

THE PROJECT

2.1 Introduction:

Technical Education Quality Improvement Programme (TEQIP) was envisaged in 2003 as a long-term Programme of about 10-12 years duration to be implemented in 3 phases for transformation of the Technical Education System. As per TEQIP concept and design, each phase is required to be designed on the basis of lessons learnt from implementation of an earlier phase. TEQIP-II started a reform process in 127 institutions. The reform process needs to be sustained and scaled-up for embedding gains in the system and taking the transformation to a higher level. To continue the development activities initiated through TEQIP-I, a sequel project is planned as TEQIP-II. **The Project duration shall be for four years (2010-2014).**

2.2 TEQIP Goal:

To scale-up and support ongoing efforts of the Government of India to improve quality of Technical Education and enhance existing capacities of the institutions to become dynamic, demand-driven, quality conscious, efficient and forward looking, responsive to rapid economic and technological developments occurring at the local, State, National and International levels. It has a clear focus on the objectives to improve the overall quality of existing Engineering Education.

2.3 Project Objectives:

The Project will focus on the following objectives:

- Strengthening institutions to produce high quality Engineers for better employability,
- Scaling-up Postgraduate Education and demand-driven Research & Development and

Innovation,

- Establishing Centres of Excellence for focused applicable research,
- Training of faculty for effective Teaching, and
- Enhancing Institutional and System Management effectiveness.

2.4 Project Scope:

Project will be open for competition and participation by all the AICTE (All India Council for Technical Education) approved Engineering institutions from all States and Union Territories (UTs) across the country. An estimated 200 Engineering institutions including the Centrally Funded Institutions (CFIs) will be competitively selected to improve the learning outcomes and employability of the Graduates and scaling-up research, development and innovations. Eligible private unaided institutions willing to contribute to the vision of India to produce high quality technical manpower are also welcome to participate in the Project. The Project will also support Universities affiliating project institutions to improve their policy, academic and management practices.

2.5 Project Strategy:

The Project will be implemented in pursuance of the National Policy on Education (NPE-1986 revised in 1992) through the Ministry of Human Resource Development (MHRD) of the Government of India as a “**Centrally Sponsored Scheme**” with matching contribution from the State Governments and Union Territories (UTs). The Project cost will be shared by MHRD and States and private unaided institutions. The funding pattern and cost-sharing details are given in Table-13. Project cost in the funded and aided institutions for all sub-components will be shared between the Central Government and State governments in the ratio of 75:25 by all States except the Special Category States for which the ratio will be

90:10. For Centrally Funded Institutions, the entire Project cost will be borne by MHRD. Funding for private unaided institutions in all States selected under Sub-component 1.1 will be in the ratio of 20:20:60 i.e. 20% funding from institutions, 20% funding as Grant from State and 60% funding as Grant from MHRD. Funding for private unaided institutions selected under Sub-component 1.2 will be in the ratio of 75:25 between MHRD and States for all States except in the Special Category States for which the ratio will be 90:10.

A set of Eligibility Criteria for States will be enforced to achieve a high and sustained impact of the Project. The criteria will seek to give the project institutions adequate decision making powers that will enable and encourage them to deliver quality education and undertake research in an efficient manner. A primary focus is to transform the Governments' traditional role of input-control towards a role of focusing on outcomes, and incentivizing improvements in Engineering Education.

The Project will require the project institutions to implement academic and non-academic reforms for their self-conceived development programmes that focus on quality and relevance, excellence, resource mobilization, greater institutional autonomy with accountability, research and equity.

The Project intends to impart Pedagogical Training to faculty for making teaching effective and will cover maximum faculty members from the project institutions. The benefit of this aspect of the Project will also be extended to faculty from non-project institutions.

Professional development programmes for engineering-education policy planners, administrators and implementers at the Central, State and Institutional levels will be organized. The Project will also support development of an effective systemic governance model.

The Project will lay major emphasis on monitoring and evaluation. The prime responsibility of monitoring will lie with the institutions themselves. The management structure at the

Institutional level i.e. the Board of Governors (BoG) will monitor the progress of Institutional projects on a regular basis and provide guidance for improving the performance of institutions in project implementation. The information from project institutions will be collected through a scalable web-based Management Information System (MIS). State Governments will also regularly monitor and evaluate the progress of institutions. The Government of India and the World Bank will conduct bi-annual Joint Reviews of the Project with assistance from the National Project Implementation Unit (NPIU). The monitoring will be based on action plans prepared by each project institution and achievements made on a set of Key Performance Indicators (KPIs) which will be defined in the Institutional Development Proposals. The monitoring will focus on implementation of reforms by institutions, achievements in project activities under different Sub-components, procurement of resources and services, utilization of financial allocations and achievements in faculty and staff development and management development activities.

