

ABES Engineering College Strategic Planning Document 2022-2026



ABES Engineering College

Estd. 2000



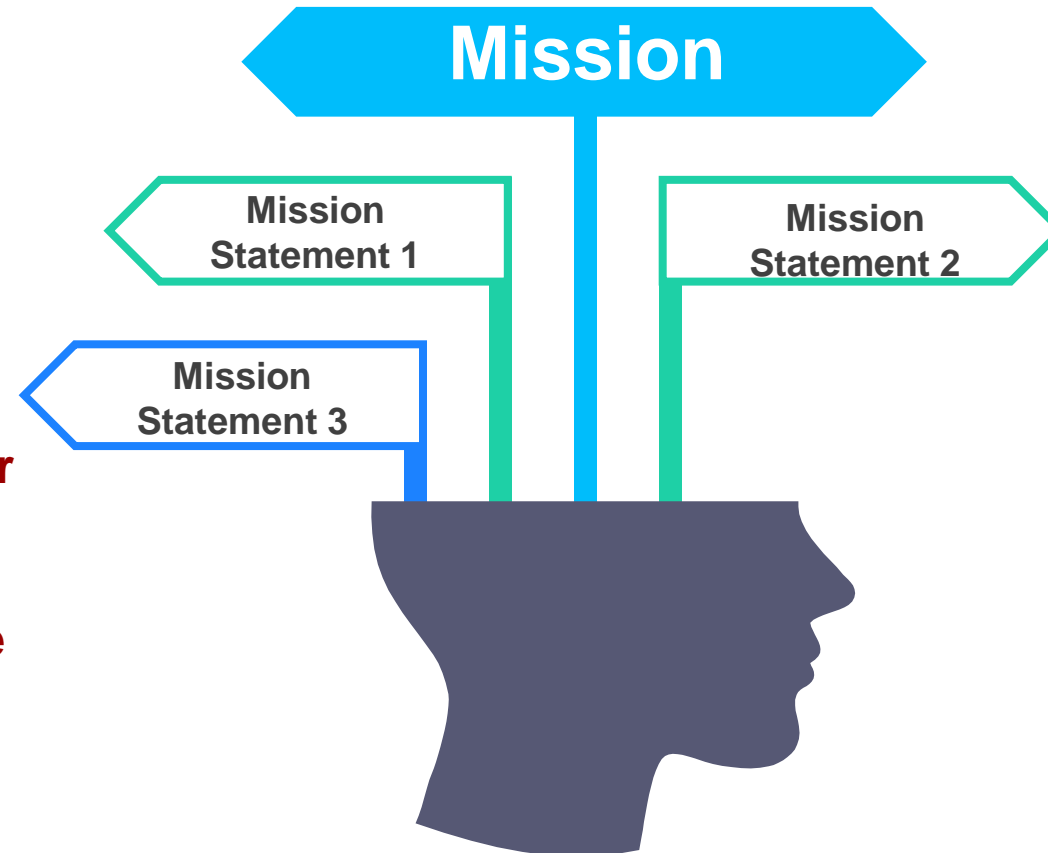
1.2. Vision and Mission

Vision


To take ABES Engineering College to such a level that, it is at par with the **leading institutions of the world** in providing **leadership to the international education system** and be amongst the top-rated institutions of the world by providing a **transformative education** to create leaders and **innovators embedded in traditional Indian values.**

