

**EQUITY ACTION PLAN**  
**(INDIGENOUS PEOPLE'S POLICY**  
**FRAMEWORK)**

**TECHNICAL/ENGINEERING EDUCATION QUALITY**  
**IMPROVEMENT PROJECT-III**

**(TEQIP-III)**

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**National Project Implementation Unit (TEQIP-III)**

**Department of Higher Education,**

**Ministry of Human Resource Development (MHRD)**

**GOVERNMENT OF INDIA**



## **ABBREVIATIONS AND ACRONYMS**

AFRC	Admission and Fee Regulatory Council
AICTE	All India Council of Technical Education
AISHE	All India Survey of Higher Education
ATU	Affiliating Technical University
BoG	Board of Governors
CDF	Cumulative Distribution Function
CFI	Centrally Funded Institution
CII	Confederation of Indian Industry
CPA	Chief Project Advisor
CPS	Country Partnership Strategy
CQS	Selection on the Basis of Consultant's Qualification
DC	Direct Contracting
DGS&D	Director General of Supplies & Disposals
DHE	Department of Higher Education
DLI	Disbursement Linked Indicator
DMF	Disclosure Management Framework
EAP	Equity Action Plan
EEP	Eligible Expenditures Program
EIRR	Economic Internal Rate of Return
EMF	Environment Management Framework
ERP	Enterprise Resource Planning
FA	Framework Agreement
FBS	Fixed Budget Selection
FICCI	Federation of Indian Chambers of Commerce and Industry
FM	Financial Management
FY	Financial Year
GAAP	Generally Accepted Accounting Principles
GDP	Gross Domestic Product
GoI	Government of India
GPN	General Procurement Notice
GRS	Grievance Redress Service
HR	Human Resources
IBRD	International Bank of Reconstruction and Development
IC	Investment Costs
ICB	International Competitive Bidding
ICT	Information & Communication Technology
IDA	International Development Association
IDP	Institutional Development Plan
IFB	Invitation for Bids
INR	Indian Rupee
IPPF	Indigenous People's Policy Framework

IPR	Intellectual Property Rights
IT	Information Technology
IUFR	Interim Unaudited Financial Reports
IRC	Incremental Recurring Costs
KPI	Key Performance Indicator
LCS	Least Cost Selection
LFP	Labour Force Participation
LIB	Limited International Bidding
LIS	Low Income States
M&E	Monitoring & Evaluation
MHRD	Ministry of Human Resource Development
MIS	Management Information System
MOOC	Massive Open Online Course
MoU	Memorandum of Understanding
NAAC	National Assessment and Accreditation Council
NASSCOM	National Association of Software and Services Companies
NBA	National Board of Accreditation
NCB	National Competitive Bidding
NPV	Net Present Value
NPD	National Project Director
NPIU	National Project Implementation Unit
NSC	National Steering Committee
NSS	National Sample Survey
OBC	Other Backward Castes
PAD	Project Appraisal Document
PDO	Project Development Objective
PG	Postgraduate
PIP	Project Implementation Plan
PMSS	Procurement Management Support System
PSAG	Private Sector Advisory Group
QBS	Quality Based Selection
QCBS	Quality & Cost Based Selection
R&D	Research & Development
RBF	Results Based Financing
REOI	Request for Expression of Interest
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
SBD	Standard Bidding Document
SC	Scheduled Castes
SDR	Special Drawing Rights
SPFU	State Project Facilitation Unit
SRFP	Standard Request for Proposal
SSC	State Steering Committee

SSS	Single Source Selection
ST	Scheduled Tribes
TEQIP	Technical Education Quality Improvement Project
UG	Undergraduate
UGC	University Grants Commission
UN	United Nations
UNDB	United Nations Development Business
US	United States
USD	United States Dollar
UT	Union Territory
WB	World Bank

## **EQUITY ACTION PLAN (INDIGENOUS PEOPLE’S POLICY FRAMEWORK)**

1. **Introduction:** The Department of Higher Education of the Ministry of Higher Education (MHRD), Government of India is going to implement the Phase-III of the TEQIP-III with credit from the International Development Association (IDA). The Project Development Objective is: “To improve quality and equity in selected engineering education institutions and increase the effectiveness of the engineering education system.”

