ABOUT THE PROJECT

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-I1 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.

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.

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.

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 UnionTerritories (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.

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.

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 mployability 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* *:* CapacityBuilding to Strengthen Management
- *Sub-Component 2.2* *:* Project Management, Monitoring and Evaluation

The key features of the Project are presented in Table-1 below.

Table-1

Project Component and Sub-Component

Component – 1 : Improving Quality of Education in Selected Institutions	
1.1 Strengthening Institutions to Improve Learning Outcomes and Employability of Graduates	
Objectives	**Suggested activities**
To strengthen selected Engineering institutions to improve the competencies of undergraduates. (An estimated 140 new Engineering institutions meeting the Eligibility Criteria will be competitively selected under this Sub-component.) Private unaided institutions could also be part of this Sub-component but will be funded on cost sharing basis for carrying out the following activities only: • Improvement in teaching, training and learning facilities through: o Establishment of laboratories for new PG programmes o Updation of learning resources Procurement of furniture o Modernization and strengthening of libraries and increasing access to knowledge resources • Providing Teaching and Research Assistantships to increase enrolment in existing and new PG programmes in Engineering disciplines • Faculty and Staff development for improved competence based on Training Needs Analysis (TNA) • Enhanced interaction with Industry Institutional management capacity enhancement ıentation of Institutional reforms • Academic support for weak students	• Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis • Improvements in teaching, training and learning facilities through: o Modernization and strengthening of laboratories and establishment of new laboratories for existing UG and PG[3] programmes and for new PG programmes o Modernization of classrooms o Updation of learning resources o Procurement of furniture o Establishment/upgradation of Central and Departmental Computer Centres o Modernization/improvements of supporting departments o Modernization and strengthening of libraries and increasing access to knowledge resources o Refurbishment (Minor Civil Works) • Providing Teaching and Research Assistantships4 to increase enrolment in existing and new PG programmes in Engineering disciplines • Enhancement of R&D and institutional consultancy activities • Faculty and Staff development for improved competence based on Training Needs Analysis (TNA) • Enhanced interaction with Industry • Institutional management capacity enhancement • Implementation of institutional reforms • Academic support for weak students

3 The term PG covers both Masters and Doctoral programmes.

4 Teaching Assistantships are to be awarded to full-time non-GATE Masters degree students and Research Assistantships are to be awarded to full-time Doctoral degree students who are not able to secure a scholarship or fellowship