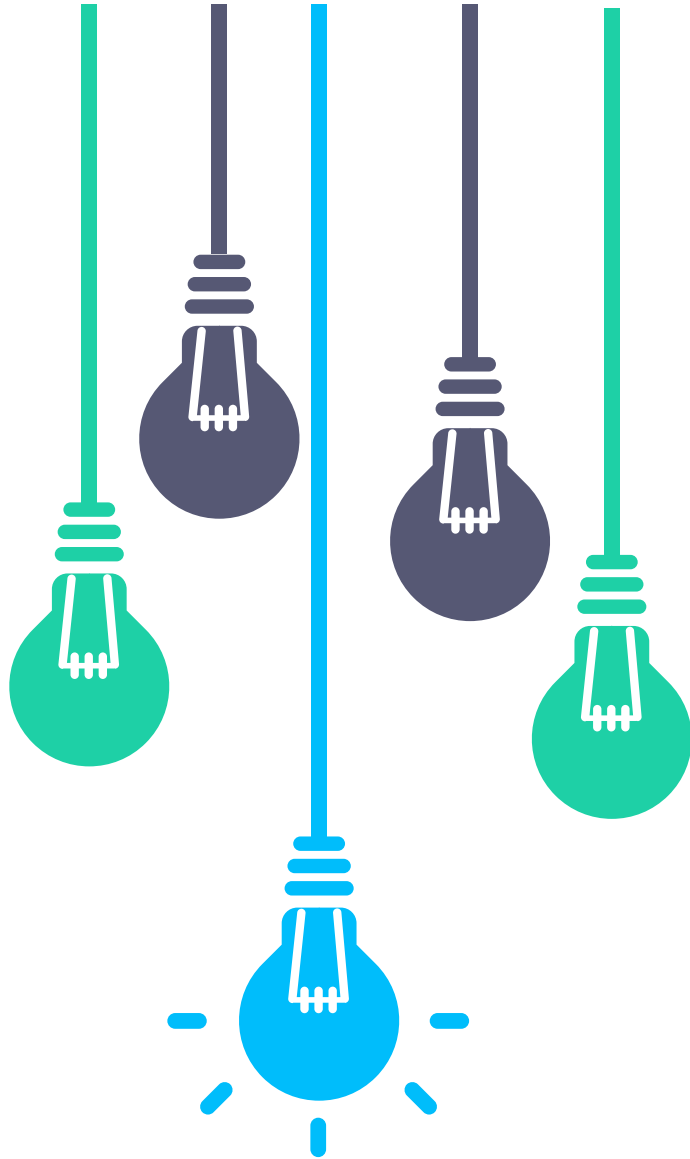
To create an **ambience for healthy teaching-learning process.**

To develop an **environment for creating new knowledge through research and by thriving to explore innovative ideas.**



To nurture the students and infuse in them

- A **passion to excel professionally.**
 - A spirit to be of **utmost use to the industry, corporate sector and the society at large.**
 - An intense desire to take **challenging responsibilities and leadership roles.**
 - A craving to be **wholesome good human beings.**
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Future Plans of ABES Engineering College

1. **To Acquire Autonomy from UGC**, under affiliating University.
2. To Confirm **accreditation status from National Board of Accreditation (NBA)**, India for UG programs of the institution
3. To secure National Institutional Ranking Framework (**NIRF**) **Ranking under 150**
4. **To introduce Multidisciplinary programs initiations** as per NEP 2020
5. **To Achieve 100% absolute placement** – Jobs for All
6. **To increase the number of International MoUs** with reputed academic and professional institutions
7. To start two **PG courses** in Engineering
8. To enhance the **Cross-Disciplinary Research**
9. To Increase in Student, Faculty & Resource sharing through **International Collaborations**
10. To Participate in **National & International Student Competitions**

Timelines

2023

- **By 2023, ABES must Achieve autonomy and move forward as per NEP 2020.**
- **75 % courses must be NBA accredited**
- **NIRF ranking under 150**
- **To increase Placements percentage to 85%**
- **To develop at least 2 research centers**

2024

- **Introduction of 2 PG courses**
- **85 % courses must be NBA accredited**
- **Enhance cross disciplinary research by final year projects.**
- **To Increase placement percentage to 90%**
- **At least 20% students must participate in International competitions**
- **At least 2 International Collaborations**