2. **Beneficiaries:** Project activities will benefit undergraduate and post-graduate students and faculty associated with the ATUs and their affiliated colleges as well as colleges funded directly under the project. At baseline, approximately 2,507,949 UG students are expected to be enrolled, of which 30% is likely to be female and 15% from SC/ST/OBC groups. By project closing, approximately, 14,550,901 UG students are expected to have been covered, of which 35% is likely to be female and 20% from SC/ST/OBC groups. At baseline, approximately 363,789 PG students are expected to be enrolled, of which 30% is likely to be female and 15% from SC/ST/OBC groups. By project closing, approximately, 2,110,672 PG students are expected to have been covered, of which 35% is likely to be female and 20% from SC/ST groups. At baseline, approximately 255,174 faculty are expected to be employed of which 30% is likely to be female and 6.7% from SC/ST/OBC groups. By project closing, approximately, 1,354,494 faculty are expected to have been covered, of which 35% is likely to be female and 20% from SC/ST/OBC groups.

3. **Project Activities:** The Project will support three components: (1) Improving quality and equity in engineering education in low-income and special category states; (2) System-level initiatives to strengthen sector governance and performance; and (3) Sustaining excellence in engineering education and widening impact through competitively-selected institutes in non-low income /special category states (LIS/SCS).

**Component 1: Improving quality and equity in low-income and special category state:** This component will focus on improving quality and equity in engineering education in all government and government-aided colleges and technical universities, including ATUs, in seven low-income states (LIS), six special category states in the North-East of India (SCS), and Andaman and Nicobar Islands (a union territory (UT)). The LIS states, as agreed with DEA, are: Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Odisha, Rajasthan, and Uttar Pradesh (LIS). These states have been chosen because they face multiple institutional and system-level challenges.

**Component 2: System-level initiatives to strengthen sector governance and performance:** This component will provide technical assistance to MHRD and key apex bodies in engineering education, including AICTE and NBA, to strengthen the overall system of engineering education.

**Component 3: Sustaining excellence in engineering education and widening impact through competitively-selected institutes in non-LIS/SCS.** This will include Incubating, Sustaining and Spreading Excellence through Competitively-selected Government and Government-aided Institutes, and Widening Impact through ATUs in non-LIS.

4. **Key Social Impacts and Application of Bank Safeguards Policies:** The project will finance limited construction activities such as establishing/upgrading higher education facilities such as classrooms, library buildings, etc. within the existing premises. These activities are not expected to cause any significant environmental or social impacts. Likely environmental and social impacts, which will be limited in nature, may include temporary construction related impacts. No civil work involving compulsory land acquisition or involuntary resettlement shall be financed. Therefore, the World Bank's Operational Policy on Involuntary Resettlement (OP/BP 4.12) has not been triggered. The project institutions, especially those in low-income states, are located in states and communities inhabited by tribal communities. Therefore, the World Bank Operational Policy on Indigenous Peoples (OP/BP 4.10) has been triggered.

5. **Equity Action Plan/Indigenous People's Framework (IPPF):** The Government of India has prepared this Equity Action Plan (EAP) or Indigenous People's Policy Framework (IPPF) which addresses issues of gender equality and social inclusion with special attention to the needs of the Scheduled Tribe and the Scheduled Caste students and faculty members fulfilling the requirements of OP 4.10 with free, prior, informed consultation held with the primary stakeholders. The EAP/IPPF is a revised version of the EAP prepared for the TEQIP-II. This EAP/IPPF has been finalized using mostly qualitative research methodologies, including intensive stakeholder interviews and focus groups discussions with male and female students and faculties from various social backgrounds, including ST and SC groups, and poor and disadvantaged communities. The EAP/IPPF draws extensively on the experience of TEQIP I and II. The EAP/IPPF identifies key issues and problems affecting academic performance and overall development of students and recommends a set of actions to address the same, which has been discussed in this document.

6. **Summary of Recommended Actions:** Key recommended actions in the EAP/IPPF include: (i) improving the learning efficiency, English language skills, and non-cognitive skills of the students, especially those from socially and economically vulnerable groups including ST and SC, (ii) supporting faculty to improve their knowledge levels, pedagogical skills, and sensitivity to gender equality and social inclusion issues in educational institutions, (iii) encouraging and institutions of excellence to organize annual technology innovation forums to enable students from various colleges share experiences and innovations; (iv) promoting mentorship amongst students and teachers (to aid needy students and younger faculty members); and (v) supporting research scholars as a part of Institutional Development Plans.