The Project intends to maximize collaboration between local Industries and project institutions by providing the National Steering Committee and State Steering Committees (through National and State level Private Sector Advisory Groups) with timely, precise and concrete advice and summarized feedback on Industry-Institution partnerships to meet the national demand for Graduates and Postgraduates equipped with skills and knowledge relevant to the changing market requirements. Establishing Centres of Excellence with potential of world-class research in emerging areas is one of the important aspects of the Project. Funding will be available to institution for participation in either Sub-component 1.1 or Sub-component 1.2 of the Project but not for both at the same time. However, all project institutions and the interested non-project institutions will receive support Sub-component 1.3.

2.6 Project Design:

The Project is composed of following Components and Sub-components:

Component - 1 : Improving Quality of Education in Selected Institutions

Sub-Component 1.1 : Strengthening institutions to improve learning outcomes and employability of graduates

Sub-Component 1.2 : Scaling-up Postgraduate Education and Demand-Driven Research & Development and Innovation

- *Sub-Sub-Component 1.2.1* : Establishing Centres of Excellence

Sub-Component 1.3 : Faculty Development for Effective Teaching (Pedagogical Training)

Component - 2 : Improving System Management

Sub-Component 2.1 : Capacity Building to Strengthen Management

Sub-Component 2.2 : Project Management, Monitoring and Evaluation

INSTITUTIONAL DEVELOPMENT PROPOSAL (IDP)

3.1 Executive Summary of the IDP

The state of Punjab has always been forerunner in contributing towards the development of the Country. With the information technology revolution sweeping the world, an urgent need was felt to place Punjab on the map of the country. Therefore, to accelerate the spread of technical and professional education, 03 engineering institutions funded by Government of Punjab came into existence in the year 1990 and 1995.

Beant College of Engineering and Technology, Gurdaspur (BCET) was established by the government of Punjab as an autonomous college, through a Registered Society. The foundation stone was laid on February 28, 1994 and the college was inaugurated on August 20, 1995 by the then Chief Minister, Late Sardar Beant Singh. The College imparts instructions in six disciplines, namely Chemical Engineering, Computer Science & Engineering, Electronics and Communication Engineering, Information Technology, Mechanical Engineering, Production Engineering. The college has been planned not only to keep pace with the advancements in these frontal areas of Technology, but also to attain a leading position in the global scenario. The college is affiliated to Punjab Technical University (PTU), Jalandhar and is approved by the All India Council of Technical Education.

The institute has been set up with a view:

- To offer an inspiring learning environment, which transforms our bright young scholars into talented, creative & trained professionals.
- To create a base for the absorption of technological invocations and transferring the same for the benefit and development of Punjab and the country as a whole.

- To develop human potential to its fullest extent so that intellectually capable and imaginatively gifted leaders can emerge in a range of professions.
- To create a center of excellence for providing ‘Quality Education’, Teaching, Research and Consultancy in the fields of Engineering.

With India opening its doors to multinational corporations and the advent of globalization and technological advancement, the need for improvement of quality in Technical Education system in the country is acutely felt to meet the requirements of industry and to enhance its effectiveness, efficiency and outreach for societal development.

The Institute is a mixed blend of different streams of emerging and ever green technologies and is situated in Majha belt of state. Keeping in view, its strategic location on the international border and its opening for trade and commerce, huge increase in economic activity in near future is expected and consequent demand of goods & services can only be met by Engineers of different streams equipped with latest technological knowhow. Thus the present day, need is best met by broad based programmes with latest inputs. The individual engineering disciplines have witnessed an explosion in knowledge with the emergence of new technologies and new trends and also with the increasing role of Computer and Information Technology. In addition to it the worldwide growth of industry and the new economic policy of the nation offer vast number of opportunities to engineering professionals. The ever-increasing demands of technocrats at home and abroad require professionals of high quality.

