

## **GOOD GOVERNANCE WITH CAPACITY BUILDING AT M.R.E.C (A)**

The following is a report on how capacity building approaches are adapted at MREC, which is moving towards Good Governance. Along with the efforts, techniques, and procedures MREC is also sharing the ideas with sister engineering colleges, where TEQIP program is active.

**The objective of the higher** and professional educational institutions is understood to be

- a) For the advancement of the society
- b) To prepare the students to understand the current challenges and equip themselves with all the useful knowledge tools.
- c) To enhance the pivotal role of the teachers by developing the work culture with a goal to be committed and performing teachers.
- d) Optimal utilization of physical and manpower resources.
- e) Mechanism for close interaction between industry, academia and community,
- f) To raise the standard of education and research, so that students be able to compete with those from top global institutions and find their place in global league.
- g) To induce transparency, merit and ability in order to see that the GDP of the country improves.

**In the seminar on “Building World Class educational Institutions in India: Challenges and Prospects** “some of the Heads of the MNCs and professors of IIMs have outlined and tried to debate on the questions:

- What makes an educational institution world class?
- How does one assess the impact of an educational Institution?
- Who are the stakeholders of educational Institutions and what role they are expected to play in governing and developing an Institution?
- How should institutions in India attract critical resources (Quality faculty) and retain them?
- What is the contribution of Indian Institutions of Knowledge creation? What are the critical gaps? How to close them?

- What should be the role of the government and the industry in supporting these institutions?
- Are these Institutions accountable? If yes, to whom? How to balance the freedom of action and accountability?
- What is the role of the funding mechanisms and enabling administrative structure?
- What has been the track record of India in this area so far and what should be the way forward?

The committee decided that in creating World Class Educational Institutions (WCEI), we need major policy initiative and action plans as well as meticulous execution.

1. There is a need for aspirational leadership and freedom of action to those who lead these educational institutions.
2. Freedom of action means meaningful decisions related to Whom to teach, What to teach, How to teach and those issues related to selection, seeking and employment of resources.
3. The key attributes to gauge the eminence of an institution are reputation, faculty resources, their academic and scientific output, quality of students who seek admission to the institution, and the social standing of the graduates of the institution.
4. The private educational institutions in India are not able to neither challenge the quality of existing institutions nor stretch them to do better institutions. There is urgent need to completely revamp these institutions in terms of direction, focus, content and management.
5. There is clearly a need to retrospect and strengthen the educational processes in these institutions, to make them more socially relevant and appropriate.
6. Though the public institutions made some mark but the contribution to the knowledge creation in the global context is somewhat better. It is necessary to recognize the gap and initiate remedial measures by which this gap can be closed.
7. Institutions of repute are not only required to provide quality and skilled manpower, they are also expected to play the role of social change in the society. These institutions need to reorient and prepare themselves to the vital role.
8. To make an impact on society the WCEI should constantly review their performance, reassess the direction, realign their priorities and rededicate to the academic pursuit and excellence.

9. For the necessary transformational process there is a need for active support from government, quality leadership (academic), dynamic priority setting a policy formulation, freedom of appropriate action by the institutions and a strong focus on quality of education delivered contextually relevant knowledge creation and an ecosystem to facilitate generation of new ideas and thoughts.

**The essence of good governance is its focus** on governing mechanisms which do not rest on recourse to the authority, and sanctions of Governments. (STOKER,1998).

The concept of GG is the creation of a structure on an order which cannot be externally imposed, but is the result of the interaction of a multiplicity of the governing actors (Kooiman,1993).

### **Benefits of Good Governance (GG) out lined by NPIU- the World bank is given below:**

The benefits of good governance are reflected in high achieving institutions that demonstrate:

- Integrity in appointments at all levels, both external and internal
- Strong leadership and management skills in all of the places where they are needed
- Processes in place for monitoring the quality of teaching and learning, and within institutions for improving that quality with appropriate student involvement
- Processes in place to deliver improvements in research quality (assuming that there is significant research activity)
- Lean and competent administration
- Robust and transparent financial systems, not least on procurement, and strong internal and external audit
- Effective and transparent mechanisms to determine remuneration at all levels
- Strong human resources processes, for example on appraisal, development and dealing with poor performance
- Effective student support arrangements
- Student participation in management and governance at all levels.

A good governance system ensures that educational institutions have independent and fully empowered governing bodies with representation from key constituent such as independent

members representing industry, the community, faculty and students, whose sole purpose is to support the mission and objectives of individual institutions.

A good governance system helps to create a stimulating 'ecosystem' to attract talented faculty and motivate them through a performance-based reward structure. An enlightened governance system stimulates a culture of innovation, encourages large-scale faculty development programmes, improves productivity and supports the sustainability and development of institutions.

**Good Governance requires mass participation** in the decision making process of an organization aiming at integrating the existence and fate of others, leadership should ensure that the ethical norms and behavioral ideals be freely embraced and motivation must grow out of authentic inner commitment, the search for truth not be sniffled but rather questioning and creativity should be encouraged. It is also based on the respectable integration of people, transparency, accountability, responsibility and solidarity public and private officers in the Institutions.

Leadership must ensure the mechanisms, institutions, structures, fostering integrity, authenticity, credibility, visibility, honesty, loyalty and ultimate ethical values and justice.

Leadership is about raising the aspirations of the people. Leaders have to create a vision that is noble, aspirations and inspirational, which make people enthusiastic and energetic to make sacrifices that are required for moving towards THE VISION. He has to pay attention to putting in place a good metric for each dimension of progress, and ensuring that it is measured.

In brief we must identify mechanisms, processes and structures in the organizations in the achievement of **Good Governance**.

### **Profile of MREC (A):**

1. MREC (A) was established in the 2002 by CMR Educational Society at Secunderabad.
2. MREC (A) a Private, UGC Autonomous Engineering College.
3. MREC is one of the MRGI, which runs nearly 15 professional colleges in the areas of Engineering, Medical, Dental, Pharmacy,. Management and some schools in Hyderabad. The professional colleges have both UG and PG programs.

