



6.2.1

The Institutional Strategic Plan is Effectively Deployed

Strategic Plan (2013-2018)

Galgotias University

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Opposite, Buddha International Circuit,
Sector 17A, Greater Noida,
Uttar Pradesh 203201, India

Galgotias University

Greater Noida

U.P. India

Strategic Plan for Academic Excellence

2013-2018

January 2013

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Index

S.No	Activity	Page No.
1	Nomenclature / Definition	2
2	Background	3
3	List of Program Offered	6
4	Summary of Strategic Plan-2013-18	10
5	Goal #1 - Recruit, mentor and retain the best faculty from diverse backgrounds	14
6	Goal #2 - Develop cutting-edge curriculum and adopt modern pedagogical approaches most suitable for GU students	14
7	Goal # 3 - GU will continuously raise the academic standards for entry. At the same time, GU will attempt to balance this with attracting students from diverse regional, economic, social, and cultural backgrounds.	20
8	Goal # 4- Systems and processes will be put in place for students to get exceptional service and excel in their endeavors.	21
9	Goal # 5- GU will take advantage of the availability of cutting-edge technologies to create a world class platform for learning and research.	21
10	Goal # 6- GU will build partnerships with the industry in the region and encourage entrepreneurship and innovation to support economic development.	21
11	Goal # 7 - GU will build strategic partnerships with a few select universities in India and abroad to provide distinctive experiences for students and new research opportunities for faculty.	22
12	Goal # 8- Develop an outstanding research infrastructure and a research culture at GU	25

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Nomenclature/Definitions

Vision: A statement that essentially captures the long-term aspirations of the institution and is also frequently used to highlight its uniqueness. The vision becomes the driving force for change and for continuous quality improvement. For new institutions such as GU, it is typically a realistic overall goal attainable in five to ten years.

Goals: Broad statements that pertain to the core areas of the institution and by meeting the goals, the vision will be achieved.

Objectives: Specific statements that are measurable and quantifiable and together support the attainment of the goals.

Strategies: A set of recommended actions to meet the individual objectives

Metrics: Quantifiable parameters that can be used to measure progress toward attaining goals and objectives as well as the effectiveness of the strategies.

Credit hour: One semester credit hour at GU constitutes one fifty minute lecture or tutorial, or 100 minutes of laboratory engagement per week for 14 weeks in addition to the time for mid-semester examinations known as CAT-1 and CAT-2, and the end semester examination.

Paper or a Subject: This is a set of comprehensive body of knowledge on a topic that significantly adds to the educational experience of the student and is connected to the student's degree program. A typical paper/subject at GU consists of three to four credit hours.

Course also known as a degree program: Is a set or a group of papers or subjects prescribed in a curriculum leading to fulfillment of requirements for award of a GU degree in a field.

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Background

Galgotias University (GU) has opened its door to the first batch of approximately 1,700 undergraduate and post-graduate students in July of 2011. Now in its second year, the university has grown to more than 4,200 students and has added several new majors in its Schools that include:

School of Business

School of Engineering and Technology

School of Basic and Applied Sciences

School of Law

School of Arts, Humanities and Social Sciences

School of Medical and Allied Sciences

School of Life-long Learning (proposed)

GU aspires to be and is on a fast-track to become an internationally recognized university that excels in multidisciplinary and interdisciplinary education, research and innovation, educating globally competitive graduates with potential to become leaders in their fields of endeavor. The graduates will have deep knowledge within their fields but will also excel in problem solving skills, will be aware of the societal context of their chosen profession, will function effectively in teams, will have good communications skills and above all, be life-long learners.

GU's Vision

“Build an internationally recognized university that excels in multidisciplinary and interdisciplinary education, research and innovation, educating globally competitive graduates with the potential to become leaders in their fields of endeavor”

Situation Analysis

Higher education in India is at the cross-roads where the high demand requires rapid capacity building and access¹ but the competition among the universities for the best students also demands that the universities deliver a high quality educational experience.

History has shown that institution building takes decades and the challenges are many for the new institutions such as GU. Figure 1 shows the parameters that

¹ Higher Education in India-Issues related to Expansion, Inclusiveness, Quality and Finance, UGC Report, 2008, University Grants Commission, 2008

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contribute to high world ranking of an educational institution in the QS ranking system². The most important factor in determining ranking of an institution (40% weight) is the academic reputation that is built over decades and the other is citations (20% weight) that depend on cutting-edge research which also takes several years to build and requires extensive facilities. In spite of these disadvantages which GU can only overcome with time, pursuing rankings is still relevant because they are important to the university's many stake-holders including students, faculty, administration, employers, parents of students, and the alumni. In the short run, high rankings among regional institutions is a more pertinent indicator of quality. Also, in the pursuit of rankings, GU will become a better institution and set itself on a path of continuous quality improvement that will benefit everybody, especially the students and faculty who are the primary stake holders.