The long-term objective of this project will include the achievement of academic excellence and autonomy. The project period will include a time span of 10 years with initial years devoted for generation of resources and development of infrastructure and then utilizing these resources for achievement of academic excellence. Compared to 10,000 Masters degree-holders/year and 800 Ph.D. degree holders/year in computer science in USA, only 300

M. Tech degree & 25 Ph.D. holders/year in computer science are produced in our country. For the country to move up the value chain in IT , Bio- Tech industries in particular and to become a super power in knowledge-based industry in general, it is essential to give greater importance to postgraduate education and research. This would be essential if we wish to graduate from mere users of Technology to generators of Technology products and services and wish to become internationally competitive. Recent trends in state are encouraging and there is a greater sense of security and stability and this, combined with the movement towards a market-driven economy, is the right stimulus for an enhanced rate of industrialization. Demand of Technical professionals is increasing tremendously. India being in stage of developing country & at the threshold of getting catapulted to developed country , in addition to ever increasing increase in requirement of Technocrats in conventional streams of Engineering with more emphasis on new innovations in the field, there is huge scope of new emerging fields of Engineering like I.T, Bio Technology and Nano Technology. According to IT Task Force estimates, IT industry would reach a level of US \$100 billion by 2008, of which US \$50 billion would be for software export, US \$ 30 billion for domestic software consumption and US\$ 20 billion for the hardware sector. Similarly Indian biotechnology sector surged 36.5% in 2004-05 To achieve the target level, availability of quality manpower in all these Engineering disciplines is most crucial. With the available resources as demanded in our proposal the Institute will cater the needs of Punjab and adjoining area in particular and national and international demand in general. Under the different laboratories setup in the Institute will serve the community by providing quality education and research facilities. Therefore, there is an urgent need for upgrading the quality and training of engineers coming out of engineering colleges and university departments. The disadvantaged groups are poorly represented in higher science & technical education in spite of special efforts being made such as special coaching, reservation of seats, award of

fellowships / Associateships etc. There is a need to support some of the good performing institutions under technical education system to be upgraded as *centre of excellence* eligible for academic autonomy offering technical degree courses in new and emerging technology areas. This will provide an opportunity to the students for vertical mobility. The Institute is looking forward to begin with the programme, as it is already having strong fundamentals and is a fit case for the up-gradation.

3.2 SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats)

Institutional Vision

Achieving loftier heights by exploring new frontiers of education, research and consultancy in the field of Engineering & Technology equipping our students with the latest state of the art technological advancements all over the world.

Our Mission

- **Creation of a sustained learning environment of acquiring technical knowledge and professional application of the same.**
- **Inculcating amongst our students a deep understanding of the fundamental principles, concepts and practices of their respective branches of Engineering.**
- **Creating conducive environment for innovation to translate theoretical knowledge to practical application.**

- **Preparing budding engineers to meet the ever increasing technological and social challenges with its traditions of self discipline, hard work, all round personality development and a creative approach.**
- **Maintaining Accountability toward all profession through the process of self evaluation and continuous improvement.**
- **Development of Human Resources to save the cause of Nation Building.**
- **Development & strong linkages with research institutions and industrial R & D Units.**
- **Providing a useful interface between the faculty and field engineers to exchange academic/practical knowledge.**
- **Participate meaningfully.**

SWOT Analysis

Strength:

- **Focus approach on building/Infrastructure-state of art facilities.**
- **Comparatively strong central facilities like Computer Centre, Central Workshop and Library, play grounds, hostel facility.**
- **Sufficient qualified and experienced faculty and staff.**
- **Has many MODROB/TAPTEC/R&D projects of AICTE to its credit.**
- **Already in receipts of grants from central government funding Agencies.**

- **Covering boarder districts in particular but as whole in the state it is having largest area of influence in terms of admission of students and production of engineering manpower**
- **Financial Autonomy.**
- **Placements in Industries of Punjab & neighboring areas, government Agencies in addition to some Multi national companies.**
- **Added advantage being the best managed and performing government established institute of the state.**
- **Cohesive academic and clean environment situated outside the city.**

Weakness :

- **Inadequate Grant-in-aid**
- **No-Academic Autonomy**
- **Locational Disadvantage with particular reference to placement.**
- **Lack of industrial infrastructure in near by areas.**
- **Admission is not on all India merit basis.**
- **Educationally backward area.**

Opportunities:

- **Academic Autonomy and Functional Autonomy so as to cater the need of industries by continuously updating the curriculum and facilities with the changing demands of market: Deemed University, centre of excellence.**
- **Training & Consultancy centre**