4. MREC has strength of nearly 6000 + students and 340 well qualified and experienced faculty members belonging to several disciplines.
5. MREC became Autonomous in the year 2010.
6. It was given NAAC- A grade in 2010 and NBA accreditation for all UG programs once in 2010 and also in 2014.
7. It is also under TEQIP – II 1.1.
8. MREC has its own well structured curriculum, operating policies and procedures in preparing tomorrow's engineers.
9. **Good Governance** is streamlining the procedures, processes, educational facilities in the light of quality policies, principles of excellence formulated aiming at better catering of knowledge and ensuring good placements to the students. The procedures and processes comparable to some of the institutes of higher learning.
10. In the process of promoting good governance we have designed the processes in the light of Systems Engineering concepts, principles of excellence and educational Innovation suggested by CMU.

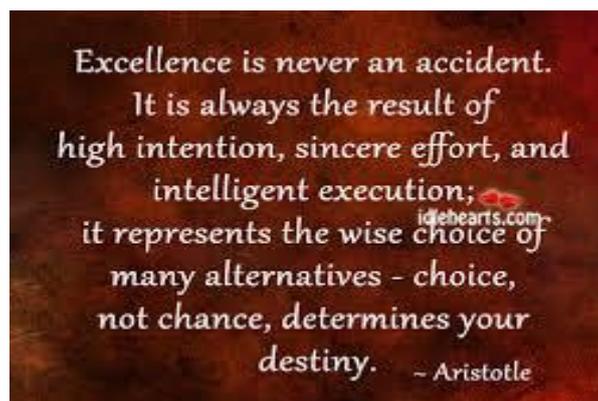


### **Promoting and Implementing Good Governance:**

It was necessary to ensure that the factors like total participation, reliability, predictability, accountability, sustainability and strength are most important for improving the productivity of the country. Basically we have examined What, Why, How, When and Where of GG. Obviously GG is understood to help

- a. In transition is more open to help a large number of stake-holders without sacrificing the results.
- b. It is aimed at achieving the economic and social development.
- c. Improve the capacities and withstand the pressures on competitiveness in the growing globalization
- d. Improve the public confidence (of stake holders). Address the growing needs for better services and meet the increasing demands for better responsive services,
- e. The crisis or weaknesses are believed to be due to the financial crisis.
- f. GG is believed to depend on the ability to exercise power in order to make good decisions over time. Further this is linked to organization's capacity for knowledge, mediation, resource allocation, implementation and maintenance of relationships.
- g. The Key factors of GG are Technical and managerial competence, organizational capacity, Reliability and predictability, the rule of law, accountability, transparency, open information systems and participation.

Optimal, ethical, transparent Decision making Policies in the organizational efficiency, Effectiveness, along with Efforts carried out is outlined.



Thus excellence is not an accident but there must be a strong will power to do it.

**In order to create an excellence**, there must be a good will, a good vision and a constructively designed Mission which generates a best mechanism. Also issues, ideas, activities and actions must be based on “**principles of excellence**”.

1. An excellent education: meaning there must be a best academic program, educating outstanding students, academic success and completion, high quality student life, access and affordability (w.r.t. Geographically, programmatically, a financially accessible qualified students) and innovative teaching.
2. An excellent faculty.
3. Excellence in research: increase research and scholarship, stimulate the arts and humanities, a commitment to outstanding professional education and research, and expand the intercampus collaboration.
4. Be international; dimension of excellence.
5. Excellence in healthcare.
6. Excellence in engagement and economic development; translating innovation, strong communities and leadership for advancement.

**The framework required is**

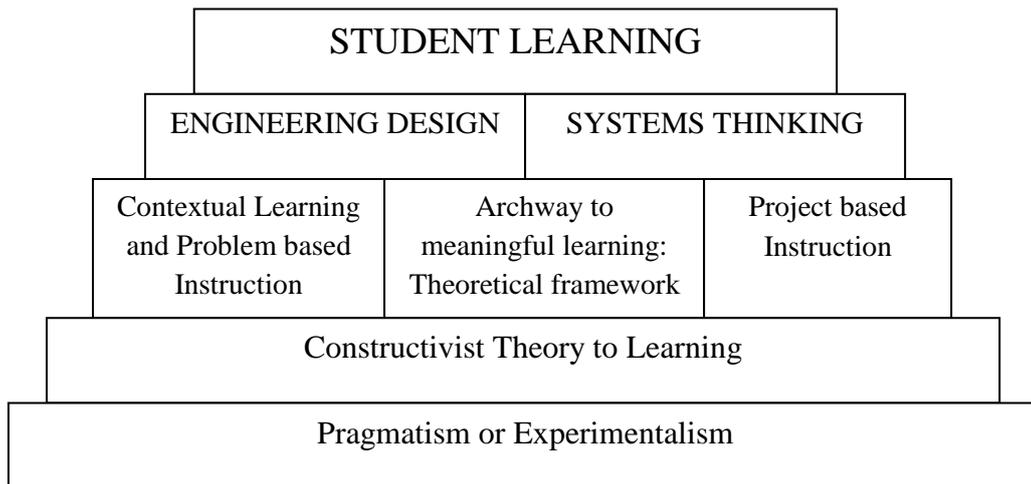
7. Excellence in advancement,
8. Motivation for Building an excellence.
9. The centrality of information by pervasive deployment of I.T and, I.U. libraries.
10. Responsible stewardship with accountability, excellence in administration, communicating excellence.

**SPECIFIC IMPROVEMENTS:**

1. GG can be achieved by upgrading the experiments, laboratories, software and faculty to improve the quality of education.
2. Build institutional capability by adapting good practices and processes. To encourage objective thinking among students and faculty members.
3. Entrepreneur Development cell has been created and it is conducting programs related to business process, in order to induce an enthusiasm to become an entrepreneur.
4. Creation of Industry Institution Interaction Cell which is taking care of internship for the engineering students.

5. Finishing schools, CRT programs are giving good results in the sense of the outgoing students getting good jobs.
6. It is found that Students are getting benefitted by QEEE programs of IIT network, as the subjects are being dealt by experts from other Institutes. In fact the grades of some of the students have gone up due to the QEEE programs.
7. Students found the bridge courses and remedial useful, in the sense that they are taking good interest in regular classes.