Among challenges, there are also significant opportunities for GU such as adoption of cutting-edge curricula that gives its graduates a competitive edge in the job market allowing it to quickly establish itself as an institution of choice that attracts the best students. As an analogy, consider the growth of the telecom industry in India. By adopting the newly available wireless technology in telecommunication, India was able to leap frog and catch up with some of the most advanced nations in the world. Higher education in India has similar potential! However, such gains can only happen through good planning, bold leadership in executing the plan, and commitment to be in the forefront of new developments in higher education that requires, among other things, some risk-taking.

GU's advantages are several (a) a recognized brand well known in the region for offering quality education in engineering and management (b) being a new institution it has no inertia or drag of bureaucratic processes to slow progress (c) the flexibility to develop its own curricula as an autonomous university that falls under the oversight of the University Grants Commission (UGC) (d) a new campus located on a 52 acre property with state-of-the-art facilities and infrastructure and an opportunity to properly plan a campus that will serve students well for the next several decades (e) its location within the National Capital Region (NCR) in a Knowledge Park with over 125,000 students who study in the region's various universities and colleges (f) plenty of modestly priced but high quality housing and good civil infrastructure such as schools in the Greater Noida area making it attractive for recruitment and retention of quality faculty and staff and (g) established relationships with firms and government agencies in the region and beyond through the Galgotias Educational Institutions. Capitalizing on these advantages, GU can quickly develop its niche among the premier institutions in the country initially and in the world eventually. To accomplish the stated

² Methodology: A simple overview of the QS World University Rankings – Top universities, <http://www.topuniversities.com>

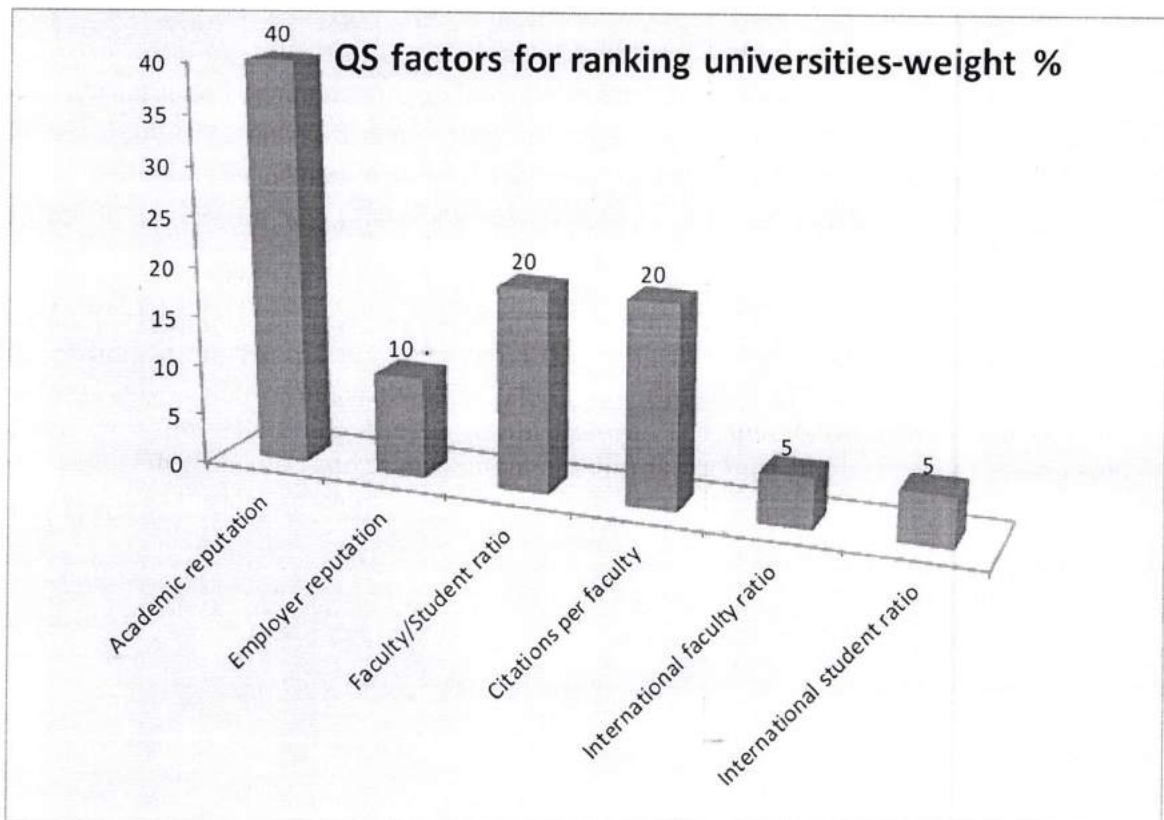
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vision, there is need for a well thought-out road-map that clearly articulates goals, objectives, strategies, and milestones with a realistic timeline and a strong will to pursue them relentlessly.

In creating this plan, it is clearly understood that strategies and goals and priorities must be dynamic and flexible. Also, institutions in different stages of evolution must pursue different strategies. This Strategic Plan for GU addresses the needs and action plan for the next five year period and must be reviewed and changed as the University enters the next phase of its existence beyond the immediate five years.

Figure 2 lists the results from a survey conducted by EDUTECH³ in which the survey participants were either academic or business leaders connected intimately to higher education. The participants rated the importance of several factors in building educational excellence in a university. The percent of respondents that felt a particular factor was important are shown in the figure. The quality of faculty, curriculum pedagogy, effective institute management and infrastructure and technology were rated as being most important among the top ten factors.



