teacher must be motivated for regular Self Assessment. This will give the teacher a clear perspective of what is expected and in what priority for providing quality education.
- Student Feedback and Self Assessment must be shared only with HOD (for purely facilitative purposes and towards improvements).
- The Institute Management must ensure that its purpose is to help in self-improvement and not promotion/incentives etc.
- The HOD may appoint a suitable counsellor (e.g. some one senior enough/ highly respectful with good teaching qualities) to help the teacher.
- Improvement in teaching may be monitored and results shared with the teacher.

Steps

- Develop forms for student feedback regarding the assessment of a teacher on a course. Some benchmarks of IIT system feedback forms may be suitably adapted to individual contexts.
- Similarly develop the teacher self-assessment forms. This should have important teaching parameters including use of teaching aids, development of course file, accessibility of teacher, summary of formative work done by him, syllabus covered, beyond syllabus efforts, types of tests given, man-days devoted to formative efforts etc.
- Promote teachers self-assessment and facilitate teacher's self-improvement efforts. This may need sharing of improvement areas, joining special courses etc. But never use negative method to pressurize teachers. The focus must remain self-improvement. So approach must be motivational and constructive.
- Plan to collect the comprehensive students' feedback for teacher evaluation (at least three times per semester)
  - Early (say 1 month) i.e. macro level feedback on the basis of knowledge, skills, attitude and values.
  - Mid-Course (2-3 months) detailed feedback on the basis of total effectiveness of the course contents, delivery and teaching-learning process. Student suggestions may help in mid-semester corrections.
  - Final (End of Course) detailed feedback regarding achievement of objectives, knowledge skills and applications further needed.
- Counselling recommendation on the basis of class performance of students and feedbacks are given. The management skills and participation in other institutional activities must also be taken into account. These inputs are not for promotion etc.
- Student Feedback and Self-Assessment must be shared with HOD.
- Assessment of achievements and deficiencies must be counselled by HOD. It may be useful to nominate a respectful and widely acceptable teacher as a counsellor. Ensure that the assessment is for the purpose of improvement and not for promotions / increments etc. Further the faculty should be as far as possible senior to the faculty concerned

Benefits

Information through this concept can be used to:

- Help teachers to improve either by themselves or through proper counsellors.
- Improve the quality of the Teaching-Learning process and its effectiveness
- Help improve the Course Content, Industrial Relevance and Instructional Delivery
- Help continuous improvement in teaching quality and learning objectives
- Help improve the performance of students and the quality of teaching.
- Continually motivate teachers 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.

14. Faculty incentive for CE, Consultancy, R&D, Services to Community etc.

All faculty members are required to get involved in services to community and economy while all should be encouraged to participate in organizing and/or attending CE programs, 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 teacher's teaching commitments, but also his expected involvement in administration, continuing education, network activities, research and development activities including curriculum and laboratory development, consultancy (if known), and services to community and economy. At the beginning of the next semester, every teacher should fill in the Faculty Achievement Chart, which would indicate the actual hours spent in these activities in the previous semester including the vacation period (if used for some of these activities). The reasons for over or under fulfilment from planned hours should be explained. He should also indicate his achievements during the period e.g. publications, recognition and awards, patents, invited lectures, participation in national policy making bodies, student assessment grading, consultancy earnings etc.

Highlights

- Service to Community and economy must be made mandatory. The BOG may develop guidelines towards it. This should be considered part of teacher duties. There may not be any monetary reward attached to some of the activities which generate no revenue, but communities which can afford should be charged for the services rendered. Involvement with the community and offering them technical help to solve their problems continue to be an important national aim of institutions of higher learning. . Faculty efforts for good achievements in this direction should be suitably recognised by the management.
- All Students / Staff must get involved in services to community and economy. All must contribute towards augmenting the national economy. For students adequate credits may also be given to make this a mandatory effort every year. A mindset in this direction be evolved.
- Faculty should take active interest in organizing and/or attending CE programs. The institution must facilitate such positive efforts.
- Promote resource generation and knowledge dissemination activities. The benefits must be shared with faculty. It should also help towards overall staff development efforts.
- Facilitate better working conditions and promote critical and innovative thinking initiatives. Develop a culture for improved earning through value added efforts for running state of art education programs in new areas/fields.
- Institutional efforts for consulting to industry and involvement in R&D should be adequately encouraged.
- The emphasis should be laid to motivate faculty for these activities.
- A balance has to be maintained between a teacher's teaching commitments, and his involvement in administration, CE, networking, R&D activities etc.
- Active involvement in each of these activities can be measured by the number of hours spent on these tasks in a semester.