2025

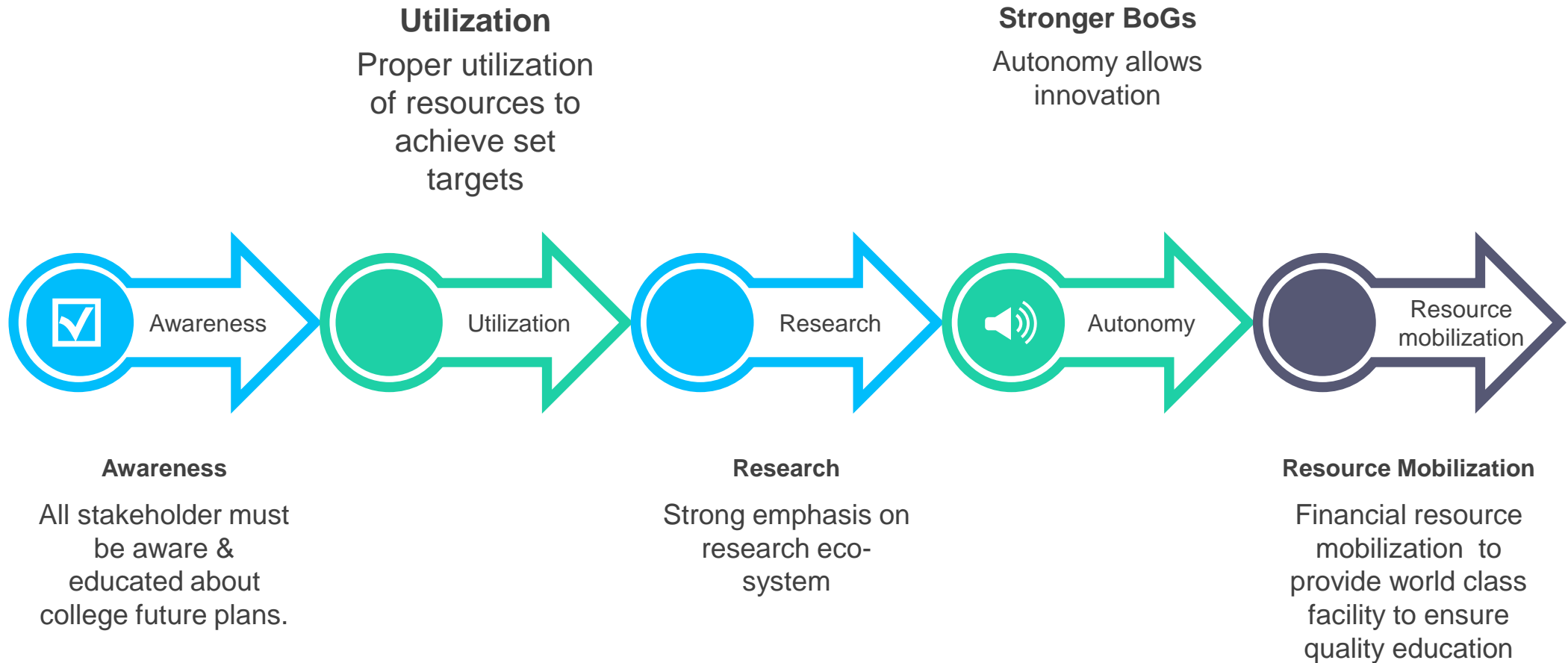
- **To Increase placement percentage to 100%**
- **85 % courses must be NBA accredited**
- **At least 4 International Collaborations**

2026

- **Introduction of Multidisciplinary Courses.**
- **85 % courses must be NBA accredited**
- **At least 30% students must participate in International competitions**