³ EDU Tech, Volume 03, Issue 11, November 2012

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Fig. 1- Factors and their respective weights that contribute to the QS World Rankings of universities (adapted from QS World University Rankings)

GU's five year planning document for 2013-2018 identifies goals that should be pursued and lists a set of strategies to achieve them. Each listed goal is backed up with a set of detailed recommended actions, timelines and metrics for monitoring progress towards the goal. Given that the goals are aligned with the vision, if the individual goals are achieved, the overall vision of the university will be realized. The goals identified are largely in sync with the most important parameters to achieve academic excellence identified by the leaders in higher education as part of the EDUTECH study referenced above but have been prioritized and modified to adapt to the specific conditions that apply to GU in its formative years.

Galgotias University		
Name of the School	Program offered	year of inception
School of Computing Science & Engineering	B.Tech Computer Science Engineering	2011
	BCA	2011
	M.Tech Computer Science Engineering	2011
	MCA	2011
	Ph.D Computer Science Engineering	2011
School of Mechanical Engineering	B.Tech Mechanical Engineering	2011
	B.Tech Automobile Engineering	2012
	M.Tech CAD- CAM	2011
	M.Tech Automobile Engineering	2012
	Ph.D Mechanical Engineering	2011
	B.Tech. in Chemical Engineering	2013

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School of Civil Engineering	B.Tech Civil Engineering	2011
	M.Tech Energy & Environmental Engineering	2012
	M.Tech Structural Engineering	2011
School of Electrical, Electronics & Communication Engineering	B.Tech Electrical & Electronics Engineering	2011
	B.Tech Electronics & Comm. Engg.	2011
	B.Tech Electrical Engg.	2012
	M.Tech Power System Engineering	2012
	M.Tech Communication Engineering	2011
	M.Tech VLSI Design	2012
	Ph.D Electrical Engineering	2011
	Ph.D Electronics & Communication Engineering	
School of Business	BBA	2011
	Integrated MBA (BBA+MBA)	2012
	MBA with dual specialization in:	2011
	International Business	
	Finance	
	Marketing	
	Human Resource Management	

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	Information Technology	
	Retail Management	
	Supply Chain Management	
	Operations Management	
	Media Management	
	Family Business	
	Business Analytics	
	Hospital & Health Care Management	
	MBA Marketing & Automobile Management	
	MBA Pharma Marketing & Management	
Ph.D Management	2011	
School of Finance & Commerce	B.Com. (Hons.)	2012
School of Hospitality	B.Sc Hotel Management	2012

School of Liberal Arts	B.A (Hons) Applied Psychology	2012
	B.A (Hons) Economics	2012
	B.A (Hons) Political Science	2013
	B.A (Hons) English	2012
	M.A Applied Psychology	2012
School of Media & Communication Studies	BJMC	2012

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	MJMA	2012
	Ph.D Mass Communication	2012
School of Medical & Allied Sciences		
	Bachelor of Physiotherapy	2013
	Bachelor of Pharmacy (Approved by Pharmacy of India)	2012
	Masters of Pharmacy (Pharmaceutics)	2012
School of Nursing		
	B.Sc. (Nursing)	2013
School of Basic & Applied Science		
	B.Sc. (Hons.) Forensic Sciences	2012
	M.Sc. Forensic Sciences	2012
	Ph.D Forensic Science	2012
	Ph.D Chemistry	2011
School of Law		
	Bachelor of Law (LLB) (Hons.)	2012
	Integrated B.A. + LLB (Hons.)	2012
	Integrated BBA + LLB (Hons.)	2012
	Masters of Law (LL.M.)/ One year	2012
	Ph.D Law & Legal Studies	2012

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Summary of Strategic Plan 2013-18

S.No	Goal No.	Objective	Action Plan
1	Goal-1	Recruit, Mentor and retain the best faculty from diverse backgrounds	
2	Goal-2	2.1: GU will ensure that by the fall of 2013 all its undergraduate curricula are comparable to the best in the field and are flexible to enable students to change majors during the first two years without loss of significant credits. As a strategy to ensure that all programs are compliant, they must demonstrate that they include the following curricular elements	<ol style="list-style-type: none"> 1. <u>Co-curricular Topics</u> 2. <u>University Core</u> 3. <u>Programme Core</u> 4. <u>Programme Electives</u> 5. <u>Capstone Experience</u> 6. <u>Programme Flexibility</u>
3	Goal-2	2.2: Provide opportunities, encouragement and rewards for faculty to engage in improving their teaching ability and use of latest pedagogical approaches to enhance learning among GU students.	<ol style="list-style-type: none"> A. Launch a Centre for Enhancing Teaching and Learning (CETL) B. GU will conduct student course opinion surveys. C. All GU faculty members will provide a realistic development plan. D. Instructor must meet with other faculty members to discuss the progress if course taught by more than one faculty. E. Dean of the school will prepare a plan for faculty development activities to be offered by the school. F. A 360-degree faculty performance and contribution evaluation
4	Goal-3	GU will continuously raise the academic standards for entry. At the same time, GU will attempt to balance this with attracting students from diverse regional, economic, social, and cultural backgrounds	<ol style="list-style-type: none"> A. Develop a profile of students who are succeeding at GU B. Develop enrollment goals for GU based on institutional capacity and infrastructure C. Pro-actively market the strong institutional identity and areas of strength. D. Develop an effective & efficient system of admission. E. Adopting a process of admission based on merit & transparency F. Provide hostel facilities G. Provide transport facilities