- Due recognition for involvement in these activities must be given to the faculty. Both monetary and non-monitory awards must be given for significant contributions.

Steps

- Identify academic and career progression needs of the faculty.

- Management should become a facilitator to the staff's career growth and in supporting various CE, Consulting, R&D activities etc.

- Motivate Faculty for continuing education (CE). Full Institutional support must be extended for attending conferences, workshops, seminars etc outside India (1 in 5 years). The CE programs within the campus or within India can be (1or2 in a two year timeframe. A budget may be set aside for this every year.

- Faculty motivation for consultancy (Industry problem solving) must be encouraged. This should include institutional as well as individual effort through higher benefit sharing. Similarly the CE programs coordinated by faculty must be given due weight-age. The benefits must be adequately shared with each faculty.

- Motivate faculty for R&D by providing books and journal allowance. Encourage and support faculty for higher qualifications such as PhD. Install rewards for publishing good quality papers in good journals. Facilitate an increased research interaction in the network for acquiring wider benefits.

- Provide faculty motivation for community services through social help and public awareness programmes (workshops), educational help to financially backward classes and vocational training etc.

- Service to Community & Economy must be made mandatory. The BOG may develop guidelines towards it. This should be considered part of teacher duties. While there may be no monetary reward attached to some of these activities except when the Community or the concerned Economy can afford to pay for services rendered, faculty efforts should be adequately recognized for good achievements in this direction.

- Students / Staff must also be encouraged to get involved in services to community and economy. For students adequate credits may be given to make this a mandatory effort every year. A mindset in this direction be evolved.

- Systematic assessment of faculty teaching commitments and his expected involvement in administration, continuing education, network activities etc. The faculty load, should count these activities also.

- Each teacher should be required to submit a self assessment chart every semester. A plan for various activities, goals, objectives during each year may also be encouraged.

- Motivate the development of quality improvement proposals and support these wherever feasible. Promote innovation and industry relevant enrichments in the academic programs. Facilitate also the professional career growth of faculty.

- Bestow awards and merit to the deserving faculty for excellent overall performance.

Benefits

- Greater opportunities for academic and professional growth for deserving faculty.

- Faculty can earn more and create more value for community and industry.

- Better social reputation and ranking of the university. All stakeholders will benefit adequately.

- Increase in innovation potential (R&D) and industrial relevance (Consulting, CE etc.) to improve the value/quality of academics. This will result in immense benefits for students also.

- Development of a mindset for contributing towards community services and contributing to national economy.

- Job enrichment and opportunities to create more value will act as an additional incentive to attract best faculty in the increasingly competitive market.

15.   Recognizing merit of teachers

The Institution should develop a regular mechanism for recognizing good and meritorious performance by teachers. A Teacher Achievement Chart filled by the teacher himself could be one input, an internal peer review could be another, and an external peer review among peers identified by the department along with the teacher concerned could be the third input. Assessment inputs from technicians, admin staff, and maintenance personnel could also be obtained perhaps not for every faculty but for identifying best five faculties in a department based on their personal interaction.
Some incentives and awards, not necessarily financial, should be given for meritorious performance on a regular basis.

Highlights

- Recognition to good and meritorious faculty is essential for improving quality and retaining such faculty in an institution.

- A regular mechanism, for recognizing and awarding meritorious performance by teachers, must be designed and encouraged.

- Inputs from faculty, self- assessment, internal and external peer review, and those of other management members can form a basis for such performance evaluation.

- Merit recognition process should not be inspection based but it should be improvement based. It should also be fair, consistent, transparent and accountable.

- It may be useful to identify mentors and/or counsellors who continually help in recognizing areas of improvement in quality for future success.

- Meritorious performances should be timely identified and rewarded adequately.