- **To promote self employment in the area by starting vocational courses**
- **To promote the concept of digital library which will be first of its kind in the Punjab**
- **Young faculty development programmes**
- **Entrepreneurship Development Centre to cater the need of entrepreneurs**
- **Admission on All India basis i.e. centralized leading to Industrial collaborations & MOU.**
- **Projects with Industry Govt. Organizations & family owned business houses leading to R & D centre with the Institute.**
- **Distance Education/ E-learning programmes.**
- **To explore new horizons in research work/studies.**

Threats:

- **Less employment opportunities**
- **Lack of Academic Autonomy: Dependence upon traditional curriculum.**
- **Privatization of Professional Education.**
- **Decreasing number of admissions in Production and Chemical Engineering.**

Strategic Plan

As the Institute has been the leader in the area of Technical Education, this can be used to achieve the academic excellence in the field of Technical Education by getting the status of center of excellence. With the promotion of industrial consultancy by strengthening the

existing infrastructure and adding a few in the emerging areas of technology, it can cater to the needs of the society and industry. With the achievement of academic excellence and financial competency, the institute can utilize its resources to serve the near by community. With the changing needs of industries as well as society, suitable courses will be started to impart excellent techniques and strategies to achieve the objectives.

3.3 Objectives and expected results in terms of “Institutional strengthening and improvements in employability and learning outcomes of graduates”

Objectives of the project linked with SWOT analysis include the following:

- 1. Academic Autonomous Status from UGC, New Delhi through PTU, Jalandhar & Financial Autonomy. The visit by an expert team from UGC, New Delhi is expected shortly.**
- 2. An application for Renewal of NBA status for a period of five years from National Board of Accreditation, New Delhi for the engineering disciplines of Computer Science & engineering, Electronics & Communication Engineering and Mechanical Engineering is being submitted very shortly. We had NBA Status for these engineering disciplines from July, 2009 – 2012 for a period of three years. New application for seeking NBA status for Chemical Engineering and Information Technology is also being submitted along with renewal one.**
- 3. Establishment of a mechanism to translate knowledge into technical & managerial solutions with the objective of offering technology related services.**
- 4. Utilization of the existing academic potential, R & D competency, technology sources and develop a strong network with this top notch educational organizations.**

5. Maintenance, coordination & promotion of consultancy activities, seminars/workshops conferences etc.
6. Industry institute development and partnership with the industry, exchange of personnel between the industries and institute by way of involving them in delivering lectures on latest technological growth, joint projects, evaluation of projects, development of curricula as per industry need and to encourage industry for collaboration.
7. Our target is aimed at achieving 100% transition rate and consequently 100% placement of the engineering graduates towards the completion of the TEQIP-II project (2010-2014).

3.4 Work and Action Plan

a) Improving employability of graduates

In the present scenario, more number of Engg. graduate are passing out every year, placement of these students is the major issue. Employability of young graduates is becoming a major concern in today's competitive Environment. Employability means 'A set of skills, knowledge and personal attributes that makes an individual more likely to secure and be successful in their chosen occupation to the benefit of themselves, the workforce, the community and the economy'. Employability skills are required not only to gain job but also to progress with an organization. The skills that mainly required are Communication skills ,Teamwork skills, Problems solving skills, Self management skills, Planning & organizing skills, Technology skills ,Life-long learning skills ,Initiative and enterprise skills , along with integrity & reliability, confidence, character & good personality as personal attributes .To improve the employability of graduates a lot of initiative & efforts are required .The main points that need to be improved are given below:

- There is a need of improvement in all skills that are required for employability by doing improvement in curriculum and teaching methods.
- There is a need of improving skill development according to industry demand. IT companies demand advanced computer skills and communication in English, while infrastructure firms want engineers with strong knowledge of mathematics and abilities to use modern tools and technologies. Qualities have to be improved as per demand of Industries.

- Employability of students can also be improved by interaction of faculty & dean of different department of the college with employers to design education programmes that respond to the specific skill demands of the employers.
- Employability skills can be best learned through interactive and experiential learning curriculum where a person first experiences something and then derives the learning from that activity.
- Improvements can be made by giving more support to students to get work experience, extra support needs to be given to creative graduates, career guidance & career coaching to be offered to boost confidence .
 - Entrepreneurship skill needs to be improved for generating young entrepreneur as per industry need.
- More Industry-institute interaction has to be made to explore job opportunities.
- Teaching-learning process has to be improved.

b) Increased learning outcomes of the students

- The input of the students in terms of their comprehensive and analytical quality is very much lacking and can be improved by upgrading the learning resources. Efforts will be made in arranging good quality of text books, improving the quality of teaching in the class rooms as well as in the laboratories by incorporating the increased use of technology. The efforts will be made to present the video regarding of the working of a

machine and important concepts before the start of the experiment in the laboratories , which will helpful in the proper understanding of the courses.