7. **Objective and Scope:** This EAP/IPPF is prepared in line with the Government of India's commitment to Inclusive Growth (*sabka saath, sabka vikas*), and in complying with the World Bank's Operational Policy on Indigenous People (OP 4.10). The Objective of the EAP is: *"To ensure that all students and faculty in the project institutions have equal opportunity to avail the benefits of the Project with substantial improvement in the performance of students with special attention to the needy and ST and SC categories."* All project assisted institutions will be responsible for preparing and implementing the Equity Action Plan (EAP) as an integral part of project implementation for TEQIP-III.

8. **Strategy:** Every institution faces a different challenge to improve academic performance. In addition to the caliber of students in an institution, its facilities, management, quality and efficiency of the teaching faculty, and measures to address students' felt needs including relating non-cognitive skills and behavioral issues have a bearing on student

performance. The Project institutions are to make Equity Action Plans (EAP/IIPF) to improve learning outcomes for students and employability of graduates with special attention to the needy ones including those from the SC and ST categories. The project aims to ensure that all participating institutions improve the transition rate of First Year (enrolled) students to the Second Year (a key performance indicator of the project). Institutional targets are set for all students with special attention to socially and economically underprivileged groups including SC, ST, OBC and Women students. Achievement must be maintained during subsequent years so that high graduation rates are achieved by every institution. All Institutions should include Institutional EAP in their Institutional Development Proposals. The EAP should be a part of each Institution's MoU with the concerned project authorities.

9. ***Measures for Improving Academic Performance of students:*** Institutions need to identify and support students who need extra support. Various criteria might be used to identify the students in need, including for example, those who fail more than 40 or 50 percent of their subjects in a given year, lose a year or more during their degree programme, or consistently get low marks. Some students may fail to secure employment at the end of their degree programme because of overall low performance or inadequate skills at the completion of the course. Some of the reasons for these weaknesses are: low entry level marks (i.e., inadequate preparedness for the rigorous engineering curriculum), irregular attendance of classes, low self-confidence, weak language skills in English, which is the medium of instruction or even in the main vernacular language. Generally it is observed that weaker students do not communicate their difficulties and do not seek help due to factors including low self-esteem or even self-inflicted stigma. In addition, students may not do well because of a number of institutional factors, including vacancies in faculty and technical staff positions, deficiencies in faculty teaching skills, lack of library facilities or restricted opening times, poor academic support, inadequate student support services, lack of effective monitoring of student performance, or regular feedback to students, inadequate hostel facilities, poor quality placement offices, etc.

10. The participating institutions should strive to ensure that all students perform well academically and achieve their post-college goals i.e. securing good jobs or entering post-graduate courses, according to their choice, suited to their capabilities, and in line with the education they have received. Institutions must also ensure that all the faculty be well trained in Pedagogy especially with regard to addressing the needs of weak students. Some possible interventions to improve the performance of weak students include the following.

11. ***Diagnosing Student Weaknesses and Continuous Tracking of Performance*** through academic screening on entry and steps to bridge the knowledge gaps in specific areas requiring attention. It is essential that such screening tests are professionally planned and executed, which could benefit from a number of commercially available test modules. In addition, colleges should ensure that tests are appropriate (some test assess academic achievement while others test learning skills and others yet test the psychological profile of students). Properly devised tests on entry and at the start of semesters can provide information about specific areas where a student needs help. Such tests can be particularly helpful before 'tough' subjects begin each semester, and efforts can be made to strengthen classroom strategy and additional academic support by a student mentor, or faculty. The institutions will establish procedures and mechanisms to monitor the progress of students at various stages of the academic tenure. Reviewing student attendance in connection with performance and advising students to attend classes and make up missed classes will be emphasized.



12. ***Improving Performance in Academic Subjects.*** Students can be helped with **remedial classes** during semester hours or during vacations can be helpful. Additional calluses can be held during college hours when no classes are held but **teachers** are available to help students address their weaknesses. Extra inputs could be provided in more innovative ways such as: **tutorial classes** where students interact with each other and also with a faculty / PG student. The institutions will prepare and offer “**Bridge Courses**” for the students in need during the first year which could include extra classes, notes and guidance where teachers are available to students formally and informally. Colleges should also remember that having the same faculty simply re-teaching the same classes to the same students – without variation in approach or teaching methodology – is unlikely to be successful.