Steps

- The Institution should develop a regular mechanism for recognizing good and meritorious performance by teachers.

- Faculty's self -assessment on the basis of past achievements and potentials should be collected at least on yearly basis.

- There should be well-defined parameters with adequate weights that will be used to recognize merit. A review of career based counsellor assessment must also include teaching beyond syllabus, developmental activities (labs etc), sponsored R&D, consulting, CE workshop, organizing activities and society contributions etc.

- Peer reviews, both internal and external, can form another input for accurate performance evaluation. However the management must ensure that this must be fair, objective, consistent and accountable. It should be constructive and positive as well.

- Recommendations from HOD on grounds of overall academic and professional contribution must be made on yearly basis.

- For the best five faculty selected for merit, it may be useful to collect inputs from technicians, administration staff, and maintenance personnel also.

- The institutional head must give good weight age (say 70-80%) for the internal assessment. For final selection the head may take external experts help also (20-30%).

- Best five or more faculties in a department could be identified using this process.

- Awards, recognition and due incentives must be given to encourage these selected meritorious faculty members. It should be a regular annual event.

Benefits
- It can help to attract and retain quality faculty in the department concerned.

- It will offer more motivation for the performance improvement.

- It will help to recognize various improvement areas for the faculty. The counsellor's positive inputs will continuously motivate.

- It will help in the overall assessment of requirements for growth and recognition of faculty.

- For improvement of quality, measurement is important. Thus measuring merit may have significant encouragement for offering better performances.

- The faculty and management will start appreciating the need to align individual goals with the institute's goals.

- Finally this will help in increasing the intrinsic satisfaction of the faculty also a sense of achievement by way of "good show" by one and all.

16. Packages to attract and retain quality faculty

Faculty members continue to be the largest contributors to the quality of the teaching/learning processes and in building the image of an institution. Good faculty members are in short supply, particularly in high-tech areas, and are wanted by all the other 1500 institutions. In such a

scenario, it is necessary for every institution to develop a marketing strategy to attract good faculty to its fold. While offering higher salary and perks may not be possible for most institutions (except for some private ones), facilities like subsidized housing, office room, computing facilities, permission for retaining a good portion of consultancy earnings, deputation to advanced training in India or abroad, participation in national/international conferences, linkages with elite national/international institutions, maximum contact hours per week, research facilities, promotional avenues, children's education etc. should be used for attracting good faculty.

Retaining faculty would depend to a large extent upon the working ambience in the departments/institution, the participative governance system with ease of accessibility to top policy makers who are willing to listen to both complaints and suggestions for improvement, respect for individual academic opinion, guidance and counselling from seniors, opportunities for professional growth, recognition of meritorious work and a fairness in promotion policies.

Highlights

- Faculty members are the largest contributors to the quality of the teaching/learning processes and in building institutional name.
- Good faculty members are in short supply though high on demand.
- Every institution must therefore develop a marketing strategy to attract the good faculty. The best growth opportunities and incentives help in this direction. It is therefore useful to identify various tangible and intangible expectations of professionals that will proactively attract them for a professionally satisfying academic career.
- Retaining good faculty would depend to a large extent upon the working ambience in the departments/institution.
- A healthy, fair, participative and accountable governance system is essential to attract and retain the best faculty.
- For a more conducive ambience in academics should be created by considering some factors such as respect for academic opinion, guidance and counselling from seniors, opportunities for professional growth, recognition of meritorious work and fairness in promotion policies will be very useful.
- While offering higher salary and perks may not be possible for most institutions (except for some private ones), efforts must be made to offer better working conditions and better opportunities to add value through consulting and R&D etc.

Steps

- Management must appreciate the need to attract and retain good faculty. Proactive efforts in this direction must be encouraged.

- A holistic marketing strategy should be developed to attract good faculty.
- The best feasible benefits should be provided to all faculty members.
- Faculty members should be allowed to retain higher value add benefits of consultancy earnings.
- Deputation to advanced training in India or abroad and linkages with elite national/international institutions should continuously be provided.
- Research facilities, promotional avenues, children's education etc. can also be an additional factor for attracting good faculty.
- Regular review of improvement, evaluation, incentives and packages are required to be made on yearly basis.
- An innovative strategy that identifies growing needs, expectations for maintaining quality faculty should be evolved. The management must commit for continuously improving the tangible and intangible benefits to the faculty.
- A healthy, fair, participative and accountable governance system must be developed to attract and retain the best faculty.