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			H. Implement merit-cum-means scholarship schemes to attract the best students.
5	Goal- 4	Systems and processes will be put in place for students to get exceptional service and excel in their endeavors	
6	Goal- 5	GU will take advantage of the availability of cutting-edge technologies to create a world class platform for learning and research.	
7	Goal- 6	6.1: Establish the Industry Advisory Committee to provide feedback regarding the curriculum and placement related issues.	<ul style="list-style-type: none"> I. Every HOD in the school will call their contacts industry and invite them to be a member of the Industry Advisory Board. II. The first and subsequent meeting of the Industry Advisory Board members will be scheduled in every year.
8	Goal- 6	6.2: GU faculty will get projects from industry and get students involved in these projects to give them some experience about the real world applications of what they have learnt in the classroom	<ul style="list-style-type: none"> I. All departments will contact the industries and obtain some technical projects for their students. II. Each department will get one project from Industry or Research Organization.
9	Goal- 6	6.3: GU faculty will work with students to come up with some new and innovative ideas that will be presented to the industry for implementation.	<ul style="list-style-type: none"> I. GU faculty and students will work on new and existing products and processes, II. Every faculty member will identify students in their classes who want to present their ideas.

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10	Goal- 6	6.4: GU faculty and placement office will work with the industry to find summer internships for GU students.	I. GU Faculty and the Placement Office will regularly contact the industries and find internships for students.
11	Goal- 7	7.1: Enhance GU's student and faculty participation in new knowledge generation by fostering strategic partnerships with reputed institutions in India and abroad	I. Identify international partners both in India and abroad for every school and program. II. The schools will assume ownership of existing and new MOUs III. The website to provide details of the academic curricula faculty profiles, publications, research strengths and ongoing research IV. Involve academic experts from partner universities in designing and periodically reviewing our curricula V. Plan for innovative need based undergraduate and post graduate. VI. Create a program of International Visiting faculty and scholars leveraging our own resources.
12	Goal- 7	7.2: Become internationally significant	I. Increase number of fulltime international students: II. GU will target selected countries and market special programs based on their need. III. Create short duration (4 weeks to 6 weeks) programs for incoming students. IV. Create an international campus by developing a learning and living experience that is tuned to the needs and expectations of international students.
13	Goal- 7	7.3: Strengthen the impact of the international programmes on the student educational experience at GU	I. Subscribing to several professionally run programmes and by removing bureaucratic barriers for student involvement II. Information about partnerships and opportunities III. International faculty appointments will be encouraged in all disciplines.
14	Goal-8	Develop an outstanding research infrastructure and a research culture at GU	a) Setup Centres of Excellence. b) Creating interdisciplinary centres of excellence in collaboration with renowned Indian Universities and international

			<p>universities</p> <ul style="list-style-type: none"> c) Crreating stimulating environment for Research students. d) Increase number of post doc fellows bt active recruitment. e) Attracting leading academics. f) To nurture the spirit of Innovation & Research among the faculty. g) Minimum number of staff exchange to be encouraged. h) Increasing the participation in international research project. i) Increasing the exchange on Master and Ph.D level thesis. j) Provide internship opportunities. k) Funds and opportunities to perform on research l) Scholarship for Good Researchers. m) Identification area of Research. n) Build team for research o) Organise Joint FDP, Workshops. p) Writing Joint Proposal q) Set minimum research output for faculty.
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Goal #1 - Recruit, mentor and retain the best faculty from diverse backgrounds

GU's goal is to recruit, mentor and retain high-quality faculty members who value and promote world-class scholarship.