- The modernization of lab and library resources will be helpful in motivating the students to work and solve on realistic engineering problems in projects and assignments, it will able to make them face the industrial challenges. An improvement in the confidence level of students will make them successful engineer.
- Efforts shall also be made for the weaker section of the students for arranging remedial classes and the students will be encouraged to join these classes.
- Efforts shall also be made in improving the faculty qualification and encouraging for increased participation in seminar, conferences and short term courses. The trained faculty can deliver in a better way in the class rooms.
- Apart from the class room teaching, the students will be encouraged for the participation of the case studies, group discussion and seminar etc, which will improve the learning outcome of the students.

c) Obtaining Autonomous Institution Status

The institute has been established by the Government of Punjab and is an autonomous institute registered under the society act. The institute is in a process to obtain the academic autonomy status from the affiliating Punjab Technical University, Jalandhar. The constituted Board of Governors of the institute is as under :

Constitution of Board of Governors

1.	Technical Education Minister, Punjab	Chairperson
2.	Secretary to the Government of Punjab, Department of Finance	Member
3.	Secretary to the Government of Punjab, Department of Technical Education	Member
4.	Secretary to the Government of Punjab, Department of Science and Technology, & Environment	Member
5.	Director, Technical Education, Punjab	Member
6.	One MLA. holding a Technical Degree	Member
7.	Not more than two members from amongst Govt. of India/All India Institutions	Member
8.	Any other two members whose experience is considered relevant to the cause of technical education of management of the colleges. These could also be chosen out of Senior State Govt. Officers	Member
9.	The Vice-Chancellor of the affiliating University of his nominee (Earlier it was GNDU, Amritsar)	Member
10.	Industrial/Technologist in the region to be nominated by the State Government	Member
11.	Industrialist/Technologist in the region to be nominated by the State Government	Member
12.	Nominee of the University Grants Commission	Member
13.	One representative of the faculty from amongst Professors for one year to be nominated by the Chairperson Board of Governors	Member
14.	One representative from other faculty for one year to be nominated by the Chairperson Board of Governors	Member
15.	Chairman/Chairperson, Punjab State Board of Technical Education & Industrial Training, Punjab	Member
16.	Principal of the Beant College of Engineering & Technology, Gurdaspur	Ex-Officio Member Secretary

Three other committees are as follows:

Finance Committee

1.	Principal Secretary, Govt. of Punjab, Department of Technical Education & Industrial Training	Chairman
2.	Principal Secretary, Govt. of Punjab, Department of Finance	Member
3.	Director, Technical Education & Industrial Training, Punjab	Member
4.	Principal, Beant College of Engineering & Technology, Gurdaspur	Member
5.	Registrar, Beant College of Engineering & Technology, Guredaspur	Member Secretary

Buildings & Works Committee

1.	Principal Secretary, Govt. of Punjab, Department of Technical Education & Industrial Training	Chairman
2.	Director, Technical Education & Industrial Training, Punjab	Member
3.	Director, Sant Longowal Institute of Engineering & Technology, Longowal	Member
4.	Director, National Institute of Technology, Jalandhar	Member
5.	Chief Engineer, PWD B&R, Punjab	Member
6.	Chief Architect, Punjab	Member
7.	Chief Engineer, National Buildings Construction Corporation Ltd.	Member
8.	Principal, Beant College of Engineering & Technology, Gurdaspur	Member Secretary

Equipment & Store Purchase Committee

1.	Director, Technical Education & Industrial Training, Punjab	Chairman
2.	Representative of the Finance Department (Not below than rank of Deputy Secretary)	Member
3.	Principal, Beant College of Engineering & Technology, Gurdaspur	Member
4.	Head of Department/Professor/Assistant Professor of the concerned Department	Member
5.	One expert in the relevant field in which purchases are being made from any of the following institutes:	

