TECNIA INSTITUTE OF ADVANCED STUDIES

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

Additional Information

The management of the institute has mainly three academic and administrative bodies, namely-

1. Board of Governors
2. IAC (Institutional Academic Council)
3. DAC (Departmental Academic Committee)

Institute has Board of Governors as per AICTE norms; BOG provides impetus for a) transformational changes in the organizational structure and composition of the various authorities; b) designed in a national/global format; c) self-governance with minimal roles assigned d) entrusted with powers to appointment Director, Dean, Professors, Chief Admin Officer and other officers; e) to guide the Institute towards excellence; f) degree awarding status to Institute; g) focus on National Education Policy-2020 compliances; h) new courses to be offered by Institute i) globally prioritized areas for focused research in domain.

Job Responsibilities of HoD

I. Academic Leadership

a. Supervise and delegate the work of all faculty and staff within the department. Provide mentoring to faculty to offer support and guidance towards excellence in teaching, service and scholarly activities. Facilitate pursuit of professional development and research activities for faculty.

b. Develop the schedule of courses and communicate those to the faculty, students and the registrar and advising center, wherever and however they are delivered each semester/session.

c. Provide appropriate opportunities and forums for faculty to express ideas freely, have productive discussions and participate in departmental affairs.

d. Recruitment, employment and orientation of new faculty.

e. Evaluate all faculty on a continuing basis with appropriate recommendations for professional development in any deficient areas, highlighting strengths and areas that need

improvement.

f. Make informed, documented recommendations concerning faculty retention, promotion & tenure.

g. Ensure programs meet any professional accreditation standards or otherwise strive to follow best practices for the academic discipline.

h. Initiate, review and oversee Memorandums of Understanding.

i. Advocate for the faculty and department, facilitate communication between faculty and other levels of administration, including adjunct faculty.

j. Delegate and coordinate with program directors the supervision and support of faculty and adjuncts and program development.

II. Administrative Leadership

a. Provide recommendations for the budgeting of the department and programs as well as administer the budget and provide good stewardship of department resources. Monitor and track expenditures.

b. Ensure compliance with state and federal laws governing programs as well as maintain practices and standards for programs that affect external accreditation.

c. Provide leadership for the faculty in developing strong, attractive curricula that are pedagogically sound, use resources efficiently and utilize robust methods for assessing instructional programs.

d. Provide leadership for the faculty in developing strong scholarship and research agendas, helping them to publish their work, and to apply for internal and external grants. Use resources efficiently and utilize robust methods for assessing research programs. Promote undergraduate and graduate research.

e. Continuously collect, monitor and track program performance data, ensure assessment of programs and student learning outcomes in coordination with the Office of Assessment and Institutional Effectiveness. Maintain an efficient system of records and reporting for the department and its programs.

f. Handle student issues that are not the appropriate concerns of the faculty. Ensure any complaints or grievances about courses and/or faculty follow proper procedures outlined in the faculty/student handbooks.

g. Represent the department to other units of the university, coordinates departmental activities related to departmental websites, program marketing, recruitment, admissions, open houses, career fairs, course catalogs, and registration.

h. Ensure quality and standards for submission of departmental initiatives to other units within shared governance (e.g. course, curriculum and program development, grant submissions,

marketing, assessment, etc.) and otherwise work to enhance the departmental image and reputation of its programs on and off campus.

Decentralized Management

At the level of Society: The management of the institute is directed by Board of Governors, whose members, are appointed in accordance with the guidelines.

At the level of the Institute: Director & Dean Academics are the administrative and academic head of the Institute. They manage and monitor all the academic & administrative activities.

At the level of the Department: HODs are responsible for all the academic and administrative activities in their respective departments and report to the Dean Academics/Director.

HODs constitute departmental committees to carry out departmental activities smoothly. Students are given opportunities to act as student coordinators of different technical/non-technical events and clubs and various committees

Participative Management

Strategic level: Director, Dean(Academics), Registrar and HODs are involved in framing policies, procedures, rules & regulations.

Functional level: Faculty members ensure effective curriculum delivery along with participation in various academic & non-academic activities

Operational Level: The governing body of the institute gives suggestions for introducing new academic programmes and welfare activities.

The implementation of the plans and policies formulated is decentralized to the various functional heads of the hierarchy. The staff and line functions are well-defined and inter-

coordination at various levels and intra-coordination of various departments help in achieving the laid down objectives as per the Vision and Mission of the Institute.