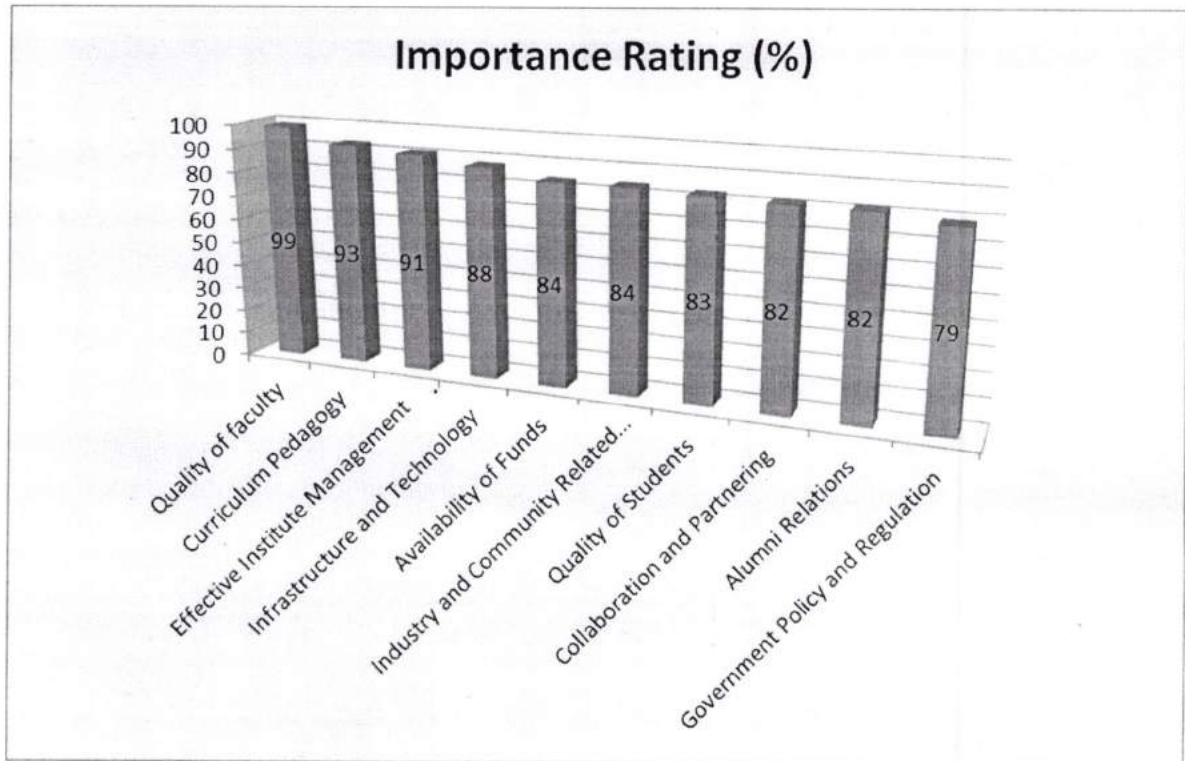


Fig. 2- Factors important for attaining academic excellence [adapted from "Achieving Institutional Excellence-Survey Results", EDU Tech Magazine, Volume 03, Issue 11, November [2012]

Goal #2 - Develop cutting-edge curriculum and adopt modern pedagogical approaches most suitable for GU students

GU's undergraduate curricula prepares and enables students to become life-long learners and to work as professionals in a variety of fields, become entrepreneurs, and to also engage in advanced studies leading to careers in research and academia. This goal will be pursued by fulfilling the following objectives. Listing of each objective is followed by a set of strategies to achieve them and the metrics to periodically measure progress toward achievement of the ultimate goal.

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S.No	Objective Number	Strategies	Action
1	<u>Objective 2.1</u>	1- <u>Co-curricular Topics</u> 2- <u>University Core</u> 3- <u>Program Core</u> 4- <u>Program Electives</u> 5- <u>Capstone Experience</u> 6- <u>Program Flexibility</u>	1-A : A Introduction to Learning Tools 1-B : Life-Quality Enhancement Skills 1-C : Cultural Skills 1-D : Development of Leadership Skills 1-E : Culminating Multidisciplinary Experience in Problem Solving 1-F : Internship/ independent study/ research /field-service/study abroad

Objective 2.1- GU will ensure that by the fall of 2013 all its undergraduate curricula are comparable to the best in the field and are flexible to enable students to change majors during the first two years without loss of significant credits. As a strategy to ensure that all programs are compliant, they must demonstrate that they include the following curricular elements.

Strategies

- I. Co-curricular Topics: All undergraduate curricula will include a set of co-curricular courses that specifically prepare students for professional careers and for life beyond graduation. Up to 10% of the curricular credits may be used for such preparation and these credits may be offered on a pass/fail basis. A sampling of such papers are as follows:

These courses offered through the School of Life-Long Learning are meant for wholesome development of students' personality and social skill-sets that can contribute to student success in life and assist them in job interviews as well as in succeeding in their jobs by becoming life-long learners. The pedagogical format will consist of independent reading to encourage self-learning, use of internet resources, discussions to facilitate collaborative learning, field trips and participation in special guest lectures from successful people in industry and society.

- A. Introduction to Learning Tools 3 Credits (1 semester)
 - a. The importance of life-long learning and developing soft-skills
 - b. Computer proficiency
 - i. Microsoft Office tools (Word, Excel and Power-point)
 - ii. World-wide web and internet resources
 - c. Use of library resources
 - i. Literature search

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- ii. Reference material
- d. Discussion of copyright laws
- e. Discussion of plagiarism
- f. Referencing previous work
- g. Introduction to research methodology

B. Life-Quality Enhancement Skills

3 credits (1 semester)

- a. Comparative study of political systems
- b. Citizens' responsibility in a democratic system
- c. societal values
- d. Characteristics of successful people
- e. Character, integrity and credibility
- f. Setting life-goals
- g. Health and hygiene
- h. Nutrition and health and safety
- i. Community engagement
- j. Managing personal finance
- k. First-aid, safety and life- saving skills
- l. Networking skills
- m. Use of social media
- n. Dining etiquettes
- o. Gender Consciousness

