

TECHNICAL EDUCATION QUALITY IMPROVEMENT PROGRAMME (PHASE - III)

(A Government of India Project assisted by the World Bank)

Format- Equity Action Plan

Name of the Institute: College of Engineering Pune



Introduction:

More than unemployment, un-employability is a serious issue that the field of engineering education in our country is facing. College of Engineering therefore aims to enhance employability of students and make them good engineers and human beings reaching greater heights in their professional as well as personal life and contribute to the development of the society. The institute already has some regular initiatives to achieve this goal and wishes to undertake new initiatives with the support of TEQIP-III. This Equity Action Plan includes specific, realistic, measurable and time-bound goals providing equal opportunities to all the stake holders of COEP family. This plan aims to take sustainable efforts to transform the things from good to better and from better to best, ensuring the success in the light of the institute's vision, mission and core values.

Mission

- To be a student-centric institute imbibing experiential, innovative and lifelong learning skills, addressing societal problems
- To promote and undertake all-inclusive research and development
- To inculcate entrepreneurial attitude and values amongst learners
- To strengthen national and international, industrial and institutional collaborations for symbiotic relations
- To mentor aspiring institutions to unleash their potential, towards nation building

Vision

To be a value-based globally recognized institution ensuring academic excellence and fostering research, innovation and entrepreneurial attitude

Core Values (S T E E R)

Strength

Truth

Endurance

Ethics

Reverence for All

We at COEP, follow an approach using a variety of initiatives to bring about the condition of same status – the state of equality. We believe that equity does not demand to treat everyone equally but to leave no stone unturned to get everyone to the same place.

Sr. No.	Activity	Sub-activity/Action	Coordinator	Executing agency	Date & duration	Frequency	Indicator to measure outcome	Estimated Expenditure
1.	To identify students who will require more academic support	Part of Induction Programme	Head, Applied Science Department	Internal Committee	July/August (2-3 weeks)	Beginning of new academic year	Performance in the test, continuous evaluation system	Institute level
2.	To improve language competency, soft skills and confidence levels	Language Laboratory based programmes	Coordinator, Language laboratory	Faculty for Communication skills (Internal)	Throughout the year	Continuous in batches	Presentation and written skill assessment	Rs. 5 lakh for new software applications
3.	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	Professional Communication , English Proficiency, Humanities courses Finishing school	Coordinator, Language laboratory	Internal Faculty External agency & Internal committee	Every semester 60 hrs per batch per semester	Continuous Semester	Test, Continuous evaluation & presentation skills Presentation & interview skills	Institute level Funded by Corporate partners
4.	To give under-qualified teachers priority in opportunities to upgrade their domain knowledge	Encouragement to register for Ph.D. QIPs Participation in Academic gatherings	Dean, Academics	DFMC, Respective Department	Throughout the year	Continuous	Faculty Appraisals	Relaxation in fees for enrolled candidates

5.	Training of teachers in subject matter and pedagogy, particularly to improve the performance of weak students/ transgender students	Training needs analysis Defining levels Awareness programmes Exposure to industry Counseling Facility	Dean, Academics	Internal Committee	Every semester	Continuous	Reporting & interactions with in faculty	Funded under the TEQIP program as per the rules
6.	Make campuses physically and socially gender-friendly, including provisions for students of transgender; especially provide adequate and suitable facilities to women students and faculty	Gender inclusive infrastructure and policies Employability skills training	EAP coordinator, Women Cell & Secretary, BWC Counselor Doctor Financial help Mentorship	Internal Committee Internal External External External	Every semester	Continuous	Feedback & satisfaction index Cases Cases Number & fellowship grants	1 lakh As per norms Funds obtained from corporate
7.	To hold innovation and Knowledge Sharing Workshops yearly to improve knowledge sharing	Organisation of thematic workshops Rewarding best practices	Dean, Academics	Internal Mechanism	Once in a year	Continuous	Participation of institutes	Internal
8.	Sharing information and knowledge about Engineering courses and institutions	Unnat Bharat & Maharashtra Abhiyan	Coordinator, UBA & UMA	Internal Committee	Every year	Continuous	Public participation & technology transfer	1 Lakh

9.	Provide appropriate infrastructure for physically challenged students	Suitable infrastructure and facilities are made available Scholarships under CSR	EAP Coordinator & Secretary, BWC	Internal Committee	Every semester	Continuous	Feedback & Satisfaction index	Internal
	Special efforts for training/ internship/ placement of weak students	Training in soft skills by guest speakers	Dean, Students Affairs & Department committee	Internal department wise mechanism & Industry Experts	Every semester	Continuous	MoU with the industry	Internal
10.	A two-tier grievance redress mechanism (GRM)		EAP coordinator	Internal Committee	As required	Continuous	Complaint redressal	Internal
11.	Ensure that institutional mechanisms to protect and address the needs and concerns of women students are established.	Committee for sexual harassment of women at workplace Awareness creation and training	EAP Coordinator	Internal Committee & external members	As required	Continuous	Feedback & redressal of complaints	Internal
12.	Peer Learning Groups of students	Various activities involving students from different academic, social, gender and cultural backgrounds	Gymkhana & Faculty advisors Satellite Club, Robotics Lab, Events: Mindspark, Zest	Internal Committee	Every semester	Continuous	Participation & success of teams in competitive events	Internal