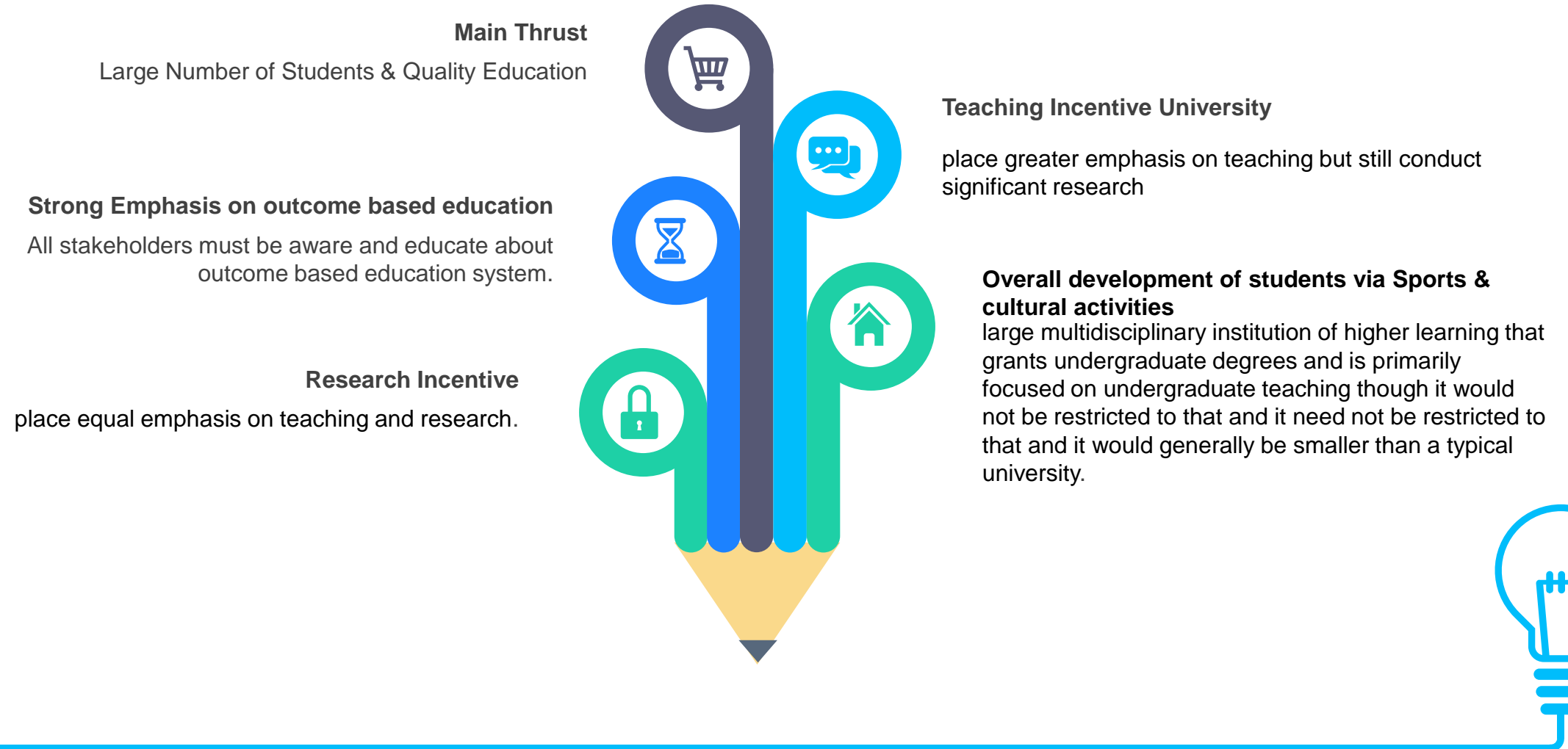


Core Area to support the Future Plans



Concept of NEP

Institutional Restructuring and Consolidation



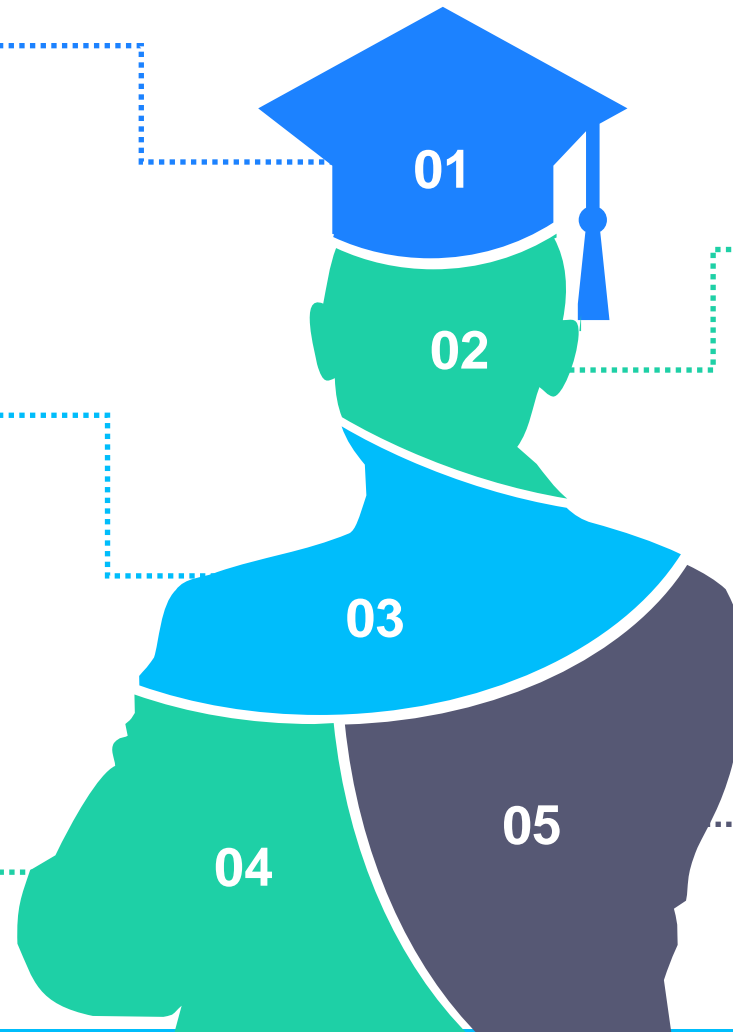
Preparing for Multiple Exit Options as per NEP 2020