13. ***Enhancing English and Communication and Presentation Skills.*** One key factor affecting academic performance of students and employability of graduates is their inability to effectively communicate in the English language. The EAP/IPPF therefore emphasizes taking measures to help students improve their proficiency in English. The strategy could include English language labs, tutorials for technical and everyday English, opportunities to make presentations in the classroom, etc. Language and soft-skills development should be provided throughout the degree programme and not only in the final semesters in preparation for job interviews. Interactive and confidence-building programmes should also be implemented.

14. ***Building Students’ Non-cognitive Skills.*** Noncognitive attributes refer to academically and occupationally relevant skills and traits which may not be purely intellectual or analytical in nature. Noncognitive skills are personality and motivational habits and attitudes that aid academic and professional performance of students. Noncognitive traits, skills, and characteristics include perseverance, motivation, self-control, and other aspects of conscientiousness. Noncognitive skills deficit may accumulate over time and affect overall success in life. Noncognitive skills development can help in reversing or limiting delays or deficiencies in cognitive development and academic performance. The EAP could include conducting non-cognitive labs to help students understand and deal with their habits and traits accounting for their learning deficiencies and poor academic performance.

15. ***Promoting Peer Learning Groups and Fostering School Spirit.*** Certain institutions have established peer learning groups during TEQIP-II, which has benefitted students. Peer learning groups help students share their experiences and address their academic difficulties. Students often like to study in groups, and forming groups of 10-12 good and weak mixed students can be effective. They can revise lessons and undertake group projects also. Good students can help weak ones – the act of tutoring also helps good students.

16. ***Student Mentors and Faculty Advisers for Students.*** Peer-to-peer mentorship and tutoring worked well in some collages during TEQIP-II, since students feel comfortable with other students. Faculty mentors played an integral role in observing and monitoring student progress and serve as guides throughout students’ higher education experience. Therefore, TEQIP-III will emphasize ‘vertical’ integration with senior students mentoring juniors and facilitating student-faculty interactions with faculty acting as resource person to the student groups. Faculty Advisers (FA) can be appointed to support Student Mentors aiding a group of 6-8 students entering the first year. The process can help establish a close relationship with fresh students, orienting them regarding college practices and monitoring their progress through semesters. Students in all four years may need this guidance as different problems develop at different times. The relationship can be more informal than formal, allowing students to ask for

help when they need it and share their problems without fear. The FA could identify any non-academic reasons for a student's weak or declining performance, and accordingly advise her/him on appropriate remedial measures. The FA can also mediate between a student and other faculty, if necessary, or seek help from an HOD, Dean, Principal, etc., and get in touch with parents when necessary. Faculty may be given some professional training in mentoring and counseling to play this role.

17. ***Better Scheduling Remedial Courses and Repeat Exams.*** An important difference that emerged between institutions in the Equity study that partly explains why some colleges have a large backlog of students in the final year is the timing of the repeat exams that can be taken by students who fail in several subjects. In the better situation, make-up exams are held within a month or so of the original exams, while in the other colleges they are held a semester or a year later. This has two important negative fall-outs – the students have a heavy load as they must take exams simultaneously for both the new semester's subjects as well as for the subjects they fail; and they cannot attend classes in the subjects they have failed as either the syllabi or the college do not allow this. Thus, they do not get any additional teaching in the subjects in which they are weak unless they resort to coaching classes or other private means. This may in turn result in cumulative failures, leading some students to take six, seven or even more years to complete the four-year engineering course! In the better situation, on the other hand, remedial classes are provided by the college during the month before the repeat exams, which is usually during vacation, and the combination of the additional teaching and exams immediately thereafter enables the students to go on to the next year without a burdensome backlog. A committee appointed by NPIU could help develop a Guidance Note on how to execute transition support plans.

18. ***Improving teacher effectiveness*** will require several measures including the following:

Updating Domain Knowledge to enable faculty members keep abreast of latest developments in domain knowledge. (ii) Training in Pedagogy will support teachers in select undergraduate institutions to undertake refresher training in pedagogy to enhance their effectiveness. (iii) Fostering Positive Teacher Behaviors will involve behavioral training to the teachers to enhance their self-understanding, improve their sensitivity, leadership and management skills. A third important area for improvement of teacher performance is their behavior toward students (especially weak ones). An important 'first resort' is to counsel teachers who show bad behaviors, help and guide them. Besides having a formal Counselor, Faculty Mentoring program could be introduced to help faculty members that are younger and may seek help. (iv) Faculty Appraisal can be undertaken with using self-assessment forms and under the oversight of the HOD, Deans, Faculty Committee, etc. It can usefully include student evaluations but also monitor content delivery in accordance with the course file (ref. Guidance brief).