Benefits

- The good faculty will build the image of the institution.
- This will also ensure better education for the students.
- The institution will remain at the cutting-edge in academics and research.
- Better student-teacher ratio will become possible in all domains.
- Better quality of teaching and learning environment.
- The academic career may become a preferable career for the brightest professionals.

F. No. 11-3/2004-TS.I
Government of India
Ministry of Human Resource Development
Department of Secondary & Higher Education
Technical Section. I
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Shastri Bhawan, New Delhi
Dated the 20th July 2005

OFFICE MEMORANDUM

Sub: Introduction of Block Grant Scheme 2005 (Non-Plan) in respect of Centrally funded Higher Educational Institutes of Importance - Guidelines regarding

In pursuance of the objective of the Government to provide greater autonomy in the functioning of the Centrally funded Higher Educational Institutions of importance, the Ministry, with the approval of the Competent Authority, has decided to introduce a Scheme of Block Grant (Non-Plan Grant) for a period of five years from 2005-2006 to 2009-2010 in respect of the following Centrally funded institutes: -

(i)   Indian Institutes of Technology at Bombay, Delhi, Kanpur,
     Kharagpur, Madras, Guwahati, Roorkee;
(ii) Indian Institutes of Management at
     Ahmedabad, Bangalore, Kolkata, Lucknow, Indore and Kozhikode;
(iii) Indian Institute of Science, Bangalore;
(iv) Indian School of Mines, Dhanbad;
(v) National Institute of Industrial Engineering (NITIE), Mumbai;
(vi) National Institutes of Technical Teachers Training & Research
     (NITTTR) at Bhopal, Chandigarh, Chennai and Kolkata;
(vii) School of Planning and Architecture, New Delhi**.**

2.   The salient features of the Scheme are as follows: -

(i)   The **base year** for determining annual grant-in-aid under Non-Plan in respect of the above institutes from **2005-2006 to 2009-2010** shall be **2004-2005**. The grant-in-aid sanctioned to these Institutes in the year 2004-2005 shall be inclusive of unspent balance adjusted/permitted to be carried forward for utilization during 2004-2005.

(ii)   These Institutes shall be allowed to retain the Internal Revenue/Income generated by them and their entitlement for annual grant-in-aid during the Block Grant period shall not be adjusted against any increase in income.

(iii)   Special grants shall be provided as **"force majeure"** in the event of revision of scales of pay and other unforeseen events. The **force majeure** clause will, however, not be invoked for any increase in rate of Dearness Allowance/Dearness Relief payable to employees/pensioners of the Institutes.

(iv)   The Government would provide matching grant equivalent to the annual savings from the regular non-plan grant and other receipts including internal revenue and earnings from

consultancy, entrance examination like JEE, CAT etc and other continuing education programmes but, excluding receipts earmarked for designated purposes in accordance with the terms & conditions of such donations with due approval of the Finance Committee & Board of Governors. The matching grant would be available till the Endowment Fund has reached the level of Rs.100 Crores for each Institute in respect of IITs/ IISc and Rs. 50 crore in respect for IIMs and other Institutes. Matching grant equivalent to the total savings transferred to the Endowment Fund in a Financial Year shall be sanctioned to the Institute in the following financial year.

(v)   Institute having funds in excess of the ceiling as prescribed above may utilize the same for infrastructural development.

(vi)   The proceeds from the Endowment Fund by way of interests earned annually would be available to the Institutes for supplementing the plan grant being given by the Government and if required, for meeting essential operational expenses

(vii)   All the above Institutes shall be required to reflect the income and expenditure from different Funds presently being operated by them appropriately in their Annual Audited Statement of Accounts as well as Annual Report being presented to the Parliament. Similarly, the utilization of proceeds from Endowment Fund should also be appropriately reflected in the Annual Budget (Plan and Non – Plan) of the Institute.