**If Technology Education is viewed through Systems Thinking:**



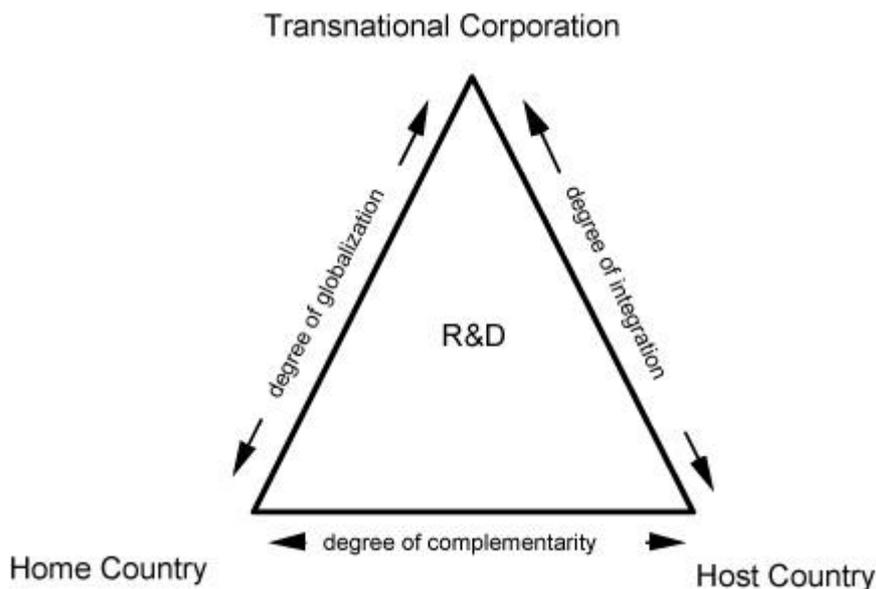
**INITIATIVES AND EFFORTS:**

1. **Multi-dimensional efforts in upgrading student performance at the college and foundation for lifelong learning:** In order to update the performance of students of the college, various promising avenues are explored. The initiative and efforts are made from the time immediately after the student joins the institute till he leaves the college. The contents are:
  - a) Orientation programmes
  - b) Bridge courses
  - c) Remedial classes.
  - d) Internships
  - e) Industrial tours
  - f) Student seminars
  - g) Student technical conferences
  - h) Adjunct lectures

- i) Emphasis on being strictly regular with lab classes.
- j) Training programmes/ classes on GRE, G-MAT, TOFEL, LTS, GATE
- k) Encouraging individual with teachers Interaction.
- l) Training in Introspection or SWOT analysis.

It is expected that student performs well at every stage and his confidence grows in order to face the technology world.

**II. Multifaceted faculty development for better performance in teaching and research:** To motivate and keep the faculty bubbling with enthusiasm to offer / deliver the subject in an artistic fashion by many pedagogical training programs and awareness programs related to advancements in technology. It was realized that the orientation, refresher programs motivated the faculty. They are truly refreshed by inputs and have shown enhanced enthusiasm which could be transferred to students. It was realized by the way the students have shown improvement in grades. These are executed through the following ideas



- a) Pedagogical training on teaching in Higher education
- b) Microteaching in Higher education
- c) Industry Institute Interaction and Industry tours.
- d) Encouragement and Involvement in Research leading tom Ph. D.
- e) Involvement in R & D and Consultancy and projects
- f) E- Class room teaching

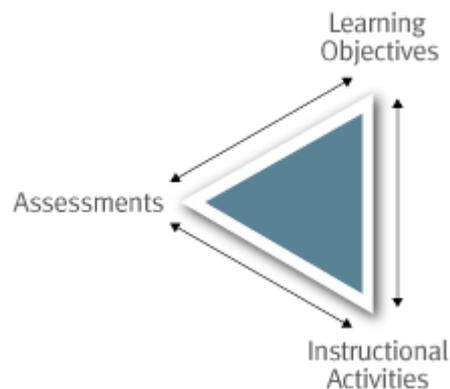
- g) Technical lectures on up and emerging areas by academic and Industry professionals.
- h) Self appraisals / SWOT analysis reports
- i) Student feedbacks – student grades
- j) Adjunct lectures
- k) Guidelines for guiding the projects.
- l) Special programs on mentoring student professionals.
- m) Journals and societies dealing with education in engineering education (IEEE-education society )
- n) Motivation by mementoes and merit certificates for best teaching awards
- o) Programs related to History and origin of technology
- p) Individual blended teaching programs
- q) Group discussions and brain storming sessions on better teaching approaches.
- r) Curriculum development and updating of knowledge tools
- s) Sharing ideas and knowledge acquired through you tube programmes on technological developments and discussion topics
- t) Sharing and discussions with peers of technical professional societies like IEEE and ISTE, J-gate plus, ASME, CSI and their journals.

**Teaching is Complex**, multifaceted activity, often requiring instructors to execute multiple tasks and goals simultaneously and flexibly. In fact a teacher needs to struggle hard to mould others and derives happiness.

Set of principles which make teaching both effective, efficient and help us to create conditions that support student learning , minimizing the need for revision, content and policies; of course commitment to time and effort , saves time and energy. (Teaching Excellence and Educational innovation from [http:// www.cmu. Edu/teaching/](http://www.cmu.edu/teaching/)).

1. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching. [Like the cultural and educational, disciplinary, prior knowledge-allowing teacher to identify misconceptions, course design and additional practice etc].

2. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities. [Teaching is effective and learning is enhanced by instructors who articulate and set clear learning objectives, requirement of case students, discussions, readings, labs, practice of knowledge skills etc.]



3. *Effective teaching involves articulating explicit expectations regarding learning objectives and policies. [What is expected of student, our expectations and communicating them explicitly helps students learn more].*
4. *Effective teaching involves prioritizing the knowledge and skills we choose in the focus. [Too many topics may work against learning with several confusions hence determining a set of objectives that can reasonably be accomplished is suggested].*
5. *Effective teaching involves recognizing and overcoming our expert blind spots. [ make connections, draw on relevant knowledge and choose appropriate strategies like breaking the tasks into component steps, explain connections explicitly and model processes in detail ]*
6. *Effective teaching involves adopting appropriate teaching roles to support our learning goals. [ role of the instructor are critical in guiding the students thinking and behavior in teaching e.g., synthesizer, moderator, challenger, commentator depending on learning objectives ]*
7. *Effective teaching involves progressively refining our course based on reflection and feedback. Based on the data related to course evaluations, conducting focus groups, conducting pre and post tests might help modify the learning objectives, content , structure, format of a course and adjust the teaching by feedback depending on priorities with an introspection like – something is not working, try something new, what are the emerging issues etc ].*

## **The Teacher:**

It may be understood that a teacher has to be clear and consistent in presenting ideas and must be quite artistic in temperament. It believed that teachers are the leaders in facilitating the student community and to the fellow teachers. Educationists have specified the qualities of good teachers. Integrity is one of the qualities of the professional; college teachers. In the words of Dr APJ Abdul Kalam “Leaders will work with integrity and succeed with integrity and act as promoters of such a culture in their subordinates”. MREC also believes in sharing the processes with its fellow institutions.