C. Cultural Skills

3 credits (1 semester)

- p. Indian history and culture (mostly in the form of reading and discussion)
- q. Yoga and spirituality
- r. Inter-personal skills
- s. Conflict resolution and compromise
- t. Religious, regional and cultural diversity and gender issues
- u. Art appreciation
- v. Music appreciation
- w. Social conversation and listening skills
- x. Multiculturalism

D. Development of Leadership Skills

3 credits (1 semester)

- a. The needs and objectives of effective communication
- b. Body language
- c. Classification of the types of communications
- d. Understanding your audience
- e. Listening
- f. Business Communications
- g. E-mail and social media



- h. Letters and memoranda
- i. Resume preparation
- j. Essays and technical reports
- k. Interview skills
- l. Public speaking and speech making
- m. Book discussions
- n. Debate
- o. Dressing for success
- p. Team-building and participating in teams

E. Culminating Multidisciplinary Experience in Problem Solving 3 credits (1 semester)

The objectives of this course is to expose students to the grand challenges of building a sustainable society while contributing to the solution from the perspective of their disciplinary expertise but in conjunction with experts from other fields who may have alternate solutions. Some specific problems are listed below. This list should be revised each year to add more contemporary topics.

- a. Global warming
- b. Building a home/community with a zero carbon foot-print
- c. Water quality and availability-Global perspective
- d. Global supply-chain in retail
- e. Alternate energy sources
- f. Building a technology based enterprise- business plan
- g. Opportunities in space exploration- Indian role
- h. Focused research experience
- i. Design of a solar powered vehicles (cars, boats, two and three wheelers)
- j. Use of solar power in refrigerated trucks
- k. Village electrification
- l. Use of technology to deliver/enhance education in rural areas
- m. Social entrepreneurship project

F. Internship/ independent study/ research,/field-service/study abroad (3 credits per semester, one or two semesters)

The purpose of this paper is to allow students to research under the guidance of a faculty member or be part of a formal external programme such as study tour or an internship. Every degree program will have faculty member(s) who will guide the students and evaluate the learning experience. This requirement may be fulfilled during the summer term. A maximum of 6 co-curricular credits may be earned in this mode. For example, it is possible for students to do a study-abroad tour and an internship in two separate summers or be engaged in a two semester sequence of a research project and earn six co-curricular credits.

2. University Core: All programmes will include a minimum of 18 semester credits as part of the University Core. These topics must be covered in every curriculum in sufficient depth for students to earn the specified credits. Inclusion of the various topics can be demonstrated as part of existing papers, modification of existing papers to include the topic(s) or by including separate papers on these topics in the curricula.

Topic	Credits
Communicative English	6
Logical Reasoning and Argumentation	3
Scientific Temper	3
Social, Gender and Historical Consciousness	3
Environmental Consciousness	3
Total Core Competencies: 5	Total Core Credits: 18

3. Programme Core: A programme core appropriate to the discipline covering the breadth of the field and exposure to interdisciplinary/ multidisciplinary and relevant coursework outside the major discipline.
4. Programme Electives: A sequence of elective courses that provide an in-depth experience in one or more of the sub-disciplines of the student's major field. Such courses will raise the level of awareness among students about what it takes to become an expert in a field.
5. Capstone Experience: A culminating experience in the form of research, participation in a team project or an internship that requires the student to apply the knowledge gained from course-work.
6. Programme Flexibility: Students will be able to change majors within a school up to the end of the fourth semester for four and five year programmes and up to the end of the second semester in the case of three-year undergraduate programmes without losing substantial credits.

Objective 2.2 – Provide opportunities, encouragement and rewards for faculty to engage in improving their teaching ability and use of latest pedagogical approaches to enhance learning among GU students.

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Strategies

- A. Launch a Centre for Enhancing Teaching and Learning (CETL) with a faculty member as the director but senior level professional staff employed that is well versed in creating effective surveys and in assessing teaching quality and student learning outcomes. The Centre will also advise Deans and HODs on how well or not their faculty as a whole is doing to serve the student needs and recommend new initiatives to improve the quality of teaching.
- B. GU will conduct student course opinion surveys for every class taught each semester. The new survey (see Appendix xx) has been streamlined for getting direct answers and reducing the time required to complete the survey. The survey results will be analyzed by CETL and the performance statistics for various courses will be developed to understand where improvements can be made.
- C. All GU faculty members will provide a realistic development plan for how they intend to spend the summer months in improving their capability as a researcher and a teacher. Some faculty will be involved in summer teaching but those that provide a good professional development plan and make a case for how their activities will benefit students and GU in the upcoming term will be considered for reduced teaching or perhaps exemption from teaching during the summer. This plan will be submitted to the head of department (HOD) along with the Annual Performance Report and will be approved by the Dean of the School. The following year's annual report will address how the goals outlined in the previous year's plan were met.
- D. If a subject is taught by more than one faculty member during the same semester due to multiple sections, the instructors must meet at least once in two weeks to discuss progress, pedagogies, class assignments, and exchange best practices.
- E. Each year on or before the first Monday of August, the dean of each school with assistance from HODs, will prepare a plan for faculty development activities to be offered by the School. These can be in the form of workshops conducted by outside speakers and/or internal speakers on teaching methodologies and pedagogy. Workshops must be conducted during semester or summer just prior to the week the classes begin when all faculty are available to attend. Faculty members that are unable to attend must be excused in advance by the Vice-Chancellor.
- F. A 360-degree faculty performance and contribution evaluation system will be instituted at GU for faculty members and administrators. The elements of such an evaluation will include the following:

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- a. An annual performance report prepared by the faculty that will be due at the end of January that lists all the accomplishments for the calendar year including teaching, research and service and a brief listing of objectives for the following year. See appendix xx for the format of these reports.
- b. Results of the student course opinion survey from classes taught during the evaluation period.
- c. Peer evaluation by faculty colleagues, professional staff of the department and direct reports. Talks are underway with an outside company to develop a 360° system for evaluating faculty.
- d. All inputs will be assembled by the supervisor and a performance evaluation letter will be prepared and provided to the faculty member. This letter will be reviewed by the next level in the reporting chain. Selected letters for the best, average and below average performers in each school will be submitted to the Vice-chancellor by the dean of each school.
- e. All decisions regarding increments in faculty salaries and promotion will be based solely on performance assessment.

Goal # 3 – GU will continuously raise the academic standards for entry. At the same time, GU will attempt to balance this with attracting students from diverse regional, economic, social, and cultural backgrounds.

Strategies

- A. Develop a profile of students who are succeeding at GU and ensure that the standards of admission are consistent with the profile of successful students.
- B. Develop enrollment goals for GU based on institutional capacity and infrastructure and break them down to the level of each degree program
- C. Pro-actively market the strong institutional identity and areas of strength, past accomplishments at regional/national and international level, and effectively differentiate GU from its competitors.
- D. Develop an effective & efficient system of admission to serve as the face of the University, disseminate information in a timely manner, and provide guidance & counseling to prospective students and their parents.

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- E. Adopting a process of admission based on merit & transparency (Qualifying exam, board examination percentage, group discussions, entrance test, Interview etc.). Explore engaging services of outside testing agencies that conduct college admission tests.
- F. Provide hostel facilities that cater to the needs of students with different financial capacities.
- G. Provide transport facilities connecting the University to the major cities and transportation hubs in the NCR region.
- H. Implement merit-cum-means scholarship schemes to attract the best students.

Goal # 4- Systems and processes will be put in place for students to get exceptional service and excel in their endeavors.

Goal # 5- GU will take advantage of the availability of cutting-edge technologies to create a world class platform for learning and research.

Goal # 6- GU will build partnerships with the industry in the region and encourage entrepreneurship and innovation to support economic development.

Objective 6.1- Establish the Industry Advisory Committee to provide feedback regarding the curriculum and placement related issues.

Strategies

- I. Every HOD in the school of Engineering and Technology will call their contacts in the NCR based industry and invite them to be a member of the Industry Advisory Board. The deadline is Dec 31, 2012.
- II. The first and subsequent meeting of the Industry Advisory Board members will be scheduled in February/March every year. Every department will make a presentation about their program and invite suggestions from the board members
- III. After gaining some experience, the program will be expanded to other schools by winter semester of 2014


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Objective 6.2- GU faculty will get projects from industry and get students involved in these projects to give them some experience about the real world applications of what they have learnt in the classroom.

Strategies

- I. All departments in the School of Engineering Technology will contact the industries and obtain some technical projects for their students. The faculty will then work with the students and their contacts in the industry to implement these projects in a timely manner.
- II. By August, 2013, each department will get one such project from industry or research organizations (like DST, UGC, MIT, CSIR, etc.) and identify students who will work on this project. More projects will be added in the subsequent years.
- III. Other schools will be required to do the same in 2014.

Objective 6.3- GU faculty will work with students to come up with some new and innovative ideas that will be presented to the industry for implementation.

Strategies

- I. **GU faculty and students will work on new and existing** products and processes, come up with innovative ideas and present them to industry in various forums. The first such presentation will take place in Winter semester 2014 and will be repeated every year.
- II. Every faculty member will identify students in their classes who want to present their ideas. Such students will be encouraged to work on their ideas and prepare a Poster Presentation. The first such presentation will take place in September 2014 (during the first week of classes) and will be repeated every year. Industries will be invited to the Poster Presentation.

Objective 6.4- GU faculty and placement office will work with the industry to find summer internships for GU students.

Strategies

- I. GU Faculty and the Placement Office will regularly contact the industries and find internships for students. First batch of students should be placed for summer internships by Summer 2013.

Goal # 7 - GU will build strategic partnerships with a few select universities in India and abroad to provide distinctive experiences for students and new research opportunities for faculty.

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GU believes that 'Learning by Sharing' is the key to developing a capable cadre of professionals who can compete with the best in the world. To achieve this goal GU will identify and partner with key national and international partners and develop collaborations in areas that will strengthen the university's academic and research base.