3.   The guidelines for creation, operation and utilization of the Endowment Fund are given in the Annexure.

Sd/-

(Ravi Mathur)
Joint Secretary to the Government of India
Tel: 23381097

Copy to:

Directors/Registrars of all the above Institutes
PS to HRM
PPS to ES
All Bureau Heads
All Divisional Heads in the Bureau of Technical Education
Guard File

Annexure

Guidelines for Creation, Operation and Utilization of Endowment Fund

CREATION

Each Institute will maintain an Endowment Fund of designated funds, gifts in the form of assets, and contributions/donations/grants by individuals, institutions and organizations in India and abroad such as:

1. Industry, Associations, F9ohndations and Trusts
2. Alumni, faculty, staff, students and well-wishers of the Institute
3. Government of India and State Governments, as outright, or matching grants
4. Savings from the annual grants and receipts of the Institute;
5. Unclaimed securities, royalties, gifts, etc
6. Any other kind of donation, contribution etc.

OPERATION

A separate bank account, in the name "Endowment Fund" will be opened in case it is not already opened, in a nationalized bank. For remittances from abroad, a foreign currency bank account may also be opened with the approval of RBI. All contributions to the Endowment Fund will be deposited in these accounts. The funds will be invested as per guidelines issued by the Government of India, from time to time. The funds as assets, so created, may be classified appropriately, and managed by a Managing Committee appointed by the Board of Governors of the Institute

UTILISATION

The Endowment Fund will be kept separate from the normal grants received by the Institute from the Government and other organizations. The savings and undesignated funds will be treated as a Corpus and the interest accruing and other income from assets will be used normally for development and, if necessary, for operational expenditure of the Institute. The status of the Endowment Fund, including deposits, inte4rest and assets, will be appropriately reflected in the Annual Budget (Plan & Non Plan) of the Institute. Proposals for the utilization of the interest accruals on the Endowment Fund and income from assets, will form separate part of the Annual Budget of the Institute.

ANNEXURE - B

Operative part of Haryana Government's Notification No. 40/44/2003-4TE dated 22.11.05 regarding Block Grant & 4 Funds

The Governor of Haryana is pleased to accord the sanction to the scheme of Non-plan funding to Block Grant in respect of three participating institutions namely YMCA Institute of Engineering, Faridabad, 'CR State College of Engineering, Murthal,' Govt. Poly. Nilokheri under Technical Education Quality Improvement Programme (TEQIP) of Government of India funded by the World Bank. The details of the scheme are as under:

1.   Amount of <u>Block Grant</u> and the Base year.

The base year for determining annual block grant under non-plan in respect of three participating institutions from 2005-06 to 2009-2010 will be 2004-2005 Budget Estimate. The grant-in-aid sanctioned to these institutes in the year 2004-2005 will be inclusive of unspent balance adjusted/ permitted to be carried forward for utilization during 2004-2005. On the basis of experience of past years, the annual increase will be 10% for the next 4 years. The scheme will be reviewed in 5th year and the amount of block grant will be frozen. In view of the above, the details are as under:

(Rs. in lacs)

Sl. No.	Name of participating institutions	Block grant for 2005-2006 keeping the base year as 2004-2005	Block grant for 2006-2007 with an annual increase of 10%	Block grant for 2007-2008 with an annual increase of 10%	Block grant for 2008-2009 with an annual increase of 10%	Block grant for 2009-2010 with an annual increase of 10%
1.	YMCA Institute of Engineering, Faridabad	383.76 (including 195.40 lacs receipt)	422.136	464.350	510.785	561.863
2.	CR State College of Engineering, Murthal	421.50	463.650	510.015	561.035	617.138
3.	Govt. Polytechnic, Nilokheri	212.80	233.560	256.916	282.607	310.867

The block grant to the three institutions will be released in 4 equal quarterly installments after signing the MOU between the State Govt. and the Institution, which will contain the terms and conditions of the grant. The first 3 installments will be released by Administrative Department at their own level and 4th installment will be released after the approval of Finance Department after providing utilization certificate. The expenditure will be met out from the sanctioned budget as per guideline of MHRD Govt. of India, New Delhi.