In the words of **MK GANDHI** “ A teacher who establishes rapport with the taught , becomes one with them, learns more from them than he teaches them. He who learns nothing from his disciples is, in my opinion, worthless. Whenever i talk with someone I learn from them. I take from him more than I give him. In this way, a true teacher regards himself as a student of his students. If you will teach your pupils with this attitude, you will benefit much from them. “In brief it was an education that aimed at educating the whole person, rather than concentrating on one aspect [15 Feb., 1942; Talk to Khadi Vidyalaya students, Sevagram].

“On the character and ability of its faculty, will the character and success of the University depend, more than upon all other circumstances taken together? Buildings, cabinets, libraries, rich endowments will all be in vain, if the living agents – the professors / teachers – be not men of ripe attainments, fine culture, and eminent teaching powers. A good college professor should have the three-fold qualification of

- (i) Eminent and extensive scholarship at least in his department;
- (ii) thoroughly-tested ability to teach; and
- (iii) High-toned, gentlemanly character and culture.

The first two are indispensable qualifications. The third will never be overlooked by those, who have marked how inevitably and ineffaceably the teacher impresses his manners and habits upon his pupils. If the culture is the better part of education, high-toned character and genuine courtesy of manner and feeling are better part of culture.” --- *From the newsletter of UIUC, spring 1994.*

**COMMENT: *Perhaps it is time to rethink, even in 21 st century.***

MREC is committed to prepare such good teachers.

- III. After having made a micro level study of the functioning of several aspects institute's curriculum, labs, library, hostels, maintenance, curriculum computer services, tutorials classes, tutorial classes, question papers, evaluation systems, grading system, alumni contact, industry interaction, entrepreneur development, work culture, research activities, etc., it was felt to streamline and give a productive outlook, induce a productive time management in the manpower. Log books are introduced wherever is needed. This has introduced dynamism in the working processes.
- IV. Linkages and sharing with the national institutes, laboratories R And D agencies like IIT, IIIT, HCU, DRDO, NRSA, APRSA, IDRBT, etc. at Hyderabad have been made which helping the faculty and students in improving the quality of contribution.
- V. Feedbacks from students and management stimulated and introspection and self review of the level of functioning.
- VI. Curriculum review is being made through BOS consisting of experts from other institutes, R & D and Industry in Hyd.
- VII. Guest lectures, interaction sessions by experts from outside the college and the MREC teachers are developing and expanding the knowledge of students outside the curriculum & exposure to up[ and emerging areas of study like computational molecular biology, Data science, analytics, nano-technology advantages and prospects.
- VIII. Alumni meets, parent teacher meets, industry meets are arranged at the college.
- IX. Academic plans are developed so that programs move in a systematic fashion regularly.

In every activity of the institute the Vision and Mission of the institute MREC are kept as mantras, reminding of the responsibilities and the actions.

### **EXPECTED INSTITUTIONAL OUTCOMES:**

Soon most of the faculty will be registering for Ph.D. in the local universities. In the next 4 years of time we expect 100 % MREC faculty would get their Doctorate degree.

In the near future we expect creation of "centers of excellence" in some of the areas and state-of-the-art academics center with the blessings of the management. A well facilitated Library and information resources center is being created.

Our final goal is also to emerge as an 'A' class institution in India, so that MREC students do higher studies in excellent institutions in the world; employed in the best companies and continue to contribute to the productivity of the company and the country at large, should be

making innovations and carrying out original research activity and are responsible for developing optimal strategic plans for the progress of the organizations.

Academic Ambience center and faculty/ student empowerment indicatives also will be created.

Every stage gaps are identified to develop the best practices.

Efforts are being made to ensure openness, transparency, honesty in operations which are expected to give harmony and competitive attitude.

Efforts are made and the institute is slowly gaining the stakeholders confidence, respect, admiration, enhancing the image, visibility, and credibility.



## ACHIEVEMENTS

1. **List of Publications:** MREC is on the verge of improving the academic research culture and the faculty gained sufficient motivation and has been making publications.
2. **List of Quality Projects:** The enthusiasm and the incentives given for publications helped the faculty in carrying out investigations, motivated the faculty to apply for projects for funds from GOI departments.
3. **List of Students Placements:** TEQIP helped the T and P department in carrying out training programs on Finishing schools, CRT, Entrepreneurship etc., which have helped students in giving Interviews with satisfaction and many attained placements in reputed companies.
4. **Robot Competitions, E- Learning, Virtual Labs, Excelsior, and Sports:** TEQIP also helped the student community to work on live projects of 21 st century. Faculty has an enthusiasm to involve in giving solutions to the world engineering challenges.

## **GG INITIATIVES, DEVELOPMENT PLANS AND INSTITUTIONAL GOVERNANCE DOCUMENT AT MREC:**

After having made introspection, brainstorming and self review of the current situation of the organization and working out the details to emerge as a premiere engineering institute offering engineering programmes the committee on the GG of MREC has drawn action plans with an “understandable maturity”. It is also working out the goals and the action plans with milestones and implementing the following actions.

1. Restructure and redesign the courses to suit to the local needs of the industry and also design and develop design oriented research.
2. Modern methods and advanced software in conducting end examinations and evaluation of the performance in the written examinations.
3. Faculty selections are made after ascertaining the eligibility requirements, special teaching skills, initiative and sufficient enthusiasm of the aspirants of MREC.
4. MOUs with the industries which produce quality products.
5. Professional development initiatives through the scientific, technical and professional societies.
6. Maintaining equipment to student ratio as 1:1.