19. ***Supporting Innovation and Knowledge Sharing:*** TEQIP-III will support the institutions of excellence to bi-annually organize innovation and knowledge sharing forums for the benefit of students and young researchers from surrounding institutions. These events will promote competition amongst institutions to show case innovations and enable students to share their learning experiences, facilitate interaction with industries and private/public R&D institutions and thus expose them to break through technologies.

20. **Implementation Arrangements:** Each participating college will prepare and include the EAP/IPPF in the Institution Development Plan submitted for funding. There shall be institution level student-faculty committees to approve and monitor the implementation of the EAPs. The Dean, Students' Welfare will be generally the nodal officer responsible for implementing the EAP. The institutional arrangements will integrate professional capacity and expertise to plan and implement actions in fulfilment of the EAP/IPPF. The NPIU, SPFUs and other project institutions will have a nodal officer responsible for monitoring and supporting the EAP implementation.

21. **Monitoring and Evaluation:** The EAP/IPPF implementation shall be monitored as a part of the overall project monitoring. TEQIP II has built a strong web-based MIS, which has helped in project monitoring and evaluation, specifically in using performance information to provide incentives to institutes. In TEQIP III, a special effort will be made to build on existing MIS systems wherever possible, and ensure the MIS is adapted to each institute's specific needs, allowing it to report on TEQIP III indicators as well as other indicators deemed useful for the institute's own internal decision-making. The MIS system will also be designed to generate the data on the students' performance with special attention to the vulnerable categories. In addition, the project will work with the AICTE, the NBA and ATUs to harmonize their reporting requirements, to further simplify the reporting process for institutions. A core database, linked to existing MIS systems at institutions will be created and maintained, with server access provided by the MHRD. For institutions without an MIS in place, a supplementing database will be created and linked to the core database. This will enable the MIS system to provide policy-makers, at national, state and institutional levels, a summary analysis of the collected data through an interactive, web-based application capable of generating reports for all TEQIP III indicators and providing the unit level data required for the computation of each indicator. The system will incorporate a series of validity checks to avoid spurious data entry. An IT firm will be hired for the development, installation, training, and capacity building for the TEQIP III MIS and databases. The MIS will be funded through Component 2. Training provided to M&E staff at the national, state and institutional levels will strengthen M&E capacity.

22. **Stakeholder Consultation and Disclosure:** this documents was prepared and finalized through a series of free, prior and informed consultations with the primary stakeholders, the students and faculty members. The final round of stakeholder consultations were held at the Rajasthan Technical University (RTU) at Kota on July 8, 2015, at CTAT, Udaypur on July 9, 2015, and at Institute of Engineering and Technology (IET), Lucknow. The EAP/IPPF has been disclosed by the MHRD on its website and the document shall be locally disclosed at all the participating institutions.

23. **Grievance Redress Mechanisms:** Every participating institution has a Grievance Redress Mechanism for students and special committees to deal with grievances against any incidence of sexual harassment. Any grievances can also be sent to the NPIU and SPFUs which will be documented and addressed through existing GRMs established in the concerned Agency. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-

compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the World Bank Inspection Panel, please visit [www.inspectionpanel.org](http://www.inspectionpanel.org).

The Table below summarizes the EAP/IPPF Actions for the students and faculty.

#### Details of Equity Action Plan

S. No	Items	Actions	Implementation Agency	Frequency	Monitoring Indicators
(i)	To identify weaknesses in all students and take remedial steps	Institutions to plan and administer diagnostic tests at the beginning of each semester in order to identify the types of assistance required. Accordingly, institutions will execute bridge courses/remedial teaching (e.g. extra classes, tutorials) to be conducted by other faculty) and other measures to bring all students to the required level of proficiency to cope with the main subjects	Project institutions	Diagnostic tests and plans completed at the beginning of each semester; remedial measures carried out continuously thereafter	Percent of students transiting from First to Second year with all first year courses passed
(ii)	To improve language competency, soft skills and confidence levels	The preparation of guidance tools for teachers to transact with students that are culturally or linguistically less exposed to professional technical education / by including English as part of the main syllabus	Project institution	Continuous	Better transition rates for first and second year students
(iii)	Institution to improve non-cognitive and soft skills including communication and presentation skills through their wide use in curricula / project based work, and where needed, to provide special skills training to students with priority to the weak students	To be decided by the institution. This could include special labs or workshops or sessions with external experts/ consultants	Project institutions	Continuous	Improvement in job placement of students, especially among those with disadvantaged backgrounds
(iv)	Give under-qualified teachers priority in opportunities to upgrade their domain knowledge	Institutions to identify needs and indicate in their Faculty Development Plan how they would build equity to upgrade faculty qualifications and skills	Project institutions and SPFUs	Yearly	Increase in the percentage of teachers enrolled in M. Tech. and Ph. D. reported yearly
(v)	Training of teachers in subject matter and pedagogy, particularly to improve the performance of weak students	Training Needs Analysis (TNA) to be carried out for all teachers in all project institutions by appropriately qualified/trained experts, especially to teach weak students	Project institutions and SPFUs	TNA to be done before the preparation of Institutional	Percent of planned training completed as reported/ aggregated 6