2.   **Creation of four funds at institution/polytechnic level**

The following four funds will be created in institution/ polytechnic level:

1. Corpus/Endowment Fund
2. Depreciation Fund/Equipment Replacement Fund
3. Equipment and Facilities Maintenance Fund
4. Pension Fund

3. **Creation, Operation and Utilization of Endowment Fund**

The Government would provide matching grant equivalent to the annual savings from the regular non-plan grant and other receipts including internal revenue and earnings from consultancy, entrance examination and other continuing education programs but excluding receipts earmarked for the designated purposes in accordance with the terms and conditions of such donations with due approval of the Finance Committee and Board of Governors. The matching grant would be available till the endowment fund has reached the level of Rs. 30 crores for each institute namely YMCA Institute of Engineering, Faridabad and CR State College of Engineering, Murthal and Rs. 15 crores for Govt. Polytechnic, Nilokheri. Matching grant equivalent to total savings transferred to endowment fund in a financial year shall be sanctioned to the institute in the following financial years. The details of annual savings from the regular non-plan grant and other receipts in respect of three participating institutions keeping the base year 2004-2005 Budget Estimate and the matching grant to be provided by the government for the year 2005-2006 will be as under:

			(Rs. in lacs)
Sl. No.	Name of the participating institutions	Annual savings from regular non plan budgets and other receipts on base year 2004-2005 Budget Estimate	Matching grant to be provided by the State Government in the year 2005-2006
	YMCA Institute of Engineering, Faridabad	22.00	22.00
	CR State College of Engineering, Murthal	33.00+receipts as per actual	33.00+receipts as per actual
	Govt. Polytechnic, Nilokheri	6.00+receipts as per actual	6.00+receipts as per actual

The guidelines for creation, operation and utilization of endowment fund will be as under:

(i) Creation

Each institute will maintain an Endowment Fund of designated funds, gifts in the form of assets, and contributions/ donations/ grants by individuals, institutions and organizations in India and abroad, such as-

1. Industry, Associations, Foundations and Trusts;
2. Alumni, faculty, staff, students and well wishers of the institute;
3. Government of India and State Governments, as outright, or matching grants;

4. Savings from the annual grants and receipts of the institute; and
5. Unclaimed securities, royalties, gifts, etc.
6. Any other kind of donation, contribution etc.

(ii) Operation

A separate bank account, in the name "Endowment fund" will be opened, in case it is not already opened, in a nationalized bank. Approval of competent authority may be taken. For remittances from abroad, a foreign currency bank account may also be opened with the approval of Reserve Bank of India. All contributions to the Endowment Fund will be deposited in these accounts. The funds will be invested as per guidelines issued by the Government of India, from time to time. The funds as assets, so created, will be classified appropriately, and managed by a Managing Committee appointed by the Board of the Governors of the Institute.

(iii) Utilization

The Endowment fund will be kept separate from the normal grants received by the institute from the Government and other organizations. The savings and undesignated funds will be treated as a corpus and the interest accruing and other income from assets will be used normally for development, if necessary for operational expenditure of the institute. The status of the Endowment Funds including deposits, interests and assets will be appropriately reflected in the Annual Budget (Plan and Non Plan) of the institute. Proposals for the utilization of the interest accruals on the Endowment Fund, and income from assets, will form a separate part of the Annual Budget of the institute.

Creation, Operation and Utilization of Depreciation/ Equipment Replacement Fund

Each institute will maintain a depreciation fund or equipment replacement fund and a separate bank account in the name of Depreciation fund will be opened in a nationalized bank. Approval of competent authority may be taken. Keeping in view the provision of budget for Machinery and Equipment to these three participating institutions during the last years, a provision of 8% of the total non plan budget for the respective institute for that particular year will be transferred to this fund. Keeping in view the base year of 2004-2005 Budget Estimate, the depreciation fund or equipment replacement fund for the three participating institutions for the year 2005-2006 will be as under:

		(Rs. in lacs)
Sl. No.	Name of the Institution	Depreciation Fund or Equipment Replacement Fund for the year 2005-2006 (8% of total non plan budget of 2004-2005 BE)
1.	YMCA Institute of Engineering, Faridabad	30.70
2.	CR State College of Engineering, Murthal	33.72
3.	Govt. Polytechnic, Nilokheri	17.02

For each subsequent years of 2006-2007 and so on, the amount to be transferred by each participating institution to this fund will be 8 % of total block grant of that particular year. The norms for operation of this fund will have to be decided by the Board of Governors. All the three institutes will be required to reflect the income and expenditure in this fund appropriately in their annual audited statement of accounts as well as annual report to be submitted to competent authority.