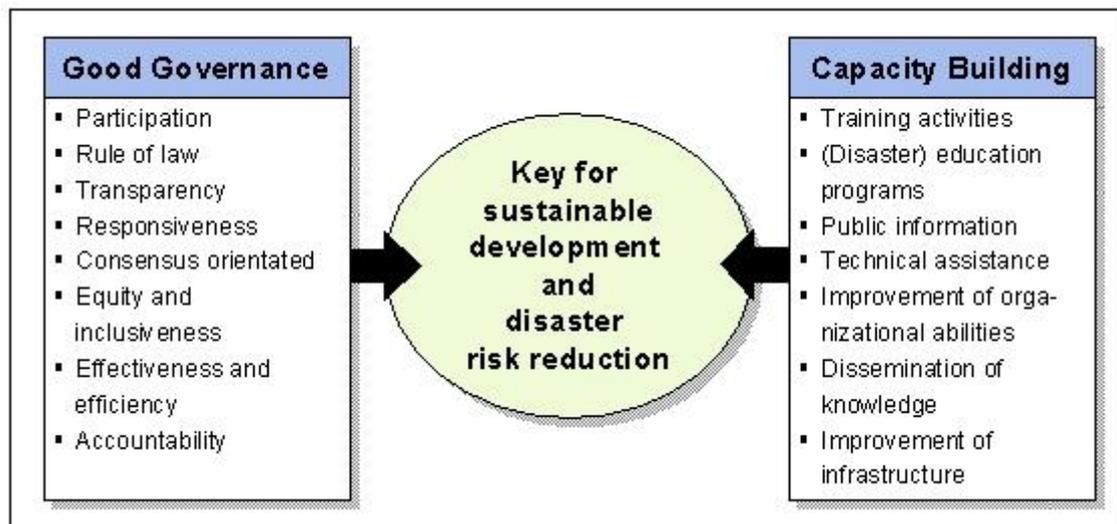
## **GG – IN DEVELOPING MREC INSTITUTIONAL GOVERNANCE DOCUMENT:**

MREC has developed its own governance document, the steps being

1. It was decided to involve each and every member of the college in brainstorming for productive ideas, planning and execution with a focus. More stress is on the teamwork and the supervision by the senior faculty, advisers, the management, and above all the BOG members.
2. An Introspection and Self assessment carried out honestly and critically regarding the procedures and practices in an unbiased fashion.
3. These self assessments are made use in implementing the prioritized actions and execution of the jobs on priority basis with milestones in the planning process.
4. Reviewing the progress in all the dimensions at various stages.
5. Sharing the procedures followed with the fellow institutions. This action also is responsible in removing the micro-level errors and rationalizing the thinking.

## GOVERNANCE DOCUMENT:

- I. *Institution*
- II. *Role of Governing Council*
  - a. *Primary accountabilities*
  - b. *Openness and transparency in the operation of governing bodies,*
  - c. *Key attributes of the governing bodies.*
  - d. *Effectiveness and performance review of the governing bodies.*
  - e. *Regulatory compliance.*



### Key content of our Institutional Governance Document includes:

- The principles of governance and management.
- The role of members of the governing body, including the principles of good behavior and the need to avoid conflicts of interest.
- The role of the Chair and of the Head of the Institution, and the relationship between them.
- How members and the Chair are appointed.
- The committee structure and the scheme of delegation to those Committees. (TOR for committees is set out in the annex).
- The definition of primary accountabilities and the governing body's approach to them (as in the TEQIP Good Practice Guide).
- Openness and transparency (as in the TEQIP Good Practice Guide)
- Key attributes (as in the TEQIP Good Practice Guide).
- Effectiveness and performance review (as in the TEQIP Good Practice Guide).
- Regulatory compliance (as in the TEQIP Good Practice Guide).

Plus annexes setting out the terms of reference of committees reporting to the governing body, and the development plan for all governance activities.



### **SELF REVIEW OF CURRENT GOVERNANCE PRACTICE:**

This is a mandatory action, which helps in examining / introspection on the current status of the system, working mechanism and the efforts essential in relation to the goals set.

This self examination must be a **CRITICAL, HONEST, UNBIASED** review of the current situation; which must help in assessing and deciding on the current approaches adapted and future course of actions. The transformation and the approaches must be constructive enough and as realistic as far as possible.

### **INSTITUTIONAL GOVERNANCE REVIEW TEMPLATE**

The objective of an Institutional Governance Review is to assist institutions, using an evidence-based approach, in their self-assessment of current governance practice. A thorough review will indicate the level of effectiveness of institutional governance and the Governing Body, and identify action points for improvement. It will also indicate that:

- The conduct of the Governing Body is in accordance with the standards of behavior that the public should rightfully expect
- The Governing Body and individual governors are exercising their responsibilities in the interests of the institution as a whole
- The review has been undertaken by a group who has internal and external credibility to undertake such an exercise.

## Assessment scale an descriptors

<p>This Institutional Governance Review Template is a tool based on the TEQIP Good Practice Guide for Governing Bodies to assist institutions as they carry out their self-reviews. Institutions may choose to use this, or other tools to review their governance practice</p>	
<b>1</b>	<p>Clear evidence of very good practice in quality and standards achieved (Assessment Identifies clear supporting evidence for at least 75% of the relevant practices set out in the Good Practice Guide for Governing Bodies).</p>
<b>2</b>	<p>Some evidence of good practice in the quality and standards achieved ( Assessment identifies clear supporting evidence for at least 50% of the relevant practices set out in the Good Practice Guide for Governing Bodies.)</p>
<b>3</b>	<p>Not in Place (Institutions may specify the expected date of Completion if there are concrete plans in place for implementation. Also, specify if there are any practices in the Good Practice Guide for Governing Bodies not yet relevant to your institution, or which are the responsibility of some other body. It is anticipated that these would be few in number.)</p>
<p>Provide a bullet point list of the strongest, clearest examples of evidence in support of your Assessment against each question.</p> <p>NB: In addition to reviewing governing body and other institutional documentation, valuable insights or verification of evidence can be gained from selected interviews, for example , with the chair of the governing body, other members of the governing body, the head of the institution, management and administration staff, faculty and student representations</p>	

Completed templates (or other review mechanisms) should be ratified by the Governing Body, dated and signed by the Chair of the Governing Body.