	National Institute of Technology, Jalandhar Giani Zail Singh College of Engineering & Technology, Bathinda Thapar Institute of Engineering & Technology, Patiala Guru Nanak Dev Engineering College, Ludhiana Sant Longowal Institute of Engineering & Technology, Sangrur	
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d) Achieving NBA Status for UG/PG Programmes

The institute has already got the accreditation status from the National Board of Accreditation, New Delhi for 03 engineering disciplines (Computer Science & engineering, Electronics & communication Engineering and Mechanical Engineering) for a period of 03 years w.e.f. 10.07.2009 vide reference letter no. F. No. NBA/ACCR-941/2007 dated July, 2009. The institute is in a process to apply to seek the accreditation status from the National Board of Accreditation, New Delhi for the remaining engineering disciplines, Bio-Technology, Chemical engineering and Information Technology.

e) Implementation of academic and non academic reforms

Full Academic autonomy with accountability

The full academic autonomy is required to develop the curriculum to meet the needs of industry and society. The status of deemed university will be demanded from the govt. for this purpose after getting the accreditations from NBA

Full Managerial autonomy with accountability

The institute has already been provided the managerial autonomy of Punjab as the institute is governed by establishing the Board of Governors headed by BOG includes the educationists and industrialists along with other official members.

Full Administrative autonomy with accountability

The institute has already been provided the managerial autonomy by the government by establishing the Board of Governors headed by TEM-cum-BOG includes the educationists and industrialists along with other official members. The institute is governed by the administrative bodies like AICTE. The pay scales and recruitment process is fully controlled under rules framed by AICTE from time to time.

Full Financial autonomy with accountability

The institute would strive to achieve the full financial autonomy. The institute will provide the industrial consultancy to generate the funds required to achieve financial autonomy.

f) Improving interaction with industry

The Industry –Institute Partnership department would be established by the institute to increase the placement rate of the students to handle consultancy assignments and established specialized training centres for the industry. Industry- Institute interaction would provide an impetus for the economic growth of the state. With the help of this project, it is planned to

develop a strong industry-institute partnership department by integrating the activities of product development centre for this purpose.

1. Need based Executive Development Programs.
2. Industry Institute Meets.
3. Seminars/Workshops/Conferences and other Training & Development
4. Data Centre for furthering interaction process.
5. Maintenance, Coordination & Promotion of consultancy services, establishment of links, with deptts., agencies etc.
6. Maintain & distribute funds obtained from consultancy services for strengthening of the Deptt.
7. Encourage industry to collaborate in industry study tour programs for students and faculty.
8. Organize Industrial Training and Industrial visits for the students and faculty. Organize Industrial exhibitions to highlight research facilities and expertise available at the institution.
9. Training of industrial personnel in the institute, exchange of personnel between the industries and institute by way of involving industry personnel in delivering lectures on latest technological growth, evaluation of project work, development of curricula as per industry need and other academic work in the institution.
10. Signing of MOUs
11. Generate funds from industry /other agencies for maintenance, development of the Deptt.
12. Starting of specialized courses of short duration in Engineering, Technology & Management areas after obtaining the necessary approval from the Centre, State and the University
13. Establishment of High Powered Advisory Board for Industry-Institute- Partnership.

14. Establish a mechanism to translate knowledge into technical solutions with the objective of offering technology related problem solving services and technology and management development solving services to industries.
15. Utilize the existing academic potential, R&D competency technology sources and develop a strong network with the industries.
16. Increase Industry-Institute-partnership so that a system can emerge wherein the local industry could get a effective solutions and the institute would possess self reliant profit center on the basis of need based projects.
17. Training centre for industry.

g) Enhancement of research and consultancy activities

To work as Nucleus Centre for providing consultancy. Information service, documentation etc. for solving the problems related to toolings of industries and to provide training facility in tool manufacturing and tool design to generate a work force of skilled workers, supervisor, engineers/designer etc. It will also be engaged in manufacturing jigs, fixture, cutting tools, gauges, press tool, plastic moulds, forging dies, pressure casting dies and other toolings for small-scale industries. Advanced tool techniques are to be adopted and to act as a common Facility Centre for small-scale industries and to assist them in product and prototype development. In addition to it different M. Tech. And Ph. D. Programmes will be started under the senior faculty members and the young faculty will be encouraged to pursue the Ph. D. Under various projects from central funding agencies. The institute had already completed some MODROB/TAPTEC/PROJECTS of AICTE and institution is looking forward for more projects including some R&D projects.