4-year multidisciplinary Bachelor's programme

- focus on the chosen major and minors.
- lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

Diploma after 2 year of study

Certification After 1 year of study

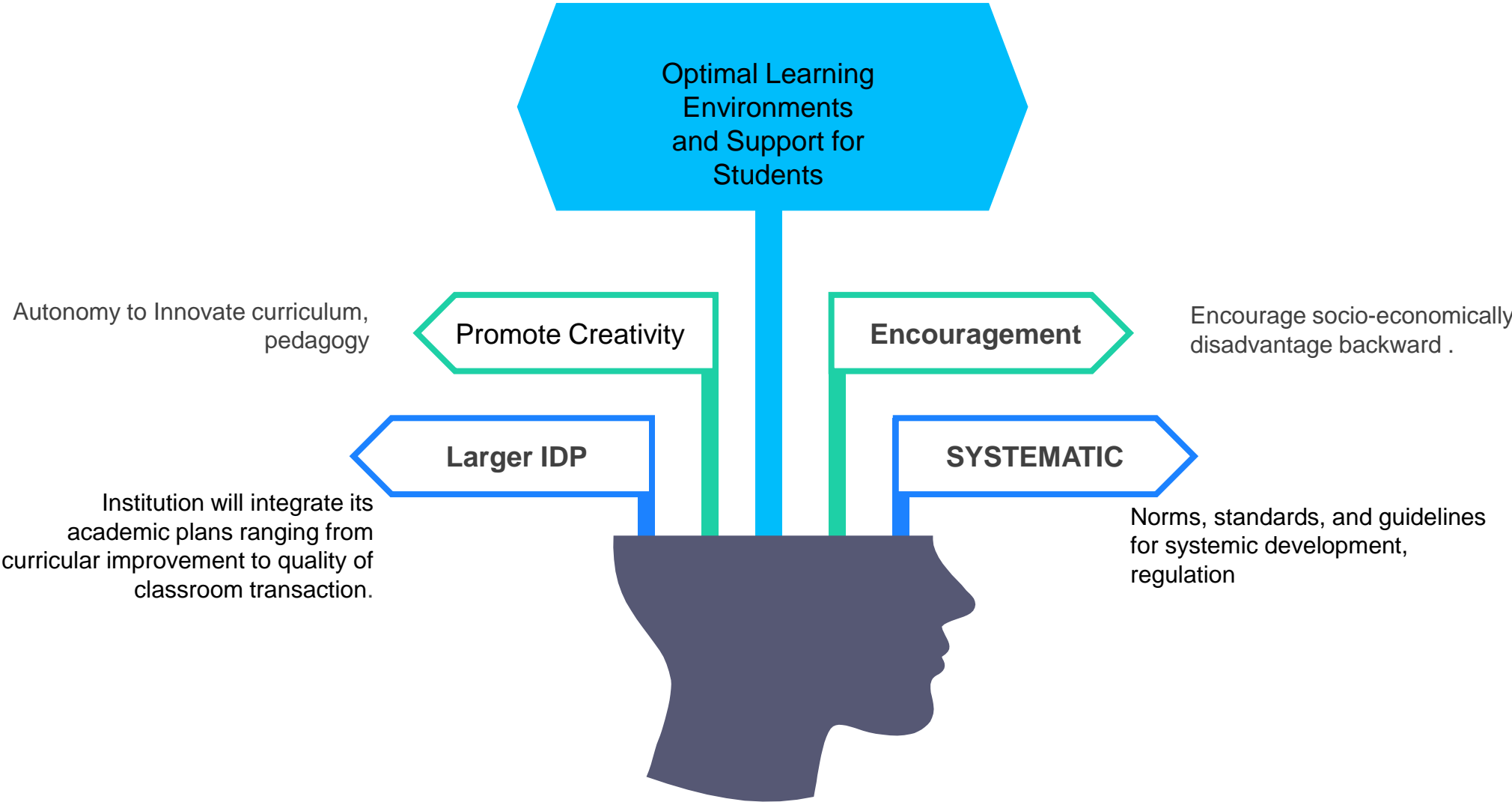


Bachelor's Degree after 3 year of study

HEIs will have the flexibility to offer different designs of Master's programmes: (a) there may be a 2-year programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme; (b) for students completing a 4-year Bachelor's programme with Research, there could be a 1-year Master's programme; and (c) there may be an integrated 5-year Bachelor's/Master's programme.