S. No	Items	Actions	Implementation Agency	Frequency	Monitoring Indicators
		All institutions to prepare Faculty Development Plan for the Project period (using identified providers for Pedagogy or National Training Calendar for subject training), giving priority to the teachers with the most significant gaps in knowledge and skills as diagnosed by the TNA	Project institutions and SPFUs	Development Proposals; reporting every six months and remedial actions on a continuous basis	monthly
		All teachers are to be covered by training in pedagogy including teaching of weak students, helping students with special needs achieve their learning goals, and an understanding of equity and equality, students' rights and entitlements, i.e. non-discriminatory practices	Project institutions and SPFUs		
		Domain training is to be done on the basis of need/ link up with industry to keep abreast of cutting edge technology	Project institutions and SPFUs		
		Institutions to report to the SPFUs on progress in training plan every 6 months (by name, department, individual characteristics (including SC/ST/OBC, M/F, age, years of service, level, degree qualifications), type and duration of training received, etc., and the SPFUs to send aggregated reports to the NPIU	Project institutions		
		Training providers to furnish training evaluation results (which indicate the extent to which the gaps in a trainee's knowledge or skills including teaching of weak students have been addressed) to Institutions and the SPFUs	Project institutions and SPFUs		
		In addition the Project would carry out Satisfaction Surveys to assess training achievements	Project institutions and SPFUs		
(vi)	Make campuses physically and socially gender-friendly; especially provide adequate and suitable facilities to women students and faculty	Institutions to specify in their IDPs what actions they would take to ensure a gender—friendly campus—both 'soft' actions, and civil works where necessary	Project institutions	At the time of IDP and actions implemented as proposed	Institutions to provide descriptive reports of actions taken including number of beneficiaries
(viii)	Hold innovation and Knowledge Sharing Workshops yearly to improve knowledge sharing	The SPFUs and key Institutions to organize workshops with thematic focus	NPIU / SPFUs	Yearly	

<b>S. No</b>	<b>Items</b>	<b>Actions</b>	<b>Implementation Agency</b>	<b>Frequency</b>	<b>Monitoring Indicators</b>
(viii)	Sharing information and knowledge about engineering courses and colleges	By organising rural camps at the school level	SPFU / State Govt. Dept. dealing with secondary and technical education	Yearly	
(ix)	Provide appropriate infrastructure for physically challenged students	By providing ramps, lifts, toilets and hostel facilities	Project institutions	As required	
(x)	Special efforts for training/ internship/ placement of weak students	By greater networking with industry	Project institutions	Continuous	
(xi)	A two tier grievance redress mechanism (GRM)	Introduce, and publicise widely, a two tier GRM at the (i) institution; (ii) State level. In addition to a hotline (telephone), an email address would ensure anonymity.	Project Institutions and SPFUs	Continuous	
(xii)	Ensure that institutional mechanisms to protect and address the needs and concerns of women students are established.	Strengthen/ establish Gender Committees in each institution	Project Institutions/SPFUs	Continuous	
(xiii)	Develop a standard model for tracking of student progress *				
(xiv)	Peer Learning Groups of students	Develop Peer Learning Groups of students for joint study and joint projects (Senior student and faculty may be the resource person)	Project Institutions	Continuous	
(xv)	Appointing Student Mentors and Faculty Advisers for Students	Assigning Student mentors for 6-8 junior students and Appointing Faculty Advisers for 10-15 Students/student mentors. Faculty Advisors can guide the students and monitor their progress	Project Institutions	Continuous	

\* Shall be developed by the experts (from IITs and NITs)