<b>INSTITUTIONAL GOVERNANCE REVIEW TEMPLATE</b>		<b>SUPPORTING EVIDENCE</b>
A) PRIMARY ACCOUNTABILITIES		For additional information refer to the TEQIP good practice guide for governing bodies
<b>SELF REVIEW QUESTIONS</b>	<b>ASSESSMENT</b> Enter assessment scale and provide a bullet point list of the strongest, clearest examples of evidence in support of your assessment against each question	<b>Examples of evidence</b> (such as governing body minutes and institutional documentation) indicate
Has the governing body approved the institutional strategic vision, mission and plan – identifying a clear development path for the institution through its long-term business plans and annual budgets		When, how, by whom, and to what degree, the strategic vision, mission and plan (with a clear development path through long-term business plans and annual budgets), have been discussed.
Has the Governing Body ensured the establishment and monitoring of proper, effective and efficient systems of control and accountability to ensure financial sustainability (including financial and operational controls, risk assessment and management, clear procedure for managing physical and human resources. )		Institutional audits have been prepared, discussed and approved by the Governing Body. <ul style="list-style-type: none"> <li>• The Governing Body has discussed and approved the Annual budget</li> <li>• Governing Body Sub-committees have met (give dates and minute references) and reported to the main Governing Body – including on financial and procurement risks assessed and discussed.</li> </ul>

<p>Is the Governing Body monitoring institutional performance and quality assurance arrangements?</p> <p>Are these benchmarked against other institutions (including accreditation, and alignment with national and international quality assurance systems) to show that they are broadly keeping pace with the institutions they would regard as their peers or competitors to ensure and enhance institutional reputation?</p>		<ul style="list-style-type: none"> <li>• Evidence of clear institutional values, policies and processes for enhancing, as well as assuring, quality (which are reflected in institutional practices and outcomes for education and research)</li> <li>Evidence of external scrutiny of course programmes reporting to the Governing Body, actions taken and discussion by the Governing Body</li> <li>• Governing Body discussion of benchmarking (comparison of performance with similar institutions)</li> <li>• Accreditation alignment and Academic Board reporting to the Governing Body on effectiveness of quality assurance systems – including demonstration of improvements.</li> </ul>
<p>Has The Governing Body Put In Place Suitable Arrangements For Monitoring The Head Of The Institution's Performance?</p>		<ul style="list-style-type: none"> <li>• Discussion and approval of the arrangements that have been put in place.</li> </ul>

INSTITUTIONAL GOVERNANCE REVIEW TEMPLATE		SUPPORTING EVIDENCE
<b>B) OPENNESS AND TRANSPERANCY IN THE OPERATION OF GOVERNING BODIES</b>		For additional information refer to the TEQIP good practice guide for governing bodies
<b>SELF REVIEW QUESTIONS</b>	<b>ASESSMENT</b> Enter assessment scale and provide a bullet point list of the strongest, clearest examples of evidence in support of your assessment against each question	<b>Examples of evidence</b> (such as governing body minutes and institutional documentation) indicate
Does the Governing Body publish an annual report on institutional performance		<ul style="list-style-type: none"> <li>• Annual reports (past and present) which include : key areas of performance linked to strategic mission/plan, the institution’s annual accounts with the identification of key individuals, and a broad summary of the responsibilities and accountabilities that the governing body delegates to management , (or those that are derived directly from the instruments of governance).</li> <li>• Evidence of governing Body discussion, approval and publication of annual report.</li> </ul>
Does the Governing Body maintain, and publicly disclose, a register of interests of members of its governing body		<ul style="list-style-type: none"> <li>• The register of interests indicates whether the conduct of the governing body is evidence of the good practice highlighted in the good practice guide for the governing bodies (members have completed the register of interests as part of the recruitment process: updating as appropriate).</li> </ul>

<p>Is the Governing Body conducted in an open a manner, and does it provide as much information as possible to students, faculty, the general public and potential employers on all aspects of institutional activity related to academic performance finance and management?</p>		<ul style="list-style-type: none"> <li>• <b>All matters</b> concerning the governance of the institution, including minutes of meetings, are available publicly, and on the institutional website.</li> <li>• Governing Body discussion to ensure that marketing and reported information is truthful.</li> <li>• Detailed student admission information (including use of any management quota) uses clear and transparent criteria, procedures and processes that are shared on the institutional website – to ensure public trust and confidence in the integrity of the processes regarding the selection and admission of students</li> <li>• Discussions with students and staff should indicate they have appropriate access to information about the proceedings of their governing body</li> <li>• Discussion and outcomes from reviews of the Governing Body are shared on the institutional website.</li> </ul>
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<b>INSTITUTIONAL GOVERNANCE REVIEW TEMPLATE</b>		<b>SUPPORTING EVIDENCE</b>
<b>C. KEY ATTRIBUTES OF GOVERNING BODIES</b>		For additional information refer to the TEQIP good practice guide for governing bodies
<b>SELF REVIEW QUESTIONS</b>	<b>ASSESSMENT</b> Enter assessment scale and provide a bullet point list of the strongest, clearest examples of evidence in support of your assessment against each question	<b>Examples of evidence</b> (such as governing body minutes and institutional documentation) indicate

<p>Are the size, skills, competences and experiences of the Governing Body, such that it is able to carry out its primary accountabilities stakeholders and constituents?</p>		<ul style="list-style-type: none"> <li>• The size of the Governing Body is such that it is able to carry out its primary accountabilities effectively.</li> <li>• The balance of skills, experience and competences among governors, and serving on the governing body sub-committees, match the written job descriptions and person specifications for governing body members.</li> </ul>
<p>Are the recruitment processes and procedures for governing body members rigorous and transparent? Does the Governing Body have actively involved independent members and is the institution free from direct political interference to ensure academic freedom and focus on long term educational objectives?</p>		<ul style="list-style-type: none"> <li>• An independent committee manages appointments (chaired by the Chair of the Governing Body)</li> <li>• Independent members are external to, and independent of, the institution.</li> </ul>
<p>Are The Role And Responsibilities of the Chair of The Governing Body, The Head Of The Institution and The Member Secretary Serving The Governing Body Clearly Stated?</p>		<ul style="list-style-type: none"> <li>• Roles and responsibilities for these posts are clearly stated in job descriptions, person Specifications and institutional governance documentation (See Annex 1 example – Role description for chairs of governing bodies )</li> </ul>
<p>Does The Governing Body Meet Regularly? Is There Clear Evidence Those Members of the Governing Body Attend Regularly and Participate Actively?</p>		<ul style="list-style-type: none"> <li>• The governing body meets at least 4 or 5 times a year with each member attending 3-4 meetings (no delegates or substitutes)</li> <li>• Governing Body members allocated to serve on sub-committees attend most meetings and are actively involved in</li> </ul>