Objective 7.1: Enhance GU's student and faculty participation in new knowledge generation by fostering strategic partnerships with reputed institutions in India and abroad

GU's vision is to be known globally for education, research and innovation at the intersection of disciplines. Partnering and networking with good national and international partners is one of the conditions for such being perceived as such a university. At present, the university has entered into academic cooperation with 4 foreign universities with possibilities of student exchange, faculty exchange, joint academic programmes and joint research & development activities. Future relationships must be expanded gradually to have more geographical coverage but must be developed based on strategic alliances.

Strategies

- I. Identify international partners both in India and abroad for every school and program. The schools/departments will make a list of potential partners and then approaching them to start discussions.
- II. The schools will assume ownership of existing and new MOUs and the responsibility for making the MOUs successful will also rest with the schools with support from the International Office.
- III. The website of the University will be made more informative to provide relevant information to potential partners. The website to provide details of the academic curricula faculty profiles, publications, research strengths and ongoing research
- IV. Involve academic experts from partner universities in designing and periodically reviewing our curricula
- V. Plan for innovative need based undergraduate and post graduate programmes on "twinning" basis with required credit transfer and possibility to offer degrees by both the universities (Double Degrees)
- VI. Create a program of International Visiting Faculty and Scholars leveraging our own resources with those from organizations such as the Fulbright Programme, DADD German Programme, UNDP and the sabbatical leave programmes offered by various international universities.

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23



Objective 7.2: Become internationally significant

Strategies

- I. Increase number of full time international students: GU will increase the number of fulltime international students and attract talented students to our programs at all levels using strategic advertising and through scholarships.
- II. GU will target selected countries and market special programs based on their need. Countries in Africa, Middle East, and the SAARC region have a large number of students coming to India for higher education. This is a potential market that can be tapped in the future. These students can be targeted by strategically promoting selected programs in specific countries, offering scholarships and other incentives such as offering English training for students from non-English speaking countries and by advertising and other promotional activities.
- III. Create short duration (4 weeks to 6 weeks) programs for incoming students. Design short term programs specifically for students from developed countries that offer a taste of the rich Indian history and culture, economy and business and unique GU life experience. These short term programs consist of specific short- duration courses in Management, Economics, Law, Design, Engineering, IT & Technology, Media, Humanities, Health, Communication Skills and Liberal Arts.
- IV. Create an international campus by developing a learning and living experience that is tuned to the needs and expectations of international students. Food, accommodation and facilities offered in the hostels /guest houses for international students and faculty should be at the international level.

Objective 7.3: Strengthen the impact of the international programmes on the student educational experience at GU.

Strategies

International exposure and experiences open students' eyes to a whole new world and so the student participation can be further encouraged by:

- I. Subscribing to several professionally run programmes and by removing bureaucratic barriers for student involvement thus making it easy for accepting and sending students on exchange programmes. A specific semester in the curricula can be designated for a semester of study in a partner university and bright and interested students should be encouraged to participate.
- II. Information about partnerships and opportunities to study abroad will be made available to all students through brochures and through the GU website

Bansal
24
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III. International faculty appointments will be encouraged in all disciplines.

Objective 7.4: Improve opportunities for research for our students and faculty through national and international collaborations

GU is a young university and it is well known that (a) universities are recognized by the quality of their research and (b) it takes several years to develop an effective research infrastructure. Thus, GU is aware of the importance of research and that research and attracting research resources are interdependent on each other. Global partnerships must be an important part of GU's strategy for creating research opportunities for our faculty and students while the research infrastructure is being built at GU.

Goal # 8- Develop an outstanding research infrastructure and a research culture at GU

- a. Setup centres of excellence in collaboration with partners within India and international partners and improve the quality of research through active collaboration with national and international partners
- b. Creating interdisciplinary centres of excellence in collaboration with renowned Indian Universities and international universities to promote a culture of inquiry and research among the faculty. These centres will facilitate meaningful exchange of ideas and healthy interaction among the members which would ultimately result in innovation and societal transformation
- c. Creating stimulating environment for research students and mechanisms to ensure post graduate success
- d. Increase number of post doc fellows by active recruitment
- e. Attracting leading academics from India and abroad to share their expertise in various research areas and harness the potential of the experts from leading partner universities.
- f. To nurture the spirit of innovation and research among the faculty by encouraging them to be in touch with global leaders in their field of interest.
- g. Every year a minimum number of faculty staff exchanges to be encouraged .every month a certain number of guest lectures from partner universities from India and abroad to be planned. with partners and the number of guest lecturers.
- h. Increasing the participation in international research projects
- i. Increasing the exchange on Master and PhD level / bi-national PhD thesis


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Uttar Pradesh

25



- j. Provide internship opportunities /research at best possible research institutions/companies in India
- k. Funds and opportunities to perform and carry on research at best possible centres in India
- l. Scholarships give for good researchers
- m. Every school to identify areas of research both strengths as well as their lacking areas.
- n. Build teams for research in the different areas and website to highlight the research strengths
- o. Organising periodic joint seminars/workshops and conferences of mutual interests involving local industries and institutions.
- p. Writing of joint proposals to avail grants. Organizing workshops on how to write joint proposals to be organised for benefit of faculty members.
- q. Identifying areas of research interests and undertaking joint PhD guidance initiatives.
- r. Set minimum research output norms for faculty members

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