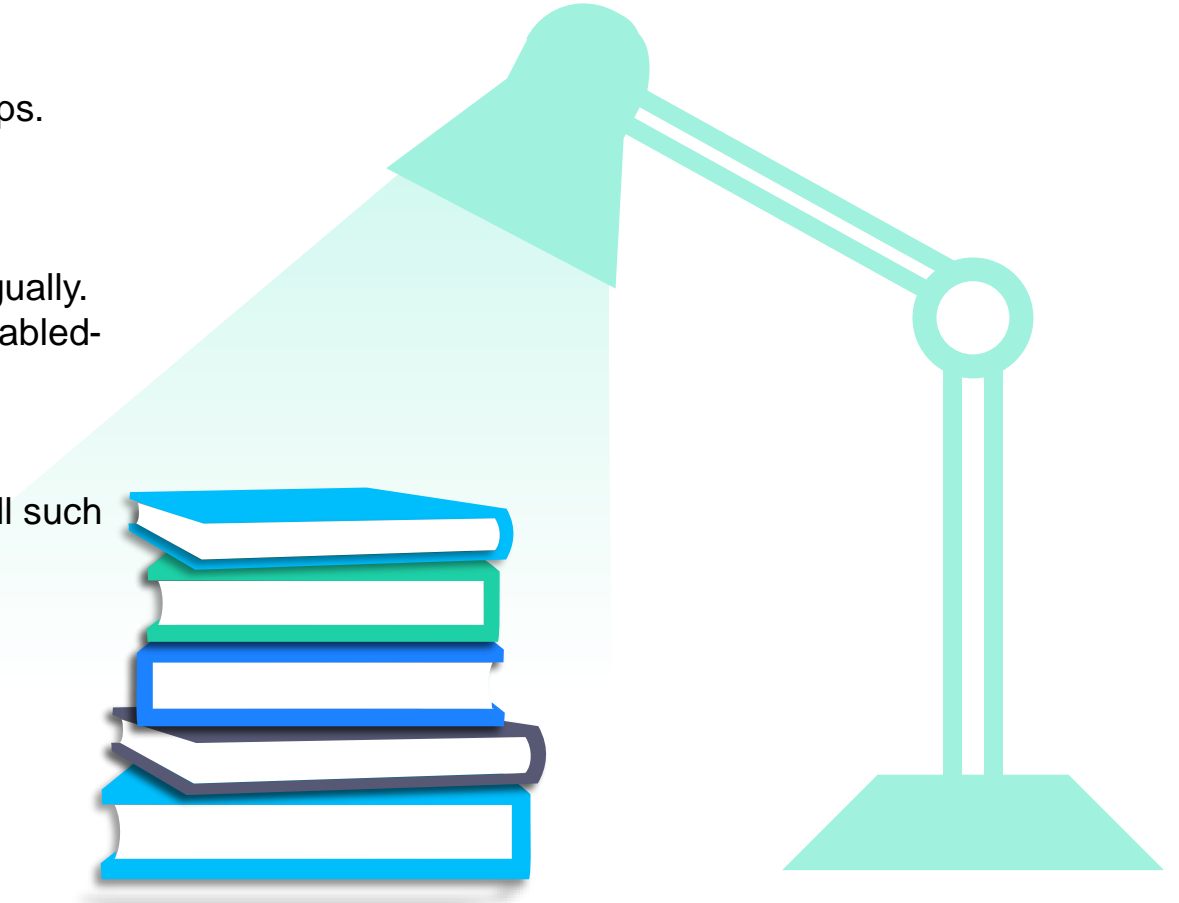


Components of Effective learning



Equity and Inclusion in Higher Education

- (a) Mitigate opportunity costs and fees for pursuing higher education
- (b) Provide more financial assistance and scholarships to socio-economically disadvantaged students
- (c) Conduct outreach on higher education opportunities and scholarships.
- (d) Make admissions processes more inclusive.
- (e) Make curriculum more inclusive.
- (f) Increase employability potential of higher education programmes.
- (g) Develop more degree courses taught in Indian languages and bilingually.
- (h) Ensure all buildings and facilities are wheelchair-accessible and disabled-friendly.
- (i) Develop bridge courses for students that come from disadvantaged educational backgrounds.
- (j) Provide socio-emotional and academic support and mentoring for all such students through suitable counselling and mentoring programmes.
- (k) Ensure sensitization of faculty, counsellor, and students on gender-identity issue and its inclusion in all aspects of the HEI, including curricula.
- (l) Strictly enforce all no-discrimination and anti-harassment rules.



Motivated, Energized, and Capable Faculty

Teaching Duties

Teaching duties also will not be excessive, and student-teacher ratios not too high, so that the activity of teaching remains pleasant and there is adequate time for interaction with students, conducting research, and other university activities.