		the work of these committees – reporting back regularly to the main Governing Body.
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INSTITUTIONAL GOVERNANCE REVIEW TEMPLATE		SUPPORTING EVIDENCE
<b>D. EFFECTIVENESS ANDS PERFORMANCE REVIW OF THE GOVERNING BODIES.</b>		For additional information refer to the TEQIP good practices guide for the governing bodies.
<b>SELF REVIEW QUESTIONS</b>	<b>ASESSMENT</b> Enter assessment scale and provide a bullet point List of the strongest, clearest examples of evidence in support of your assessment against each question.	<b>Examples of evidence</b> (such as governing body minutes and institutional documentation) indicate.
Does the Governing Body keep their effectiveness under regular review and in reviewing its performance of the institution as a whole in meeting its long-term strategic objectives and its short-term indicators of performance /success?		<ul style="list-style-type: none"> <li>• Governing body effectiveness is measured against the institution’s statement of primary accountabilities, the institution’s strategic objectives and compliance with the Good Governance Guidelines.</li> <li>• Structures and processes have been revised as part of the governing body’s ongoing regular review processes.</li> </ul>
Does the Governing Body ensure that new members are properly inducted, and existing members receive		<ul style="list-style-type: none"> <li>• There is a record of induction and development activities undertaken for all Governing Body members (including dates/ type of activity/costs and funding</li> </ul>

opportunities for further development as deemed necessary?		source if appropriate.)
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<b>INSTITUTIONAL GOVERNANCE REVIEW TEMPLATE</b>		<b>SUPPORTING EVIDENCE</b>
<b>E. REGULATORY COMPLIANCE</b>		<b>For Additional Information refer to the TEQIP Good practices for the governing Bodies</b>
<b>SELF REVIEW QUESTIONS</b>	<b>ASSESSMENT</b>	<b>Examples of evidence</b> (such as Governing Body Minutes & institutional documentation) indicate
<p>Does the Governing Body ensure regulatory compliance and, subject to this, take all final decisions on matters of fundamental concern to the institution.</p> <p>Does the regulatory compliance include demonstrating compliance with the ‘not-for-profit’ purpose of education institutions?</p> <p>Has there been accreditation and/or external quality</p>		<ul style="list-style-type: none"> <li>• List regulations with which compliance is expected</li> <li>• Compliance with the statutes, ordinances and provisions regulating their institution, including compliance with the regulations by Statutory bodies, such as the AICTE and UGC, as well as regulations laid out by the State government and affiliating University ( if any )</li> <li>• Current AICTE approval for all the undergraduate and postgraduate programmes being conducted (institutions should not be conducting any unapproved programmes).</li> <li>• Current affiliation / academic autonomy / degree granting authority.</li> <li>• Sending in the mandatory disclosure to AICTE</li> <li>• Ensuring the fee structure is within the</li> </ul>

assurance by a national or Professional body? If so, give details: name, status of current accreditation etc.		permissible limits set by the Fee Fixation Committee of the State/UT <ul style="list-style-type: none"> <li>• Respecting the admission rules for that State</li> <li>• Progress in compliance with any strictures passed by the AICTE.</li> </ul>
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**DEVELOPMENT OF INSTITUTIONAL GOVERNANCE DOCUMENT; A FEW CHALLENGES FOR THE FUTURE.**

In the context of Indian Technical educational institutions, there are few fundamental issues which present us from appreciating Good Governance practices. These can act as barriers in developing an effective institutional good governance document. There is a dire necessity to stimulate a total and strong objective perception of the reality.

- Lack of skill of implementing scientific, methodological approaches combined with engineering management and Knowledge pertaining to Strategic planning, risk management, performance management and etc.
- In developing the institutional GG document several ideas to create a Center of Excellence and it is necessary to evolve proper procedures with measures.
- Active involvement / collaboration / team effort of all the individuals and their skills are being used.
- To develop an activity based learning at MREC.
- Total Creation of an Inclusive growth.
- Total familiarization of the students and staff with the needs of the industry.
- To include a compulsory internship in the curriculum for a period of one semester.
- Joint technical programs in association with Industry, professional consultancy services and technical professional societies.
- Micro-level focus to improve skill sets among students.
- A working model of cooperation and collaboration between Industry and Academia in order to bridge the gap in education.
- To involve the faculty and the students in taking up some of the grand challenges of the world Viz. Make Solar Energy Affordable, Provide Energy From Fusion, Develop Carbon Sequestration Methods, Manage The Nitrogen Cycle, Provide Access To Clean Water, Restore And Improve Urban Infrastructure, Advance Health Informatics, Engineer Better Medicines, Reverse-Engineer The Brain, Prevent Nuclear Terror, Secure Cyberspace,

Enhance Virtual Reality, Advance Personalized Learning, Engineer The Tools For Scientific Discovery.

Also to make students and staff sensitized for the following issues related to India.--

- 6 Big Challenges For Technologists In India Networked Health Care, Providing Food For Every Body, Clean Water For All, Generating Energy At Low Cost, Providing Quality Education, Making Cities Livable.
- The grand challenges for technologists in India Viz. Accessible Rural Health Care, Smart Systems For Maternal Health Care, Efficient Solar Technologies, , Power Saving Conventional Systems, , Clean Potable Water, Smart Learning , Solid Waste Management, Data Mining For Internal Security, Saving Food, Smart Civic Administration.