Equipment and Facility Maintenance Fund

Each institute will maintain a Equipment and Facilities Maintenance Fund and a separate bank account in the name of "Maintenance Fund" will be opened in a nationalized bank. Approval of competent authority may be taken. Keeping in view the provision of budget for Maintenance to these three participating institutions during the last years, a provision of 2 % of the total non plan budget for the respective institute for that particular year will be transferred to this fund. Keeping in view the base year of 2004-2005 Budget Estimate, the Maintenance Fund for the three participating institutions for the year 2005-2006 will be as under:

		(Rs. in lacs)
Sl. No.	Name of the Institution	Depreciation Fund or Equipment Replacement Fund for the year 2005-2006 (2% of total non plan budget of 2004-2005 BE)
1.	YMCA Institute of Engineering, Faridabad	7.76
2.	CR State College of Engineering, Murthal	8.43
3.	Govt. Polytechnic, Nilokheri	4.26

For each subsequent years of 2006-2007 and so on, the amount to be transferred by each participating institution to this fund will be 2% of the total block grant of that particular year. The norms for operation of this fund will have to be decided by the Board of Governors. All the three institutes will be required to reflect the income and expenditure in this fund appropriately in their annual audited statement of accounts as well as annual report to be submitted to competent authority.

6. **Provision of Special Grant**

Special grants will be provided as "force majeure" in the event of revision of scales of pay and other unforeseen events subject to condition that request for special grant will be examined in detail by the Finance Department. The force majeure clause will, however, not be invoked for any increase in rate of Dearness Allowance/Dearness Relief payable to the employees/pensioners of the institute.

7. **Status of Internal Revenue/Income Generation**.

These institutes will be allowed to retain the internal revenue/ income generated by them and their entitlement for annual grant-in-aid during the block grant period will not be adjusted against any increase in income.

8. **Exemption from Income Tax.**

The matter regarding exemption from income tax on the interest accruals and other income by these 3 institutions should be taken up with the concerned authority.

9. **Institutions will have autonomy to**: -

- Allocate/reallocate the block grant to expenditure categories, as they deem best serves to institution.
- Retain revenue generated at the institute level within reduction in Govt. funding and will be able to use generated revenue for institutional development and maintenance.
- Enhance revenue generation by various means within the broad mandate of the institute.
- Determine terms of employment (duration, wage, benefits etc.) of faculty and staff. However, prevailing All India Council for Technical Education, pay commission norms will have to be kept in view while deciding terms of employment.
- Take fiscal decisions for better financial management of the institution.

The above are subject to condition that service condition of the employees will remain same. Approval of competent authority will have to be obtained in all financial matters.

RECOMMENDED COMPOSITION AND FUNCTIONS OF BOARD OF GOVERNING BODY

Constitution of Governing Body of Private Management Autonomous College

Number	Category	Nature
5 members	Management	Trust or management as per the constitution or byelaws, with the chairman or president/ director as the chairperson.
2 members	Teachers of the college	Nominated by the Principal based on seniority.
1 member	Educationist or industrialist	Nominated by the management
1 member	UGC nominee	Nominated by the UGC
1 member	State government nominee	Academician not below the rank of professor or state government official of Directorate of Higher Education/ State Council of Higher Education
1 member	University nominee	Nominated by the university.
1 member	Principal of college	Ex-officio.

Constitution of Governing Body of Government Autonomous College

Number	Category	Nature
3 members, one of them to be chairperson	Educationist, industrialist professional	Nominated by the state government. Persons of proven academic interest with at least PG level qualification.
2 members	Teachers of the college	Nominated by the Principal based on seniority for two years.
1 member	UGC nominee	Nominated by the UGC
1 member	State government nominee	Nominated by the state government
1 member	University nominee	Nominated by the university.
1 member	Principal of college	Ex-officio.