The participative management functions at all departments of the Institute which is reflected by involvement of all the stakeholders and taking their feedback from time to time for continuous evaluation incorporating the desired changes to keep in line with global requirements to impart best education and guidance to students. This is achieved by regular IAC, DAC and three tier mentoring process i.e. Students mentoring, Industry mentoring and Parent meets to bridge the gaps.

Job Responsibilities of Faculty Members

HoD are, first and foremost, faculty members, whose rights and responsibilities are outlined explicitly in various norms of AICTE, UGC and GGSIP University which are taken in to consideration to device the Faculties roles and responsibilities. The faculty role constitutes 25% of their duties towards teaching and problem solving, 25% towards research innovation and experiential learning, 25% towards outreach activities and participative learning apart from providing 25% input in academic administration devoted to team building and leadership role as departmental head.

ACADEMIC
- ❖ Class Room Instruction
- ❖ Laboratory instruction
- ❖ Curriculum Development
- ❖ Developing Learning Resource Material & Laboratory Development
- ❖ Students Assessment & Evaluation including examination work of University
- ❖ Participation in the Co-curricular & Extra-curricular Activities
- ❖ Students, Guidance & Counseling & helping their personal ethical moral and overall character development.
- ❖ Continuing Education Activities
- ❖ Keeping Abreast of new Knowledge and skills help generate new knowledge and help discrimination of such know ledge through books publications, seminars, etc.
- ❖ Self-development through upgrading qualification, experience & Professional activities

ADMINISTRATION
- ❖ Academic and Administrative Management of the Institution
- ❖ Policy Planning, Monitoring & evaluation and promotional activities both at Departmental and institutional level
- ❖ Design and development of new Programmes
- ❖ Preparing project proposals for funding in areas of R&D Work Laboratory Development, Modernization, Expansion, etc.,
- ❖ Administration both at Departmental & Institutional levels
- ❖ Development, Administration and management of institutional facilities
- ❖ Monitoring and Evaluation of academic and research activities
- ❖ Participation in policy planning at the Regional National level for development of technical education.
- ❖ Helping mobilization of resources for the institution

- ❖ Develop, update and maintain MIS Plan and implement Staff Development activities
- ❖ Maintain accountability Conduct performance Appraisal

EXTENSION
- ❖ Extension Services
- ❖ Interaction with Industry arid Society
- ❖ Participation in Community Services
- ❖ Providing R&D support and consultancy services to Industry and Others User agencies.
- ❖ Providing non-formal modes of education for the benefit of the community
- ❖ Promotion of entrepreneurship and job creation
- ❖ Dissemination of knowledge
- ❖ Providing technical support in areas of social relevance

RES. & CONSULTANCY
- ❖ Research & Development Activities & Research Guidance
- ❖ Industry sponsored projects
- ❖ Providing Consultancy and Testing Services
- ❖ Promotion of Industry institution interaction and R& D

*As per AICTE Norms

The students, faculty and other stakeholders discuss the developmental agenda in the respective Departmental Academic Committee Meeting and updates the agenda for Institutional Academic Committee Meeting and the same is taken up for execution. Also Institute has imbibed the NEP and focus on Outcome Based Education (QBE) for Updating Graduate Attributes i.e. 6 Attributes taken from Bloom's Taxonomy for enhancing the learner's skills i.e. Remember, Understand, Apply, Analyze, Evaluate & Create with major thrust of higher level of learning through updating pedagogy with experiential learning viz Mini/ Major Course/ Capstone Projects; and 6 by updating on 21st Century Professional Skills i.e. Soft, Generic, Transferable, Technical Skills in consonance with NEP whereby Domain Knowledge (Multidisciplinary/ Interdisciplinary) of Contemporary Issues, Communication, Teamwork, Understanding Ethics & Professionalism, Understanding Global & Society Contexts, Life Long Learning with focus on Higher Order Cognitive abilities i.e. Critical Thinking, Problem-Solving and Making Informed Decisions are taken up. Institute Faculty inculcates innovative pedagogy to teach and assess professional outcomes and higher-order cognitive abilities and changes from Teacher Centered to Learner Centered Methods and focus on contents through Experiential, Problem-Solving and

Interactive Methodologies to develop the Lerner on Cognitive, Affective and Psychomotor developments by working on different instructional choices.