#### **GG FEW LESSONS: GOVERNANCE DEVELOPMENT CYCLE:**

1. It needs a team work and a greater devoted effort of the players and the governing council associated and is working exclusively on the plans, strategies and efforts for GG.
2. The team who decided to create an excellence would be required to do a full time in working on the strategies.
3. There is also a great need to decentralize and extend guidance to others.
4. It must be believed that the efforts would give a positive change and yield better results.
5. Defining the roles and responsibilities with procedures for critical examination is necessary.
6. Tensions can be eased by meditation and relaxation.
7. A great necessity of good communication, constructive unbiased criticism, trust, respect, greater initiative and drive are demanded.
8. It is believed that Subcommittees composed of the experts of the domain with specific directions on the policies is likely to improve the system. Also supervision without many protocols in the working would reduce the delays due to the lead time in the execution of the duties.
9. Also involvement of every individual of the institution in the GG process with delegation of responsibility and authority would enhance the working of the system.



## MEMBERS OF GG:

S. No	Name of the Member	Qualification	Background	Position	Category	Address
1	Dr D Narasimha Reddy	B.E; M.Tech; Ph.D.	Former VC, JNTUH, Hyderabad & Chairman, Recruitment and Assessment Centre, Defence R&D Organization, Ministry of Defence.	Chairman	Nominated by Management	Lucknow Road, Timarpur, Delhi - 110054. email: <a href="mailto:reddydn@gmail.com">reddydn@gmail.com</a> Contact No:8130553399
2	Mr Ch Mahender Reddy	B.Com	Administrator and Finance	Member & Secretary CMR Educational Society	Management	Survey no: 59, Jaya Nagar, Bowenpally, Secunderabad-500011. Contact No: 48252418
3	Dr Ch Bhadra Reddy	MBBS; MD	Doctor	Member	Management	Survey no: 59, Jaya Nagar, Bowenpally, Secunderabad-500011. Contact No: 948252418
4	Dr Ch Preethi	MBBS; MD	Doctor	Member	Management	Survey no: 59, Jaya Nagar, Bowenpally, Secunderabad-500011. Contact No: 948252418
5	Mrs Ch Shalini	MBA	Finance	Member	Management	Survey no: 59, Jaya Nagar, Bowenpally, Secunderabad-500011. Contact No: 948252418
6	Mr P Praveen Reddy	B.Tech; MS(CSE)	Director MRIET	Member	Nominated by Management	Plot. 03, new Bowenpally, Secunderabad-500011. Contact No: 9848045977
7	Dr S Sudhakara Reddy	M.Tech.; Ph.D; MBA	Principal	Ex-officio	Principal MREC	Villa No: 6, Vaddepalli Enclave, Near Saibaba Temple, beside Vivekananda Nagar Colony, Kukatpally, Hyderabad – 500072 Contact No: 9348161125
8	Dr P Ram Reddy	ME; Ph.D	Academician, Former Registrar, JNTU, Hyderabad	Member	Nominated by Management	Director, MRIET, Secunderabad – 5000100 Contact No: 9959969402
9	Prof R Madan Mohan	M.Tech	Director (Academics), MRGI	Member	Nominated by Management	H.No: 1-19-172/6, Joshi Nagar, West Venkatapuram, Secunderabad - 500015, Contact No: 949404971.

10	Mr Rayaprolu Subrahmanyam Saraswathi Sarma	B.Tech; MBA	Manager – Graduate Talent Programme, Virtusa Consulting Services Pvt Ltd (India)	Member	Industry	Sy No 115/part, Plot No.10 Nanakramguda village, Serilingampalli Mandal, RR Dist, Hyderabad - 500008 Contact No: 9989483284
11	Mr A Dayananda Reddy	B.Tech; PG	Managing Director	Member	Industrialist	Vasanth tools, Crafts Pvt, Ltd, 7-24/2, Pipe line road, Subhash Nagar, Jeedimetla, Hyderabad – 500035. Contact No: 9848030920
12	Dr K. Srinivasa Rao	B.E; M.Tech; Ph.D.	C.E.O MedeEquip	Member	Industrialist	Plot No: B-35/1, Industrial Estate, Sanathnagar, Hyderabad – 500018. Contact No: 9849063083
13	Prof Anil Saxena	M.Sc Phisics; M.Ed; Ph.D (Education Psycholog); Ph.D (Bachelor of Management)	Prof and consultant S.V.P National Police Academy	Member	UGC Nominee	S.V.P National Police Academy, Shivaramapally, Hyderabad - 500 052. Contact No: 9396771113
14	Mr C Mallesham	M.Tech	Principal Govt. Inst.of Electronics, Maredpally, Secunderabad	Member	State Govt.Nominee	Principal Govt. Inst.of Electronics, Maredpally, Sec Bad Contact no: 040-27730784.
15	Dr A V Seetha Rama Raju	ME; Ph.D	Prof.of Mechanical Engineering	Member	JNTUH Nominee	A2/6, JNTU quarters, Kukatpally, Hyderabad – 500072. Contact No: 394701133.
16	Mr. V. Narasimha Reddy	M.Tech	Head, Dept. of Mechanical Engg.	Member	Nominated by Principal	Flat No: 302, Sai Avenue Apartment, Nizampet, Kukatpally, Hyderabad – 500085 Contact No: 9490806006
17	Mr P V Ramana Murthy	B.E; M.Tech	Professor, Dept. of CSE	Member	Nominated by Principal	Flat No: G1, Challas Estate, Pragathi Nagar, Kukatpally, Hyderabad – 500090, Contact No: 9849520069

**The Governing Council believes that**

1. The ultimate responsibility of the GG of the MREC rests on GB.
2. They establish the effective ways to govern while respecting the culture of decision making in the college.
3. The board establishes guidelines for resource allocation depending on the priorities, needs and immediate agenda.
4. The Governing Body - should manifest a commitment to accountability and transparency, and ensures the same from other participants in the GHG process.
5. The Governing Body also takes Ultimate Responsibility to Apparent Authority and Assess the Performance of the college.
6. In the process of implementing the plans to make a GOOD GOVERNANCE, the Governing Body is trying to achieve a “genuinely satisfying success”.

**ACCOUNTABILITY AND TRANSPERANCY:**

The roles and functions of autonomous Institutions are

1. Pursuing world class research and education
2. Preparing skilled professionals and future decision makers
3. Training wide ranging professionals
4. Initiating plans for high quality general education
5. Carrying out education and research in specific areas
6. Carrying out lifelong learning for community
7. Contribution to society (service to society)