Freedom to design Curriculum

Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments.

Tenure Track

Suitable period of probation.

Rewards & Accountability

Excellence will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership. Meanwhile, faculty not delivering on basic norms will be held accountable.

Fast Track Promotion system.

Institutional Leader to create excellence

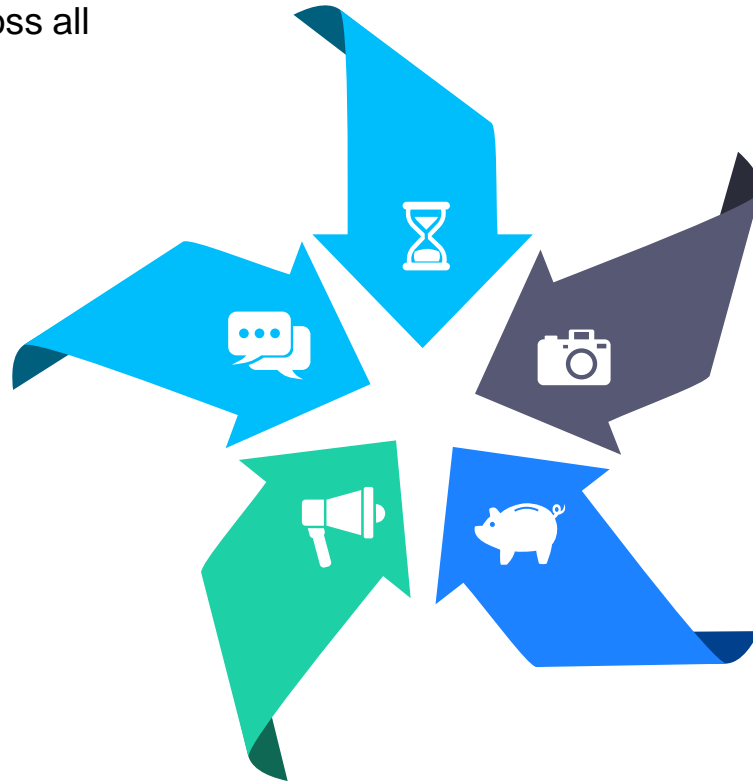
Leadership positions shall not remain vacant, but rather an overlapping time period during transitions in leadership shall be the norm to ensure the smooth running of institutions.



Catalyzing Quality Academic Research in All Fields

1) Fund competitive, peer-reviewed grant proposals of all types and across all disciplines;

2) Seed, grow, and facilitate research at academic institutions, particularly at universities and colleges where research is currently in a nascent stage, through mentoring of such institutions.



3) act as a liaison between researchers and relevant branches of government as well as industry, so that research scholars are constantly made aware of the most urgent national research issues, and so that policymakers are constantly made aware of the latest research breakthroughs; so as to allow breakthroughs to be optimally brought into policy and/or implementation.

4) recognize outstanding research and progress



Effective Governance and Leadership