		Introduction of Buddy (Senior student Guide) system	Dean, SA					
13.	Appointing Student Mentors and Faculty Advisers for Students	Mentor-Mentee System for informal interaction and guidance Faculty Advisor Scheme for academic guidance	Dean, Student Affairs & Coordinator, Induction program HOD, Applied Science Department	Internal Committee	Every semester	Continuous	Resolving the problems	Internal
	Analysis of transition rate	Academic progress monitoring mechanism	Head, Physics & Mathematics & Coordinator MIS system	Internal committee	Every Semester	Continuous	Academic performance in continuous evaluation system	Internal

Details of selected mechanisms adopted under EAP:

Sr. No. 1: To identify students who will require more academic support

As per the mandate by AICTE to conduct an induction programme, COEP has appointed a committee of faculty members. The core committee members attended a Faculty Development Programme at Christ Institute of Management, Lavasa, Pune for two weeks. The committee came up with a plan for a two-week Student Induction Programme for newly admitted students and the institute has successfully implemented the programme. The programme involves guest lectures on universal human values, sessions on yoga and pranayam, interaction with faculty mentors, screening of movies and documentaries, etc.

As part of the induction programme, a **proficiency test** is conducted to determine the level of every student. Results are analyzed and remedial courses are designed to help slow learners to catch up with their goals more effectively and confidently. All the students are guided by dedicated faculty mentors and they have senior students as their buddies to guide them informally.

During the induction programme, **faculty** and **buddy** (Senior student) **mentors** (as mentioned under Sr. No. 13) were assigned to the group of students. Buddy was selected based on the branch, region and background of students.

Sr. No. 2: To improve language competency, soft skills and confidence levels

A dedicated language laboratory is in place for all students. The language lab offers courses in English and foreign languages. It has software applications such as Clarity Renet Language Studio, ESPOIR Interview Simulator, ESPOIR English through Science and Technology, ESPOIR Spoken English and Proficiency tests by University of Cambridge. Regular practical sessions for a 2-credit course titled Professional Communication are conducted in the Language Laboratory for first year students wherein they learn basics of effective professional communication, common errors in English and ways to overcome them, four basic language skills viz. listening, speaking, reading and writing, two systems of grammar and vocabulary and other topics such as presentation skills, business letters, email writing, resume / CV writing, report writing, etc.

We wish to provide students more exposure to English listening and speaking for which some effective software applications need to be purchased:

Clarity S-net, Tense Buster, Active Reading, Business Writing, It's Your Job, Practical Writing, Road to IELTS, and Dynamic Placement Test.

The laboratory is functional **08 hours a day** and managed by the needy students under **Earn & Learn Scheme**. A dedicated lab assistant is appointed for the day to day maintenance of laboratory in addition to the faculties (who are recognized by the reputed organizations like Cambridge, British Council etc.)

Sr. No. 3: To improve non-cognitive and soft skills including communication and presentation skills through wide use in curricula / project based work, and where needed, to provide special skills training to students with priority to weak students

Many courses such as Professional Communication, English Proficiency, Humanities, etc. have mandatory element of presentations on a variety of topics. Students are encouraged to make individual as well as group presentations. The institute has taken initiative in providing training in the development of soft skills and employability.

3.1 CII-Symbiosis: Finishing School

We depute students to attend the **Finishing School programme** jointly conducted by Confederation of Indian Industry (CII) and English Language Teaching Institute of Symbiosis (ELTIS). The programme aims to boost students' confidence in speaking and enhance their employability and soft skills.

3.2 Changing Gears Programme

The Institute in collaboration with **Confederation of Indian Industry (CII)** and Bharat Forge has started with the Changing Gears Programme which also aims to help students of all sections to enhance their employability skills. The beauty of the programme is that students who score less in a screening test are encouraged to register as they are the ones who need such training programmes and the programme co-ordinators take serious efforts to bring changes in them and help themselves fine a new one within everyone. Sessions are conducted by in-house faculty in Communication Skills as well as experts from Bharat Forge and other industries.

Sr. No. 4: To give under-qualified teachers priority in opportunities to upgrade their domain knowledge

Every Branch/ Department has **Departmental Faculty Management Committee (DFMC)** which is helping and monitoring the objective of academic up gradation of faculty (pursuing M.Tech./Ph.D. degree) and domain and non domain training to the faculty especially to the junior members.

Sr. No. 5: Training of teachers in subject matter and pedagogy, particularly to improve the performance of weak students/ transgender students

We have identified **Computer programming (CP), Engineering Mechanics (EM), Basic Electrical Engineering (BEE) and Mathematics** as difficult courses based on performance evaluation of students. **Complimentary coaching classes** are planned for academically weaker students from all sections generally of problem solving nature and by the senior/ external faculty members.

Sr. No. 6: Make campuses physically and socially gender-friendly, including provisions for students of transgender; especially provide adequate and suitable facilities to women students and faculty

Gender friendly facilities like ramps & elevators, toilets, ladies rooms etc. are provided to all academic, residential and common areas of campus.

Sr. No. 10, 11: A two-tier grievance redress mechanism (GRM) & institutional mechanisms to protect and address the needs and concerns of women students are established

Online MIS based system of launching of complaints and feedback is planned to roof the grievances redressal mechanism. As of now, a committee comprising of a lawyer under **Prevention of Sexual Harassment of Women at Workplace** and **Anti Ragging Committee** is in place and functional.

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